



National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Service

Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, tests publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30.

The Individual and Interethnic Harmony:
The Role of Personal and Social Factors

Claudette Bourque

Thesis presented to the School of Graduate Studies
at the University of Ottawa as partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

Ottawa, Canada, 1987

© Claudette Bourque, Ottawa, Canada, 1988.

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-46729-0



UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

Acknowledgements

This thesis was prepared under the direction of Dr. Richard Clément of the School of Psychology. I appreciate the patience, professionalism and sense of humour that he demonstrated throughout this project.

I thank Dr. Rodrigue Landry of l'Université de Moncton who made the arrangements for the experiment to take place at l'Université de Moncton.

Dr. Francine Tougas of the School of Psychology at the University of Ottawa was very helpful in the preparation of the questionnaires.

I thank Kelly, Michael, Nicole and Jennifer for their flexibility and co-operation during this busy time in our lives. I thank Larry and Sandy Hyttenraugh for their encouragement, support and readiness to help. Last but not least, I thank Norm who saw me through the last stages of this thesis.

Abstract

This research explored the relation between interethnic harmony and the role of personal and social factors. Specifically, reactions in interethnic encounters of members of a minority ethnic group were studied in relation to interactive effects of ethnolinguistic vitality, self-esteem and level of ethnic threat. The aspects of the encounter that were measured were salience of ethnic identification, attitudes toward members of outgroups and self-confidence in one's ability to deal efficiently and effectively in interethnic encounters.

Two studies were conducted. The Acadians, a minority ethnolinguistic group from Eastern Canada were chosen to assess the interactive effects. A survey questionnaire, containing scenarios depicting social encounters that were either ethnically threatening or ethnically enhancing to Acadians, was randomly distributed to students from l'Université de Moncton. The questionnaire comprised scales measuring to dependent variables, self-esteem and ethnolinguistic vitality. Seventy-six subjects were used in Study One and 174 subjects were used in Study Two. Analyses of variance were performed, one for each scenario. The second study, incorporated several methodological refinements and a theoretical modification, based on the results of Study One.

Results from Study One suggested a possible relationship between salience of ethnic identification and the other two dependent variables: attitudes and self-confidence. Results in Study Two revealed that variations in salience of ethnic identification are related to ethnolinguistic vitality, as well as to the interactive effect of self-esteem and situational characteristics. Ethnic identification was more salient when negative or positive aspects of the situation matches individual self-esteem.

In the case of attitudes toward outgroup members, the results show that attitudes were related to social, as well as to personal characteristics. Ethnically advantageous circumstances generated more positive attitudes than ethnically disadvantageous circumstances. When, however, circumstances were extremely ethnically disadvantageous, due to the compounded effect of extreme minority status of the group and immediate situational threat, attitudes were more positive. In addition, attitudes were more positive when salience of ethnic identification was low, and particularly when expectations based on personal characteristics were confirmed by the situation.

The results also revealed that self-confidence levels were positively related to positive social circumstances. In addition, when personal characteristics were introduced, self-confidence was positively related to self-esteem, but only when the immediate situation (threatening or enhancing) matched expectations based on the group's social position.

Generally, the obtained results suggested that reactions in interethnic encounters are related to the interface of situational factors with expectations based either on personal or group characteristics. Based on the results, disadvantageous social conditions do not necessarily produce negative feelings about ethnic identity, nor are reactions in disadvantageous situations negative toward those who appear to be the oppressors. Implications for theories of intergroup relations and applications to relevant social policies are discussed.

Table of Contents

	page
Title	i
Acknowledgements	ii
Abstract	iii
Table of contents	v
List of Tables	viii
List of Figures	xiii
Chapter 1	
Introduction	1
Statement of the Problem	1
Theoretical Background	3
Personality Factors	8
Social Structural Factors	10
Situational Factors	14
Conjecture	16
Chapter 2	
Study 1	22
Introduction	22
Method	22
Subjects	22
Materials	22
Manipulation Check	24
Salience of Ethnic Identification	24
Attitudes toward Anglophones	25
Self-confidence	25
Procedure	25
v	
Results	26

	Reliability and Validity Tests	26
	Analyses of Variance	34
	Salience of Ethnic Identification	34
	Attitudes toward Anglophones	45
	Self-confidence	45
	Discussion	66
Chapter 3	Study 2	69
	Introduction	69
	Method	73
	Subjects	73
	Materials	73
	Manipulation Check	75
	Salience of Ethnic Identification	75
	Attitudes toward Anglophones	76
	Self-confidence	76
	Procedure	76
	Results	76
	Reliability and Validity Tests	76
	Analyses of Variance	81
	Salience of Ethnic Identification	84
	Attitudes toward Anglophones	94
	Self-confidence	116
	Discussion	136
Chapter 4	Conclusion	143
	References	149

Appendix A	The Acadians: An Ethnolinguistic Minority	157
Appendix B	Study 1 Questionnaire	162
	Enhancing Version	162
	Threatening Version	182
Appendix C	Study 2 Questionnaire	202
	Enhancing Version	202
	Threatening Version	232
Appendix D	Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification	262

List of Tables

Table 2.1	Internal Consistency Reliability Coefficient for the Self-esteem and Subjective Ethnolinguistic Vitality Scales	27
Table 2.2	Internal Consistency Reliability Coefficients for the Attitudes toward Anglophones Scale	28
Table 2.3	Subjective Ethnolinguistic Vitality as a Function of Geographic Distribution	30
Table 2.4	Estimate of Demographic Information on Sub-regions within the Acadian Region as per Statistics Canada (1981, c1984)	31
Table 2.5	Population in Counties with significant Numbers of Residents with French Origins as per Statistics Canada (1981, c1984)	32
Table 2.6	Comparisons of Mean Ethnic Threat Ratings for Both Versions of Each Scenario	33
Table 2.7	Descriptive Statistics for Self-esteem Sub-groups and Ethnolinguistic Vitality Sub-groups	35
Table 2.8	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 1	36
Table 2.9	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2	37
Table 2.10	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 3	38
Table 2.11	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 4	39
Table 2.12	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 5	40

Table 2.13	Salience of Ethnic Identification as a Function of Condition	42
Table 2.14	Salience of Ethnic Identification as a Function of Condition and Ethnolinguistic Vitality	43
Table 2.15	Analysis of Variance Summary Table Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 1	46
Table 2.16	Analysis of Variance Summary Table Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2	47
Table 2.17	Analysis of Variance Summary Table Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 3	48
Table 2.18	Analysis of Variance Summary Table Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 4	49
Table 2.19	Analysis of Variance Summary Table Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 5	50
Table 2.20	Attitudes toward Anglophones as a Function of Condition	51
Table 2.21	Analysis of Variance Summary Table Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 1	53
Table 2.22	Analysis of Variance Summary Table Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2	54
Table 2.23	Analysis of Variance Summary Table Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 3	55

Table 2.24	Analysis of Variance Summary Table Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 4	56
Table 2.25	Analysis of Variance Summary Table Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 5	57
Table 2.26	Self-confidence as a Function of Condition	58
Table 2.27	Self-confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem	62
Table 3.1	Internal Consistency Reliability Coefficients for Beliefs on Ethnolinguistic Vitality Questionnaire	78
Table 3.2	Internal Consistency Reliability Coefficients for Ethnic Identification Scale, Self-confidence Scale and Attitudes toward Anglophones Scale	79
Table 3.3	Beliefs on Ethnolinguistic Vitality as a Function of Geographic Distribution	80
Table 3.4	Comparisons of Mean Ethnic Threat Ratings for Both Versions of Each Scenario	82
Table 3.5	Descriptive Statistics for Self-esteem Sub-groups and Ethnolinguistic Vitality Sub-groups	83
Table 3.6	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 1	85
Table 3.7	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2	86
Table 3.8	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 3	87
Table 3.9	Analysis of Variance Summary Table Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 4	88

Table 3.10	Salience of Ethnic Identification as a Function of Condition	89
Table 3.11	Salience of Ethnic Identification as a Function of Ethnolinguistic Vitality	90
Table 3.12	Salience of Ethnic Identification as a Function of Condition and Self-esteem	93
Table 3.13	Mean and Median on the Salience of Ethnic Identification Scale for Each Scenario	95
Table 3.14	Analysis of Variance Summary Table Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 1	96
Table 3.15	Analysis of Variance Summary Table Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 2	97
Table 3.16	Analysis of Variance Summary Table Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 3	98
Table 3.17	Analysis of Variance Summary Table Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 4	99
Table 3.18	Attitudes toward Anglophones as a Function of Condition	100
Table 3.19	Attitudes toward Anglophones as a Function of Self-esteem	101
Table 3.20	Attitudes toward Anglophones as a Function of Condition and Ethnolinguistic Vitality	104
Table 3.21	Attitudes toward Anglophones as a Function of Condition and Salience of Ethnic Identification	107
Table 3.22	Attitudes toward Anglophones as a Function of Ethnolinguistic Vitality and Salience of Ethnic Identification	111
Table 3.23	Attitudes toward Anglophones as a Function of Condition, Self-esteem and Salience of Ethnic Identification	114

Table 3.24	Analysis of Variance Summary Table Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 1	117
Table 3.25	Analysis of Variance Summary Table Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 2	118
Table 3.26	Analysis of Variance Summary Table Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience Ethnic Identification for Scenario 3	119
Table 3.27	Analysis of Variance Summary Table Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification for Scenario 4	120
Table 3.28	Self-confidence as a Function of Condition	121
Table 3.29	Self-confidence as a Function of Self-esteem	123
Table 3.30	Self-confidence as a Function of Salience of Ethnic Identification	124
Table 3.31	Self-confidence as a Function of Condition and Ethnolinguistic Vitality	126
Table 3.32	Self-confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem	129
Table 3.33	Self-confidence as a Function of Condition, Ethnolinguistic Vitality and Salience of Ethnic Identification	133
Table A.1	Population having French Origins in the Maritime Provinces (% of Total Population for Each Province)	161
Table D.1(a)	Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification (Scenario 1 and 2)	263
Table D.1(b)	Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification (Scenario 3 and 4)	264

List of Figures

<u>Figure 2.1</u>	Saliency of ethnic identification as a function of Condition and Ethnolinguistic Vitality	43
<u>Figure 2.2(a)</u>	Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 2)	59
<u>Figure 2.2(b)</u>	Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 3)	60
<u>Figure 2.2(c)</u>	Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 4)	61
<u>Figure 3.1</u>	Saliency of ethnic identification as a function of Condition and Self-esteem (Scenario 4)	91
<u>Figure 3.2</u>	Attitudes toward anglophones as a function of Condition and Ethnolinguistic Vitality (Scenario 4)	103
<u>Figure 3.3</u>	Attitudes toward anglophones as a function of Condition and Saliency of Ethnic Identification (Scenario 4)	106
<u>Figure 3.4(a)</u>	Attitudes toward anglophones as a function of Ethnolinguistic Vitality and Saliency of Ethnic Identification (Scenario 1)	109
<u>Figure 3.4(b)</u>	Attitudes toward anglophones as a function of Ethnolinguistic Vitality and Saliency of Ethnic Identification (Scenario 2)	110
<u>Figure 3.5</u>	Attitudes toward anglophones as a function of Condition, Self-esteem and Saliency of Ethnic Identification (Scenario 1)	113
<u>Figure 3.6</u>	Self-confidence as a function of Condition and Ethnolinguistic Vitality (Scenario 4)	125
<u>Figure 3.7</u>	Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 2)	128
<u>Figure 3.8(a)</u>	Self-confidence as a function of Condition, Ethnolinguistic Vitality and Saliency of Ethnic Identification (Scenario 1)	131
<u>Figure 3.8(b)</u>	Self-confidence as a function of Condition, Ethnolinguistic Vitality and Saliency of Ethnic Identification (Scenario 2)	132

CHAPTER I
INTRODUCTION

Statement of the Problem

Interethnic relations are at the focal point of many political and social controversies which result from the contact between ethnic groups in culturally diversified nations. In Canada, a current political remedy to ethnic frictions is a multiculturalism policy which Berry (1984) summarizes as follows:

Briefly, this policy seeks to improve intergroup harmony by encouraging all ethnic groups in Canada to develop themselves as vital communities and by further encouraging their mutual interaction and sharing. The assumption, which is quite explicit in the policy, is that such group development will lead to a personal and collective sense of confidence, and this in turn will lead to greater ethnic tolerance. (p.353)

Underlying the policy is the assumption that a sense of security and confidence in one's own ethnic group and culture will lead to greater acceptance and appreciation of members of other groups. Such acceptance and appreciation, in turn, presupposes the capacity and motivation to use languages other than one's own. Interethnic harmony is thus dependent on second language proficiency and on the determinants of such proficiency.

Social psychological research on the determinants of second language proficiency has isolated a number of individual characteristics likely to influence linguistic and para-linguistic behaviour in a second language. Lambert's (1979) and Gardner's (1985) models, for example, have underlined the importance of motivational predispositions supported by positive attitudes toward the second language community. In addition to attitudes, Clément (1980; 1984; 1986) and Clément and Kruidenier (1985) have found that in multicultural settings, an important determinant of second language performance is the individual's

self-confidence in his own capacity to make use of the second language in an adaptive and efficient manner. To the extent that they influence second language behaviour, attitudes and self-confidence should be determinants of harmonious ethnic relations.

The focus on such individual characteristics, as determinants of second language proficiency, has not gone unchallenged in recent years. According to Brown & Turner (1981), Turner (1982) and Tajfel (1978; 1981), past attempts to explore group behaviour have been inadequate because of their focus on individualistic constructs. Before even considering the effects of personality and/or individual characteristics on ethnic relations, these researchers assert that factors which define an interpersonal encounter as an interethnic encounter must be delineated. Thus, if contact is a determinant, it is important to identify those encounters that move beyond the context of an interaction managed by personal identification to the context of an interaction managed by ethnic identification. Bornwasser & Bober's (1987) discussion emphasizes the significance of such distinctions for the study of intergroup behaviour. Specifically, the effect of situations, construed either in terms of personal identity or group membership and the meaning that this has for the individual (i. e. the relationship between the individual and the group or group identification) are highlighted in Tajfel's (1981) social identity theory of intergroup behaviour.

Depending on how a situation might be construed then, ethnic identification might not always be a salient feature of the interaction. Thus, situations involving members from different ethnic groups might not always be managed along ethnicity-relevant dimensions. Interethnic harmony might, therefore, be influenced by attitudes and self-confidence, but only to the extent that these are operative in situations where ethnic identification has become relevant.

Although factors that are likely to affect the salience of ethnic identification, as well as attitudes toward outgroup members and self-confidence in interethnic situations have been studied independently, no attempt has been made at formulating an integrated explanation of the determinants of these aspects of interethnic contact. The purpose of this study is to propose and test such an integrated theoretical framework.

Theoretical Background

Ethnic identity is one component of the larger construct of self-identity. Self-identity has been recognized as the primary agent in explaining behaviour in interpersonal situations (James, in Burns, 1979; Stryker, 1968; Burke & Tully, 1977; Burke & Reitzes, 1981; Wrightsman & Deaux, 1981; Erikson, 1963; 1968; Rogers, 1961). Symbolic interactionists further propose that much which defines the self is related to the environment. In this respect, Mead (1972) highlights the influential role of the social group for the development of self-identity. Research on ethnic identification has consistently shown that reference to the ethnic or social group is often one of the first and usual responses to the question: "Who am I?" (Kuln & McPartland, 1954; Gergen, 1971; Santee & Jackson, 1979; Rosenberg, 1979; Aboud, 1981). This phenomenon, where individuals express a need to identify with a social group, has been at the focus of a theoretical framework formulated by Tajfel (1974; 1978; 1981) to explore intergroup relations.

According to Tajfel, social group identification begins with the knowledge of group membership. However, mere knowledge of group membership is not enough, knowledge must be accompanied by an emotional or affective component. Tajfel's definition of social identification is: *that part of an individual's self-concept which derives from his knowledge of his membership of a social group (or groups) together with the emotional significance attached to that membership* (1981, p. 63). The

emotional element, that makes social group identification important for self-identity develops through social interaction.

Belonging to and identifying with a particular social group, is the result of one type of social experience out of many. The concept of social identity has been defined by Turner (1982), and by Gergen (1971), as an organization of parts managed and controlled through complex cognitive processes in response to social situations. Theoretically then, self-identity could include many self-identification images in addition to the cognitive structure. The process whereby individuals are able to present a relatively stable but flexible identity structure for healthy functioning is highly complex. Turner (1982) proposes the following theoretical formulation to guide research in this area:

(the problem of self theory is)...a failure to distinguish between the self-concept as a cognitive structure and the self-images which are produced by the actual functioning of that structure at any given moment ... (the self is hypothesized to be) a relatively enduring multi-faceted system which is carried about in the head from situation to situation. It has the overall coherence and organization which produces a sense of unity and consistency and yet structurally and functionally its parts are highly differentiated. They are apparently able to operate relatively independent of each other. Thus in any given situation a different part or combination of parts of the self-concept could be at work within the subjective consequence that different self-images are produced. (p.19)

The range and type of possible self-images or self-descriptors that can be produced is vast. Gergen (1971) and Rosenberg (1979) identified two main categories: personal attributes and social characteristics.

The personal attributes category consists of core aspects of the individual of which personality characteristics, physical attributes, intellectual capacity are some of many. By their very nature, personal attributes and personality characteristics belong to that part of self-identity that is relatively enduring, stable and constant.

In some situations, self-identity may be sufficiently represented by personality characteristics alone. Other situations might require self-identity elements consisting of a combination of parts of which personality is a consistent element. Personality, being the constant factor, could have an impact on other elements that make up self-identity.

Although personality characteristics are important and significant factors, it is also important to consider other elements which might be significant for self-identity. Gergen (1971) and Rosenberg (1979) suggested that a second category of important identity elements are social group characteristics. Individuals who internalize group characteristics are said to have achieved a sense of social group identification. In as much as an ethnic group is a social group, individuals would also internalize characteristics specific to the ethnic group.

Ethnic identification, while important at some level, is not always a salient feature of self-identity. The spontaneity and inconsistency with which individuals refer to ethnic group characteristics indicate that individuals are flexible with reference to ethnic identification. For example, reference to ethnicity in self-descriptions was found to be related to social structural conditions within a school setting (McGuire, McGuire, Child & Fujioka, 1978). Results revealed that when social structure highlighted ethnic distinctiveness and provided sufficient social support in terms of numbers, individuals were more likely to make spontaneous reference to ethnic characteristics. These findings support Tajfel's (1978, 1981) theory, according to which social structural factors are said to have an effect on individual identification processes. Hence, social structural factors have a significant impact on the salience of ethnic or social elements within self-identity.

The influence of social factors on self-identity elements involves more than the sole effect of the social structure, i. e., the group's position in the social

hierarchy. Social influences also include immediate situational factors. In other words, when members of ethnic groups interact, they have to meet the demands imposed by social structure, as well as, the demands of the immediate situation.

Immediate social situations are limitless in terms of their variety and, therefore, difficult to address in a systematic inquiry of their effects. However, it is possible to refer to the general atmosphere or quality of the situation. For example, immediate situations might be threatening or enhancing to ethnic identification. In threatening situations, individuals would likely draw on different self-identity elements than if situations held ethnic identification in a positive light. Therefore, two levels of social factors, i. e., social structure and quality of the immediate situation, could each make a significant contribution to the salience of elements within self-identity.

The preceding discussion has highlighted three classes of factors which could have a significant influence on ethnic group identification. Personality characteristics such as self-esteem are relatively stable individual characteristics, which help to determine the extent to which individuals refer to social elements when interacting in intergroup situations. However, other factors describing the social situation, i. e., social structural factors and immediate situational factors, also warrant investigation as determinants of salience of ethnic identification.

A similar argument could be made if one considers, as in the case here, ethnic group identity as being defined along language-relevant dimensions. Language is often declared a valuable group characteristic and a strong symbol of ethnicity (Fishman, 1977). Language, being *the most cherished badge of ethnic identity* (Burnet, 1981, p. 20), has been repeatedly highlighted in the literature on intergroup relations (Giles, 1977; Giles & St. Jacques, 1979; Giles & Johnson, 1981; Gardner & Kalin, 1981; Wardhaugh, 1983). The emotionality which ethnic group members

display surrounding issues of language and language choice suggests that language is related to strong feelings of ethnic identification.

In as much as language is a criterion of ethnic identification, language behaviour, such as language use and/or language choice in interethnic situations, also becomes an important aspect of group relations. This research is also concerned with two factors that have been shown to influence language behaviour in interethnic situations. First, language behaviour can be a function of receptivity or defensiveness toward that language group. Receptivity and/or defensiveness to members of the other language group can be influenced by positive or negative attitudes towards the other group. According to Gardner (1981; 1985), a positive affective predisposition is a prerequisite for success in second language learning and interethnic interactions. Success in this endeavour demands a personal commitment which can be facilitated by positive attitudes towards the other group.

Second, language behaviour can also be a function of the degree of comfort and efficacy in interethnic situations. Clément (1980; 1984; 1986) and Clément & Kruidenier (1985) have demonstrated the importance of self-confidence for second language acquisition and usage. Thus, self-confidence in one's ability to deal effectively in an interethnic situation has been identified as a strong indicator that contacts with the other language group will continue. In as much as self-confidence in interethnic situations leads to continued contacts, it is considered an important feature of intergroup relations.

The same factors that affect salience of ethnic identification could also have a significant impact on these two components of interethnic encounters. That is, social structural factors as well as immediate situational factors provide the background for the development of social attitudes and the social context in which

individuals develop self-confidence to function efficiently and effectively in interethnic situations (Giles & Byrne, 1982; Clément, 1984; Gardner, 1985).

Gardner (1985) also proposed that personality is linked to underlying attitudes and motivational processes that would influence one's ability to interact effectively in interethnic situation. Although, personality has not been related directly to success in the second language (Lalonde & Gardner, 1984), personality characteristics that would predispose one to make social contact which would benefit language acquisition, as a consequence of increased exposure to the other linguistic group (Chastian, 1975; Rivers, 1964). Thus, individual differences in personality might allow some individuals to be more open to others and to be more comfortable and effective in interethnic social situations. Others might be less comfortable in social situations and would refrain from making such contacts. The influence of personality, structural and situational factors on ethnic identification, attitudes and self-confidence will be considered in detail hereafter.

Personality Factors. Social interactions, including those that are ethnically defined, are, in part, determined by personal characteristics, such as personality. Allport (1973) defines personality as a dynamic organization of the individual's psychophysical systems (operations of body and mind) which determine one's unique approach to the environment. Personality characteristics are, therefore, an inherent part of social interactions because they represent the individual's unique contribution.

One personality characteristic that has an important impact on social interaction is self-esteem. Self-esteem corresponds to how one feels about oneself (i. e., the affective component attached to the self). Specifically, the self that one presents to others, how one acts in social situations and how one feels about others can depend on how one feels about oneself.

The concept of self-esteem has been used to describe self-acceptance (Rogers, 1967; Gergen, 1971) and acceptance of others (Fromm, 1969; Wills, 1981). Self-esteem is also related to defensiveness and the need for self-protectiveness (Rogers, 1967; Gergen, 1971; Wills, 1981; Crocker, McGraw, Thompson & Ingerman, 1987), prejudice (Wills, 1981), sociability, outgoingness, interest in the external environment, success and competence (McGuire, 1968; Gilbert, 1983; Gergen, 1971; locus of control (McDavid & Garwood, 1976; Wells & Marwell, 1976); and, conformity and persuasion (Asch, 1965; McGuire, 1968; Fitch, 1973). These studies and related theoretical elaborations support the conclusion that self-esteem represents an individual's personal resources which are translated into one's relationship with oneself and with the social environment.

In interethnic situations, high self-esteem individuals would more likely depend on personal resources in social encounters. Consequently, ethnic identification would not be as important for these individuals. Therefore, it would be less likely to be a salient feature of self-identification. Low self-esteem individuals, on the other hand, having greater limitations with respect to personal resources, require more social support. This would suggest that having low self-esteem would influence one's ability to function independently of the social group. Consequently, ethnic identification would be a salient aspect of self-identity.

Self-esteem determines not only the relationship one has with oneself, but also the relationships one has with others. Thus, self-esteem is an important factor for interpersonal behaviour. Historically, high self-esteem individuals have been described as more accepting of others. Low self-esteem, on the other hand, has been associated with poor interpersonal interactions which are often the result of one being less accepting of others (Rogers, 1967; Gergen, 1971). Therefore, high

self-esteem individuals would have more positive attitudes toward others who belong to other social groups than would low self-esteem individuals.

Within the context of interethnic contact, Clément (1980; 1984) has shown that self-confidence in one's ability to use the second language in an efficient and adaptive manner is also related to qualitative aspects of contacts between individuals from different language groups. Feeling competent in one's ability to achieve feats has been linked to self-esteem (Middlebrook, 1980). This observation was based on studies such as Coopersmith's work (1967) where it was reported that not only did low self-esteem people set lower goals than high self-esteem people, but the low self-esteem people felt incapable of meeting these less demanding goals. Thus, self-confidence in one's ability to cope in interethnic situations may be mediated by self-esteem, such that high self-esteem leads to more contacts and to more successful contacts.

If self-esteem is related to self-confidence in interethnic situations, then members of ethnic minority groups with high self-esteem would have greater self-confidence in coping in interethnic situations. The reverse would be expected of members of ethnic minority groups who have low self-esteem.

Social Structural Factors. As the preceding discussion suggests, although personality factors are important, they are not sufficient, to explain behaviour and attitudes in ethnically-relevant situations. Social structural factors would likely have an effect on the salience of ethnic identification and interethnic behaviour.

Ethnic identification is not an issue in unicultural societies. However, it becomes a constant issue, permeating many aspects of daily encounters when societies are multicultural, as opposed to unicultural (Bochner & Ohasko, 1977; Johnson & Johnson, 1975; Bochner & Perks, 1971). The social status of an ethnolinguistic group is dependent, for the most part, on prestige, relative

demographic representation and institutional support. Majority and minority statuses are determined by comparing one group with another group on the basis of their control of resources (Breton, 1964; Dreidger, 1975; Luhman & Gilman, 1980). In an attempt to construct a framework describing the effects of social structure on multicultural societies and intergroup relations Giles, Bourhis & Taylor (1977) introduced the concept of ethnolinguistic vitality.

The ethnolinguistic vitality of a group was defined as *that which makes that group likely to behave as a distinctive and active entity in an intergroup situation* (Giles et al., 1977, p. 308). Ethnolinguistic vitality has three components: the social status of the language of the group; the demographic distribution of its speakers; and, institutional support (formal or informal representation in churches, schools and government).

The research and theorizing pertaining to ethnolinguistic vitality has mainly been concerned with groups displaying a minority status within a community. It is with these groups that the social psychological processes related to intergroup relations would be the most noticeable. The present conceptualization will focus on such a minority situation.

Within the context of minority ethnic group studies, research has revealed that subjective evaluations of ethnolinguistic vitality was a more useful measure than objective evaluations for studies on language and interethnic group relations (Bourhis et al., 1981). Thus, minority ethnic group members who report perceiving their group as relatively well positioned with regards to status, demographic and institutional support, could be said to have perceptions of high ethnolinguistic vitality. Individuals, perceiving their group as occupying a less prestigious social position with regards to status, demographic and institutional support, would be said to have perceptions of low ethnolinguistic vitality.

According to Tajfel (1978; 1981), when members of minority groups perceive their group as possessing a relatively high social status, they tend to reevaluate their ethnic characteristics. Consequently, ethnic identification becomes an important and salient feature of self-identity. Thus, when minority group status, conceptualized in an ethnolinguistic vitality framework (Giles, et al., 1977) and later, in a perceived ethnolinguistic vitality framework (Bourhis et al., 1981), is used to describe perceptions of social group status or position of one's group, then ethnic identification would be affected by perceptions of ethnolinguistic vitality.

Individuals with perceptions of low ethnolinguistic vitality would likely wish to deemphasize ethnic identification. Consequently, salience of ethnic identification would be reduced. Thus, when perceived ethnolinguistic vitality is low, ethnic identity would not be salient. Conversely however, when perceived ethnolinguistic vitality is high, ethnic identity would become a salient feature of self-identity.

In addition to the proposed relationship between perceived ethnolinguistic vitality and salience of ethnic identification, ethnolinguistic vitality also affects attitudes toward outgroup members. In accordance with Gardner's (1979; 1985) suggestion, attitudes are shaped by the general atmosphere within the community. Social structural factors provide the background for social attitudes to develop.

Social structural factors, such as ethnolinguistic vitality, might encourage intergroup competition for available resources. This would be particularly evident when ethnolinguistic vitality is sufficiently high, thus leading minority group members to believe that success in obtaining a greater share of those resources is possible. Such competition between groups has been shown to have a negative effect on feelings toward members of the other group (Cook, 1973; Sherif, 1961). Members of the ethnic minority group who perceive their group as having relatively

high ethnolinguistic vitality would, therefore, display negative attitudes toward outgroup members.

If, on the other hand, members of the minority group perceive their group as having low ethnolinguistic vitality, it would be important to establish positive association with the other group. A competitive stance would not be beneficial. Intragroup associations only, might be seen as limiting because of the group's restricted access to resources. Therefore, when ethnolinguistic vitality is perceived to be low, attitudes toward outgroup members may be somewhat more positive.

Although a direct relationship between social structural factors, i. e., perceived ethnolinguistic vitality, and self-confidence has not been demonstrated, Clément (1984) showed that when individuals have frequent contacts with other language groups, self-confidence in one's ability to cope effectively in the other language is greater.

Frequent contacts with the other group is often a function of the social structure (Rogers & Kincaid, 1981). Multicultural communities provide numerous opportunities for contact between group members. Minority status might, therefore, encourage minority group members to make even more contacts with the majority group. A distinction, however, between minority group individuals perceiving their group as having relatively high ethnolinguistic vitality and those perceiving their group as having relatively low ethnolinguistic vitality may be warranted. Thus, minority group individuals who perceive their group as having a moderate level of ethnolinguistic vitality might respond differently in interethnic situations than individuals who perceive their group as possessing a low level of ethnolinguistic vitality.

When members of an ethnic minority group perceive their group as having high ethnolinguistic vitality, self-confidence in interethnic situations would be higher.

Thus, regardless of minority status, when members have perceptions that their group has access to adequate resources, they would likely display greater self-confidence in interethnic situations.

But, when ethnic minority group members perceive their group as having low ethnolinguistic vitality, self-confidence in interethnic situations would suffer. Members of minority groups, in this case, might feel that the lack of group resources places them in disadvantageous positions during interethnic encounters which could have a negative effect on self-confidence.

Situational Factors. Notwithstanding the significance of determinants such as personality and social structure, other important determinants of salience of ethnic identification, attitudes and self-confidence are characteristics of the immediate situation itself. Based on the nature of multicultural communities, members of ethnolinguistic groups come into frequent contact with members of other groups. According to Amir (1969), contact alone (i. e., frequency of contact) is not enough to foster positive relations between members of different ethnic groups. Certain qualitative aspects of situations are necessary to ensure that positive contacts with the other group are maintained.

Several aspects of a positive interaction were identified by Allport (1954) and tested on small groups by Sherif (1961) and in one-on-one interracial encounters by Cook (1973). Factors explored by those researchers can be grouped under two headings: co-operation (mutual interdependence vs. independence) and intimacy (governed by high acquaintance potential, contradiction of stereotyping, social/economic equality and similar interests, beliefs and values). One situational factor that would interfere with co-operation and intimacy is an immediate threat to the individual's self-identity (Wills, 1981; Crocker et al. 1987).

Research on threat to ethnic group language (Christian, Gadfield, Giles & Taylor, 1976; Bourhis & Giles, 1977; Bourhis, Giles, Leyens & Tajfel, 1979) revealed that members of ethnolinguistic groups reacted by displaying stronger attachment to the group and negative feelings toward the offending individual. Researchers did not explore the effect of enhancing situations where the native language is recognized as an asset.

Although not specific to language nor to ethnic identification, the effects of favoured treatment on behaviour and attitudes of individuals in small experimental groups have been studied by Commins & Lockwood (1979). Results of this empirical study revealed that ingroup bias increased as conditions moved from favourable to unfavourable treatment. The limitations of randomly assigning participants to experimental groups might explain the results which would conflict with the general belief that positive experiences and not negative experiences would solidify identification with one's group.

Gergen (1971, p. 68) exemplifies the positive orientation in his statement: *people tend to identify more completely with their roles when they receive positive reactions from others.* Considering that belonging to an ethnic group is longstanding as opposed to the experimental situation where one is assigned randomly to a group, the feeling of identification to the group is qualitatively different. Bornewasser & Bober (1987) also warn against the interpretation of results from such experimental group conditions as instances of intergroup behaviour.

Although, the effects of positive or ethnically enhancing situations is yet to be clarified, it is likely that salience of ethnic identification in positive situations and in negative situations would be consistent with Gergen's (1971) positive orientation.

Threatening and enhancing situations have been shown to affect, not only salience of ethnic identification, but also attitudes and self-confidence. Studies that highlighted threat to native language (Bourhis & Giles, 1977; Bourhis et al., 1979), revealed that when individuals were threatened in this way, they became defensive and developed negative attitudes toward the other group. In addition, by the very nature of threatening situations, self-confidence would be negatively affected.

Conversely, situations that are enhancing to self-identity would be likely to promote co-operation and lead to more intimate and frequent contacts. Thus, enhancing situations might lead to more positive attitudes toward members of other groups and greater self-confidence.

The preceding discussion has underlined the independent effects of personality, structural and situational factors on the salience of ethnic identification, attitudes toward outgroup members and self-confidence in interethnic situations. All of the factors have been related to aspects of social identity, attitudes and self-confidence in interethnic situations. However significant these factors are in intergroup encounters, it is their interactive effect that would allow for greater understanding and thus increased harmony between members of ethnic groups.

Conjecture

Although the necessity of an interactive approach to the study of behaviour in interethnic contacts seems like a foregone conclusion, as yet no attempt has been made to explore the interactive effects of social structure, personality and immediate situational factors. Few studies serve as prelude to the formulation of interactive hypotheses.

One reference to an integrative approach that considers two determining factors, identified in the present work, is from the literature on group conflict. Based on empirical studies, Holmes & Grant (1979) identified certain conditions that

would bring about group action in the form of ingroup solidarity and outgroup hostility. Such group dynamics would be the result of threat directed toward a valued group characteristic which members of the ethnic group would feel could have important psychological consequences for the group as a whole. This presupposes that group identification is strong or has become strong as a result of external threat. Another significant factor highlighted by Holmes & Grant (1979) is that members of the group must believe that group action would be reasonably successful.

This theoretical formulation highlights several important factors. Those extrapolated here, have also been explored in empirical research on language and intergroup relations. They are: threat to valued group characteristics and the belief that the group has sufficient resources to confront the threat.

Bourhis & Giles (1977) and Bourhis et al., (1979) have considered the effect of language threat situations on members of ethnolinguistic minority groups. Subjects who were enrolled in language classes to improve native language skills (Welsh and Flemish, respectively) were threatened along language lines. These individuals perceived their group as having sufficient resources to permit revival of the language. When threatened on their learning a "dying" language, they responded with increased hostility against the outsider and increased solidarity with their own group. Thus, it was shown that increasingly threatening situations lead individuals to express a greater desire for group identification, as well as distancing from the outgroup. The researchers, however, did not manipulate the situation to explore the effect of enhancing situations.

In another empirical study conducted by Forgas (1978), the effects of group status and sociometric position of individuals within groups both influenced how they described social situations. For example, subjects who belonged to the least

prestigious group and subjects with the least social ability, both described situations as eliciting anxiety reactions.

If social group status and sociability, each have a similar impact on how individuals perceive situations, it raises the question as to the possibility of a counter-balance between group status and personality, or may be, in some cases, an additive effect. For example, if situations are particularly threatening, individuals may use self-protective strategies that would have negative repercussions on interethnic relations.

An alternative protective measure for members of ethnic minority groups might be a desire to disassociate one's self from the ethnic group. Thus, the effect of low group status and poor social skills might increase one's sensitivity to perceptions of immediate threat. Thus, individuals with poor social skills and who belong to groups with low status might interpret situations more threatening than might individuals with high group status and/or better social skills.

The interactive effect of personality and social group status on successful intergroup exchange in the area of language learning was suggested by Rivers (1964):

the previous history and the personality of the individual are important and must be taken into account in endeavouring to understand his motivation. Such highly personal motives as fear or anxiety, learned through past experience, may combine with learned social motives such as desire for status in a group and for social approval, creating complex reactions which can work powerfully toward progress in a foreign language or toward inhibiting oral language responses (p. 82).

This statement made early in the study of language behaviour studies, identified personality and social group status as important interactive factors for intergroup relations from which language behaviour flows.

In addition to possible interactive effects of personality and group status, others have postulated a situational and personality interactive effect. The effect of threat and self-esteem were tested in a recent study by Crocker et al. (1987) to explore the effect for need of self-enhancement on ingroup bias and outgroup rejection. This work was in response to Wills' (1981) theoretical formulation that threats to self-identity would lead individuals to downgrade others, including outgroup members, particularly if self-esteem were low. Thus, self-esteem was coupled with two threat situations. One was: being the recipient of negative feedback. The other was: belonging to a lower status group. Both, it was felt would produce the need for self-enhancement.

The two phase experiment by Crocker et al. (1987) revealed that, under both threatening situations (negative feedback and low group status), low self-esteem individuals were negative about both the ingroup and the outgroup. In the second part of the study, less ingroup bias was observed in the high self-esteem/high status group.

Results from both parts of the study showed that high self-esteem individuals who were threatened, irrespective of the source of threat, increased ingroup bias and increased negative feelings toward outgroups. Thus, in comparison with high self-esteem individuals who were not threatened, the threatened group was described as having operationalized a self-protective strategy whereby outgroups are evaluated more negatively and the ingroup is evaluated more positively. Low self-esteem individuals, on the other hand, who are less apt in protecting themselves, were negative toward both the ingroup and the outgroup.

This work is important for the present research because it has attempted to show an interactive effect between self-esteem and threat on intergroup relations. In addition, there was also some attempt to attend to the evaluative implication

that a social group might have for individual self-identity. However, there would be instances where two factors like situational threat and social group status would also interact in combination with self-esteem. Based on the interactive model in these studies, the present work is designed to assess the interactive effects of personality, situational threat and social structure on salience of ethnic identification, attitudes and self-confidence in interethnic situations.

In order to conduct these studies, it was necessary to choose a setting where ethnic identity is likely to become salient in some situations. Based on past research and theorizing (Giles et al., 1977), groups which represent an ethnic minority in their own community are more likely to endorse ethnic dimensions of their identity. Minority status should not be extreme, however, since such a situation would likely lead to the obliteration of ethnic identity in favour of adherence and assimilation into the majority group. This study was, therefore, conducted using as subjects, the Acadians of New Brunswick, Canada

The Acadian group has a long tradition of strong and separate group identity, based primarily on language and religion. Historical events almost obliterated the group, but through time and effort they have achieved recognition in the regions they occupy, at provincial, federal and international levels (Appendix A). The relationship between this group and the Anglophone majority group will be studied in the interest of exploring intergroup relations and the conditions that promote intergroup harmony.

The organization and structure for the present study of intergroup relations consists of four chapters. Chapter 1, the present chapter, contains the development of the theoretical rationale and the concepts used in this research. The methodology, results and discussion of Study 1 are presented in Chapter 2. Theoretical and methodological improvements, as well as the results and discussion

of Study 2, are presented in Chapter 3. Chapter 4, the final chapter, contains the conclusions and implications for future research.

CHAPTER 2

STUDY 1

1 Introduction

The preceding theoretical rationale constitutes the basis upon which this research was undertaken. Specifically, this study will explore the effects of social structural factors (perceived ethnolinguistic vitality), personality factors (self-esteem) and situational factors (level of ethnic threat) on salience of ethnic identification, attitudes toward outgroup members and self-confidence in interethnic situations.

Method

Subjects

Seventy-six (76) university students, 24 males and 50 females (2 subjects did not report their sex), ranging in age from 18 to 33 (mean age=20, $sd=2.35$) participated in this study. All were enrolled at l'Université de Moncton. Geographic information revealed that 30 subjects originated from the northeast (Acadian Peninsula), 33 subjects originated from the southeast (Moncton Region) and 10 subjects originated from the northwest (Madawaska Region). Two subjects gave no information on geographic origin. One originated from outside the Acadian region.

Materials

A survey questionnaire was used in this study (See Appendix B). The questionnaire consisted of four parts:

Part I was a general information section referring to age, sex, geographic origin, ethnic composition of the family and general attitudes toward ethnic background and language use.

Part II was a self-esteem questionnaire measuring global self-esteem as conceptualized by Rosenberg (1979). The Rosenberg Self-esteem Scale has been

widely used for interethnic research because it was constructed to measure a personality attribute independent of social or ethnic factors (Wylie, 1974; Wells & Marwell, 1976; Burns, 1979; Savin-Williams & Demo, 1983; Meindl & Lerner, 1984; Robinson & Shaver, 1975).

The Rosenberg Self-esteem Scale is composed of 10 Likert-type items, 5 stated in the positive direction and 5 stated in the negative direction to avoid acquiescence response set. The highest possible score is 5 and it represents a low level of self-esteem. The lowest possible score is zero and it represents the highest level of self-esteem.

The Rosenberg Self-esteem Scale follows the Guttman format of test construction which requires that a certain score on specific clusters of items must be achieved in order to score on another item. This design was used in an attempt to construct a unidimensional measure of self-esteem. Rosenberg (1979) reported a reproducibility index of .93, an item scalability of .73 and a test-retest reliability of .85. He also reported significant results in terms of construct validity where self-esteem scores on the Rosenberg Self-esteem Scale and psychological adjustment correlated positively. The scale was translated into French via a back-translation technique.

Part III was a Subjective Ethnolinguistic Vitality Questionnaire, inspired from Bourhis et al. (1981). This questionnaire is based on ethnolinguistic vitality as conceptualized by Giles et al. (1977). It focuses on social status, demographic information and institutional support of the ethnolinguistic group as perceived by its members. The questionnaire comprised twenty-one (21) items asking subjects to rate their own group's ethnolinguistic vitality and another group's ethnolinguistic vitality on a seven-point scale. The score yields an index of the ethnolinguistic vitality of one's group in relation to the ethnolinguistic vitality of another group.

In this research, items refer to the ethnolinguistic vitality of the Acadian minority group versus that of the Anglophone majority group. A score corresponding to the ratio of the evaluations of both groups will be derived from this information. Thus, a ratio smaller than one will represent scores of individuals who perceive their group to have a relatively low ethnolinguistic vitality. A ratio larger than one will represent scores of individuals who perceive their group to have a relatively high ethnolinguistic vitality.

Part IV included a series of five scenarios depicting interethnic situations. The five situations were presented: (1) application to a university program, (2) a statement from a historical/cultural affairs expert, (3) a sports competition, (4) a job application and (5) a music concert. Half of the questionnaires contained only ethnically threatening versions of these situations while the other half contained only ethnically enhancing versions of the same situations. The threatening situations depicted aspects of Acadian identity as liabilities, while the enhancing situations depicted aspects of Acadian identity as assets. Each scenario was followed by scales measuring the manipulation effect (i. e., level of ethnic threat) and the three dependent variables:

Manipulation Check. Subjects evaluated the level of threat that each scenario might represent to Acadians along a five-point scale. It was anchored at one end by *très menaçante* (very threatening) and at the other end by *pas menaçante du tout* (not threatening at all). The item was: *En tant qu'Acadien, cette situation me semble...* A low score indicated high ethnic threat and a high score indicated low ethnic threat.

Salience of Ethnic Identification. This dependent variable was measured by means of a three-point scale. *Plus Acadien que d'habitude* had a value of 3; *le (la) même que d'habitude* had a value of 2; and *moins Acadien que d'habitude* had a

value of 1. The item was: *Dans cette situation, je me sentirais...* A high score indicated that identification with the Acadian group was salient. A low score indicated that identification with the Acadian group was not salient.

Attitudes toward Anglophones. Attitudes toward Anglophones was measured by six semantic differential items, arranged to avoid acquiescence response patterns. These were: *mal - bien; chaleureux - froid; sévère - conciliant; prudent - stupide; désagréable - plaisant; and, favorable - défavorable.* A high score indicated positive attitudes toward Anglophones and a low score indicated negative attitudes toward Anglophones.

Self-confidence.

This dependent variable was measured by means of a three-point scale. *Très confiant(e) de pouvoir faire face à la situation* had a value of 3; *modérément confiant(e) de pouvoir faire à face la situation* had a value of 2; and, *très incertain(e) de pouvoir faire face à la situation* had a value of 1. The item was: *Dans ce cas, je me sentirais...* A high score indicated high self-confidence coping in interethnic situations and a low score indicated low self-confidence in similar situations.

Procedure

The questionnaires were randomly distributed. Some subjects received questionnaires containing ethnically enhancing scenarios, others received questionnaires containing ethnically threatening scenarios. They were completed during regular class hours in the 1984 Winter Semester. All necessary instructions as well as the purpose of the questionnaires were included on the covering page. Respondents were asked to answer questionnaires with as little assistance and discussion as possible. They were informed that the survey was part of a study designed to explore how they, as students, felt about their lives in general and

about how they might feel in certain social situations. Subjects were assured of confidential treatment of their responses. A debriefing and question period followed the experiment.

Results

Several statistical operations were performed on the data: internal consistency reliability coefficients on all the scales of more than one item and, validity tests on the Subjective Ethnolinguistic Vitality Questionnaire and the manipulation effect for all scenarios.

These preliminary operations were followed by analyses of variance to examine the effects of social structure, personality and situational factors on the three dependent variables. Analyses of variance were performed on each of the five scenarios for the three dependent variables.

Reliability and Validity Tests

The results of the reliability tests appear in Tables 2.1 and 2.2. As can be seen, the demographic and status sub-scales of the Subjective Ethnolinguistic Vitality Questionnaire failed to achieve a reasonable level of internal consistency. However, responses on the Institutional Support sub-scale as well as the overall French Ethnolinguistic Vitality and the English Ethnolinguistic Vitality scales achieved high reliability scores.

Internal consistency reliability coefficients on the Attitudes toward Anglophones Scale for each scenario are reported in Table 2.2. One item, *prudent-stupide* was eliminated from the computation of the attitude indices because of low item-total correlation. After this adjustment, high reliability scores across the five scenarios were achieved. High reliability scores indicate that subjects were consistent in their treatment of the items on the French Ethnolinguistic Vitality and English Ethnolinguistic Vitality scales and the Attitudes toward Anglophones Scale.

Table 2.1

Internal Consistency Reliability Coefficient for the Self-esteem and Subjective Ethnolinguistic Vitality Scales

Scale	Cronbach Alpha
Rosenberg Self-Esteem Scale	.77
Subjective Ethnolinguistic Vitality Questionnaire	
French Demographic Representation	.36
English Demographic Representation	.64
French Socio-Economic Status	.66
English Socio-Economic Status	.59
French Institutional Support	.82
English Institutional Support	.86
Total French Ethnolinguistic Vitality	.84
Total English Ethnolinguistic Vitality	.89

Table 2.2

Internal Consistency Reliability Coefficients for the Attitudes toward Anglophones Scale

Scale	Cronbach Alpha
Attitudes toward Anglophones Scale ^a	
Scenario 1	.91
Scenario 2	.90
Scenario 3	.92
Scenario 4	.94
Scenario 5	.94

^a Because of low item-total correlation, the ratings pertaining to *prudent - stupide* were eliminated from the computation of the attitude indices.

As a validity check on the Subjective Ethnolinguistic Vitality Questionnaire, subjects were categorized according to their geographic region (i. e., northeast, southeast and northwest). The responses of each group on the French Ethnolinguistic Vitality and English Ethnolinguistic Vitality scales were compared. Ratio scores computed by dividing French by English Ethnolinguistic Vitality scores for each subject were also compared along geographic lines. Results of this analysis are presented in Table 2.3.

As can be seen, scores on the French Ethnolinguistic Vitality scale were significantly higher in the northern regions than in the southern region. Scores on the English Ethnolinguistic Vitality scale were lower in the northeast region. In addition, significant differences were obtained between ratios of French over English Ethnolinguistic Vitality scales along geographic lines. Higher ratio scores were again reported by respondents who originated from the northern regions. These results compare with the 1981 Census data (Statistics Canada, 1981, c1984) which show a higher concentration of Francophones in the northern regions (See Tables 2.4 and 2.5.). Thus, responses on the Subjective Ethnolinguistic Vitality Questionnaire corresponded to objective demographic data. According to the Census data (Table 2.5), residents with French origins are significantly represented in each geographic region from which subjects originated. As per the 1981 Census the total population with French origins in New Brunswick is 251,070 which represents 36.4% of the total population (Statistics Canada, 1981, c1984).

In order to test the validity of the manipulation for both threatening and enhancing situations, subjects rated the degree of threat that each scenario represented for members of the Acadian group along a five-point scale. Ratings of each threatening version were compared to ratings of its paired enhancing version. The results are reported in Table 2.6. Results revealed that the manipulation effect

Table 2.3

Subjective Ethnolinguistic Vitality as a Function of Geographic Distribution

Ethnolinguistic Vitality Questionnaire	Northeast	Southeast	Northwest	F (2.68)
French Ethnol. Vitality	112	97	106	7.4*
English Ethnol. Vitality	74	88	90	4.9*
French/English Ethnol. Vitality	1.7	1.2	1.3	6.6*

* $p < .01$.

Table 2.4

Estimate of Demographic Information on Sub-regions within the Acadian Region as per Statistics Canada (1981, c1984)

Region	Total Population	French Origin	% of French Origin/Total Population
Northwest ^a	36,432	33,465	92%
Northeast ^b	126,749	96,180	76%
Southeast ^c	192,573	86,800	45%

^a Northwest roughly corresponds to Madawaska County.

^b Northeast roughly corresponds to Restigouche and Gloucester Counties.

^c Southeast roughly corresponds to Westmorland, Kent and Northumberland Counties.

Table 2.5

Population in Counties with significant Numbers of Residents with French Origins as per Statistics Canada (1981, c1984)

County	Total Population	French Origin	% of French Origin/Total Population
Gloucester	86,156	70,385	82%
Kent	30,799	24,490	80%
Madawaska	36,432	33,465	92%
Northumberland	54,134	16,165	30%
Restigouche	40,593	25,795	64%
Westmorland	107,640	46,145	43%
TOTAL	355,754	216,445	61%

Table 2.6

Comparisons of Mean Ethnic Threat Ratings for Both Versions of Each Scenario

Scenario	Enhancing	Threatening	<u>t</u>	<u>df</u>
1	4.35 (<u>n</u> =37)	2.4 (<u>n</u> =35)	7.40*	(70)
2	4.24 (<u>n</u> =37)	1.91 (<u>n</u> =35)	9.38*	(70)
3	4.08 (<u>n</u> =37)	3.03 (<u>n</u> =34)	3.33*	(69)
4	4.49 (<u>n</u> =37)	1.76 (<u>n</u> =34)	13.03*	(69)
5	4.51 (<u>n</u> =37)	3.00 (<u>n</u> =34)	5.60*	(69)

* $p < .001$.

reached significance for all the scenarios. Specifically, ethnic threat was rated significantly higher in situations that were intended to be threatening as opposed to situations that were intended to be enhancing.

Analyses of Variance

Two independent factors, ethnolinguistic vitality and self-esteem, in this study were measured by the Subjective Ethnolinguistic Vitality Questionnaire and the Rosenberg Self-esteem Scale, respectively. Two levels of these measures were obtained by computing median splits on the scores. The sub-groups, thus created, corresponded to low and high ethnolinguistic vitality groups and, low and high self-esteem groups. The mean and median for each sub-group are reported in Table 2.7.

These sub-groups represented two levels of the social structural factor and two levels of the personality factor. The situational factor was represented by two levels of ethnic threat: ethnically threatening situations and ethnically enhancing situations. The three factors were the basis of three-way analyses of variance. This procedure was repeated for each of the five scenarios. Results for each dependent variable are reported separately.

Salience of Ethnic Identification. This analysis is based on the responses from 69 subjects. Seven of the original 76 cases were rejected because of missing data. The score on the Salience of Ethnic Identification Scale was entered in five $2 \times 2 \times 2$ analyses of variance, one for each scenario. The factors were Condition (threatening situation vs. enhancing situation), Ethnolinguistic Vitality (low vs. high) and Self-esteem (low vs. high).

The results of the analyses of variance for the five scenarios are reported in Tables 2.8, 2.9, 2.10, 2.11 and 2.12, respectively. As can be seen, the main effect of Condition was significant for Scenarios 1, 3 and 4, depicting the academic

Table 2.7

Descriptive Statistics for Self-esteem Sub-groups and Ethnolinguistic Vitality Sub-groups

Groups	<u>n</u>	Mean	Median
Self-esteem Groups			
Low Group	30	2.40	2.20
High Group	46	.76	.84
Total	76	1.41	1.27
Ethnolinguistic Vitality Groups ^a			
Low Group	36	.934	.932
High Group	35	1.875	1.622
Total	71	1.404	1.187

^a Seventy-one (71) subjects out of the original seventy-six (76) completed the Subjective Ethnolinguistic Vitality Questionnaire.

Table 2.8

Analysis of Variance Summary Table

Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality
and Self-esteem for Scenario 1

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	.92	1	.92	4.05*
Ethnol. Vitality (V)	.002	1	.00	.91
Self-esteem (SE)	.15	1	.67	.42
C x V	1.17	1	1.17	5.13*
C x SE	.09	1	.41	.41
V x SE	.14	1	.14	.63
C x V x SE	.05	1	.05	.24
Residual	13.88	61	.23	
Total	15.55	68	.24	

*p.05.

Table 2.9

Analysis of Variance Summary Table

Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	.03	1	.03	.09
Ethnol. Vitality (V)	.20	1	.20	.66
Self-esteem (SE)	.19	1	.19	.64
C x V	.43	1	.43	1.41
C x SE	.11	1	.11	.37
V x SE	.20	1	.20	.65
C x V x SE	.10	1	.10	.34
Residual	18.34	61	.30	
Total	19.65	68	.29	

Table 2.10

Analysis of Variance Summary Table

Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality
and Self-esteem for Scenario 3

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	2.20	1	2.20	10.60*
Ethnol. Vitality (V)	.01	1	.01	.03
Self-esteem (SE)	.10	1	.10	.49
C x V	.002	1	.002	.01
C x SE	.17	1	.17	.81
V x SE	.17	1	.17	.81
C x V x SE	.02	1	.02	.09
Residual	12.67	61	.21	
Total	15.65	68	.23	

* $p < .01$.

Table 2.11

Analysis of Variance Summary TableSalience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 4

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	1.181	1	1.18	4.66*
Ethnol. Vitality (V)	.65	1	.65	2.57
Self-esteem (SE)	.35	1	.35	1.39
C x V	.001	1	.001	.005
C x SE	.26	1	.26	1.04
V x SE	.51	1	.51	2.01
C x V x SE	.01	1	.01	.07
Residual	15.50	61	.25	
Total	18.55	68	.27	

*p<.05.

Table 2.12

Analysis of Variance Summary Table

Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality
and Self-esteem for Scenario 5

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	.48	1	.48	1.73
Ethnol. Vitality (V)	.52	1	.52	1.90
Self-esteem (SE)	.06	1	.06	.21
C x V	.002	1	.002	.01
C x E	.21	1	.21	.77
V x SE	.71	1	.71	2.58
C x V x SE	.16	1	.16	.58
Residual	16.83	61	.28	
Total	18.99	68	.28	

situation, the sport event and the job/career situation, respectively. The mean score pattern (Table 2.13) revealed that ethnic identification was significantly more salient for individuals who were presented with threatening situations than for individuals who were presented with enhancing situations in Scenarios 1 and 3. A similar pattern, although not significant, was observed in Scenario 2, a situation highlighting historical/cultural factors.

In Scenarios 4 and 5 which depict the job/career situation and the musical event, the results revealed a reversed pattern: ethnic group identification was more salient for individuals presented with enhancing situations than for individuals presented with threatening situations. Thus, the effect of Condition produced mixed results.

One significant two-way interaction between Condition and Ethnolinguistic Vitality was found for Scenario 1, the academic situation. Figure 2.1 depicts this significant interaction, whereas mean scores for each group for all five scenarios are reported in Table 2.14.

Tests of simple main effects (Kirk, 1968, p. 74) revealed that this interaction was due to significant differences between three pairs of scores. First, the simple main effect of Condition was significant for individuals who had perceptions of low ethnolinguistic vitality. Threatened/low ethnolinguistic vitality individuals reported significantly higher salience of ethnic identification than did enhanced/low ethnolinguistic vitality individuals [$t(61)=6.19, p<.01$]. No significant difference due to Condition was observed for high ethnolinguistic vitality individuals [$t(61)=.97, n.s.$].

Second, the simple main effect of Ethnolinguistic Vitality was significant in two cases. Threatened/low ethnolinguistic vitality individuals reported significantly higher salience of ethnic identification than did threatened/high ethnolinguistic

Table 2.13

Salience of Ethnic Identification as a Function of Condition

Scenario	Condition	
	Threatening (<u>n</u> =33)	Enhancing (<u>n</u> =36)
1	2.30	2.08
2	2.36	2.33
3	2.55	2.17
4	2.00	2.28
5	2.24	2.39

Figure 2.1. Salience of ethnic identification as a function of Condition and Ethnolinguistic Vitality (Scenario 1).

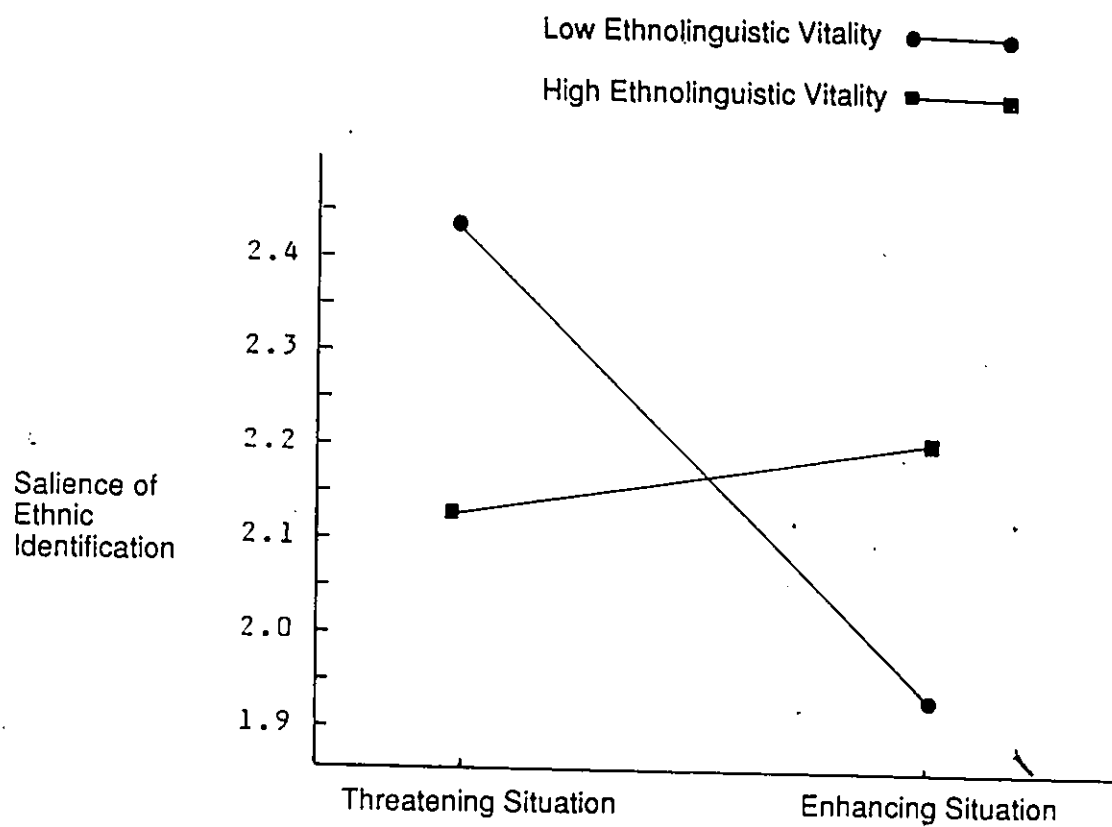


Table 2.14

Salience of Ethnic Identification as a Function of Condition and Ethnolinguistic Vitality

Scenario	Condition	Ethnolinguistic Vitality	
		Low	High
1	Threatening	2.44 (<u>n</u> =18)	2.13 (<u>n</u> =15)
	Enhancing	1.94 (<u>n</u> =17)	2.21 (<u>n</u> =19)
2	Threatening	2.50 (<u>n</u> =18)	2.20 (<u>n</u> =15)
	Enhancing	2.29 (<u>n</u> =17)	2.37 (<u>n</u> =19)
3	Threatening	2.56 (<u>n</u> =18)	2.53 (<u>n</u> =15)
	Enhancing	2.18 (<u>n</u> =17)	2.16 (<u>n</u> =19)
4	Threatening	2.11 (<u>n</u> =18)	1.87 (<u>n</u> =15)
	Enhancing	2.35 (<u>n</u> =17)	2.21 (<u>n</u> =19)
5	Threatening	2.33 (<u>n</u> =18)	2.13 (<u>n</u> =15)
	Enhancing	2.47 (<u>n</u> =17)	2.32 (<u>n</u> =19)

vitality individuals [$t(61)=3.71, p<.05$]. However, enhanced/high ethnolinguistic vitality individuals reported significantly higher salience of ethnic identification than did enhanced/low ethnolinguistic vitality individuals [$t(61)=3.39, p<.05$].

These results suggest that salience of ethnic identification for individuals with perceptions of high ethnolinguistic vitality were not influenced by situational variations of threat. Rather, it was those who perceived their group as having relatively low ethnolinguistic vitality who were influenced by situational characteristics. In their case, a threatening situation increased salience of ethnic identification, whereas an enhancing situation decreased it.

Although not significant, the same interactive pattern was repeated in Scenario 2 (See Table 2.14).

Attitudes toward Anglophones. This analysis is based on the responses of 69 subjects. Eight of the original 76 cases were rejected because of missing data. Responses on the Attitudes toward Anglophones Scale were entered in five $2 \times 2 \times 2$ analyses of variance (one for each scenario). The factors were Condition (threatening situation vs. enhancing situation), Ethnolinguistic Vitality (low vs. high) and Self-esteem (low vs. high).

The results of the analyses of variance for the five scenarios are reported in Tables 2.15, 2.16, 2.17, 2.18 and 2.19, respectively. As can be seen, the main effect on Condition was significant for all the scenarios. The means associated with these results are reported in Table 2.20. Results revealed that respondents presented with an enhancing situation reported consistently more positive attitudes toward anglophones than individuals confronted with threatening situations. No other significant main or interactive effect was found.

Self-confidence. This analysis is based on the responses from 70 subjects. Six of the original 76 cases were rejected because of missing data. The scores on

Table 2.15

Analysis of Variance Summary Table

Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 1

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	549.33	1	549.33	38.94*
Ethnol. Vitality (V)	1.26	1	1.26	.09
Self-esteem (SE)	3.03	1	3.03	.22
C x V	.35	1	.35	.03
C x SE	18.34	1	18.34	1.30
V x SE	.23	1	.23	.02
C x V x SE	10.06	1	10.06	.71
Residual	46.47	60	14.11	
Total	1469.47	67	21.93	

* $p < .001$.

Table 2.16

Analysis of Variance Summary Table

Attitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	545.40	1	545.40	35.88*
Ethnol. Vitality (V)	3.03	1	3.03	.20
Self-esteem (SE)	2.71	1	2.71	.18
C x V	7.85	1	7.85	.52
C x SE	9.34	1	9.34	.61
V x SE	1.49	1	1.49	.10
C x V x SE	16.97	1	16.97	1.11
Residual	912.09	60	15.20	
Total	1532.52	67	22.88	

* $p < .001$.

Table 2.17

Analysis of Variance Summary TableAttitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 3

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	693.87	1	693.87	36.90*
Ethnol. Vitality (V)	.21	1	.21	.01
Self-esteem (SE)	13.60	1	13.60	.72
C x V	.21	1	.21	.01
C x SE	38.69	1	38.69	2.06
V x SE	1.79	1	1.79	.10
C x V x SE	12.35	1	12.35	.66
Residual	1128.33	60	18.81	
Total	1957.52	67	29.22	

* $p < .001$.

Table 2.18

Analysis of Variance Summary TableAttitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 4

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	1127.86	1	1127.86	65.70*
Ethnol. Vitality (V)	5.56	1	5.56	.31
Self-esteem (SE)	20.31	1	20.31	1.18
C x V	.30	1	.30	.02
C x SE	27.21	1	27.21	1.59
V x SE	7.06	1	7.06	.41
C x V x SE	15.12	1	15.12	.88
Residual	1030.01	60	7.17	
Total	2323.94	67	34.69	

*p<.001.

Table 2.19

Analysis of Variance Summary TableAttitudes towards Anglophones as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 5

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	1028.10	1	1028.10	66.83*
Ethnol. Vitality (V)	.38	1	.38	.03
Self-esteem (SE)	15.54	1	15.54	1.01
C x V	8.21	1	8.21	.53
C x E	23.43	1	23.43	1.52
V x E	.72	1	.72	.05
C x V x SE	56.75	1	56.75	3.69
Residual	923.00	60	15.38	
Total	2146.05	67	32.03	

* $p < .001$.

Table 2.20

Attitudes toward Anglophones as a Function of Condition

Scenario	Condition	
	Threatening ($n=33$)	Enhancing ($n=35$)
1	13.88	19.77
2	13.55	19.37
3	11.91	18.60
4	11.61	20.09
5	13.21	21.31

the Self-confidence Scale was entered in five $2 \times 2 \times 2$ analyses of variance, one for each scenario. The factors were Condition (threatening situation vs. enhancing situation), Ethnolinguistic Vitality (low vs. high) and Self-esteem (low vs. high).

The results of the analyses of variance for the five scenarios are reported in Tables 2.21, 2.22, 2.23, 2.24 and 2.25, respectively. As can be seen, the main effect of Condition was significant for Scenarios 1, 2, 4 and 5. The means obtained for the group presented with threatening situations and for the group presented with enhancing situations can be found in Table 2.26. The results revealed that self-confidence was significantly greater for individuals given enhancing versions of Scenarios 1, 2, 4 and 5 than for individuals given threatening versions of the same scenarios. These scenarios depicted the following situations, an academic situation, a historical/cultural situation, a job/career situation and a musical event, respectively. Although not significant, self-confidence scores were also greater for individuals who were presented with the enhancing version of Scenario 3, a sport event.

Significant three-way interactions between Condition, Ethnolinguistic Vitality and Self-esteem were obtained in Scenarios 2, 3 and 4, representing the historical/cultural situation, the sport event and the job/career situation. Figures 2.2 (a), 2.2 (b) and 2.2 (c) depict these significant interactions, whereas mean scores for each group for all scenarios are reported in Table 2.27. These three-way interactions will be addressed separately.

^a In Scenario 2, tests of simple main effects revealed that this interaction was due to six pairs of scores. First, the simple main effect of Condition was significant in three cases. Low self-esteem/high ethnolinguistic vitality individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(61)=6.15$, $p<.01$]. Low self-

Table 2.21

Analysis of Variance Summary Table

Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem
for Scenario 1

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	2.75	1	2.7	10.21*
Ethnol. Vitality (V)	.07	1	.07	.27
Self-esteem (SE)	.07	1	.07	.26
C x V	.07	1	.07	.26
C x SE	.81	1	.81	3.00
V x SE	.18	1	.18	.67
C x V x SE	.41	1	.411	.54
Residual	16.66	62	.27	
Total	20.99	69	.30	

* $p < .001$.

Table 2.22

Analysis of Variance Summary Table

Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem
for Scenario 2

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	5.94	1	5.94	19.71**
Ethnol. Vitality (V)	.33	1	.33	1.10
Self-esteem (SE)	.00	1	.00	.99
C x V	.22	1	.22	.72
C x SE	.45	1	.45	1.49
V x SE	.002	1	.002	.01
C x V x SE	1.44	1	1.44	4.79*
Residual	18.69	62	.30	
Total	27.49	69	.40	

* $p < .05$. ** $p < .001$.

Table 2.23

Analysis of Variance Summary Table

Self-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem
for Scenario 3

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	.23	1	.23	1.02
Ethnol. Vitality (V)	.02	1	.02	.08
Self-esteem (SE)	.14	1	.14	.63
C x V	.04	1	.04	.19
C x SE	.03	1	.03	.15
V x SE	.11	1	.11	.47
C x V x SE	1.37	1	1.37	6.10*
Residual	18.69	62	.30	
Total	27.49	69	.40	

* $p < .05$.

Table 2.24

Analysis of Variance Summary TableSelf-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem
for Scenario 4

Source of Variance	Sum of Square	df	Mean Square	F
Condition (C)	6.50	1	6.50	16.62**
Ethnol. Vitality (V)	.08	1	.08	.20
Self-esteem (SE)	.17	1	.17	.42
C x V	.23	1	.23	.60
C x SE	.17	1	.17	.44
V x SE	.70	1	.70	1.78
C x V x SE	2.09	1	2.09	5.35*
Residual	24.27	62	.39	
Total	34.59	69	.50	

* $p < .05$. ** $p < .001$.

Table 2.25

Analysis of Variance Summary TableSelf-Confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem
for Scenario 5

Source of Variance	Sum of Square	df	Mean Square	F
Condition (C)	2.10	1	2.12	8.00*
Ethnol. Vitality (V)	.11	1	.11	.42
Self-esteem (SE)	.08	1	.08	.31
C x V	.03	1	.03	.10
C x SE	.01	1	.01	.04
V x SE	.14	1	.14	.54
C x V x SE	.69	1	.69	2.60
Residual	16.42	62	.27	
Total	19.77	69	.29	

*p<.01.

Table 2.26

Self-confidence as a Function of Condition

Scenario	Condition	
	Threatening ($n=34$)	Enhancing ($n=36$)
1	2.30	2.78
2	2.18	2.78
3	2.74	2.83
4	2.06	2.69
5	2.47	2.83

Figure 2.2(a). Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 2).

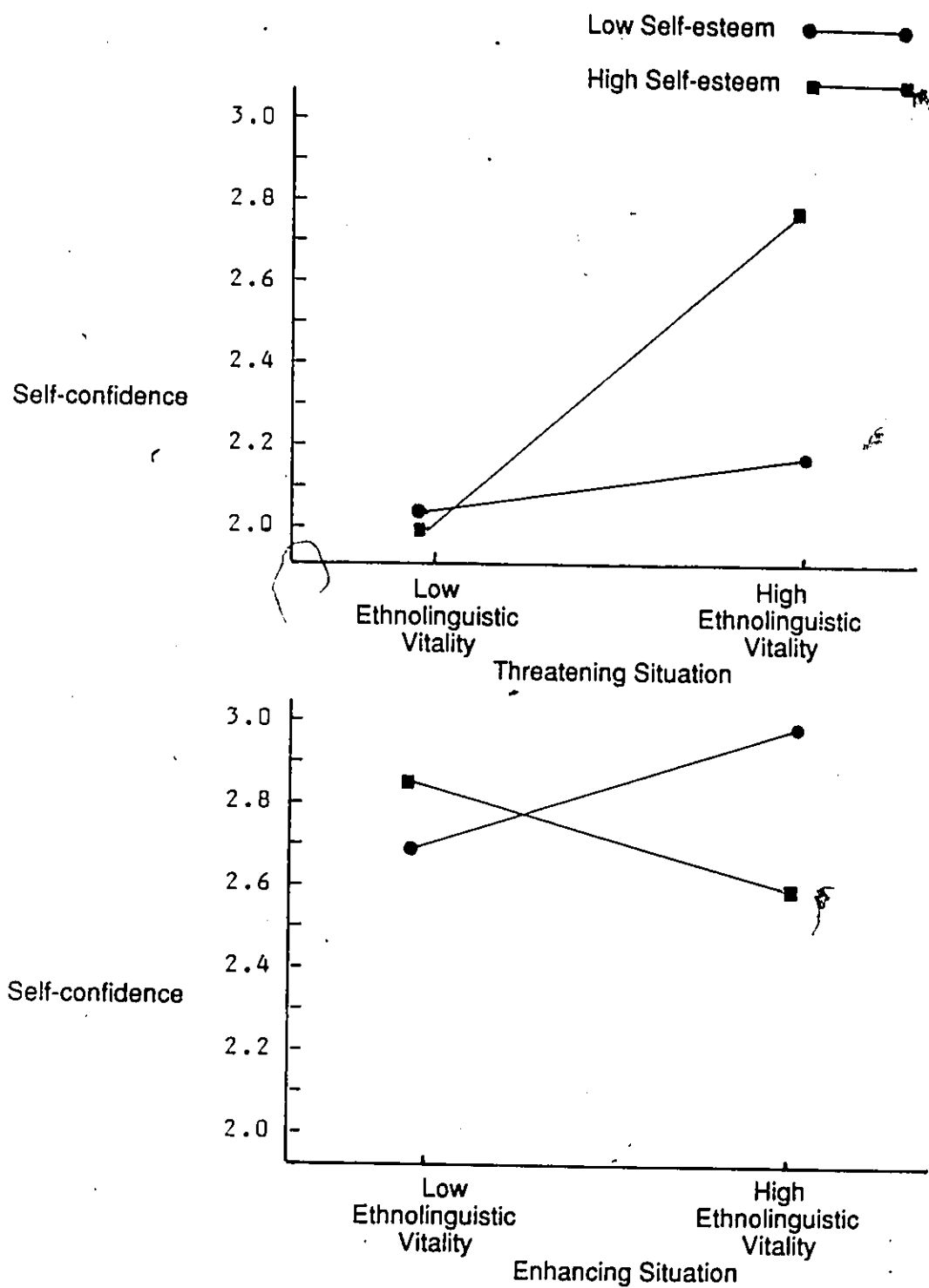


Figure 2.2(b). Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 3).

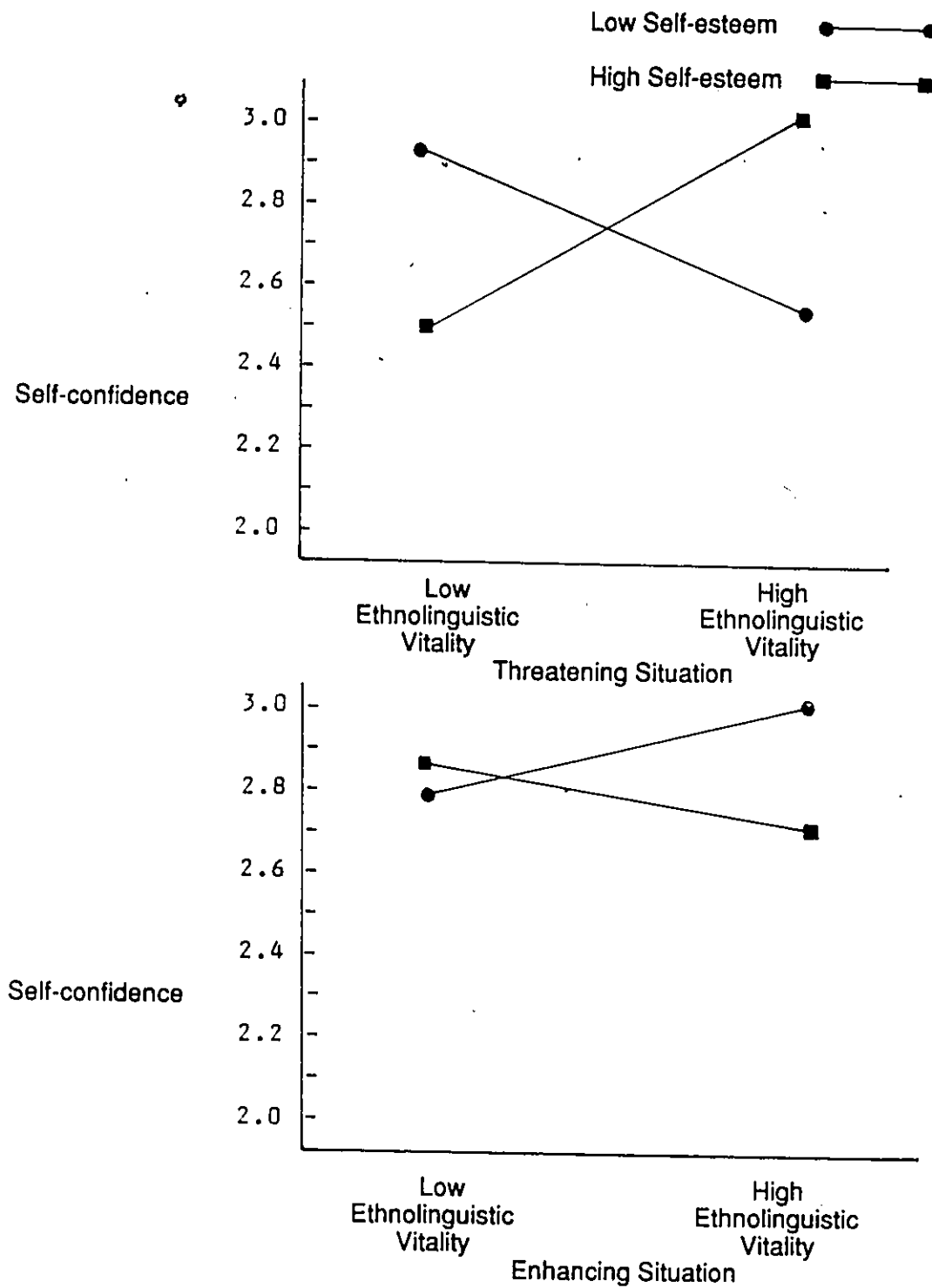


Figure 2.2(c). Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 4).

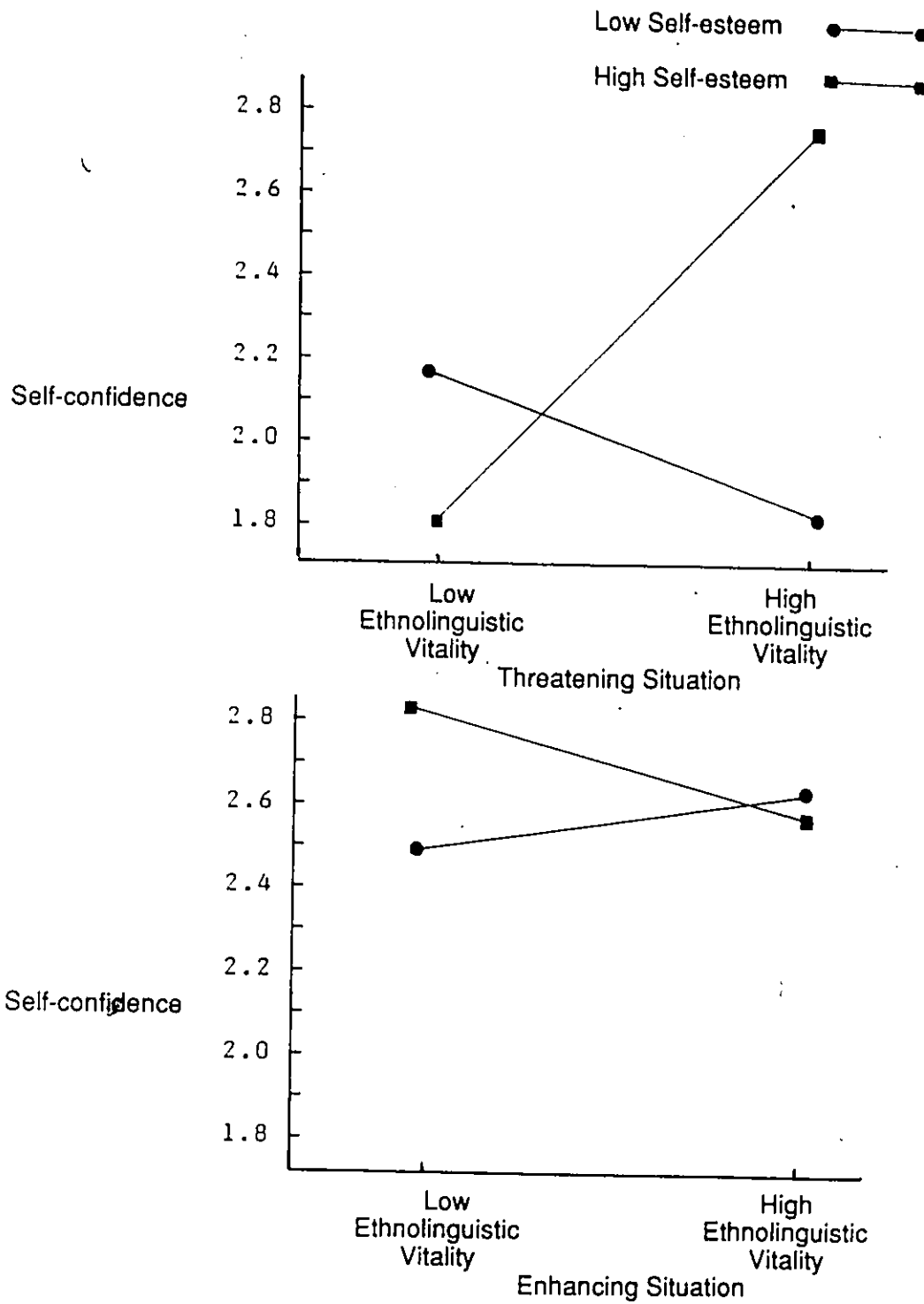


Table 2.27

Self-confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem

Scenario	Condition	Ethnol. Vitality	Self-esteem	
			Low	High
1	Threatening	Low	2.42 (n=12)	2.33 (n=6)
		High	2.25 (n=12)	2.75 (n=4)
	Enhancing	Low	2.80 (n=10)	2.57 (n=7)
		High	3.00 (n=9)	2.70 (n=10)
	Threatening	Low	2.08 (n=12)	2.00 (n=6)
		High	2.17 (n=12)	2.75 (n=4)
2	Enhancing	Low	2.70 (n=10)	2.86 (n=7)
		High	3.00 (n=9)	2.60 (n=10)
	Threatening	Low	2.92 (n=12)	2.50 (n=6)
		High	2.53 (n=12)	3.00 (n=4)
	Enhancing	Low	2.80 (n=10)	2.86 (n=7)
		High	3.00 (n=9)	2.70 (n=10)
3	Threatening	Low	2.17 (n=12)	1.83 (n=6)
		High	1.83 (n=12)	2.75 (n=4)
	Enhancing	Low	2.70 (n=10)	2.86 (n=7)
		High	2.67 (n=9)	2.60 (n=10)
	Threatening	Low	2.58 (n=12)	2.33 (n=6)
		High	2.33 (n=12)	2.75 (n=4)
4	Enhancing	Low	2.80 (n=10)	3.00 (n=7)
		High	2.78 (n=9)	2.80 (n=10)
	Threatening	Low	2.58 (n=12)	2.33 (n=6)
		High	2.33 (n=12)	2.75 (n=4)
	Enhancing	Low	2.80 (n=10)	3.00 (n=7)
		High	2.78 (n=9)	2.80 (n=10)
5	Threatening	Low	2.58 (n=12)	2.33 (n=6)
		High	2.33 (n=12)	2.75 (n=4)
	Enhancing	Low	2.80 (n=10)	3.00 (n=7)
		High	2.78 (n=9)	2.80 (n=10)
	Threatening	Low	2.58 (n=12)	2.33 (n=6)
		High	2.33 (n=12)	2.75 (n=4)

esteem/low ethnolinguistic vitality individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(61)=5.25, p<.01$]. Similarly, high self-esteem/low ethnolinguistic vitality individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(61)=5.62, p<.01$]. No significant difference due to Condition was observed for high self-esteem/high ethnolinguistic vitality individuals [$t(61)=.93, n.s.$].

Second, the simple main effect of Ethnolinguistic Vitality was significant in one case. Threatened/high self-esteem individuals with perceptions of high ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of low ethnolinguistic vitality [$t(61)=4.24, p<.01$]. No significant difference due to Ethnolinguistic Vitality was observed for threatened/low self-esteem individuals [$t(61)=.77, n.s.$].

Third, the simple main effect of Self-esteem was significant in two cases. Threatened/high ethnolinguistic vitality individuals with high self-esteem reported higher self-confidence than their counterparts with low self-esteem [$t(61)=3.67, p<.05$]. No significant difference due to Self-esteem was observed for threatened/low ethnolinguistic vitality individuals [$t(61)=.58, n.s.$].

In addition, enhanced/high ethnolinguistic vitality individuals with low self-esteem reported higher self-confidence than their counterparts with high self-esteem [$t(61)=4.76, p<.01$]. No significant difference due to Self-esteem was observed for enhanced/low ethnolinguistic vitality individuals [$t(61)=.94, n.s.$].

In Scenario 3, tests of simple main effects revealed that this interaction was due to five pairs of scores.

First, the simple main effect of Condition was significant in one case. Low self-esteem/high ethnolinguistic vitality individuals who were presented with the enhancing situation reported higher self-confidence than their counterparts who were presented with the threatening situation [$t(61)=4.04, p<.01$].

Second, the simple main effect of Ethnolinguistic Vitality was significant in two cases. Threatened/high self-esteem individuals with perceptions of high ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of low ethnolinguistic vitality [$t(61)=3.29, p<.05$]. In addition, threatened/low self-esteem individuals with perceptions of low ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of high ethnolinguistic vitality [$t(61)=3.51, p<.01$].

Third, the simple main effect of Self-esteem was significant in two cases. Threatened/high ethnolinguistic vitality individuals with high self-esteem reported higher self-confidence than their counterparts with low self-esteem [$t(61)=3.07, p<.01$]. In addition, threatened/low ethnolinguistic vitality individuals with low self-esteem reported higher self-confidence than their counterparts with high self-esteem [$t(61)=3.56, p<.01$].

In Scenario 4, tests of simple main effects revealed that this interaction was due to six pairs of scores.

First, the simple main effect of Condition was significant in three cases. Low self-esteem/high ethnolinguistic vitality individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(61)=6.62, p<.01$]. Low self-esteem/low ethnolinguistic vitality individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(61)=4.31, p<.01$]. Similarly, high self-esteem/low ethnolinguistic vitality individuals presented with the

enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(61)=6.44, p<.01$]. No significant difference due to Condition was observed for high self-esteem/high ethnolinguistic vitality individuals [$t(61)=.88, n.s.$].

Second, the simple main effect of Ethnolinguistic Vitality was significant in two cases. Threatened/high self-esteem individuals with perceptions of high ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of low ethnolinguistic vitality [$t(69)=5.54, p<.01$]. In addition, threatened/low self-esteem individuals with perceptions of low ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of high ethnolinguistic vitality [$t(69)=2.99, p<.05$].

Third, the simple main effect of Self-esteem was significant in one case. Threatened/high ethnolinguistic vitality individuals with high self-esteem reported higher self-confidence than their counterparts with low self-esteem [$t(69)=5.51, p<.01$]. No significant difference due to Self-esteem was observed for threatened/low ethnolinguistic vitality individuals [$t(69)=2.38, n.s.$].

The common significant elements in the three scenarios revealed that encountering threatening situations polarized the effect of perceived ethnolinguistic vitality and self-esteem. First, when presented with threatening situations, high self-esteem individuals had higher self-confidence than low self-esteem individuals, but only when ethnolinguistic vitality was high. High self-esteem individuals also reported higher self-confidence when ethnolinguistic vitality was high as opposed to when ethnolinguistic vitality was low. In enhancing situations, it was the low self-esteem individuals who reported higher self-confidence, but only when ethnolinguistic vitality was high. Although results were not significant in Scenarios 1 and 5, similar interactive patterns can be observed (See Table 2.26).

Discussion

This research was undertaken to explore the interactive effects of social structure, personality and condition on salience of ethnic identification, attitudes toward outgroup members and self-confidence in interethnic situations.

As a general occurrence, the main effect of Condition was highly significant in all the scenarios. These results could represent responses to experimental demands which, in this study, could not be masked. The interactive effects, on the other hand, were not subjected to this influence. An additional consideration is that interactive effects were not obtained in all scenarios. The discussion of the results, therefore, rests on those interactions that are significant. In addition, when such significant results were obtained in more than one scenario, only the common effects are discussed.

Participants in this study were Acadian university students. Their responses on the ethnolinguistic vitality questionnaire show that individuals from regions where Acadians are highly represented, tend to perceive the group as having relatively high ethnolinguistic vitality in comparison with those who originate from regions where Acadians are less well represented. These results support the validity of the particular measure of ethnolinguistic vitality used in this study.

The results of the analysis of variance do not support, however, predictions of a three-way interaction on salience of ethnic identification. Rather, it is observed that salience of ethnic identification for individuals who perceive their group as having relatively low ethnolinguistic vitality is increased when they encounter threatening situations and decreased when they encounter enhancing situations. This is contrary to expectations which were based on one strategy defined by Tajfel (1978; 1981) according to which members of an ethnic minority group would identify more strongly if their own group had relatively high social position. The effect of

perceiving one's own group as having relatively high ethnolinguistic vitality seems to be not so much to promote ethnic identification, but rather to stabilize its level across situations. In contrast, low perceived ethnolinguistic vitality produces greater cross-situational variations in salience of ethnic identification. Furthermore, it is the compounding effects of low perceived vitality and situational threat which creates the highest level of ethnic identification. Consequently, these results suggest that group identity is maximal under negative contingencies.

Although both situational and social factors affect ethnic identification, attitudes toward outgroup members were only affected by situational threat. Attitudes toward outgroup members tend to be positive when situations are favourable to ethnic group members and negative when situations are unfavourable. Albeit, these results could accurately reflect the effect of situational factors (Cook, 1971; Sherif, 1961), the experimental demand characteristics, identified earlier, could also be operating. In view of Gardner's (1981; 1985) focus on the social milieu as important determinants of interethnic attitudes, it would be premature to suggest that attitudes in interethnic encounters are limited to situational factors, only. In addition, personality characteristics should necessarily have an impact because interethnic encounters are also social encounters and at some level, personality factors are also operating (Allport, 1973; Middlebrook, 1980; Gergen, 1971).

Although attitudes toward outgroup members are important for interethnic relations (Gardner, 1985), self-confidence was studied because of its importance in cross-cultural communication (Clément, 1980; 1984; 1986; Clément & Kruidenier (1985). The results of this study, the interactive effect of self-esteem, perceived ethnolinguistic vitality and situational factors influenced self-confidence. Although enhancing situations generally lead to greater self-confidence, perceived high social group status was related to increased self-confidence for high self-esteem

individuals in threatening situations and for low self-esteem individuals in enhancing situations.

Considering their susceptibility in ethnically threatening situations low self-esteem individuals would display less stable self-confidence across situations. High self-esteem individuals are less vulnerable to situational factors, particularly when they perceive their group as having relatively high social status. Thus, the maintenance of optimum interethnic communication under conditions of minority status would be possible in the singular case created by the conjunction of perceived high ethnolinguistic vitality and high self-esteem. Given the status of minorities, such interlocutors may indeed be few.

In summary, the results of this study did not provide much support for proposed theoretical formulations encompassing the three levels of factors used in this study. The findings, nevertheless, identified the necessity for modifications that would improve the quality of such a study. First, there was reason to speculate that salience of ethnic identification might influence attitudes and self-confidence. This would, therefore, need to be accommodated in the theoretical formulation. Second, several methodological problems could have been responsible for the few interactive effects found. A second study is, therefore, proposed which would address both the methodological problems and modified theoretical rationale.

CHAPTER 3

STUDY 2

Introduction

The aim of this second study was two-fold. First, it was meant to provide a validation of the results of the first study with respect to the influence of social structural, personality and situational factors on aspects of interethnic relations. Second, it was designed to introduce several methodological changes and modifications to the theoretical formulation.

This study will again explore the interactive effects on ethnic identification of the factors which were highlighted in the first study. The theoretical modification proposed here is related to the influence of an additional factor on attitudes and self-confidence. It is expected that salience of ethnic identification would exaggerate the effect of social structure, personality and situational factors. It is only when this identification process is activated that attitudes and self-confidence will be affected by social structural, personality and situational factors.

The basis for the introduction of this supplementary factor was derived from the results of the first study. These results revealed that ethnic identification was most salient when social structural and situational factors combined to produce situations that were highly ethnically threatening. Ethnic identification was then found to be more salient when members of the minority ethnic group were presented with ethnically threatening situations and had perceptions of low social group status. Furthermore, it was in the presence of these adverse conditions that self-esteem became a significant component of the interaction, constituting a three-way interactive effect on self-confidence in interethnic situations. Thus, following the central role given to identity (c.f., Tajfel, 1978; 1981; Turner, 1982) the underlying

effect of salience of ethnic identification could have been a contributing factor for the significant results found on self-confidence.

Given the above considerations, it is proposed that attitudes toward outgroup members and self-confidence in interethnic situations are influenced by situational and structural factors when ethnic identification is salient. In this way, ethnic identification becomes a relevant feature of the interethnic encounter. In interethnic situations, the increased or decreased salience of ethnic identification would exacerbate or attenuate the effect of social structural, situational and personality factors on attitudes toward outgroup members and self-confidence in interethnic situations.

Prior to testing the theoretical modification however, several changes in the methodology are proposed. Specifically, two independent factors, social structure and personality, will be measured using new instruments: the Beliefs on Ethnolinguistic Vitality Questionnaire (Allard & Landry, 1986) and the Gordon Personal Profile (Gordon, 1978), respectively. In addition, the scales measuring Salience of Ethnic Identification and Self-confidence will undergo major revisions. The scenarios themselves also need some modification to ensure that the origin of threat and enhancement is as consistent as possible.

One problem area identified in Study 1 involved the measurement of two independent factors: social structural and personality factors. Recent theoretical work and research by Labrie (1984) and Allard & Landry (1986) suggest that the Subjective Ethnolinguistic Vitality Questionnaire might not be adequate for exploring individual processes such as ethnic identification. According to these authors, the questionnaire, originally constructed to tap *subjective* information on social structural factors, may not achieve that goal. Rather than representing the *subjective* experience as intended, responses may reflect objective social structural

information of an *educational* nature which is transmitted through media, political sources and the publication of government census information.

Allard & Landry (1986) propose that the measurement of social structural factors for the purpose of investigating individual processes, behavioural intention and outcomes in interethnic situations require an instrument that has a more comprehensive cognitive orientation. They suggest that subjective evaluations of the social structure might be better derived from beliefs that go beyond factual or objective information.

Allard & Landry (1986) further propose that general beliefs about the present situation should be supplemented by normative beliefs, self beliefs and beliefs about goals with regard to membership in the ethnic group. Evaluations of the group's position in society, using such a network of beliefs, would explore the extent to which individuals are committed to actively supporting and promoting their ethnic group. Greater commitment to the group would have a greater impact on individual processes such as ethnic identification, attitudes toward outgroup members and self-confidence in interethnic situations than would less commitment to the ethnic group.

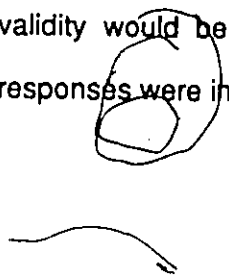
A second problem which may also have contributed to the limited significant results may have involved the measurement of self-esteem. Scores on the Rosenberg Self-esteem Scale tended to be clustered at the extreme positive pole. Consequently, differentiating low self-esteem individuals from high self-esteem individuals was difficult. The Rosenberg Self-esteem Scale was originally devised to compare self-esteem levels of members of racial and ethnic groups against those of members of the majority group. Although suitable for such comparative work, results of the first study may have been more conclusive had the self-esteem measure not been so open to socially appropriate responses. Other researchers have

also reported the same negatively skewed distribution of self-esteem scores on this scale (Rosenberg, 1979; Crocker et al. 1987). Because of this clustering scores on the Rosenberg Self-esteem Scale, reliability with respect to the differentiation of low and high self-esteem individuals is questioned.

The Gordon Personal Profile (Gordon, 1978) developed through factor analytical procedures, includes personality descriptors identified as indications of healthy psychological status (Rogers & Dymond, 1954; Coopersmith, 1967). High self-esteem scores on the profile correspond to healthy psychological development and sufficient personal resources for individuals to cope in a social environment. Low self-esteem scores correspond to difficulties in psychological development. Consequently, personal resources necessary for more effective coping in social situations are limited or reduced.

Thus, individuals with high self-esteem, as measured by the Gordon Personal Profile, would demonstrate greater sense of self-worth, have more positive attitudes toward others and feel greater self-confidence in social situations than would individuals with low self-esteem. Because interethnic situations are social situations, the outcome of interethnic contact would be influenced by self-esteem. In some cases where ethnicity is a component of the social situation, the need for personal resources might even be greater than in social situations that do not have the added dimension of ethnicity.

Other proposed revisions pertain to the scales measuring two dependent variables. In the first study, both Salience of Ethnic Identification and Self-confidence Scales were one-item scales with three levels. Greater reliability and validity would be achieved if the scales had more items and if the range of responses were increased.



Another issue warranting attention pertained to the scenarios themselves. In the first study, the main effect of Condition, ethnically threatening situations or enhancing situations, on salience of ethnic identification produced mixed results. Analyses of each scenario revealed that the origin of situational threat or enhancement varied. In two instances, individuals reported greater salience of ethnic identification when encountering enhancing versions of scenarios, as opposed to threatening versions. In these situations, threat or enhancement originated from outside the Acadian region. Thus, the origin of the threat might impact on individual identification in significantly different ways. Consequently, the second study will strive to be as consistent as possible with regards to this issue. Specifically, this means that the scenarios will be changed, when necessary, to ensure that threat or enhancement originate from within the Acadian region.

Method

Subjects

One hundred and seventy-four (174) university students participated in the second study. One hundred and eleven (111), aged between 18 and 28 (mean=19.3, $sd=2.0$), identified themselves as Acadians. All were enrolled in French language courses at l'Université de Moncton. Geographic information revealed that of those subjects who identified themselves as Acadians, 26 were from the northeast (the Acadian Peninsula), 14 were from the north (the Restigouche Region), 69 were from the southwest (the Moncton Region) while no *Acadian* subjects were from the northwest (the Madawaska Region). Two subjects did not report geographic origin.

Materials

Test materials were of two types. The first was a published, translated version of the Gordon Personal Profile, le *Profil de personnalité Gordon* (Institute de recherches psychologiques, Inc., 1964). This instrument is self-administered and

has simple instructions on the covering page. Each item is made up of four statements from which subjects are required to choose two. One choice would correspond to the statement *qui vous caractérise le mieux* (which is most like me) and the other choice would correspond to the statement *qui vous caractérise le moins* (which is least like me). Two of the four statements are considered to be equally socially desirable and the other two, equally less socially desirable. There are 36 groups of statements. Based on factor analytical procedures, four sub-scales were derived from the 36 statements: Ascendancy, Responsibility, Sociability and Emotionality. The sum of the four sub-scales represents a measure of Self-esteem.

Although the profile has a forced-choice format, this particular tetrad structure counteracts the ipsative phenomena of other forced-choice scales. In other words, it is possible for subjects to achieve high scores in all four sub-scales of the profile. The highest possible score is 40 and corresponds to high self-esteem. The lowest possible score is 0. There is no time limit, but 7 to 15 minutes are sufficient for most to complete the questionnaire.

The second type of test material consisted of a survey questionnaire made up of three parts (See Appendix C):

Part I was a general information section concerning sex, age, geographic origin, language use and ethnic group identification of the participants.

Part II was the Beliefs on Ethnolinguistic Vitality Questionnaire. This questionnaire included four sub-scales which are designed to measure four types of beliefs related to Acadian ethnolinguistic vitality: (a) General Beliefs, (b) Normative Beliefs, (c) Self Beliefs, and (d) Goals.

General beliefs are based on factual information such as what the situation is or is not. This represents beliefs of a general nature on the situation as it exists presently. Beliefs about the self are beliefs about personal actions, habits and

feelings as a member of an ethnic group. That is, what I do or not do. Beliefs about norms and rules are beliefs about what action one expects from the other members of the group. Specifically, what others should do or should not do. Finally, beliefs about personal future goals refer to personal intentions with regard to membership in the group.

Subjects are required to respond to each item along a five-point scale. The sum of scores yields an index of subjective ethnolinguistic vitality of the group, in this case, the Acadian group. The highest possible score is 160 and it represents the score of individuals who believe that their ethnic group has high ethnolinguistic vitality. The lowest possible score is 45, representing the score of individuals who believe that their ethnic group has low ethnolinguistic vitality.

Part III was a series of four scenarios in which interethnic situations are depicted. The situations represented in the scenarios are: (1) an application to a university program, (2) a statement of a historical/cultural affairs expert, (3) a sports event and (4) a job/career situation. As was the case for Study 1, some questionnaires contained scenarios that were threatening to Acadians and others contained versions of the same scenario that were enhancing to Acadians. After reading each scenario, subjects rated the degree of threat that each situation would represent for members of the Acadian group. This rating was a check on the manipulation effect. In addition, subjects were asked to respond to several items, assessing salience of ethnic group identification, attitudes toward outgroup members and self-confidence in interethnic situations. A short description of the items for the manipulation effect and the dependent variable is presented.

Manipulation Effect. The level of threat pertaining to each scenario was evaluated using a five-point scale, anchored at one end by *très menaçante* (very

threatening) and at the other end by *très rassurante* (very assuring). A low score indicated high ethnic threat and a high score indicated low ethnic threat.

Salience of Ethnic Identification. This variable was measured by six Likert-type items. Three were positive statements and three were negative statements. A high score represented high salience of ethnic identification and a low score represented low salience of ethnic identification.

Attitudes towards Anglophones. Attitudes toward Anglophones were measured by six semantic differential items. The bi-polar items were: *mauvais* - *bons* (bad-good); *chaleureux* - *froids* (warm - cold); *sévères* - *conciliants* (rigid - flexible); *déplaisants* - *plaisants* (unpleasant - pleasant); and, *amicaux* - *hostiles* (friendly-hostile). A high score represented positive attitudes toward Anglophones and a low score represented negative attitudes.

Self-confidence. The self-confidence scale comprised six Likert-type items. Three were positive statements and three were negative statements. A high score represented high self-confidence in interethnic situations and a low score represented low self-confidence.

Procedure

Questionnaires were distributed in the same manner as in Study 1. They were completed during regular class hours of the 1985 Winter Semester. All instructions, purpose of the study, question and debriefing periods were the same as for Study 1.

Results

Several statistical operations were performed on the data: internal consistency reliability coefficients on all the scales of more than one item and validity tests on the Beliefs of Ethnolinguistic Vitality Questionnaire and manipulation effect. Following these preliminary operations, analyses of variance on the three dependent variable were computed, separately, for each of the five scenarios.

Reliability and Validity Tests

Internal consistency reliability coefficients computed on the Beliefs on Ethnolinguistic Vitality Questionnaire are reported in Table 3.1. As can be seen, high reliability coefficients were obtained on all the sub-scales of the Beliefs on Ethnolinguistic Vitality Questionnaire. This indicated that subjects were consistent in responding to items on this questionnaire.

Reliability coefficients on the Salience of Ethnic Identification, Self-confidence and Attitudes toward Anglophones Scales are reported in Table 3.2. Two items were removed from the Salience of Ethnic Identification Scale because of low item-total correlation. These were: *Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit* and *Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne*. After this adjustment, moderate levels of internal consistency were reached across the four scenarios. In addition, high internal consistency was reached for both the Self-confidence Scale and the Attitudes toward Anglophones Scale. This indicated that subjects were again consistent in their treatment of these scales. In summary, internal consistency reliability coefficient levels fell in the moderate to high level range for all the scales.

A validity check was performed on the Beliefs on Ethnolinguistic Vitality Questionnaire. Subjects were categorized according to geographic origin. The scores of each geographical group were then compared. These results are presented in Table 3.3. As can be seen, the northeast group reported significantly higher group ethnolinguistic vitality than did subjects from other regions. Group ethnolinguistic vitality scores were lowest for subjects from the northern region. These findings are similar to those in Study 1. They also reflect the demographic composition of the regions as revealed in the 1981 Census data (Statistics Canada, 1981, c1984). A breakdown of demographic information on the Acadian region is

Table 3.1

Internal Consistency Reliability Coefficients for Beliefs on Ethnolinguistic Vitality
Questionnaire

Beliefs Scale	Cronbach Alpha
General Beliefs Scale	.86
Beliefs About Oneself Scale	.79
Beliefs About Norms Scale	.86
Beliefs About Goals Scale	.87

Table 3.2

Internal Consistency Reliability Coefficients for Ethnic Identification Scale,
Self-confidence Scale and Attitudes toward Anglophones Scale

Scale	Cronbach Alpha
Salience of Ethnic Identification Scale ^a	
Scenario 1	.70
Scenario 2	.76
Scenario 3	.72
Scenario 4	.70
Self-confidence Scale	
Scenario 1	.81
Scenario 2	.81
Scenario 3	.81
Scenario 4	.80
Attitudes toward Anglophones Scale	
Scenario 1	.90
Scenario 2	.87
Scenario 3	.93
Scenario 4	.93

a Because of low item-total correlation the following two items were eliminated from the computation of the Salience of Ethnic Identification indices:

1. *Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.*
2. *Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.*

Table 3.3

Beliefs on Ethnolinguistic Vitality as a Function of Geographic Distribution

Region	<u>n</u>	Mean	<u>sd</u>
Northeast	33	150	(17.6)
Northwest	16	131	(16.9)
Southeast	92	128	(15.7)
North	31	122	(16.9)

* $p < .001$.

found in Table 2.4 and 2.5. Thus, these results revealed that ethnolinguistic vitality, as measured by the Beliefs on Ethnolinguistic Vitality Questionnaire, is related to the demographic composition of the region.

Verification of the manipulation effect was required to ensure that subjects interpreted the scenarios as intended. Subjects' ratings of the threatening scenarios were compared to ratings of the enhancing scenarios. This was done via a series of *t*-tests, contrasting the ratings of threat reported by subjects presented with enhancing scenarios and the ratings of threat reported by subjects presented with threatening scenarios. The results of these comparisons are reported in Table 3.4. As can be seen, the manipulation effect was significant for all the scenarios. Thus, scenarios that were intended to be ethnically threatening were rated as threatening, and scenarios that were intended to be ethnically enhancing were rated as enhancing.

Analyses of Variance

The analyses of variance computed on salience of ethnic identification examined the effects of three independent factors: social structural, personality and situational. In view of the modifications to the theoretical formulation, the analyses of variance computed on attitudes toward outgroup members and self-confidence included examination of the effects of the original three independent factors as well as a fourth, salience of ethnic identification.

Ethnolinguistic vitality and self-esteem scores were obtained by adding the scores of the subscales of the Beliefs on Ethnolinguistic Vitality Questionnaire and *Profil de personnalité Gordon*, respectively. Median splits were computed on the total scores. The sub-groups, thus created, were low and high ethnolinguistic vitality groups and, low and high self-esteem groups. The mean and median of each sub-group are reported in Table 3.5. These sub-groups represent the two levels of

Table 3.4

Comparisons of Mean Ethnic Threat Ratings for Both Versions of Each Scenario

Scenario	Enhancing	Threatening	<u>t</u>	<u>df</u>
1	3.86 (<u>n</u> =84)	1.82 (<u>n</u> =87)	13.17*	(169)
2	4.20 (<u>n</u> =79)	1.92 (<u>n</u> =84)	16.95*	(161)
3	3.82 (<u>n</u> =79)	2.05 (<u>n</u> =80)	11.54*	(157)
4	4.12 (<u>n</u> =78)	1.60 (<u>n</u> =81)	16.72*	(157)

* $p < .001$.

Table 3.5.

Descriptive Statistics for Self-esteem Sub-groups and Ethnolinguistic Vitality
Sub-groups

Groups	n	Mean	Median
Self-esteem Groups			
Low Group	55	75.26	
High Group	55	98.75	
Total	101	87.11	89.57
Ethnolinguistic Vitality Groups			
Low Group	55	119.00	
High Group	56	150.77	
Total	101	135.14	135.00

both the social structure and the personality factors. The situational factor was varied for the ethnically threatening and ethnically enhancing versions of the scenarios. The three factors were the basis for three-way analyses of variance on salience of ethnic group identification, one for each scenario.

Salience of Ethnic Identification. This analysis is based on the responses of 102 subjects. Nine of the original 111 subjects, who identified themselves as Acadians, were rejected because of missing data. The scores on the Salience of Ethnic Identification Scale were entered in four $2 \times 2 \times 2$ analyses of variance, one for each scenario. The factors were Condition (threatening situation vs. enhancing situation), Ethnolinguistic Vitality (low vs. high) and Self-esteem (low vs. high).

The results of the analyses of variance are reported in Tables 3.6, 3.7, 3.8 and 3.9. As can be seen, the main effect of Condition was significant for Scenario 3. The mean score pattern (Table 3.10) revealed that ethnic identification was significantly more salient for individuals who were presented with the threatening situation than for individuals who were presented with the enhancing situation in Scenario 3, the sport event. Although not significant, the same pattern is observed in Scenarios 2 and 4.

The main effect on Ethnolinguistic Vitality was also significant for Scenarios 1, 2 and 4. These scenarios involved an academic setting, a historical/cultural situation and a job/career situation, respectively. The mean score pattern (Table 3.11) revealed that ethnic identification was consistently more salient for individuals who perceived their group as having high ethnolinguistic vitality than for individuals who perceived their group as having low ethnolinguistic vitality. Although not significant, the same pattern was observed in Scenario 3.

One significant two-way interaction between Condition and Self-esteem was found for Scenario 4, the job/career situation. Figure 3.1 depicts this significant

Table 3.6

Analysis of Variance Summary Table

Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality
and Self-esteem for Scenario 1

Source of Variance	Sum of Squares	df	Mean Square	F
Condition(C)	.15	1	.15	.01
Ethnol. Vitality (V)	145.42	1	145.42	10.23*
Self-esteem (SE)	.02	1	.02	.002
C x V	22.25	1	22.25	1.57
C x SE	.83	1	.83	.06
V x SE	.002	1	.002	.56
C x V x SE	2.44	1	2.44	.17
Residual	1335.99	94	14.21	
Total	1517.80	101	15.03	

*p.01.

Table 3.7

Analysis of Variance Summary TableSalience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	.71	1	.71	.06
Ethnol. Vitality (V)	104.85	1	104.85	8.64*
Self-esteem (SE)	5.61	1	5.61	.46
C x V	3.86	1	3.86	.32
C x SE	4.20	1	4.21	.35
V x SE	18.28	1	18.28	1.51
C x V x SE	3.53	1	3.53	.29
Residual	1140.67	94	12.14	
Total	1286.81	101	12.74	

*p<.01.

Table 3.8

Analysis of Variance Summary TableSalience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 3

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	116.66	1	116.66	9.82*
Ethnol. Vitality (V)	16.69	1	16.69	1.40
Self-esteem (SE)	4.30	1	4.30	.36
C x V	29.08	1	29.08	2.45
C x SE	3.99	1	3.99	.34
V x SE	3.44	1	3.44	.29
C x V x SE	12.96	1	12.96	1.09
Residual	1117.17	94	11.88	
Total	1305.25	101	12.88	

*p<.01.

Table 3.9

Analysis of Variance Summary Table

Salience of Ethnic Identification as a Function of Condition, Ethnolinguistic Vitality
and Self-esteem for Scenario 4

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	.09	1	.09	.01
Ethnol. Vitality (V)	51.01	1	51.01	4.06*
Self-esteem (SE)	2.29	1	2.29	.18
C x V	35.17	1	35.17	2.80
C x SE	58.39	1	58.39	4.65*
V x SE	.19	1	.19	.02
C x V x SE	.004	1	.004	.00
Residual	1181.58	94	1181.58	
Total	1324.98	101	12.12	

* $p < .05$.

Table 3.10

Salience of Ethnic Identification as a Function of Condition

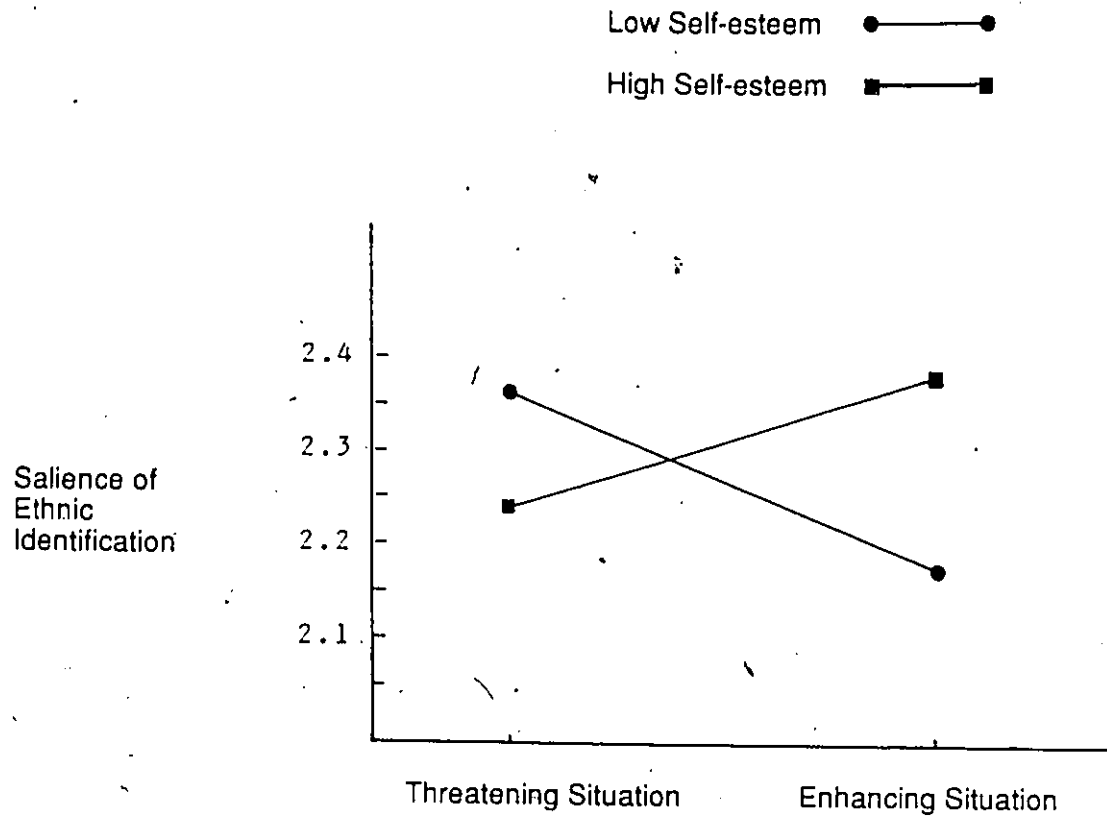
Scenario	Condition	
	Threatening (n=50)	Enhancing (n=52)
1	22.88	22.90
2	24.26	24.10
3	25.30	23.17
4	23.02	22.96

Table 3.11

Salience of Ethnic Identification as a Function of Ethnolinguistic Vitality

Scenario	Ethnolinguistic Vitality	
	Low (n=50)	High (n=52)
1	21.63	24.02
2	23.08	25.15
3	23.75	24.63
4	22.23	23.67

Figure 3.1. Salience of ethnic identification as a function of Condition and Self-esteem (Scenario 4).



interaction, whereas mean scores for each group for the four scenarios are reported in Table 3.12.

Tests of simple main effects revealed that this interaction was due to significant differences between three pairs of scores. First, the simple main effect of Condition was significant for both the low and the high self-esteem groups. Threatened/low self-esteem individuals reported greater salience of ethnic identification than low self-esteem individuals presented with the enhancing situation [$t(94)=3.37, p<.05$]. The reverse was found for the high self-esteem group. In this case, enhanced/high self-esteem individuals reported greater salience of ethnic identification than their counterparts presented with the threatening situation [$t(94)=2.78, p<.05$].

Second, the simple main effect of Self-esteem was significant for subjects who were presented with the enhancing situation. In the enhancing situation, high self-esteem individuals reported significantly greater salience of ethnic identification than did low self-esteem individuals [$t(94)=3.82, p<.01$]. No significant difference due to Self-esteem was observed on salience of ethnic identification between individuals who were presented with the threatening situation [$t(94)=2.27, n.s.$].

In summary, results obtained revealed that enhancing situations polarized the effect of self-esteem on salience of ethnic identification. Exposure to enhancing situations increased salience of ethnic identification for high self-esteem individuals, but decreased salience of ethnic identification for low self-esteem individuals. This was not the case for individuals presented with the threatening situation.

In addition, results revealed that for both high and low self-esteem individuals, salience of ethnic identification fluctuated as a consequence of variations in situational threat. Specifically, exposure to enhancing situations increased salience of ethnic identification while exposure to threatening situations decreased salience

Table 3.12

Saliency of Ethnic Identification as a Function of Condition and Self-esteem

Scenario	Condition	Self-esteem	
		Low	High
1	Threatening	22.96 (<u>n</u> =26)	22.79 (<u>n</u> =24)
	Enhancing	22.68 (<u>n</u> =22)	23.07 (<u>n</u> =30)
2	Threatening	24.23 (<u>n</u> =26)	24.29 (<u>n</u> =24)
	Enhancing	23.45 (<u>n</u> =22)	24.57 (<u>n</u> =30)
3	Threatening	25.27 (<u>n</u> =26)	25.33 (<u>n</u> =24)
	Enhancing	22.68 (<u>n</u> =22)	23.53 (<u>n</u> =30)
4	Threatening	23.58 (<u>n</u> =26)	22.42 (<u>n</u> =24)
	Enhancing	21.86 (<u>n</u> =22)	23.77 (<u>n</u> =30)

threat was reversed for low self-esteem individuals. Exposure to enhancing situations decreased salience of ethnic identification while exposure to threatening situations increased salience of ethnic identification for low self-esteem individuals. Although not significant, a similar interactive pattern is observed in Scenarios 1 and 2.

Attitudes toward Anglophones. This analysis is based on the responses of 106 subjects for Scenario 1, 99 subjects for Scenario 2, 100 subjects for Scenario 3 and 99 subjects for Scenario 4. The number of subjects who identified themselves as Acadians was reduced from the original 111 because of missing data. The scores on the attitude scale was entered in a $2 \times 2 \times 2 \times 2$ analyses of variance (one for each scenario). The factors were Condition (threatening situation vs. enhancing situation), Ethnolinguistic Vitality (low vs. high), Self-Esteem (low vs. high). The fourth factor was Salience of Ethnic Identification. The different levels of Salience of Ethnic Identification were derived by computing the median split on the scores obtained for each scenario. Means and medians for each scenario on Salience of Ethnic Identification are reported in Table 3.13.

The results of the analyses of variance computed on attitudes are reported in Tables 3.14, 3.15, 3.16 and 3.17. As can be seen, the main effect of Condition was significant for all the scenarios. The mean score pattern (Table 3.18) revealed that attitude scores were consistently more positive when individuals were presented with enhancing situations than when they were presented with threatening situations.

The main effect of Self-esteem was also significant for Scenario 3, the sport event. The mean score pattern (Table 3.19) revealed that high self-esteem individuals reported consistently more positive attitudes than did low self-esteem individuals.

Table 3.13

Mean and Median on the Salience of Ethnic Identification Scale for Each Scenario

Scenario	Mean	Median
1	22.57	23.12
2	24.05	23.91
3	24.21	24.02
4	22.94	22.94

Table 3.14

Analysis of Variance Summary Table

Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality,
Self-esteem and Salience of Ethnic Identification for Scenario 1

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	586.86	1	586.86	28.15**
Ethno. Vitality (V)	30.60	1	30.60	1.47
Self-esteem (SE)	3.06	1	3.06	.15
Sal. Ethnic Id. (EI)	16.50	1	6.50	.79
C x V	.68	1	.68	.03
C x SE	21.91	1	21.91	1.05
C x EI	2.0	1	2.0	.10
V x SE	48.55	1	48.55	2.33
V x EI	88.89	1	88.89	4.26*
SE x EI	31.73	1	31.73	1.52
C x V x SE	1.321	1	.32	.06
C x V x EI	37.12	1	37.12	1.78
C x SE x EI	125.63	1	125.63	6.03*
V x SE x EI	14.53	1	14.53	.70
C x V x SE x EI	109.25	1	109.25	5.24*
Residual	1876.43	90	20.95	
Total	3063.40	105	29.18	

* $p < .05$. ** $p < .001$.

Table 3.15

Analysis of Variance Summary TableAttitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality,Self-esteem and Salience of Ethnic Identification for Scenario 2

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	196.40	1	196.40	11.32*
Ethno. Vitality (V)	2.83	1	2.83	.13
Self-esteem (SE)	7.61	1	7.61	.44
Sal. Ethnic Id. (EI)	9.63	1	9.63	.56
C x V	8.86	1	8.86	.51
C x SE	1.80	1	1.80	.10
C x EI	4.29	1	4.29	.25
V x SE	17.73	1	17.73	1.02
V x EI	37.18	1	37.18	2.14
SE x EI	16.28	1	16.28	.94
C x V x SE	4.93	1	4.93	.28
C x V x EI	33.99	1	33.99	1.96
C x SE x EI	13.98	1	13.98	.81
V x SE x EI	.90	1	.90	.05
C x V x SE x EI	29.33	1	29.33	1.69
Residual	1440.0	83	17.35	
Total	1837.95	98	18.76	

*p<.001.

Table 3.16

Analysis of Variance Summary TableAttitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality,Self-esteem and Salience of Ethnic Identification for Scenario 3

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	1217.43	1	1217.43	49.41**
Ethno. Vitality (V)	54.09	1	54.09	2.20
Self-esteem (SE)	129.82	1	129.82	5.27*
Sal. Ethnic Id. (EI)	27.68	1	27.68	1.12
C x V	80.90	1	80.90	3.28
C x SE	19.70	1	19.70	.80
C x EI	6.48	1	6.48	.26
V x SE	.50	1	.50	.02
V x EI	97.11	1	97.11	3.94*
SE x EI	28.09	1	28.09	1.14
C x V x SE	4.05	1	4.05	1.16
C x V x EI	1.73	1	1.73	.07
C x SE x EI	20.99	1	20.99	.85
V x SE x EI	2.36	1	2.36	.10
C x V x SE x EI	63.59	1	63.59	
	2.54			
Residual	2069.80	84	24.64	
Total	4144.02	99	41.86	

* $p < .05$. ** $p < .001$.

Table 3.17

Analysis of Variance Summary TableAttitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality,Self-esteem and Salience of Ethnic Identification for Scenario 4

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	2284.89	1	2284.89	109.27*
Ethno. Vitality (V)	39.85	1	39.85	1.89
Self-esteem (SE)	.05	1	.05	.002
Sal. Ethnic Id. (EI)	12.99	1	12.99	.62
C x V	121.81	1	121.81	5.77*
C x SE	13.72	1	13.72	.65
C x EI	102.32	1	102.32	4.85*
V x SE	39.47	1	39.47	1.87
V x EI	42.12	1	42.12	2.00
SE x EI	.37	1	.37	.02
C x V x SE	6.07	1	6.07	.29
C x V x EI	1.77	1	1.77	.08
C x SE x EI	41.39	1	41.39	1.96
V x SE x EI	7.53	1	7.53	.36
C x V x EI x EI	20.89	1	20.89	.99
Residual	1751.66	83	1.10	
Total	4512.65	90	46.05	

* $p < .05$

Table 3.18

Attitudes toward Anglophones as a Function of Condition

Scenario	Condition	
	Threatening	Enhancing
1	16.85 (<u>n</u> =54)	21.48 (<u>n</u> =52)
2	17.38 (<u>n</u> =50)	20.24 (<u>n</u> =49)
3	12.98 (<u>n</u> =50)	20.74 (<u>n</u> =50)
4	12.88 (<u>n</u> =49)	22.52 (<u>n</u> =50)

Table 3.19

Attitudes toward Anglophones as a Function of Self-esteem

Scenario	Self-esteem	
	Low	High
1	19.02 (<u>n</u> =52)	19.22 (<u>n</u> =52)
2	18.36 (<u>n</u> =47)	19.19 (<u>n</u> =52)
3	15.23 (<u>n</u> =48)	18.37 (<u>n</u> =52)
4	17.15 (<u>n</u> =48)	18.31 (<u>n</u> =51)

The analysis of variance on attitudes revealed several interaction effects. Three significant two-way interactions were observed: Condition and Ethnolinguistic Vitality and Condition and Salience of Ethnic Identification in Scenario 4, the job/career situation; and, Ethnolinguistic Vitality and Salience of Ethnic Identification in Scenarios 1 and 3, the academic situation and sport situation. In addition, one significant three-way interaction was also observed between Condition, Self-esteem and Salience of Ethnic Identification in Scenario 1, the academic situation.

As stated above, a Condition and Ethnolinguistic Vitality interaction was significant for Scenario 4. Figure 3.2 depicts this significant interaction, whereas mean scores for all the scenarios are reported in Table 3.20.

Tests of simple main effects revealed that the interaction due to significant differences between three pairs of scores. First, the simple main effect of Condition was significant for both high and low ethnolinguistic vitality groups. Enhanced/low ethnolinguistic vitality individuals reported significantly more positive attitudes than their counterparts presented with the threatening situation [$t(83)=11.03, p<.01$]. In addition, enhanced/high ethnolinguistic vitality individuals reported significantly more positive attitudes than their counterparts presented with the threatening situation [$t(83)=18.52, p<.01$].

Second, the simple main effect of Ethnolinguistic Vitality was significant in one case. Threatened/low ethnolinguistic vitality individuals reported significantly more positive attitudes than threatened/high ethnolinguistic vitality individuals [$t(83)=5.70, p<.01$]. No significant difference due to Ethnolinguistic Vitality was found in the enhancing situation [$t(83)=1.56, n.s.$].

These results indicated that attitudes were more positive when individuals were exposed to enhancing situations as opposed to when they were exposed to

Figure 3.2. Attitudes toward anglophones as a function of Condition and Ethnolinguistic Vitality (Scenario 4).

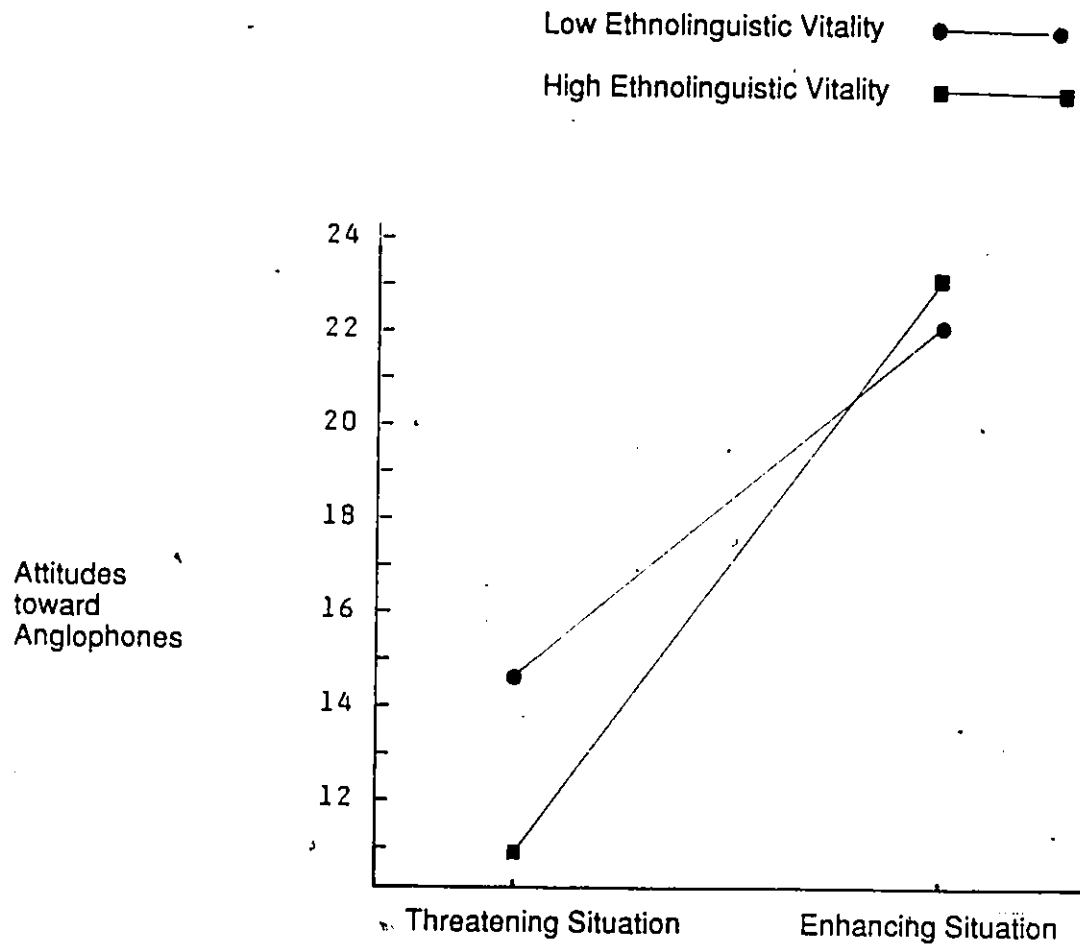


Table 3.20

Attitudes toward Anglophones as a Function of Condition and Ethnolinguistic Vitality

Scenario	Condition	Ethnolinguistic Vitality	
		Low	High
1	Threatening	17.61 (<u>n</u> =28)	16.04 (<u>n</u> =26)
	Enhancing	22.16 (<u>n</u> =25)	20.85 (<u>n</u> =27)
2	Threatening	17.42 (<u>n</u> =26)	17.33 (<u>n</u> =24)
	Enhancing	20.63 (<u>n</u> =24)	19.88 (<u>n</u> =25)
3	Threatening	14.64 (<u>n</u> =25)	11.32 (<u>n</u> =25)
	Enhancing	20.50 (<u>n</u> =24)	20.96 (<u>n</u> =26)
4	Threatening	14.72 (<u>n</u> =25)	10.96 (<u>n</u> =24)
	Enhancing	22.00 (<u>n</u> =24)	23.00 (<u>n</u> =26)

threatening situations. Exposure to threatening situations, however, polarized the effect of perceived ethnolinguistic vitality. Threatening situations lead to more negative attitudes, particularly if ethnolinguistic vitality for the group was perceived to be high. Although not significant, the same interactive pattern was evident in Scenario 3 (Table 3.20).

Another significant two-way interaction, observed for Scenario 4, was between Condition and Salience of Ethnic Identification. Figure 3.3 depicts this significant interaction, whereas mean scores for all scenarios are reported in Table 3.21.

Tests of simple main effects revealed that the interaction between Condition and Salience of Ethnic Identification was due to significant differences between three pairs of scores. First, the simple main effect of Condition was significant for both low and high salience of ethnic identification groups. Enhanced/low salience of ethnic identification individuals reported more positive attitudes than their counterparts presented with the threatening situation [$t(83)=9.43$, $p<.01$]. In addition, enhanced/high salience of ethnic identification individuals reported more positive attitudes than their counterparts who were presented with the threatening situation [$t(83)=19.57$, $p<.01$].

Second, the simple main effect of Salience of Ethnic Identification was significant in one case. Threatened/low salience of ethnic identification individuals reported more positive attitudes than threatened/high salience of ethnic identification individuals [$t(83)=5.12$, $p<.01$]. No significant difference due to Salience of Ethnic Identification was found in the enhancing situation [$t(83)=2.45$, n.s.].

The results, again, highlighted the effect of Condition on attitudes. Exposure to the threatening situations, however, polarized the effect of salience of ethnic identification. Attitudes were more positive when salience of ethnic identification

Figure 3.3. Attitudes toward anglophones as a function of Condition and Salience of Ethnic Identification (Scenario 4).

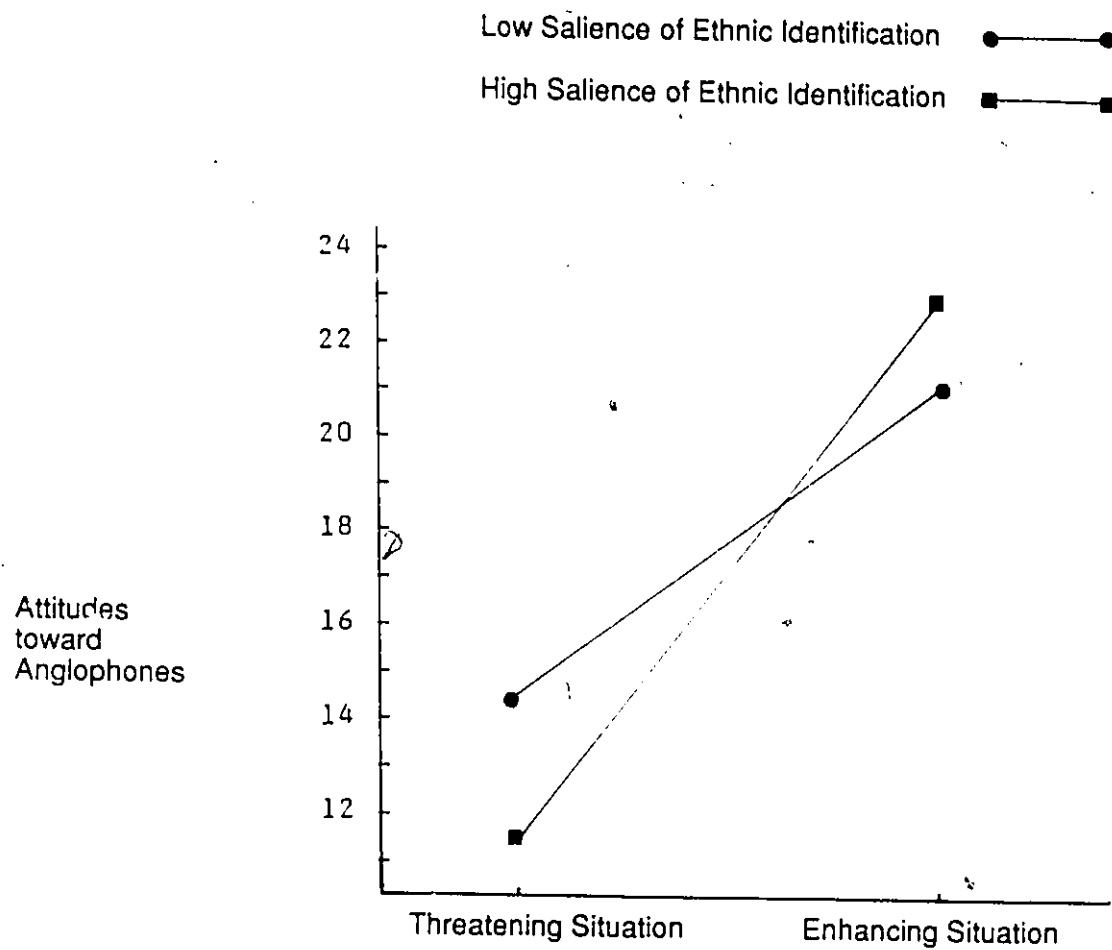


Table 3.21

Attitudes toward Anglophones as a Function of Condition and Salience of Ethnic Identification

Scenario	Condition	Sal. of Ethnic Identification	
		Low	High
1	Threatening	17.64 (n=22)	16.31 (n=32)
	Enhancing	22.21 (n=19)	21.06 (n=33)
2	Threatening	17.92 (n=24)	16.88 (n=26)
	Enhancing	20.40 (n=20)	20.14 (n=29)
3	Threatening	15.29 (n=14)	12.08 (n=36)
	Enhancing	20.81 (n=26)	20.67 (n=24)
4	Threatening	14.81 (n=21)	11.43 (n=28)
	Enhancing	25.55 (n=20)	23.17 (n=30)

was low as opposed to when salience of ethnic identification was high. Although not significant, the same interactive pattern was evident in Scenario 3 (Table 3.21).

A third two-way interaction between Ethnolinguistic Vitality and Salience of Ethnic Identification was found for Scenarios 1 and 3. Figures 3.4 (a) and 3.4 (b) depict these interactions, whereas mean scores for all scenarios are reported in Table 3.22. These two-way interactions will be addressed separately.

In Scenario 1, tests of simple main effects revealed that this significant interaction was due to two pairs of scores.

First, the simple main effect of Salience of Ethnic Identification was significant for individuals with perceptions of low ethnolinguistic vitality. Low ethnolinguistic vitality individuals with low salience of ethnic identification had more positive attitudes than their counterparts with high salience of ethnic identification [$t(90)=3.40, p<.05$]. No significant difference due to Salience of Ethnic Identification was observed for individuals with perceptions of high ethnolinguistic vitality [$t(90)=1.62, n.s.$].

Second, the simple main effect of Ethnolinguistic Vitality was significant for individuals with low salience of ethnic identification. Low salience of ethnic identification individuals with perceptions of low ethnolinguistic vitality had more positive attitudes than their counterparts with perceptions of high ethnolinguistic vitality [$t(90)=4.23, p<.01$]. No significant difference due to Ethnolinguistic Vitality was found for individuals with high Salience of Ethnic Identification [$t(90)=.37, n.s.$].

In Scenario 3, tests of simple main effects revealed that this significant interaction was due to two pairs of scores.

The main effect of Salience of Ethnic Identification was significant for both ethnolinguistic vitality groups. Low salience of ethnic identification produced

Figure 3.4(a). Attitudes toward anglophones as a function of Ethnolinguistic Vitality and Salience of Ethnic Identification (Scenario 1).

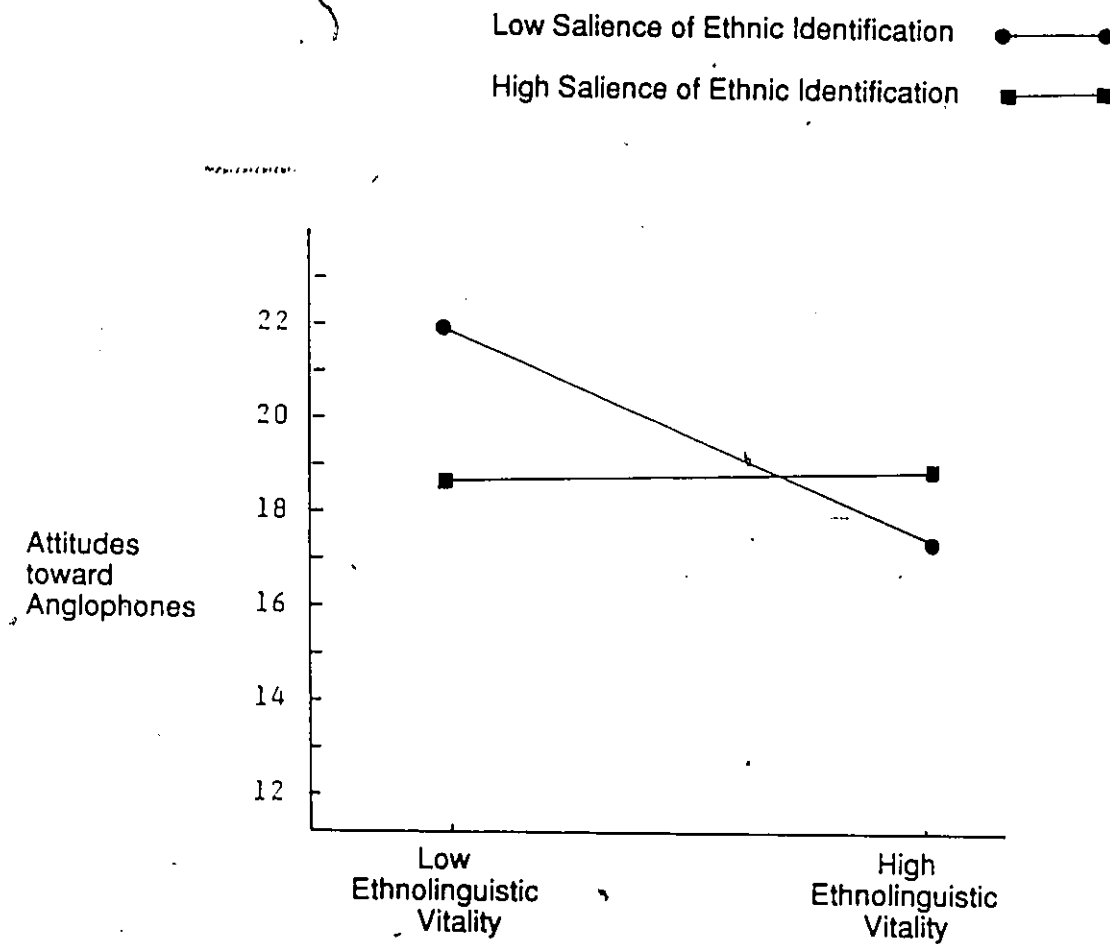


Figure 3.4(b). Attitudes toward anglophones as a function of Ethnolinguistic Vitality and Salience of Ethnic Identification (Scenario 2).

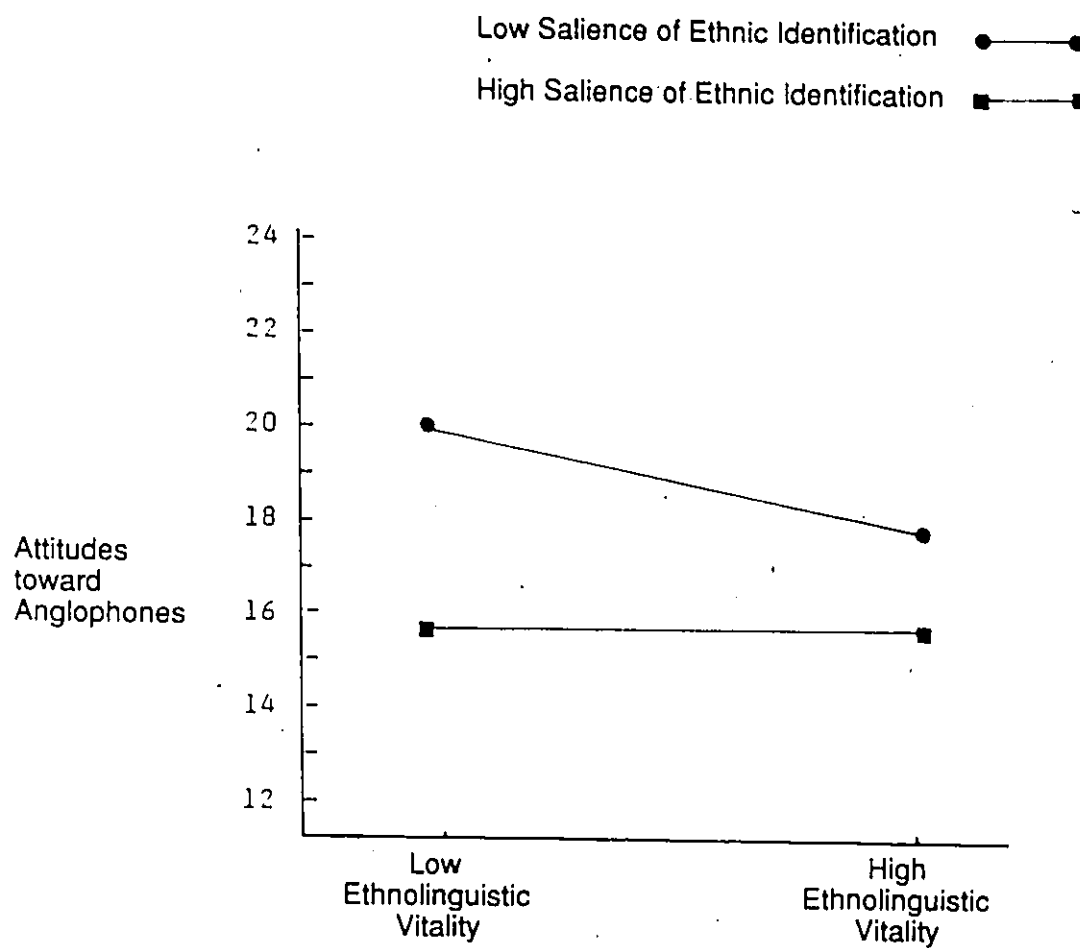


Table 3.22

Attitudes toward Anglophones as a Function of Ethnolinguistic Vitality and Salience of Ethnic Identification

Scenario	Ethnol. Vitality	Sal. of Ethnic Identification	
		Low	High
1	Low	20.72 (<u>n</u> =29)	18.58 (<u>n</u> =24)
	High	17.42 (<u>n</u> =12)	18.80 (<u>n</u> =41)
2	Low	19.43 (<u>n</u> =28)	18.36 (<u>n</u> =22)
	High	18.38 (<u>n</u> =16)	18.76 (<u>n</u> =33)
3	Low	19.74 (<u>n</u> =23)	15.54 (<u>n</u> =26)
	High	17.71 (<u>n</u> =17)	15.50 (<u>n</u> =34)
4	Low	18.48 (<u>n</u> =23)	18.12 (<u>n</u> =26)
	High	17.61 (<u>n</u> =18)	17.00 (<u>n</u> =32)

consistently more positive attitudes. Low ethnolinguistic vitality individuals with low salience of ethnic identification had more positive attitudes than their counterparts with high salience of ethnic identification [$t(84)=5.92, p<.01$]. Although the difference was somewhat less, high ethnolinguistic vitality individuals with low salience of ethnic identification also had more positive attitudes than their counterparts with high salience of ethnic identification [$t(83)=2.99, p<.05$].

The common significant elements in the two scenarios suggest that attitudes of individuals with high salience of ethnic identification were not influenced by perceptions of group ethnolinguistic vitality. Rather, it was those who had relatively low salience of ethnic identification whose attitudes were more affected. Specifically, low salience of ethnic identification and perceived low ethnolinguistic vitality lead to more positive attitudes toward Anglophones. Perceptions of high ethnolinguistic vitality for individuals with low salience of ethnic identification had a negative effect on attitudes. Although not significant, a similar interactive pattern was observed in Scenario 2 (Table 3.22).

A significant three-way interaction between Condition, Self-esteem and Salience of Ethnic Identification was found for Scenario 1. Figure 3.5 depicts this significant interaction whereas, mean scores for all the scenarios are reported in Table 3.23.

Tests of simple main effects revealed that this significant interaction was due to significant differences between six pairs of scores. First, the simple main effect of Condition was significant in three cases. Enhanced/low self-esteem and enhanced/high self-esteem individuals with high salience of ethnic identification reported more positive attitudes than their counterparts who were presented with the threatening situation [$t=7.06, p<.01$] and [$t=4.56, p<.01$], respectively. In addition, enhanced/high self-esteem individuals with low salience of ethnic

Figure 3.5. Attitudes toward anglophones as a function of Condition, Self-esteem and Salience of Ethnic Identification (Scenario 1).

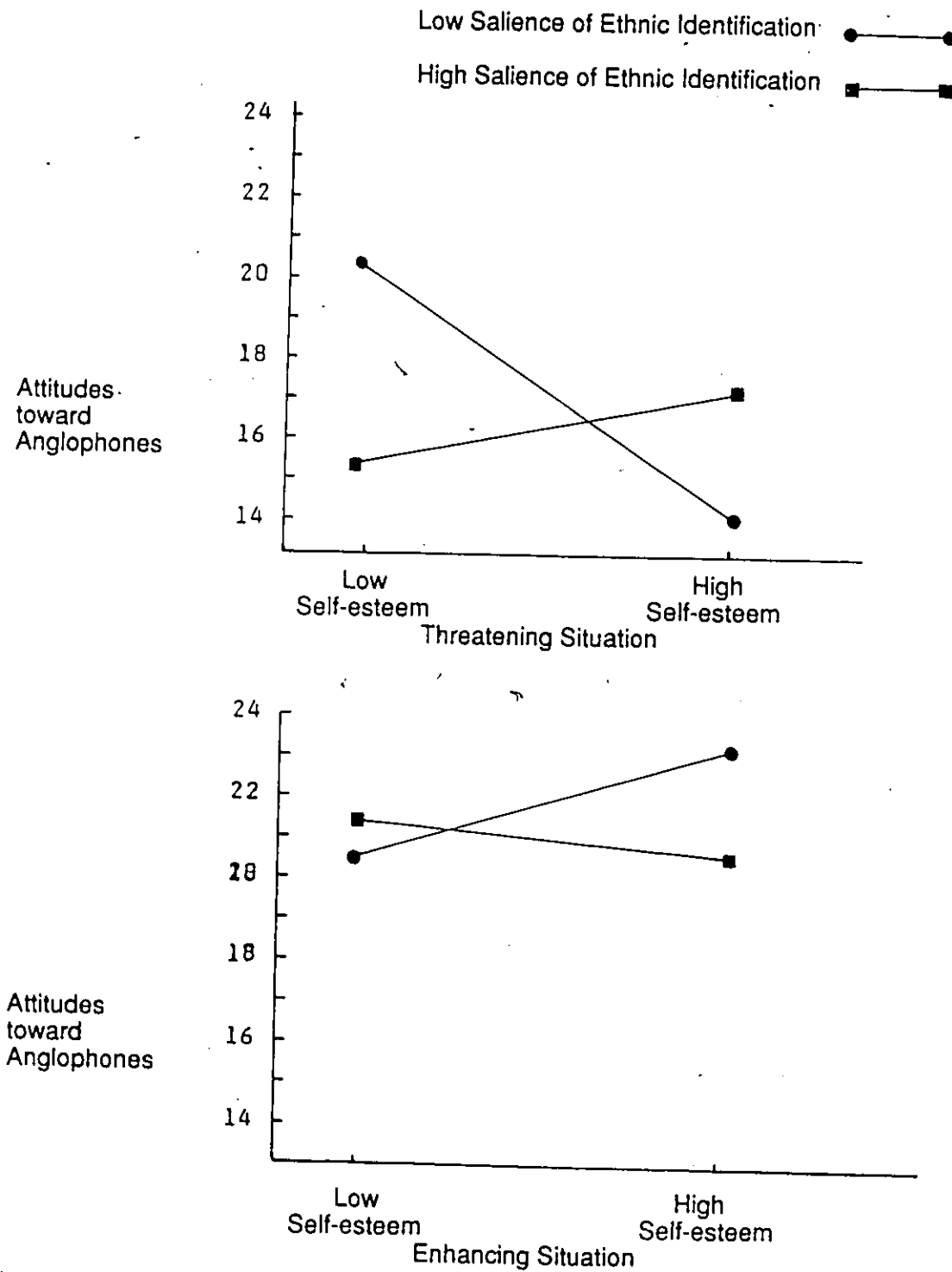


Table 3.23

Attitudes toward Anglophones as a Function of Condition, Self-esteem and Salience of Ethnic Identification

Scenario	Condition	Self-esteem	Sal. of Ethnic Identification	
			Low	High
1	Threatening	Low	20.08 (n=12)	15.60 (n=18)
		High	14.17 (n=10)	17.14 (n=14)
	Enhancing	Low	20.75 (n=8)	21.43 (n=14)
		High	23.27 (n=11)	20.79 (n=19)
2	Threatening	Low	18.21 (n=14)	15.85 (n=13)
		High	17.50 (n=10)	17.92 (n=13)
	Enhancing	Low	20.30 (n=10)	19.90 (n=10)
		High	20.50 (n=19)	20.26 (n=19)
3	Threatening	Low	15.17 (n=6)	11.48 (n=21)
		High	15.25 (n=8)	12.93 (n=15)
	Enhancing	Low	20.45 (n=11)	17.40 (n=10)
		High	21.07 (n=15)	23.00 (n=14)
4	Threatening	Low	15.45 (n=11)	10.81 (n=16)
		High	14.10 (n=10)	12.25 (n=12)
	Enhancing	Low	21.50 (n=10)	24.09 (n=11)
		High	21.60 (n=10)	22.63 (n=19)

identification reported more positive attitudes than their counterparts who were presented with the threatening situation [$t(90)=8.75, p<.01$]. No significant difference due to Condition was observed for low self-esteem/low salience of ethnic identification individuals [$t(90)=.64, n.s.$].

Second, the simple main effect of Self-esteem was significant for individuals with low salience of ethnic identification. Threatened/low salience of ethnic identification individuals with low self-esteem had more positive attitudes than their counterparts with high self-esteem [$t(90)=4.56, p<.01$]. No significant difference due to Self-esteem was observed for threatened/high salience of ethnic identification individuals [$t(90)=1.81, n.s.$].

Third, the simple main effect of Salience of Ethnic Identification was significant in two cases. Threatened/low self-esteem individuals with low salience of ethnic identification reported significantly more positive attitudes than did their counterparts with high salience of ethnic identification [$t(90)=5.19, p<.01$]. No significant difference due to Salience of Ethnic Identification was observed for threatened/high self-esteem individuals [$t(90)=2.57, n.s.$].

In addition, enhanced/high self-esteem individuals with low salience of ethnic identification reported significantly more positive attitudes than did their counterparts with high salience of ethnic identification [$t(90)=2.85, p<.05$]. No difference due to Salience of Ethnic Identification was observed for enhanced/low self-esteem individuals [$t(90)=.85, n.s.$].

These results suggest that attitudes are more positive when individuals are presented with enhancing situations than when they are presented with threatening situations. In addition, salience of ethnic identification polarized the interactive effect of self-esteem and situational threat. When presented with threatening situations, low self-esteem/low salience of ethnic identification individuals reported

more positive attitudes than low self-esteem/high salience of ethnic identification individuals. When presented with enhancing situations however, high self-esteem/low salience of ethnic identification individuals reported more positive attitudes than high self-esteem/high salience of ethnic identification. Although not significant, other instances of this interactive pattern were observed, namely, the threatening situation in Scenario 2, the enhancing situation in Scenario 3 and both Conditions in Scenario 4 (Table 3.23).

A four-way interaction involving all the factors was found for Scenario 1. Because of insufficient number of observations for some of the cells, this interaction cannot be interpreted with confidence. For informative purposes, tables of mean scores can be found in Appendix D.

Self-confidence. This analysis is based on the responses of 106 subjects for Scenario 1, 99 subjects for Scenario 2, 100 subjects for Scenario 3 and 99 subjects for Scenario 4. The number of subjects who identified themselves as Acadians was reduced from the original 111 because of missing data. The scores on the self-confidence scale were entered in four $2 \times 2 \times 2 \times 2$ analyses of variance (one for each scenario). The factors were Condition (threatening situation vs. enhancing situation), Ethnolinguistic Vitality (low vs. high), Self-esteem (low vs. high) and Salience of Ethnic Identification (low vs. high). The different levels of Salience of Ethnic Identification were obtained by computing median splits on the corresponding scores. Means and medians on the Salience of Ethnic Identification have already been reported in Table 3.13.

The results of the analyses of variance are reported in Table 3.24, 3.25, 3.26 and 3.27. As can be seen, the main effect of Condition was significant for Scenarios 1, 2 and 4 which involved an academic, a historical/cultural and a job/career situation, respectively. The mean score pattern (Table 3.28) revealed

Table 3.24

Analysis of Variance Summary Table

* Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and
Salience of Ethnic Identification for Scenario 1

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	210.96	1	210.96	15.25***
Ethno. Vitality (V)	3.22	1	3.22	.23
Self-esteem (SE)	147.49	1	147.49	10.66**
Sal. Ethnic Id. (EI)	86.23	1	86.23	6.23*
C x V	.15	1	.15	.01
C x SE	3.98	1	3.98	.29
C x EI	.23	1	.23	.02
V x SE	8.63	1	8.63	.62
V x EI	8.98	1	8.98	.65
SE x EI	1.35	1	1.35	.10
C x V x SE	6.83	1	6.83	.49
C x V x EI	56.44	1	56.44	4.08*
C x SE x EI	2.46	1	2.46	1.18
V x SE x EI	51.61	1	51.61	3.73
C x V x SE x EI	31.82	1	31.82	
	2.30			
Residual -	1244.85	90	31.83	
Total	1916.83	105	18.26	

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 3.25

Analysis of Variance Summary Table

Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and
Salience of Ethnic Identification for Scenario 2

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	120.53	1	120.53	13.54***
Ethno. Vitality (V)	1.91	1	1.91	.22
Self-esteem (SE)	77.10	1	77.10	8.66**
Sal. Ethnic Id. (EI)	16.80	1	16.80	1.89
C x V	5.65	1	5.65	.63
C x SE	1.48	1	1.48	.17
C x EI	19.66	1	19.66	2.21
V x SE	1.74	1	1.74	.20
V x EI	.02	1	.02	.002
SE x EI	.01	1	.01	.001
C x V x SE	42.29	1	42.29	4.75*
C x V x EI	29.51	1	29.51	3.31*
C x SE x EI	.07	1	.06	.007
V x SE x EI	.22	1	.22	.024
C x V x SE x EI	14.12	1	14.12	
	1.59			
Residual	739.0	83	.8.90	
Total	1127.83	98	11.51	

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 3.26

Analysis of Variance Summary Table

Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and
Salience of Ethnic Identification for Scenario 3

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	15.08	1	15.08	1.38
Ethno. Vitality (V)	5.88	1	5.88	.54
Self-esteem (SE)	110.14	1	110.14	10.05*
Sal. Ethnic Id. (EI)	133.44	1	133.44	12.17**
C x V	31.08	1	31.08	2.84
C x SE	13.06	1	13.06	1.91
C x EI	2.71	1	2.71	.25
V x SE	7.01	1	7.01	.64
V x EI	4.38	1	4.38	.40
SE x EI	.20	1	.20	.02
C x V x SE	17.04	1	17.04	1.55
C x V x EI	12.43	1	12.43	1.13
C x SE x EI	20.79	1	20.79	1.90
V x SE x EI	.54	1	.54	.05
C x V x SE x EI	36.20	1	36.20	
	3.30			
Residual	920.87	84	10.96	
Total	1314.74	99	13.28	

* $p < .01$. ** $p < .001$.

Table 3.27

Analysis of Variance Summary Table

Self-confidence as a Function of Condition, Ethnolinguistic Vitality, Self-esteem and
Salience of Ethnic Identification for Scenario 4

Source of Variance	Sum of Squares	df	Mean Square	F
Condition (C)	211.60	1	211.60	15.00**
Ethno. Vitality (V)	12.38	1	12.38	.88
Self-esteem (SE)	67.85	1	67.85	4.81*
Sal. Ethnic Id. (EI)	10.73	1	10.73	.76**
C x V	154.69	1	154.69	10.96**
C x SE	2.74	1	2.74	.19
C x EI	4.06	1	4.06	.29
V x SE	4.29	1	4.29	.30
V x EI	2.57	1	2.57	.18
SE x EI	16.39	1	16.39	1.16
C x V x SE	.06	1	.06	.004
C x V x EI	1.00	1	1.00	.07
C x SE x EI	28.22	1	28.22	2.0
V x SE x EI	.03	1	.03	.002
C x V x SE x EI	18.76	1	18.76	
	1.33			
Residual	1171.13	83	14.11	
Total	1764.74	98	18.01	

* $p < .05$. ** $p < .001$.

Table 3.28

Self-confidence as a Function of Condition

Scenario	Condition	
	Threatening	Enhancing
1	19.61 (<u>n</u> =54)	22.85 (<u>n</u> =52)
2	20.34 (<u>n</u> =50)	22.88 (<u>n</u> =49)
3	22.55 (<u>n</u> =50)	22.98 (<u>n</u> =50)
4	19.43 (<u>n</u> =49)	22.64 (<u>n</u> =50)

that self-confidence was consistently higher for individuals who encountered the enhancing situation. Although not significant, the same pattern was repeated in Scenario 3.

Second, the main effect of Self-esteem was significant for all the scenarios. The mean score pattern (Table 3.29) revealed that self-confidence was consistently higher for the high self-esteem group.

Third, the main effect of Salience of Ethnic Identification was significant for Scenarios 1 and 3, the academic situation and the sport event, respectively. The mean score pattern (Table 3.30) revealed that self-confidence was consistently higher for individuals with high salience of ethnic identification.

The analyses of variance on self-confidence revealed several interaction effects. One significant two-way interaction between Condition and Ethnolinguistic Vitality for Scenario 4, the job/career situation, was found. In addition, three three-way interactions were observed: Condition, Ethnolinguistic Vitality and Self-esteem for Scenario 2, which was the historical/cultural situation and Condition, Ethnolinguistic Vitality and Salience of Ethnic Identification for Scenarios 1 and 2, which were the academic and the historical situations, respectively.

The significant two-way interaction between Condition and Ethnolinguistic Vitality found for Scenario 4 is depicted in Figure 3.6. Mean scores for all scenarios are reported in Table 3.31.

Tests of simple main effects revealed that this interaction was due to three pairs of scores. First, the simple main effect of Condition was found to be significant in one case. Enhanced/high ethnolinguistic vitality individuals reported higher self-confidence than their counterparts presented with the threatening condition [$t(83)=10.61, p<.01$]. No significant difference due to Condition was found for enhanced/low ethnolinguistic vitality individuals [$t(83)=1.25, n.s.$].

Table 3.29

Self-confidence as a Function of Self-esteem

Scenario	Self-esteem	
	Low	High
1	19.81 (<u>n</u> =52)	22.54 (<u>n</u> =54)
2	20.43 (<u>n</u> =47)	22.65 (<u>n</u> =52)
3	21.73 (<u>n</u> =48)	23.69 (<u>n</u> =52)
4	19.94 (<u>n</u> =48)	22.10 (<u>n</u> =51)

Table 3.30

Self-confidence as a Function of Salience of Ethnic Identification

Scenario	Salience of Ethnic Identification	
	Low	High
1	20.00 (<u>n</u> =41)	21.95 (<u>n</u> =65)
2	20.86 (<u>n</u> =44)	22.18 (<u>n</u> =55)
3	21.55 (<u>n</u> =40)	23.55 (<u>n</u> =60)
4	20.51 (<u>n</u> =41)	21.43 (<u>n</u> =58)

Figure 3.6. Self-confidence as a function of Condition and Ethnolinguistic Vitality (Scenario 4).

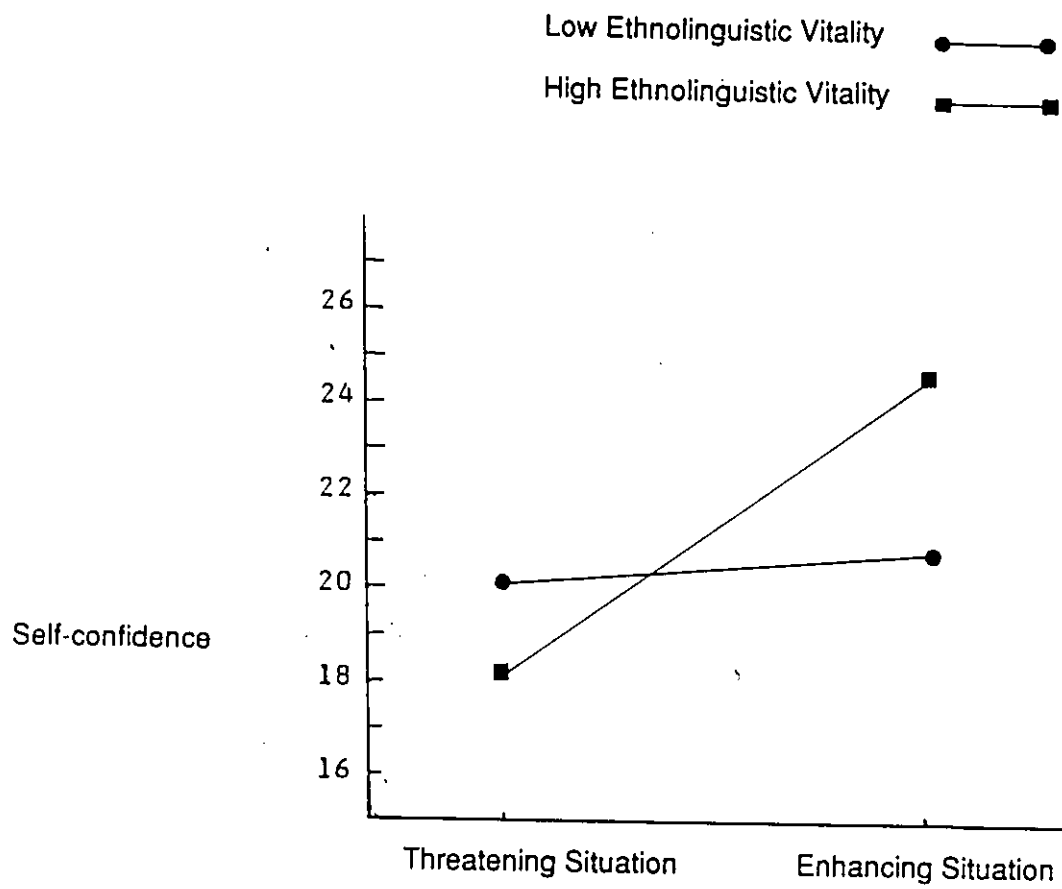


Table 3.31

Self-confidence as a Function of Condition and Ethnolinguistic Vitality

Scenario	Condition	Ethnolinguistic Vitality	
		Low	High
1	Threatening	19.36 (<u>n</u> =28)	19.88 (<u>n</u> =26)
	Enhancing	22.68 (<u>n</u> =25)	23.0 (<u>n</u> =27)
2	Threatening	20.38 (<u>n</u> =26)	20.29 (<u>n</u> =24)
	Enhancing	22.17 (<u>n</u> =24)	23.56 (<u>n</u> =25)
3	Threatening	23.04 (<u>n</u> =25)	22.0 (<u>n</u> =25)
	Enhancing	22.38 (<u>n</u> =24)	23.54 (<u>n</u> =26)
4	Threatening	20.20 (<u>n</u> =25)	18.27 (<u>n</u> =24)
	Enhancing	20.88 (<u>n</u> =24)	24.27 (<u>n</u> =26)

The simple main effect of Ethnolinguistic Vitality was significant in two cases. Threatened/low ethnolinguistic vitality individuals reported significantly higher self-confidence than their counterparts with perceptions of high ethnolinguistic vitality [$t(83)=2.93$, $p<.01$]. Enhanced/high ethnolinguistic vitality individuals reported significantly higher self-confidence than their counterparts with perceptions of low ethnolinguistic vitality [$t(83)=6.38$, $p<.01$].

These results revealed that situational variations of threat did not significantly affect self-confidence levels of individuals with perceptions of low ethnolinguistic vitality. However, self-confidence was greater when individuals with perceptions of high ethnolinguistic vitality were presented with enhancing situations as opposed to threatening situations. Although not significant, similar interactive patterns can be observed in Scenarios 2 and 3 (Table 3.31).

As reported earlier, a significant three-way interaction between Condition, Ethnolinguistic Vitality and Self-esteem was found for Scenario 2. Figure 3.7 depicts this significant interaction, whereas mean scores for each group for all the scenarios are reported in Table 3.32.

Tests of simple main effects, revealed that this interaction was due to significant differences between two pairs of scores, both involving Self-esteem. Threatened/low ethnolinguistic vitality individuals with high self-esteem reported higher self-confidence than did their counterparts with low self-esteem [$t(83)=3.90$, $p<.01$]. No difference due to Self-esteem was found for threatened/high ethnolinguistic vitality individuals [$t(83)=.05$, n.s.].

In addition, enhanced/high ethnolinguistic vitality individuals with high self-esteem reported higher self-confidence than did their counterparts with low self-esteem [$t(83)=4.14$, $p<.01$]. No difference due to Self-esteem was found for enhanced/low ethnolinguistic vitality individuals [$t(83)=1.98$, n.s.].

Figure 3.7. Self-confidence as a function of Condition, Ethnolinguistic Vitality and Self-esteem (Scenario 2).

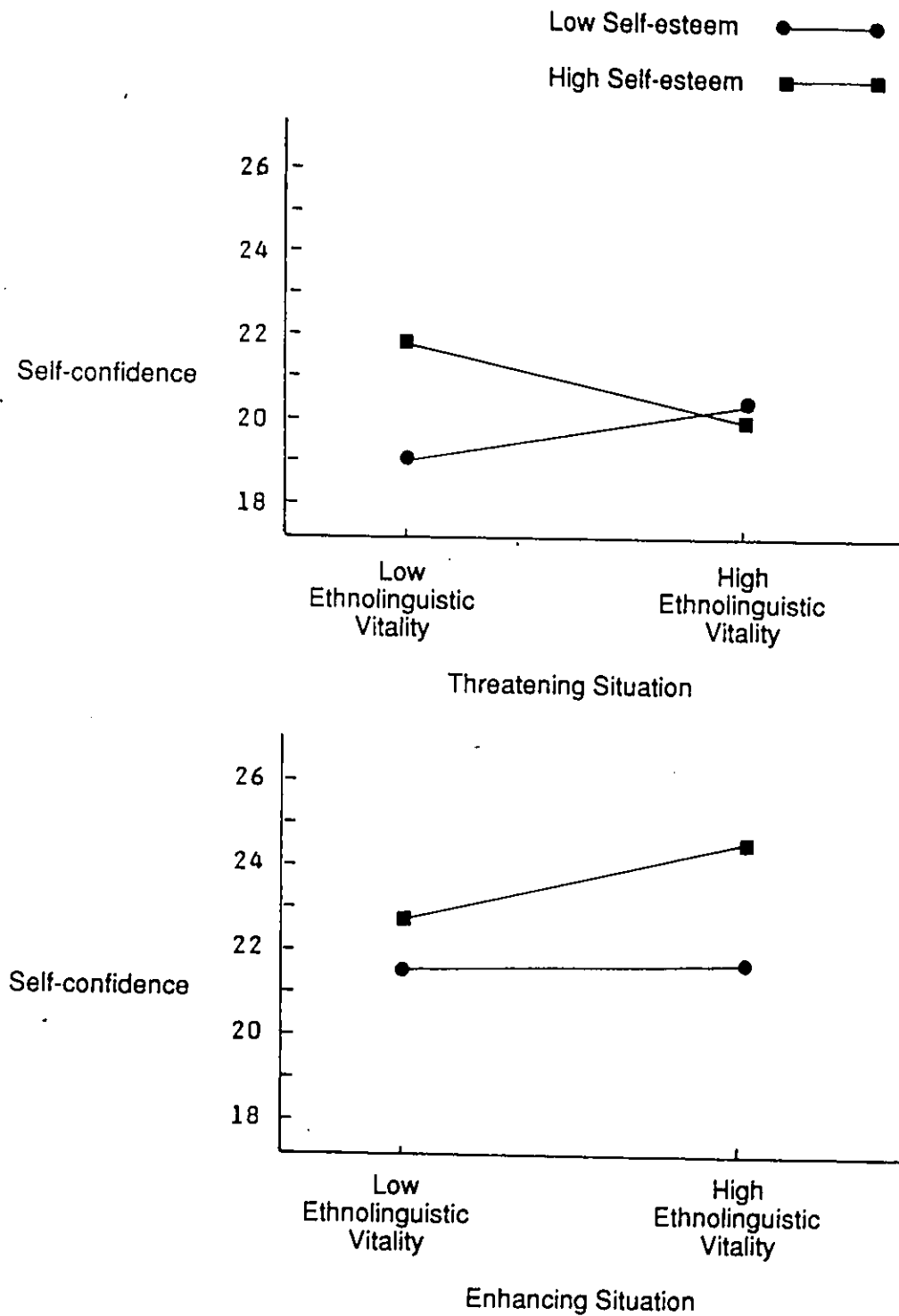


Table 3.32

Self-confidence as a Function of Condition, Ethnolinguistic Vitality and Self-esteem

Scenario	Condition	Ethnol. Vitality	Self-esteem	
			Low	High
1	Threatening	Low	18.56 (n=16)	20.42 (n=12)
		High	18.21 (n=14)	21.83 (n=12)
	Enhancing	Low	21.58 (n=12)	23.69 (n=13)
		High	21.90 (n=10)	23.65 (n=17)
2	Threatening	Low	19.07 (n=14)	21.92 (n=12)
		High	20.31 (n=13)	20.27 (n=11)
	Enhancing	Low	21.42 (n=12)	22.92 (n=12)
		High	21.50 (n=8)	24.53 (n=17)
3	Threatening	Low	21.21 (n=14)	25.36 (n=11)
		High	21.54 (n=13)	22.50 (n=12)
	Enhancing	Low	22.17 (n=12)	22.58 (n=12)
		High	22.22 (n=9)	24.24 (n=17)
4	Threatening	Low	19.36 (n=14)	21.27 (n=11)
		High	18.54 (n=13)	18.73 (n=11)
	Enhancing	Low	19.83 (n=12)	21.92 (n=12)
		High	23.00 (n=9)	24.94 (n=17)

The results revealed that self-confidence for high self-esteem individuals was higher than for low self-esteem individuals, but only under specific combinations of perceived ethnolinguistic vitality and situational threat. High self-esteem individuals with perceptions of low ethnolinguistic vitality and exposed to threatening situations had higher self-confidence than low self-esteem individuals under the same conditions. In addition, high self-esteem individuals with perceptions of high ethnolinguistic vitality and exposed to enhancing situations had higher self-confidence than low self-esteem individuals under the same conditions. Although not significant, similar patterns were observed in Scenarios 3 and 4 for the threatening situation and in Scenario 3 for the enhancing situation (Table 3.32).

Lastly, other significant three-way interactions between Condition, Ethnolinguistic Vitality and Salience of Ethnic Identification on self-confidence scores were found for Scenarios 1 and 2. Figures 3.8 (a) and 3.8 (b) depict these significant interactions, whereas mean scores for all the scenarios are reported in Table 3.33. These three-way interactions will be addressed separately.

In Scenario 1, tests of simple main effects revealed that the significant three-way interaction was due to six pairs of scores.

First, the simple main effect of Condition was significant in three cases. Low ethnolinguistic vitality/low salience of ethnic identification individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(90)=5.96$, $p<.01$]. No significant difference due to Condition was observed for low ethnolinguistic vitality/high salience of ethnic identification individuals [$t(90)=2.76$, n.s.].

In addition, both high ethnolinguistic vitality/low salience of ethnic identification individuals and high ethnolinguistic vitality/high salience of ethnic identification individuals presented with the enhancing situation reported higher

Figure 3.8(a). Self-Confidence as a function of Condition, Ethnolinguistic Vitality and Salience of Ethnic Identification (Scenario 1).

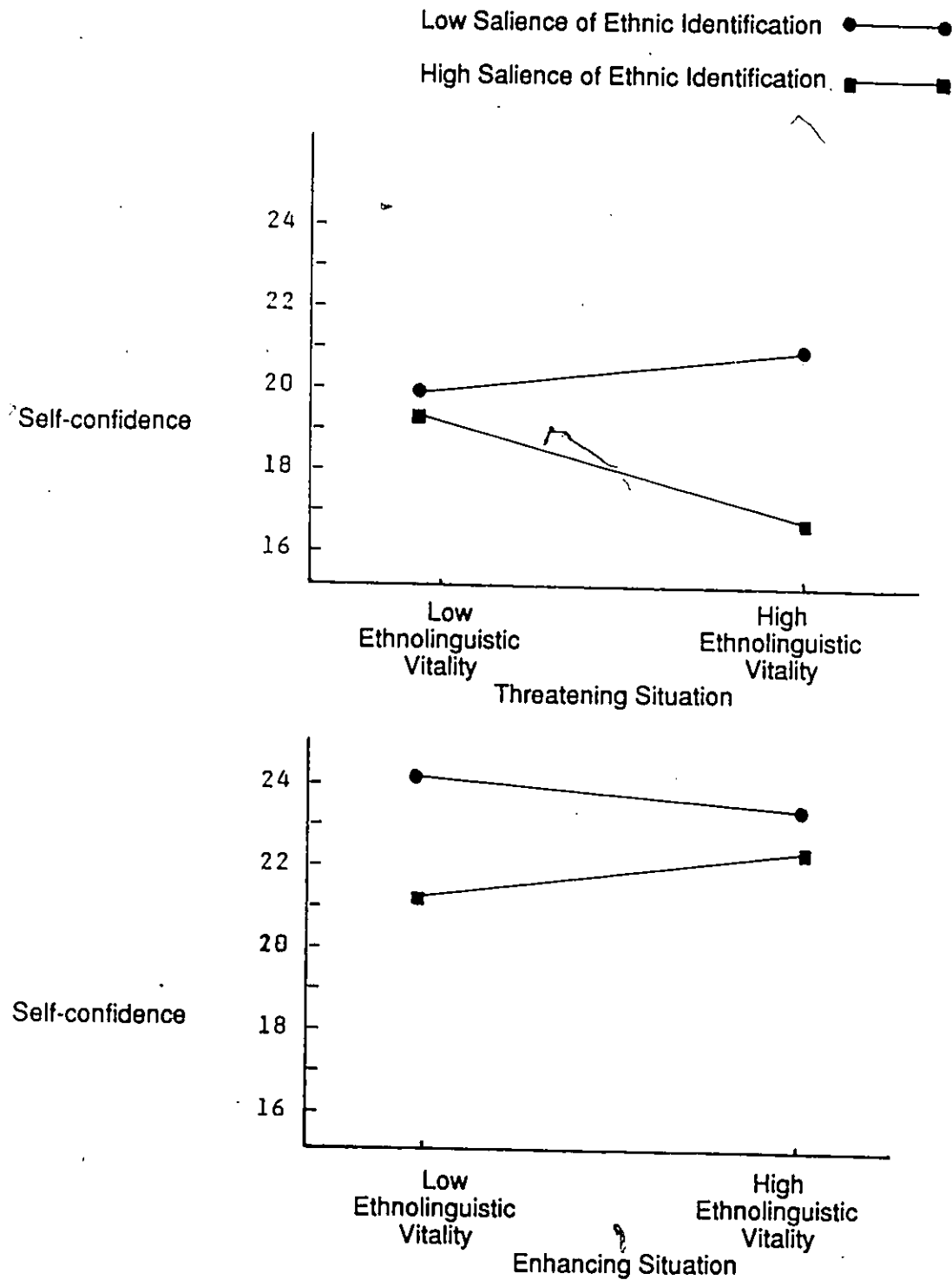


Figure 3.8(b). Self-confidence as a function of Condition, Ethnolinguistic Vitality and Salience of Ethnic Identification (Scenario 2).

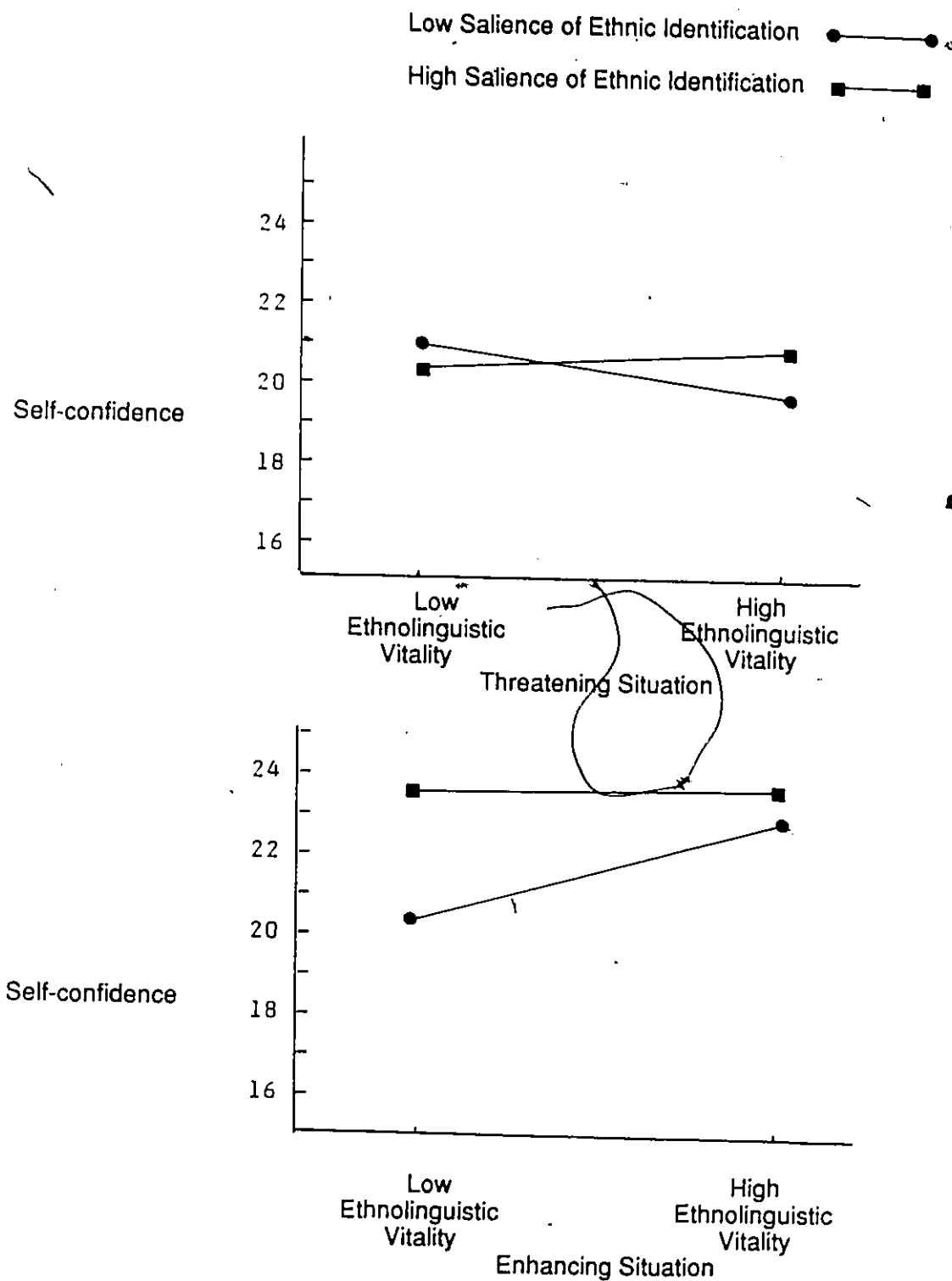


Table 3.33

Self-confidence as a Function of Condition, Ethnolinguistic Vitality and Salience of Ethnic Identification

Scenario	Condition	Ethnol. Vitality	Sal. of Ethnic Identification	
			Low	High
1	Threatening	Low	19.55 (n=11)	19.24 (n=17)
		High	20.67 (n=21)	16.60 (n=5)
	Enhancing	Low	24.08 (n=13)	21.17 (n=12)
		High	23.29 (n=20)	22.29 (n=7)
2	Threatening	Low	20.53 (n=17)	20.11 (n=9)
		High	19.71 (n=7)	20.53 (n=17)
	Enhancing	Low	20.36 (n=11)	23.69 (n=13)
		High	23.00 (n=9)	23.88 (n=16)
3	Threatening	Low	22.00 (n=10)	23.73 (n=15)
		High	20.25 (n=4)	22.33 (n=21)
	Enhancing	Low	20.63 (n=13)	24.45 (n=11)
		High	22.54 (n=13)	24.54 (n=13)
4	Threatening	Low	19.86 (n=14)	20.64 (n=11)
		High	18.86 (n=7)	18.73 (n=17)
	Enhancing	Low	20.22 (n=9)	21.27 (n=15)
		High	23.00 (n=11)	25.20 (n=15)

self-confidence than their counterparts presented with the threatening situation. The t values obtained were 4.52($df=90$; $p<.01$) and 5.22($df=90$; $p<.01$), respectively.

Second, the simple main effect of Ethnolinguistic Vitality was significant in one case. Threatened/high salience of ethnic identification individuals with perceptions of low ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of high ethnolinguistic vitality [$t(90)=2.79$, $p<.05$]. No significant difference due to Ethnolinguistic Vitality was observed for threatened/low salience of ethnic identification individuals [$t(90)=1.62$, n.s.].

Third, the simple main effect of Salience of Ethnic Identification was significant in two cases. Threatened/high ethnolinguistic vitality individuals with low salience of ethnic identification reported higher self-confidence than their counterparts with high salience of ethnic identification [$t(90)=4.40$, $p<.01$]. No significant difference due to Salience of Ethnic Identification was observed for the threatened/low ethnolinguistic vitality individuals [$t(90)=1.27$, n.s.].

In addition, enhanced/low ethnolinguistic vitality individuals with low salience of ethnic identification reported higher self-confidence than their counterparts with high salience of ethnic identification [$t(90)=3.93$, $p<.01$]. No significant difference due to Salience of Ethnic Identification was observed for enhanced/high ethnolinguistic vitality individuals [$t(90)=1.23$, n.s.].

In summary, the interaction, found in Scenario 1 revealed that, except for high salience/low ethnolinguistic vitality individuals, self-confidence was higher when individuals were presented with the ethnically enhancing situation. Individuals with low salience of ethnic identification had higher self-confidence than individuals with high salience of ethnic in two cases. First, in the enhancing situation, individuals with low salience of ethnic identification individuals reported higher self-confidence than high salience of ethnic identification individuals if perceived

ethnolinguistic vitality was low. Second, in the threatening situation, individuals with low salience of ethnic identification reported higher self-confidence than individuals with high salience of ethnic identification if perceived ethnolinguistic vitality was high.

In Scenario 2, tests of simple main effects revealed that this interaction was due to five pairs of scores.

First, the simple main effect of Condition was significant in three cases. High ethnolinguistic vitality/high salience of ethnic identification individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(83)=6.44, p<.01$]. High ethnolinguistic vitality/low salience of ethnic identification individuals presented with the enhancing situation reported higher self-confidence than their counterparts presented with the threatening situation [$t(83)=4.39, p<.01$].

In addition, low ethnolinguistic vitality/high salience of ethnic identification individuals presented with the enhancing situation had higher self-confidence than their counterparts presented with the threatening situation [$t(83)=5.51, p<.01$]. No significant difference due to Condition was observed for low ethnolinguistic vitality/low salience of ethnic identification individuals [$t(83)=.29, n.s.$].

Second, the simple main-effect of Ethnolinguistic Vitality was significant in one case. Enhanced/low salience of ethnic identification individuals with perceptions of high ethnolinguistic vitality reported higher self-confidence than their counterparts with perceptions of low ethnolinguistic vitality [$t(83)=3.94, p<.01$]. No significant difference due to Ethnolinguistic Vitality was observed for the enhanced/high salience of ethnic identification individuals [$t(83)=.34, n.s.$].

Third, the simple main effect of Salience of Ethnic Identification was significant in one case. Enhanced/low ethnolinguistic vitality individuals with low

salience of ethnic identification reported lower self-confidence than their counterparts with high salience of ethnic identification [$t(83)=3.94, p<.01$]. No significant difference was observed for the enhanced/high ethnolinguistic vitality individuals [$t(83)=1.42, n.s.$].

In summary, the interaction found in Scenario 2 revealed that, in enhancing situations, low salience of ethnic identification individuals had higher self-confidence than high salience of ethnic identification individuals if perceived ethnolinguistic vitality was low. In addition, low salience of ethnic identification/high ethnolinguistic vitality individuals had higher self-confidence than low salience of ethnic identification/low ethnolinguistic vitality individuals. Although not significant, the pattern of results for the enhancing condition in Scenario 3 tend to resemble the pattern found in Scenario 2 (Table 3.33). Few other parallels, however, between Scenarios 1 and 2 can be found. Other than the effect of Condition, the results found in Scenario 1, depicting an academic situation, and Scenario 2, depicting a historical/cultural situation, are dissimilar.

Discussion

The purpose of this study was to refine an initial attempt to explore the interactive effects of social structure, personality and situational factors on ethnic identification, attitudes and self-confidence. This second study would also provide validation for the results found in Study 1. In addition, it was designed to take into account the influence of salience of ethnic identification on attitudes and self-confidence. A conclusion from Study 1 had suggested that identification processes could influence the effects of social structure, personality and situational threat.

Participants in Study 2, as in Study 1, were university students from l'Université de Moncton. In Study 2, only the responses of students who chose *Acadian* to describe their social group identification were used. Response patterns

on the Beliefs on Ethnolinguistic Vitality Questionnaire reflect the demographic composition of the geographic regions from where the respondents originated. Individuals who originated from regions where Acadians are highly represented tend to perceive the group as having relatively high ethnolinguistic vitality. In contrast, those who originated from regions where Acadians are less well represented, tend to perceive the group as having low ethnolinguistic vitality. These results support the validity of the ethnolinguistic vitality measure used in this study. As well, statistical procedures were performed to examine the reliability of the Beliefs on Ethnolinguistic Vitality Questionnaire, the Salience of Ethnic Identification Scale, the Self-confidence Scale and the Attitudes towards Anglophones Scale. Results support the internal consistency of the scales measuring each construct.

As in Study 1, the main effect of Condition had a highly significant influence in Study 2. The threatening or enhancing aspects of the situation influenced all dependent variables. This likely reflects the effects of experimental demands related to the Condition factor. However, the interactive effects that ensued were not subjected to such influence. Consideration must be given to the fact that the interactive effects were not obtained in all the scenarios. The discussion of the results, therefore, hinges solely on statistically significant results. Furthermore, when such significant results were obtained in more than one scenario, only the common effects are discussed.

The results of the study are consistent with Tajfel's theory of social group identity (1978; 1981). Ethnic identification is positively related to the recognition that one's own group is a strong force within the community.

Support for two opposing theories with respect to conditions that encourage identification was obtained. One of the theories attributes increased identification with one's ethnic group to positive features of situations which would intensify the

desirability of such identification (Gergen, 1971). The other comprises the ethnocentric hypothesis where increased identification with one's ethnic group is related to ethnic threat (LeVine & Campbell, 1971; Holmes & Grant, 1979; Bourhis & Giles, 1977; Bourhis et al., 1979). The underlying, reconciling explanation may be found in the interactive effect of situational contingencies and self-esteem.

The interplay of situational characteristics and self-esteem must be understood in terms of situations that confirm or match expectations based on individual self-regard. Ethnic identification is, thus, not necessarily salient when supported or threatened. Rather, it comes salient when expectations based on self-esteem are confirmed.

Conclusions, regarding the interactive effects of the factors studied here, can be extended to intergroup attitudes and self-confidence in interethnic situations. In the case of positive attitudes, the contact hypothesis (Allport, 1954) and social group theory (Tajfel, 1981) were both supported. Interactive effects involving social factors and reduced feelings of ethnic identification were aligned with positive attitudes. As Tajfel (1981) suggested, self or group evaluative strategies may be adopted when ethnic situations are extremely negative. Thus, seeing members of the socially favoured group in a positive way, regardless of their oppressive stance, may be a desire to disassociate one's self from a group that is not rewarding.

Whereas the above interactive effects on attitudes can be interpreted within the boundaries of social group theory and the contact hypothesis, another level of explanation can be used when self-esteem is present in conjunction with situational threat and salience of ethnic identification. Positive attitudes are related to effects where situations match expectations derived from the individual's self-regard, namely, when high self-esteem individuals are presented with enhancing situations and when low self-esteem individuals are presented with threatening situations.

It may be that when members of ethnic minority groups expect negative treatment on the basis of low self-esteem, and when such negative treatment is forthcoming, it is attributed to personal unworthiness. In this way, low self-esteem individuals would maintain positive attitudes toward outgroup members even under adverse conditions. High self-esteem individuals expect positive treatment. When such is forthcoming, it is attributed to personal worthiness and attitudes toward outgroup members are again, more positive. High salience of ethnic identification, on the other hand, would lead to attributions related to group membership as opposed to personal worth. When group membership is salient, negative or positive situations attenuate or enhance affective regard toward the outgroup accordingly.

Social group theory (Tajfel, 1981; Giles, et al., 1977) has focused on situations leading to group differentiation. The results go beyond the predicted effects of ethnolinguistic vitality and adverse situational conditions. Interethnic harmony may be the consequence of opposite conditions created by the conjunction of factors minimizing ethnic identification and optimising the congruence between situational outcomes and expectations derived from personality characteristics.

Optimal conditions for interethnic harmony are also linked to self-confidence in interethnic situations. Greater self-confidence has been shown to lead to increased desire to interact with members of outgroups (Clément, 1986; Clément & Kruidenier, 1985). The contact hypothesis (Allport, 1954) and social group theory (Tajfel, 1981) highlight social factors which might influence self-confidence in interethnic situations (Giles et al., 1977), particularly when contacts are necessitated by social conditions, i. e., multicultural settings (Rogers & Kincaid, 1981), as well as by the negative aspects of the situation (Cook, 1973).

As in the case of attitudes, the results provide some basis upon which to consider the interactive effects of social factors and self-esteem with relation to

self-confidence. Although social factors interact, giving support to social theories (Tajfel, 1981; Allport, 1954; Cook, 1973), these may not fully explain the range of interactive effects related to self-confidence. Specifically, the interactive effects involved factors that produce congruence between the immediate situation and group status. If the negative situation can be attributed to the group's low status, high self-esteem individuals respond to the ethnically negative situation in ways that match their high level of self-esteem. If the positive situation can be attributed to the group's high status, high self-esteem individuals again, respond to the situation with high self-confidence. This interpretation suggests that when the group's social status can account for immediate events, high self-esteem individuals may respond to the situation on the basis of their personal resources. If, however, the group's social status is not congruent with the immediate event, such reliance on personal characteristics is not evident.

Other results on self-confidence also highlight interactions involving congruence between the situation and the group's status in combination with group identification. The results, however, provide no consistent pattern, suggesting that the particular situation represented by a given scenario may have been an intervening factor.

In retrospect, it is observed that the scenarios used here might have different meanings for the individuals who are students as well as members of the targeted ethnic group. The scenarios in question depict an academic situation (i. e., Scenario 1) and a historical/cultural situation (i. e., Scenario 2). Thus, each scenario may have elicited different feelings and/or perceptions about one's self. In the first scenario, two social identities are implicated: student identity and ethnic identity. The academic setting may elicit values and goals which are of a more personal nature. In the second scenario, the collective sense of ethnic identity would elicit

values and goals which extend beyond the individual to the group as a whole. This observation is based on the differential effect of salience of ethnic identification in each scenario.

In both scenarios, the effect of salience of ethnic identification is relevant to the interaction, but only when the situation is **not** congruent with expectations based on the group's perceived social status. Depending on situational contexts, however, the effect is reversed. Self-confidence was higher both when salience of ethnic identity was low and when it was high. In situations that imply personal goals, as in the academic situation (Scenario 1), self-confidence is greater if salience of ethnic identification is low. In a collective context that implies a goal related to ethnic identity, as in the historical/cultural situation (Scenario 2), self-confidence is greater if salience of ethnic identification is high. Thus, when the situation is not congruent with group status and it refers explicitly to individualistic goals, group identification reduces self-confidence. When, however, the situation refers explicitly to group goals, group identification would increase self-confidence.

In conjunction with social group theory (Tajfel, 1981) and the contact hypothesis (Allport, 1954), self-confidence is enhanced under positive contingencies. The results of this study, however, suggest that the capacity to deal effectively in interethnic situations and thus potential interethnic communication and harmony is the consequence of social factors which lead individuals to interpret situations as interpersonal or collective situations. Individuals respond to such situations accordingly. If a personal stance is deemed appropriate, self-confidence will correspond to personal coping abilities. On the other hand, if a collective stance is deemed appropriate, self-confidence levels do not reflect self-esteem levels. Another consideration might be extended to the value that different individuals hold

for different social context in addition to the ethnicity factor. Such may account for inconsistencies with respect to interactive effects across the different scenarios.

In conclusion, the results obtained in the second study support and qualify the theoretical background from which this interactive effects were derived. Social group theory, the contact hypothesis and personality theory are all supported by the results. The significance of this study, however, rests on the fact that independent effects were found to interface with each other, producing specific effects that are either individualized or group-related. Expectations derived from self-perceptions or group perceptions create and constitute the background from which individuals form attitudes about themselves and the outgroup as well as evaluate their ability to cope and communicate effectively in interethnic situations. Interethnic relations rely on and are contingent upon the outcome of identification processes, intergroup attitudes and effective communication. Thus, interethnic relations hinge on relatively complex integration of situational characteristics super-imposed on personal or group-related expectations.

CHAPTER 4

CONCLUSION

This research was conducted to study the effects of situational, structural and personality factors on salience of ethnic identification, attitudes and self-confidence in interethnic situations. Data were gathered from the Acadians of New Brunswick in Eastern Canada. As a group, the Acadians are an important minority within their community. These aspects should be considered when generalizing from the obtained results.

Two studies were conducted. The results of each study were generally, but not always, congruent. Study 2 effectively expanded on the results obtained in Study 1. With respect to ethnic identification, the main effects of Condition and Ethnolinguistic Vitality gave similar results in both studies. In Study 1, these social factors produced an interactive effect on ethnic identity revealing increased salience under negative predicaments. In Study 2, the results show that salience of ethnic identity is not just limited to social factors, but that immediate social conditions interact with personality characteristics in defining identity.

In the same way, the results on attitudes and self-confidence in Study 1 supported intergroup theory and the contact hypothesis. Generally, positive situations produced positive attitudes. The results in Study 2, however, revealed that attitudes towards outgroup members can be positive under very negative predicaments. In addition, Study 2 was designed to accommodate the effect of ethnic identification. Attitudes were positively affected when ethnic identification was not relevant to the individual. This was found under specific combinations of situational and personal characteristics.

With respect to self-confidence, similarities and differences were also observed between the two studies. As was the case for attitudes, self-confidence increased

under positive circumstances. Although the results in both studies supported the interactive approach involving all three factors, the results in Study 1 were not replicated in Study 2. The findings in Study 1 lead to attribute increased confidence to group status only under a specific combination of situation and personal characteristics. In Study 2, increased confidence is related to self-esteem when situational and group characteristics are congruent. The introduction of salience of ethnic identification as a factor in Study 2 revealed, as well, that ethnic identification does affect self-confidence.

The theoretical rationale guiding this research was developed from three different approaches to intergroup relations. Individualistic approaches (Lambert, 1979; Gardner, 1985) underline the importance of motivational predispositions and individual characteristics as determinants of interethnic relations. Tajfel (1978; 1981), Turner (1982) and Brown & Turner (1981) propose an intergroup approach where characteristics of the social structure are the major focus. Earlier theorists and researchers (Allport, 1954; Sherif, 1961; Amir, 1969; Cook, 1973), on the other hand, stress situational characteristics as important determinants of intergroup behaviour.

The three approaches, although effective in identifying significant independent factors to explain aspects of interethnic relations, had not been previously conceived within an integrated framework. This research attempted to study all three, simultaneously, with respect to their influence on ethnic identification, perceived as a consequence of interethnic contact. An important concept in Tajfel's (1981) social identity theory, ethnic identification was refined by Turner (1982) who used identity concepts developed and defined by Gergen (1971) and Rosenberg (1979). Other features of interethnic relations, developed through research in interethnic communication, were attitudes toward outgroup members (Gardner, 1985)

and self-confidence in one's ability to cope effectively in interethnic situations (Clément, 1980; 1984; 1986; Clément & Kruidenier, 1985). On the basis of the present research, reactions in interethnic encounters were found to be related to interactive effects involving the confrontation with situational conditions of expectations based either on personal or group characteristics. Such interactive influences suggest three important considerations for subsequent exploration of identification processes, and the evolution of attitudes and self-confidence.

First, ethnic identity has traditionally been perceived as a social issue where increased ethnic identification was the result of social factors. Both positive and negative factors have been proposed to explain this phenomenon. The results in this study, however, support both views. This encompassing support was achieved under specific combinations of personality and situational characteristics. When expectations based on self-esteem (i. e., high self-esteem individuals expecting positive events and low self-esteem individuals expecting negative events) were confirmed by the ethnically positive situation or the ethnically negative situation, each combination effectively increased salience of ethnic identification. Thus, when self-esteem is introduced, two opposite explanations of ethnic identification processes can be reconciled.

According to Tajfel (1981), social group identification would be a consequence of social events or factors, often beyond the individual's control. The differential approach to situations based on personality, as demonstrated in this study, suggests that individuals are not as passive as social identity theories suggest. They are active participants in the identification process which in the light of this research seems best conceived as a constructive process hinging on the confrontation of situational conditions and personal expectations.

Second, social factors, both structural and immediate, have also been traditionally linked to attitudes toward outgroup members. On the basis of previous hypotheses, positive situational contingencies may result in one of two opposite outcomes. According to Tajfel (1981), seeking status equality between the ethnic minority group and the majority group, might encourage group differentiation and less positive attitudes on the part of members of the ethnic minority group. On the other hand, according to Allport (1954), positive situations might encourage positive attitudes. A counter balancing effect might, therefore, be expected when these two social processes interact.

The results of this study do not support the existence of a counter balancing effect. Rather, attitudes were shown to be more affected when social structure and immediate factors combine to produce severely negative or threatening situations. In addition, the effect is not the result of social group factors overruling situational factors. Rather, the effect is produced when the immediate situation highlights and puts into question the significance of belonging to a low status group. Facing such a disadvantageous social situation, positive relations with the outgroup is a priority.

Positive attitudes were also related to interactive effects involving confronted expectations based on personal characteristics. Personal expectations that match corresponding situational characteristics were shown to have the most power in eliciting increased ethnic identity feelings. Under these very negative conditions, it is, however, the individual who also shows minimal identification who will have the most positive attitudes. Given the particular design of this study, a definite causal explanation is not warranted. One possibility is that positive outgroup attitudes might influence individuals to decrease ingroup identification, particularly in situations which would promote ethnic identity.

Third, social factors have also been the major focus of research on self-confidence in interethnic situations. Both social group theory (Tajfel, 1981) and the contact hypothesis (Allport, 1954) describe social factors that would influence self-confidence: self-confidence would be enhanced under positive circumstances. In addition, a cumulative effect of the factors considered here would be expected.

The results show, however, that, while dependent on social factors, self-confidence is not a function of positive or negative contingencies. Rather, self-confidence is a function of confronted expectations related to group status. When situational and structural factors are congruent one's perceptions of the group's social position is supported, permitting high self-esteem individuals to respond according to personal resources. Thus, again, social structural and situational factors need not be positive as Tajfel's (1981) and Gergen's (1971) theories would suggest. In the low status/negative situation, it would not be beneficial to refer to ethnicity in responding to the situation. While in the high status/positive situation, individuals also give precedence to their own capacity to handle the situation. In both confirmed situations, ethnic group identity becomes irrelevant to the individual. It is the confirmation of one's beliefs with respect to the group's status and beliefs in one's self-worth that are important for self-confidence.

The issue of ethnic identification addressed in this research is the primary concept upon which the multicultural policy in Canada is grounded. The policy states that the enhancement and encouragement of separate ethnic identities would increase intergroup harmony, creating an atmosphere of greater ethnic tolerance and increased confidence in one's self and in one's group. This research speaks to the viability of those social psychological assumptions.

From the results obtained in this research, the policy entails more complex mechanisms than promoting and encouraging ethnic identities. Contrary to the

assumptions of the policy, some individuals may not respond to positive treatment with increased ethnic identity feelings. Increased ethnic identity feelings may indeed be related to ethnocentrism, but strategies for encouraging ethnic identification need consider confirmation of expectations based on personal characteristics.

The goal of the multicultural policy is harmonious intergroup relations through the maintenance of separate ethnic groups. Specifically, harmonious relations may correspond to positive outgroup attitudes and individual self-confidence in the possibility of effective communication. According to the policy, such outcomes may be obtained if ethnic identity is strengthened. In this research, strong ethnic identity feelings did not produce more positive outgroup attitudes. Rather, attitudes were more positive when ethnic identification was not salient and only if there was congruence between personal expectations and situational characteristics.

With respect to effective communication, high self-esteem has a significant impact on self-confidence, but particularly when congruence between group-related expectations and situational characteristics was achieved. Increased salience of ethnic identification did foster self-confidence, but only in situations that highlight group goals. In contrast, situations that highlight individual goals, self-confidence was greater if salience of ethnic identification was low. Contrary to expectations, if the goal is to achieve positive outgroup attitudes and increase self-confidence, interethnic situations must, on the one hand, confirm expectations and, on the other hand, ensure that ethnic identification is not relevant to the interaction.

References

- Aboud, F. (1979) Ethnic self-identity. In R. C. Gardner & R. Kalin (eds.), A Canadian Social Psychology of Ethnic Relations. Toronto: Methuen.
- Allard, R. & Landry, R. (1986) Subjective Ethnolinguistic Vitality Viewed as a Belief System. Journal of Multilingual and Multicultural Development, 7,(1), 1-12.
- Allport, G. W. (1954) The Nature of Prejudice. Addison-Cambridge, Mass.: Welsey
- Allport, G. W. (1973) Definition of personality. In H. N. Mischel & W. Mischel (eds.), Readings in Personality. Toronto: Holt, Rinehart & Winston, Inc.
- Asch, S. (1965) Effects of group pressure upon the modification and distortion of judgments. In H. Proshansky & B. Seidenberg (eds.), Basic Studies in Social Psychology. New York: Holt, Rinehart & Winston (pp. 393-401).
- Amir, Y. (1969) Contact hypothesis in ethnic relations. Psychological Review, 71, 319-342.
- Berry, J. W. (1984) Multicultural policy in Canada: A social psychological analysis. Canadian Journal of Behavioural Science, 16, 353-370.
- Bochner, S. & Ohasko, T. (1977) Ethnic role salience in racially homogeneous and heterogeneous societies. Journal of Cross-Cultural Psychology, 8(4), 477-492.
- Bochner, S. & Perks, R. W. (1971) National role evocation as a function of cross-national interaction. Journal of Cross-Cultural Psychology, 2(2), 157-164.
- Bornowasser M. & Bober J. (1987) Individual, social group and intergroup behaviour: Some conceptual remarks on the social identity theory. European Journal of Social Psychology, 17, 267-276.
- Bourhis, R. Y. (1979) Language in ethnic interaction: A social psychological approach. In H. Giles & B. Saint-Jacques (eds.), Language and Ethnic Relations. Oxford: Pergamon Press.

- Bourhis, R. Y. & Giles, H. (1977) The language of intergroup distinctiveness. In H. Giles (ed.), Language, Ethnicity and Intergroup Relations. London: Academic Press.
- Bourhis, R. Y., Giles H., Leyens, J. P. & Tajfel, H. (1979) Psycholinguistic distinctiveness: Language divergence in Belgium. In H. Giles & R. St. Clair (eds.) Language and Social Psychology. Oxford: Basil Blackwell.
- Bourhis, R. Y., Giles, H. & Rosenthal, D. (1981) Notes on the construction of a Subjective Vitality Questionnaire for ethnolinguistic groups. Journal of Multilingual and Multicultural Development, 2(2), 145-151.
- Breton, R. (1964) Institutional completeness of ethnic communities and the personal relations of immigrants. The American Journal of Sociology, 70, 193-205.
- Brown, R. J. & Turner, J. C. (1981) Interpersonal and intergroup behaviour. In J. C. Turner & H. Giles (eds.) Intergroup Behaviour. Oxford: Blackwell.
- Burke, P. J. & Reitzes, D. C. (1981) Link between identity and role performance. Social Psychological Quarterly, 44, 83-92.
- Burke, P. J. & Tully, J. C. (1977) The measurement of role performance. Social Forces, 55(2), 881-897.
- Burnet, J. (1981) The social and historical context of ethnic relations. In R. C. Gardner & R. Kahn (eds.), A Canadian Social Psychology of Ethnic Relations. Toronto: Methuen.
- Burns, R. B. (1979) The Self-Concept: Theory, Measurement, Development and Behaviour. New York: Longman Group Ltd.
- Chastian, K. (1975) Affective and ability factors in second language acquisition. Language Learning, 25, 153-161.

- Christian, J., Gadfield, N. J., Giles, H. & Taylor, D. M. (1976) The multidimensional and dynamic nature of ethnic identity. International Journal of Psychology, 11(4), 281-291.
- Clément, R. (1986) Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics. Journal of Language & Social Psychology, 5(4), 271-290.
- Clément, R. (1984) Aspects socio-psychologiques de la communication interethnique et de l'identité sociale. Recherches Sociologiques, 15, 293-312.
- Clément, R. (1980) Ethnicity, contact and communicative competence in a second language. In H. Giles, W. P. Robinson & P. M. Smith (eds.), Language: Social Psychological Perspective. Oxford: Pergamon Press.
- Clément, R. & Kruidenier, B. G. (1985) Aptitude, attitudes and motivation in second language proficiency: A test of Clément's Model. Journal of Language and Social Psychology, 4(1), 21-37.
- Commins, B. & Lockwood, J. (1979) The effects of status differences, favoured treatment and equity on intergroup comparisons. European Journal of Social Psychology, 9, 281-289.
- Cook, S. W. (1973) Motives in a conceptual analysis of aptitude-related behaviour. In W. J. Arnold & D. Levine (eds.), Nebraska Symposium on Motivation. Lincoln, Nebraska: University of Nebraska Press.
- Coopersmith, S. (1967) The Antecedents of Self-esteem. San Francisco: W. H. Freeman.
- Crocker, J., Thompson, L. L., McGraw, K. M. & Ingerman, C. (1987) Downward comparison, prejudice and evaluations of others: Effects of self-esteem and threat. Journal of Personality and Social Psychology, 52(5), 907-916.

- Daigle, J. (1982) Acadia, 1604-1763, an historical synthesis. In J. Daigle (ed.), The Acadians of the Maritimes: Thematic Studies. Moncton: Centre d'études acadiennes.
- Driedger, L. (1975) In search of cultural identity factors: A comparison of ethnic students. Canadian Review of Sociology and Anthropology, 12(2), 150-162.
- Erikson, E. H. (1963) Childhood and Society. New York: W. W. Norton Co. Inc.
- Erikson, E. H. (1968) Identity: Youth and Crisis. New York: W. W. Norton Co. Inc.
- Fishman, J. A. (1977) Language and ethnicity. In H. Giles (ed.), Language, Ethnicity and Intergroup Relations. New York: Academic Press.
- Fitch, G. (1973) Effects of self-esteem, perceived performance and choice on casual attributions. In H. N. Mischel & W. Mischel (eds.), Readings in Personality. New York: Holt, Rinehart and Winston, Inc.
- Forgas, F. P. (1978) Social episodes and social structure in an academic setting: The social environment of an intact group. Journal of Experimental Psychology, 14, 343-448.
- Fromm, E. (1969) Escape from Freedom. New York: Holt, Rinehart & Winston, Inc.
- Gardner, R. C. (1979) Social psychological aspects of second language acquisition. In H. Giles & R. St. Clair (eds.), Language and Social Psychology. Oxford: Blackwell.
- Gardner, R. C. (1981) Second language learning. In R. C. Gardner & R. Kalin (eds.), A Canadian Social Psychology of Ethnic Relations. Toronto: Methuen.
- Gardner, R. C. (1985) Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold (Publishers) Ltd.
- Gardner, R. C. & Kalin R. (eds.) (1981) A Canadian Social Psychology of Ethnic Relations. Toronto: Methuen.
- Gergen, K. J. (1971) The Concept of Self. New York: Holt, Rinehart & Winston, Inc.

- Gilbert, R. (1983) The evaluation of self-esteem. Family & Community Health, 6(2) 29-49.
- Giles, H. (ed.) (1977) Language, Ethnicity and Intergroup Relations. London: Academic Press.
- Giles, H. & Byrne, J. L. (1982) An intergroup approach to second language acquisition. Journal of Multilingual and Multicultural Development, 1, 17-40.
- Giles, H. & Johnson, P. (1981) Language in Ethnic Group Relations. In J. C. Turner & H. Giles (eds.) Intergroup behaviour. Oxford: Basil Blackwell.
- Giles, H. & Saint-Jacques, B. (eds.) (1979) Language and Ethnic Relations. Oxford: Pergamon Press.
- Giles, H., Bourhis, R. Y. & Taylor, D. M. (1977) Towards a theory of language in ethnic group relations. In H. Giles (ed.), Language, Ethnicity and Intergroup Relations. London: Academic Press.
- Gordon, L. V. (1978) Gordon Personal Profile-Inventory. New York: Harcourt Brace Jovanovich Inc.
- Gordon, L. V. (1978) Profil de Personnalité Gordon. Montreal, Que.: Institute de Recherches Psychologiques, Inc.
- Holmes, J. G. & Grant, P. (1979) Ethnocentric reactions to social threat. In L. H. Strickland (ed.), Western Perspective in Social Psychology: Comparison and Contrast. Oxford: Pergamon Press.
- Institute de recherches psychologiques, Inc. (1964) Profile de Personnalité Gordon.
- Johnson, C. L. & Johnson, F. A. (1975) Interaction rules and ethnicity: The Japanese and Caucasian in Honolulu. Social Forces, 54(2), 452-466.
- Kirk, R. (1968) Experimental Design: Procedures for the Behavioural Sciences. Belmont, Cal.: Brooks/Cole Publishing Company.

- Kuln, M. & McPartland, R. (1954) An empirical investigation of self-attitudes. American Sociological Review, 19, 68-76.
- Labrie, N. (1984) La Vitalité ethnolinguistique et les caractéristiques de l'individu vivant en milieu bilingue. Centre International de Recherche sur le Bilinguisme, Publication B-133.
- Lalonde, R. R. & Gardner, R. C. (1984) Investigating a causal model of second language acquisition: Where does personality fit? Canadian Journal of Behavioural Science, 16(3), 224-237.
- Lambert, W. E. (1979) Language as a factor in intergroup relations. In H. Giles & R. St. Clair (eds.), Language and Social Psychology. Oxford: Blackwell.
- LeVine, R. A. & Campbell, D. T. (1972) Ethnocentrism: Theories of Conflict, Ethnic Attitudes and Group Behaviour. New York: Wiley.
- Luhman, R. & Gilman, R. (1980) Race and Ethnic Relations: The Social and Political Experience of Minority Groups. Belmont: Wadsworth.
- McDavid, J. W. & Garwood, S. G. (eds.) (1978) Understanding Children. Toronto: D. C. Heath & Company.
- McGuire, W. J. (1968) The nature of attitudes and attitude change. In G. Lindzey & E. Aronson (ed.), The Handbook of Social Psychology. Reading, Mass.: Addison-Wesley.
- McGuire, W. J., McGuire, C. V., Child, P. & Fujioka, R. (1978) Salience of ethnicity in the spontaneous self-concept as a function of one's ethnic distinctiveness in the social environment. Journal of Personality and Social Psychology, 36(5), 511-520.
- Mead, G. H. (1972) Mind, Self and Society. Chicago: University of Chicago Press.
- Meindl, J. R. & Lerner, M. J. (1984) Exacerbation of extreme responses to an outgroup. Journal of Personality and Social Psychology, 47(1), 71-84.

- Middlebrook, P. N. (1980) Social Psychology and Modern Life. New York: Alfred A. Knopf.
- Rivers, W. M. (1964) The Psychologist and the Foreign Language Teacher. Chicago: University of Chicago Press.
- Robinson, J. P. & Shaver, P. R. (1975) Measures of Social Psychological Attitudes. Ann Arbor, Mich.: Institute for Social Research.
- Rogers, C. R. (1961) On Becoming a Person. Boston: Houghton Mifflin.
- Rogers, C. R. & Dymond, R. F. (eds.) (1954) Psychotherapy and Personality Change: Coordinated Studies in the client-centered approach. Chicago: University of Chicago Press.
- Rogers, E. M. & Kincaid, D. L. (1981) Communication Networks Toward a New Paradigm for Research. New York: The Free Press.
- Rosenberg, M. (1979) Conceiving the Self. New York: Basic Books.
- Roy, M. K. (1982) Settlement and population growth. In Jean Daigle (ed.), The Acadians of the Maritimes: Thematic Studies. Moncton: Centre d'études acadiennes.
- Santee, R. T. & Jackson, S. E. (1979) Commitment to self-identification: A sociopsychological approach to personality. Human Relations, 32(2), 141-158.
- Savin-Williams, R. C. & Demo, D. H. (1983) Conceiving or misconceiving the self: Issues in adolescent self-esteem. Journal of Early Adolescence, 3, 121-140.
- Statistics Canada (1981) Population: Language, ethnic origin, religion, place of birth, education. New Brunswick. 1981 Census of Canada. Ottawa: Minister of Supply and Services, c1984.
- Sherif, M. (1961) Intergroup Conflict and Cooperation: The Robbers Cave Experiment. Norman, Okla.: Institute of Group Relations.

- Stryker, S. (1968) Identity, saliency and role performance: The relevance of symbolic interaction theory for family research. Journal of Marriage and the Family, 30, 558-564.
- Tajfel, H. (1974) Social identity and intergroup behaviour. Social Science Information, 13, 65-93.
- Tajfel, H. (1978) The Social Psychology of Minorities. London: Minority Rights Press.
- Tajfel, H. (1981) Human Groups and Social Categories. New York: Cambridge University Press.
- Thériault, L. (1982) Acadia, 1793-1978: An historical synthesis. In Jean Daigle (ed.), The Acadians of the Maritimes: Thematic Studies. Moncton: Centre d'études acadiennes.
- Turner, J. C. (1982) Towards a cognitive redefinition of the social group. In H. J. Tajfel (ed.), Social Identity and Intergroup Relations.
- Wardhaugh, R. (1983) Language & Nationhood: The Canadian Experience. Vancouver: New Star Books.
- Wells, L. E. & Marwell, G. (1976) Self-esteem: Its conceptualization and measurement. Beverly Hills, Cal.: Sage Publications.
- Wills, T. A. (1981) Downward comparison principles in social psychology. Psychological Bulletin, 90, 245-271.
- Wrightsmann, L. S. & Deaux, K. (1981) Social Psychology in the Eighties. Monterey, Cal.: Brooks/Coles Publication Company.
- Wylie, R. (1974) The Self-concept: A Review of Methodological and Measuring Instruments Vol. 1. Lincoln: University of Nebraska Press.

Appendix A

The Acadians: An Ethnolinguistic Minority

The target group selected for this research is the Acadians of New Brunswick, Canada. During their history, this group of French speaking New Brunswick residents, have gone from a vanquished group to a group with relatively strong socio-political and economic power. As individuals, members of this group refer to their Acadian heritage as an important aspect of their self-identity. Although strong Acadian group identification is a general observation, these people have had to balance group feeling and individual feeling to function within their community. As a result of the group's minority status and intergroup contact, many Acadians have become familiar and proficient in the English language.

Contacts with the Anglophone majority group have been a source of conflict both for the individual (maintaining a sense of ethnic group identification) and the group (achieving and maintaining socio-political and economic power). For example, familiarity with the majority group has permitted some individuals to cross group barriers and diminish ethnic group identification and interfere with the group's social progress.

A brief historical perspective, as well as, recent demographic data will situate the status of the Acadian group within the social structure of the province of New Brunswick which has a majority Anglophone population. In addition, the situation of the Acadians of New Brunswick will be compared to those of the other Maritime provinces. This information will serve as justification for the use of this group, in terms of sufficient socio-political and economic power to define it as an ethnolinguistic minority group with relatively high ethnolinguistic vitality.

Present day Acadians are the descendants of the first permanent European settlers in the New World. Their reasons to leave Europe were basically similar to

those of other Europeans who left somewhat later. Acadian settlements prospered, undisturbed under French rule for 100 years. However, the effects of European conflicts during the first half of the eighteenth century, nearly obliterated the fledgling French colony. Strategic political and military decisions by the French were seen as as abandonment. British succession forced the Acadians to exist as a minority people, but they remained a people with strong identification to their culture.

The first imposed legislation as a "conquered" people was "swearing allegiance to England". To these early settlers, swearing allegiance also met renouncement of language and religious tradition. The en masse rejection of this legislation was seen by the British as a threat to British rule and authority. In 1755, lands upon which the Acadians had made their homes were confiscated. They were deported to various locations throughout the world. Without a land base, and widely dispersed, it seemed unlikely that the Acadians would survive as a group (Daigle, 1982; Theriault, 1982).

However, pockets of Acadian settlements slowly reappeared in new, but more isolated areas along the northeastern Atlantic. Disorganized and isolated, it was difficult for Acadian institutions to develop beyond the local level. Thus, political and economic growth was a long and difficult process. It was almost 100 years after the deportation of 1755, that indications of collectivity began to appear. This group process has been described by Theriault (1982) as a manifestation of a group of people with an awareness of themselves as being a separate ethnic group entity.

Achievements that followed this initial reorganization effort ranged from basic human rights, i. e., the right to own land, the right to vote, and the right to hold office, the privilege to enter into the church hierarchy, etc. to a political force that could place demands on a provincial political system. Although the Acadians

had quasi-language rights, as outlined in the British North American Act, it was not until recently that these were incorporated into provincial legislation. The duality of education at the ministerial level (in 1967) and the Official Languages of New Brunswick Act (in 1976) are the more recent gains. However, these gains are true only for Acadians in New Brunswick. Acadians elsewhere in eastern Canada have fared less well as a group, in both political, economic and cultural domains.

Demographically, between 1871 and 1971, the population growth for individuals of French origin in New Brunswick increased five-fold from 44,907 to 235,025; in Nova Scotia, two and one-half times from 32,833 to 80,215; and, in Prince Edward Island, one and two-third times from 9,250 to 15,325 (Roy, 1982). The 1981 Census (Statistics Canada, 1981, c1984) revealed that the population for individuals of French origin increased slightly in New Brunswick to 251,070, but decreased in the other two provinces. In Nova Scotia, they decreased to 71,350 and in Prince Edward Island to 14,765. The relative importance of individuals with French origin as compared to the total population for each province is revealed in Table 1.

Although census information refers to individuals of *french origin*, it is felt that individuals of French origin and Acadian can be interchanged. This is based on observations that traditionally migration has not played a significant role in the increased French population in this part of Canada (Wardhaugh, 1983). Nonetheless, Roy (1982) gives a conservative estimate when she suggests that four-fifths of all the persons of French origin are descendants of the first Acadians.

As can be seen, a significant reduction is noticed in 1971. This has been attributed to self-census system, incorporated in the 1971 Census. The new system permitted respondents to claim British or Anglophone origins, which was a *more acceptable ethnic category, better perceived in the present Canadian context* (Roy, 1982, p. 169).

Generally Acadians in New Brunswick, have an important and significant entity in terms of demographic representation. This has had repercussions for Acadians in political, economic and social spheres. Roy (1982), states that such successes have contributed to an increased interest in Acadian group identification. Consequently, those who identify with the group are becoming more vocal and militant and are more intensely interested in literary, artistic and scientific contribution made by Acadians. This has had an effect on how Acadians perceive their role in the world at large leading to an increased desire to communicate with other group on an equal basis.

As a group, the Acadians fulfill the requirements for the purpose of exploring the factors that affect Acadian group identification and how this might affect communication with other groups, particularly the majority Anglophone group. Specifically, the group is a minority linguistic group and have demonstrate group identity via language. Some individuals have had a renewed interest in maintaining links to the group. However, as seen earlier, population growth trends suggest that there has been, and there continues to be those individuals who move away from Acadian group identification.

Table A.1

Population having French origins in the Maritime Provinces (% of Total Population for Each Province)

Year	New Brunswick	Nova Scotia	Prince Edward Island
1881	56,635 (17.6%)	41,219 (9.4%)	10,751 (9.9%)
1901	79,979 (24.2%)	45,161 (9.3%)	13,866 (13.4%)
1921	121,111 (31.2%)	56,619 (10.8%)	11,971 (13.5%)
1941	163,934 (35.8%)	66,260 (11.5%)	14,799 (15.6%)
1961	232,127 (38.8%)	87,883 (11.9%)	17,418 (16.6%)
1971	235,025 (37.0%)	80,215 (10.2%)	15,325 (13.7%)
1981 ^a	251,070 (36.4%)	71,350 (8.5%)	14,765 (12.2%)

(Roy, 1982, p. 167)

^a Statistics Canada (1981, c1984)

Appendix B

Study 1 QuestionnaireEnhancing Version

Ce questionnaire fait partie d'un projet visant à connaître comment vous vous sentez par rapport à votre vie en général de même que vos réactions probables en ce qui a trait à certaines situations. Afin que les résultats de cette étude nous soient utiles, il importe que vous soyez aussi francs et précis que possible dans vos réponses. Il importe également que vous répondiez à toutes les questions. Toutefois, c'est votre droit de refuser de répondre à certaines questions ou même au questionnaire en entier.

De toute façon, toute l'information qui nous sera communiquée sera traitée de manière strictement confidentielle et utilisée uniquement aux fins de cette étude.

Ce sont vos sentiments et points de vue personnels qui nous intéressent. Il n'y a pas de réponse bonne ou mauvaise. Tout ce qui compte c'est votre propre opinion. Nous aimerions, en ce sens, que vous procédiez avec un minimum d'assistance. Si toutefois vous aviez des questions en rapport au questionnaire lui-même, n'hésitez pas à nous le faire savoir.

PARTIE I

1. Nom: _____ Prénom(s): _____
2. Age: _____ 
3. Sexe: Homme _____ Femme _____ (cochez)
4. Dans quelle ville ou village avez-vous passé la majeure partie des cinq dernières années:
Ville ou Village: _____ Province: _____
5. Quelle est votre langue première?
(celle que vous avez utilisée en premier lorsque vous étiez jeune)
Français: _____ Anglais: _____ Autre: _____ (spécifiez)
6. Quelle est la langue première ou première langue d'usage de votre père?
Français: _____ Anglais: _____ Autre: _____ (spécifiez)
7. Quelle est la langue première ou première langue d'usage de votre mère?
Français: _____ Anglais: _____ Autre: _____ (spécifiez)
8. Le français était parlé à la maison.
(cochez sur la ligne correspondante)
- | | | |
|-------|-----|---------------------|
| _____ | (a) | Toujours |
| _____ | (b) | La plupart du temps |
| _____ | (c) | Parfois |
| _____ | (d) | Jamais |

9. Il était important pour mes parents que nous parlions français.

- ☐ (a) Très important
- ☐ (b) Modérément important
- ☐ (c) Pas très important
- ☐ (d) Pas important du tout

10. Il est important pour moi de parler français afin de me sentir Acadien.

- ☐ (a) Très important
- ☐ (b) Modérément important
- ☐ (c) Pas très important
- ☐ (d) Pas important du tout

11. Pourrais-je être la même personne si je ne parlais pas français?

- ☐ (a) Je serais totalement la même personne.
- ☒ (b) Je serais généralement la même personne.
- ☐ (c) Je serais presque la même personne.
- ☐ (d) Je serais pas du tout la même personne.

12. Si ma famille était anglaise, serais-je tout de même le (la) même?

- ☐ (a) Je serais totalement la même personne.
- ☐ (b) Je serais généralement la même personne.
- ☐ (c) Je serais presque la même personne.
- ☐ (d) Je serais pas du tout la même personne.

PARTIE IIInstructions:

Vous trouverez dans ce qui suit un certain nombre d'affirmation décrivant comment les gens se sentent par rapport à eux-mêmes. Chacune de ces affirmations est accompagnée d'un choix de réponses. Nous vous demandons d'encercler la réponse qui vous décrit le mieux.

Voici un exemple. Lisez l'affirmation ci-dessous et encerclez la réponse qui décrit le mieux votre opinion.

1: La plupart du temps, j'aime la musique classique.

JE DESAPPROUVE 'TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
--------------------------------	------------------------------	--------------------------	-------------------------

Pour répondre à cette question, vous devez encercler une des réponses proposées. Certaines personnes encercleraient 'Je désapprouve tout à fait', d'autres encercleraient 'J'approuve fortement', d'autres personnes encore auront encerclé une des réponses comprises entre les deux. Le choix que vous avez fait indique vos sentiments par rapport à vous même. Notez qu'il n'y a pas de réponses bonne ou mauvaise; chacun a le droit d'avoir des opinions personnelles.

Pour chacune des affirmations des pages suivantes, nous voulons que vous donniez votre première réaction. Ne perdez pas de temps à réfléchir sur chacune des affirmations. Lisez chaque affirmation et indiquez votre première impression immédiatement. D'autres part, soyez honnête, car il est important que nous ayons votre opinion véritable.

1. Dans l'ensemble je suis content(e) de moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

2. Par moments, je pense que je suis bon(ne) à rien.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

3. Je pense que j'ai plusieurs bonnes qualités.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

4. Je suis capable de faire les choses aussi bien que la plupart des autres personnes.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

5. J'ai l'impression que je n'ai aucune raison d'être fier (fière) de moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

6. J'ai parfois l'impression d'être inutile.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

7. J'ai l'impression que, comme personne, j'ai une certaine valeur au moins comparable aux autres.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

8. J'aimerais avoir plus d'estime pour moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

9. De façon générale, j'ai tendance à penser que je suis un échec.

JE DESAPPROUVE	JE DESAPPROUVE	J'APPROUVE	J'APPROUVE
TOUT A FAIT	LEGEREMENT	LEGEREMENT	FORTEMENT

10. J'ai une opinion positive à l'égard de moi-même.

JE DESAPPROUVE	JE DESAPPROUVE	J'APPROUVE	J'APPROUVE
TOUT A FAIT	LEGEREMENT	LEGEREMENT	FORTEMENT

PARTIE III

Dans cette partie du questionnaire, nous sommes intéressés à connaître ce que vous savez des groupes francophones et anglophones de votre région. Vous penserez peut-être que vous n'avez pas suffisamment d'informations pour répondre aux questions, mais ce sont vos impressions qui nous intéressent. Assurez-vous de bien répondre à chaque question en marquant votre choix sur chaque ligne. Comme nous voulons comparer les groupes francophones et anglophones entre eux, une réponse identique pour les deux signifiera que vous considérez que ces groupes sont semblables pour cette question.

1. Estimez la répartition de la population de votre région entre les groupes suivants:

Origine française (francophones)

0% _____:_____:_____:_____:_____:_____:_____ 100%

Origine anglaise (anglophones)

0% _____:_____:_____:_____:_____:_____:_____ 100%

2. Quelle importance est accordée à ces langues dans votre région?

Anglais

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Français

aucune _____:_____:_____:_____:_____:_____:_____ extrême

3. Quelle importance est accordée à ces langues internationalement?

Anglais

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Français

aucune _____:_____:_____:_____:_____:_____:_____ extrême

4. Quelle est la fréquence d'usage de ces langues dans les services gouvernementaux de votre région?

Français

aucun _____:_____:_____:_____:_____:_____:_____ exclusif

Anglais

aucun _____:_____:_____:_____:_____:_____:_____ exclusif

5. Estimez le taux de naissance de chaque groupe dans votre région:

Origine anglaise (anglophones)

décroissant _____:_____:_____:_____:_____:_____:_____ augmentant

Origine française (francophones)

décroissant _____:_____:_____:_____:_____:_____:_____ augmentant

6. Estimez le degré de contrôle de chaque groupe sur l'économie et les affaires dans votre région?

Origine française (francophones)

aucun _____:_____:_____:_____:_____:_____:_____ exclusif

Origine anglaise (anglophones)

aucun _____:_____:_____:_____:_____:_____:_____ exclusif

7. Quelle est l'importance de ces langues dans les mass media de votre région (tels que télévision, radio, journaux)?

Anglais

très _____:_____:_____:_____:_____:_____:_____ aucune importance
important

Français

très _____:_____:_____:_____:_____:_____:_____ aucune importance
important

8. Quelle est l'importance accordée aux groupes suivants dans votre région?

Origine anglaise (anglophones)

aucune _____ extrême

Origine française (francophones)

aucune _____ extrême

9. Dans tous les secteurs de votre région où ces groupes habitent, jusqu'à quel point sont-ils majoritaires ou minoritaires?

Origine française (francophones)

très minoritaire _____ très majoritaire

Origine anglaise (anglophones)

très minoritaire _____ très majoritaire

10. A quel degré ces langues sont-elles enseignées dans les écoles de votre région?

Anglais

nul _____ exclusif

Français

nul _____ exclusif

11. Combien de membres de chaque groupe immigré, s'installent dans votre région chaque année?

Origine française (francophones)

très nombreux _____ aucun

Origine anglaise (anglophones)

très nombreux _____ aucun

12. Jusqu'à quel point les membres de chacun des groupes se marient à l'intérieur de leur propre groupe?

Origine anglaise (anglophones)

aucun _____ exclusivement

Origine française (francophones)

aucun _____ exclusivement

13. Quel est le degré du pouvoir politique de chaque groupe dans votre région?

Origine française (francophones)

exclusif _____ nul

Origine anglaise (anglophones)

exclusif _____ nul

14. Quelle est l'importance des langues dans les milieux d'affaires de votre région?

Anglais

aucune _____ exclusive

Français

aucune _____ exclusive

15. Combien de membres de chaque groupe émigrent, quittent votre région chaque année?

Origine anglaise (anglophones)

très nombreux _____ aucun

Origine française (francophones)

très nombreux _____ aucun

16. Pour chaque group dans votre région, quel est le degré de fierté de leur héritage culturel et de leurs réalisations?

Origine française (francophones)

aucun _____:_____:_____:_____:_____:_____:_____ extrêmeement fort

Origine anglaise (anglophones)

aucun _____:_____:_____:_____:_____:_____:_____ extrêmeement fort

17. Quelle est la fréquence d'usage des langues dans les églises ou lieux de prières de votre région?

Anglais

exclusive _____:_____:_____:_____:_____:_____:_____ nulle

Français

exclusive _____:_____:_____:_____:_____:_____:_____ nulle

18. Quelle est l'importance de chaque groupe dans la vie culturelle de votre région (par exemple, festivals, concerts, expositions d'art, ...)?

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

19. Évaluez la vigueur et la force de chaque groupe dans votre région.

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

20. Évaluez la richesse de chaque groupe dans votre région.

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

21. Évaluez la vigueur et la force que chaque groupe aura dans vingt ou trente ans.

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

PARTIE IVInstructions:

Cette partie du questionnaire consiste en une série de scénarios. Certaines situations peuvent se révéler similaires à des situations dans lesquelles vous, ou vos ami(e)s se sont retrouvé(e)s, ou encore être tout à fait nouvelles. Nous vous demandons de lire les scénarios soigneusement, et autant, que possible de vous mettre dans la situation.

Une série de questions accompagne chaque scénarios. Après avoir attentivement pris connaissance de l'histoire présentée et vous être mis dans l'atmosphère de la situation, répondez aux questions en vous référant à vos sentiments immédiats. Encore une fois, ce sont vos sentiments véritables qui nous importent. Il n'y a pas de bonnes ni de mauvaises réponses. Toutes vos réponses demeureront confidentielles. Tournez la page et lisez l'exemple.

EXEMPLEScénario

Depuis le début de l'école à l'automne j'ai remarqué une personne en particulier qui utilise le même autobus que moi, mais qui fréquente l'Université Mount Allison. J'ai finalement demandé à cette personne si elle voulait m'accompagner au cinéma le samedi suivant. Après le cinéma, cette personne désirait me connaître d'avantage. Nous avons parlé de ma famille, de mon lieu d'origine ainsi que du fait de fréquenter l'Université de Moncton. Cette personne m'a dit qu'elle appréciait beaucoup d'avoir un ami acadien et m'a demandé s'il lui serait possible de rencontrer d'autres Acadiens.

1. En tant qu'Acadien, cette situation me semble
très menaçante 1 : 0 : 0 : ✓ : 0 pas menaçante du tout
2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	___ : ___ : ___ : ___ : <u>✓</u>	bien
chaleureux	___ : <u>✓</u> : ___ : ___ : ___	froid
sévère	___ : ___ : ___ : <u>✓</u> : ___	conciliant
prudent	___ : ___ : <u>✓</u> : ___ : ___	stupide
désagréable	___ : ___ : ___ : <u>✓</u> : ___	plaisant
favorable	___ : ___ : <u>✓</u> : ___ : ___	défavorable

Si vous répondiez tel qu'indiqué, cela signifierait que, dans cette situation, vous vous sentiriez plutôt avantagé en tant qu'Acadien; autant Acadien que d'habitude; et très confiant(e) de pouvoir faire face à la situation. Les anglophones vous apparaîtraient alors comme très biens, plutôt chaleureux et conciliants, ni prudents ou stupides, plutôt plaisants et ni favorables ou défavorables.

Scénario 1:

Tu as fait application à un programme d'étude disponible seulement dans une université anglaise (anglophone). L'orienteur à l'admission est content de te connaître comme Acadien. D'après ses expériences personnelles, les Acadiens lui sont sympathiques. Elle t'informe que les Acadiens fréquentent de plus en plus ce programme et réussissent avec "fierté". Elle ne prévoit pas de problème à ton égard et même t'encourage fortement en te souhaitant le même succès.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones), en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 2:

Récemment un fonctionnaire des affaires culturelles, expert dans le domaine des langues, fait connaître les opinions de son ministère à un journal anglais:

La culture Acadienne est vivante. Dû à l'identité acadienne, l'emploi du français à la maison et les prédictions économiques font que les Acadiens n'auront pas besoin de sortir de chez-eux pour de l'emploi. La position du peuple acadien s'est améliorée. Il y a dix ans, seulement 65% des Acadiens employaient le français à la maison. Aujourd'hui les statistiques démontrent que 80% parlent le français. La prédiction de Lord Durham, 200 ans passé, semble être ridicule. Le peuple Acadien va continuer à exister.

Ceci voudrait dire que d'autres institutions comme l'Université de Moncton pourraient voir le jour ailleurs en Acadie.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 3:

Tu es un(e) des vedettes sportives de l'Université. C'est la deuxième année que tu te rends en finale. Comme tu as eu une bonne année d'entraînement tu as une bonne chance de remporter la victoire pour ton école. La journée des compétitions tu rencontres tes adversaires de l'université anglaise (anglophone). Vous vous êtes déjà rencontrés en compétition. Cette équipe anglaise reconnaît la ténacité des Acadiens et, en plus, les membres de l'équipe anglaise respectent tes capacités d'athlète. A toute fin pratique, ils ont déjà concédé la victoire.

1. En tant qu'Acadien, cette situation me semble

très menaçante ____:____:____:____:____ pas menaçante du tout

2. Dans cette situation, je me sentirais...

- (a) plus Acadien que d'habitude
- (b) le (la) même que d'habitude
- (c) moins Acadien que d'habitude

3. Dans ce cas, je me sentirais...

- (a) très confiant(e) de pouvoir faire face à la situation
- (b) modérément confiant(e) de pouvoir faire face à la situation
- (c) très incertain(e) de pouvoir faire face à la situation

4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 4:

Durant toutes tes années d'étude on t'as fait remarquer qu'en maintenant une compétence en langue française tu serais avantagé sur le marché du travail. Une position idéale, dans une compagnie dont les quartiers généraux sont à Toronto, se présente et tu fais application. Après plusieurs entrevues et l'intervention du grand patron du Toronto, la position t'es offerte. Plus tard tu découvres que, malgré un manque de certaines qualifications, tu as eu la position. On t'explique que c'était grâce à tes compétences en langue française.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 5

Le groupe rock "1755" vient à Moncton, comme première étape de leur tournée du Canada anglais. Tu l'annonce à tes amis anglais. A cause de ton enthousiasme ils décident tous d'aller au concert. La critique locale est très positive. Les journalistes sont impressionnés par la qualité de la musique et en dépit des différences de langue, prédisent au groupe une tournée couronnée de succès. Partageant cette impression, tes amis anglais te disent leur satisfaction par rapport au spectacle et te félicitent de tes goûts musicaux tout en les reconnaissant comme typiquement Acadiens.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais ...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais ...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Study 1 QuestionnaireThreatening Version

Ce questionnaire fait partie d'un projet visant à connaître comment vous vous sentez par rapport à votre vie en général de même que vos réactions probables en ce qui a trait à certaines situations. Afin que les résultats de cette étude nous soient utiles, il importe que vous soyez aussi francs et précis que possible dans vos réponses. Il importe également que vous répondiez à toutes les questions. Toutefois, c'est votre droit de refuser de répondre à certaines questions ou même au questionnaire en entier. De toute façon, toute l'information qui nous sera communiquée sera traitée de manière strictement confidentielle et utilisée uniquement aux fins de cette étude.

Ce sont vos sentiments et points de vue personnels qui nous intéressent. Il n'y a pas de réponse bonne ou mauvaise. Tout ce qui compte c'est votre propre opinion. Nous aimerions, en ce sens, que vous procédiez avec un minimum d'assistance. Si toutefois vous aviez des questions en rapport au questionnaire lui-même, n'hésitez pas à nous le faire savoir.

* PARTIE I

1. Nom: _____ Prénom(s): _____
2. Age: _____
3. Sexe: Homme _____ Femme _____ (cochez)
4. Dans quelle ville ou village avez-vous passé la majeure partie des cinq dernières années:
Ville ou Village: _____ Province: _____
5. Quelle est votre langue première?
(celle que vous avez utilisée en premier lorsque vous étiez jeune)
Français: _____ Anglais: _____ Autre: _____ (spécifiez)
6. Quelle est la langue première ou première langue d'usage de votre père?
Français: _____ Anglais: _____ Autre: _____ (spécifiez)
7. Quelle est la langue première ou première langue d'usage de votre mère?
Français: _____ Anglais: _____ Autre: _____ (spécifiez)
8. Le français était parlé à la maison.
(cochez sur la ligne correspondante)
- | | | |
|-------|-----|---------------------|
| _____ | (a) | Toujours |
| _____ | (b) | La plupart du temps |
| _____ | (c) | Parfois |
| _____ | (d) | Jamais |

9. Il était important pour mes parents que nous parlions français.

- ___ (a) Très important
- ___ (b) Modérément important
- ___ (c) Pas très important
- ___ (d) Pas important du tout

10. Il est important pour moi de parler français afin de me sentir Acadien.

- ___ (a) Très important
- ___ (b) Modérément important
- ___ (c) Pas très important
- ___ (d) Pas important du tout

11. Pourrais-je être la même personne si je ne parlais pas français?

- ___ (a) Je serais totalement la même personne.
- ___ (b) Je serais généralement la même personne.
- ___ (c) Je serais presque la même personne.
- ___ (d) Je serais pas du tout la même personne.

12. Si ma famille était anglaise, serais-je tout de même le (la) même?

- ___ (a) Je serais totalement la même personne.
- ___ (b) Je serais généralement la même personne.
- ___ (c) Je serais presque la même personne.
- ___ (d) Je serais pas du tout la même personne.

PARTIE II

Instructions:

Vous trouverez dans ce qui suit un certain nombre d'affirmation décrivant comment les gens se sentent par rapport à eux-mêmes. Chacune de ces affirmations est accompagnée d'un choix de réponses. Nous vous demandons d'encercler la réponse qui vous décrit le mieux.

Voici un exemple. Lisez l'affirmation ci-dessous et encercler la réponse qui décrit le mieux votre opinion.

1. La plupart du temps, j'aime la musique classique.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

Pour répondre à cette question, vous devez encercler une des réponses proposées. Certaines personnes encercleraient 'Je désapprouve tout à fait', d'autres encercleraient 'J'approuve fortement', d'autres personnes encore auront encerclé une des réponses comprises entre les deux. Le choix que vous avez fait, indique vos sentiments par rapport à vous même. Notez qu'il n'y a pas de réponses bonne ou mauvaise; chacun a le droit d'avoir des opinions personnelles.

Pour chacune des affirmations des pages suivantes, nous voulons que vous donniez votre première réaction. Ne perdez pas de temps à réfléchir sur chacune des affirmations. Lisez chaque affirmation et indiquez votre première impression immédiatement. D'autres part, soyez honnête, car il est important que nous ayons votre opinion véritable.

1. Dans l'ensemble je suis content(e) de moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
2. Par moments, je pense que je suis bon(ne) à rien.

JE-DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
3. Je pense que j'ai plusieurs bonnes qualités.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
4. Je suis capable de faire les choses aussi bien que la plupart des autres personnes.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
5. J'ai l'impression que je n'ai aucune raison d'être fier (fière) de moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
6. J'ai parfois l'impression d'être inutile.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
7. J'ai l'impression que, comme personne, j'ai une certaine valeur au moins comparable aux autres.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------
8. J'aimerais avoir plus d'estime pour moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

9. De façon générale, j'ai tendance à penser que je suis un échec.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

10. J'ai une opinion positive à l'égard de moi-même.

JE DESAPPROUVE TOUT A FAIT	JE DESAPPROUVE LEGEREMENT	J'APPROUVE LEGEREMENT	J'APPROUVE FORTEMENT
-------------------------------	------------------------------	--------------------------	-------------------------

PARTIE III

Dans cette partie du questionnaire, nous sommes intéressés à connaître ce que vous savez des groupes francophones et anglophones de votre région. Vous penserez peut-être que vous n'avez pas suffisamment d'informations pour répondre aux questions, mais ce sont vos impressions qui nous intéressent. Assurez-vous de bien répondre à chaque question en marquant votre choix sur chaque ligne. Comme nous voulons comparer les groupes francophones et anglophones entre eux, une réponse identique pour les deux signifiera que vous considérez que ces groupes sont semblables pour cette question.

1. Estimez la répartition de la population de votre région entre les groupes suivants:

Origine française (francophones)

0% ____:____:____:____:____:____:____ 100%

Origine anglaise (anglophones)

— 0% ____:____:____:____:____:____:____ 100%

2. Quelle importance est accordée à ces langues dans votre région?

Anglais

aucune ____:____:____:____:____:____:____ extrême

Français

aucune ____:____:____:____:____:____:____ extrême

3. Quelle importance est accordée à ces langues internationalement?

Anglais

aucune ____:____:____:____:____:____:____ extrême

Français

aucune ____:____:____:____:____:____:____ extrême

4. Quelle est la fréquence d'usage de ces langues dans les services gouvernementaux de votre région?

Français

aucun _____ exclusif

Anglais

aucun _____ exclusif

5. Estimez le taux de naissance de chaque groupe dans votre région:

Origine anglaise (anglophones)

décroissant _____ augmentant

Origine française (francophones)

décroissant _____ augmentant

6. Estimez le degré de contrôle de chaque groupe sur l'économie et les affaires dans votre région?

Origine française (francophones)

aucun _____ exclusif

Origine anglaise (anglophones)

aucun _____ exclusif

7. Quelle est l'importance de ces langues dans les mass media de votre région (tels que télévision, radio, journaux)?

Anglais

très important _____ aucune importance

Français

très important _____ aucune importance

8. Quelle est l'importance accordée aux groupes suivants dans votre région?

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

9. Dans tous les secteurs de votre région où ces groupes habitent, jusqu'à quel point sont-ils majoritaires ou minoritaires?

Origine française (francophones)

très minoritaire _____:_____:_____:_____:_____:_____:_____ très majoritaire

Origine anglaise (anglophones)

très minoritaire _____:_____:_____:_____:_____:_____:_____ très majoritaire

10. A quel degré ces langues sont-elles enseignées dans les écoles de votre région?

Anglais

nul _____:_____:_____:_____:_____:_____:_____ exclusif

Français

nul _____:_____:_____:_____:_____:_____:_____ exclusif

11. Combien de membres de chaque groupe immigré, s'installent dans votre région chaque année?

Origine française (francophones)

très nombreux _____:_____:_____:_____:_____:_____:_____ aucun

Origine anglaise (anglophones)

très nombreux _____:_____:_____:_____:_____:_____:_____ aucun

12. Jusqu'à quel point les membres de chacun des groupes se marient-ils à l'intérieur de leur propre groupe?

Origine anglaise (anglophones)

aucun _____ exclusivement

Origine française (francophones)

aucun _____ exclusivement

13. Quel est le degré du pouvoir politique de chaque groupe dans votre région?

Origine française (francophones)

exclusif _____ nul

Origine anglaise (anglophones)

exclusif _____ nul

14. Quelle est l'importance des langues dans les milieux d'affaires de votre région?

Anglais

aucune _____ exclusive

Français

aucune _____ exclusive

15. Combien de membres de chaque groupe émigrent, quittent votre région chaque année?

Origine anglaise (anglophones)

très nombreux _____ aucun

Origine française (francophones)

très nombreux _____ aucun

16. Pour chaque group dans votre région, quel est le degré de fierté de leur héritage culturel et de leurs réalisations?

Origine française (francophones)

aucun _____:_____:_____:_____:_____:_____:_____ extrêmeement fort

Origine anglaise (anglophones)

aucun _____:_____:_____:_____:_____:_____:_____ . extrêmeement fort

17. Quelle est la fréquence d'usage des langues dans les églises ou lieux de prières de votre région?

Anglais

exclusive _____:_____:_____:_____:_____:_____:_____ nulle

Français

exclusive _____:_____:_____:_____:_____:_____:_____ nulle

18. Quelle est l'importance de chaque groupe dans la vie culturelle de votre région (par exemple, festivals, concerts, expositions d'art, ...)?

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

19. Évaluez la vigueur et la force de chaque groupe dans votre région.

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

20. Évaluez la richesse de chaque groupe dans votre région.

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

21. Évaluez la vigueur et la force que chaque groupe aura dans vingt ou trente ans.

Origine anglaise (anglophones)

aucune _____:_____:_____:_____:_____:_____:_____ extrême

Origine française (francophones)

aucune _____:_____:_____:_____:_____:_____?_____ extrême

PARTIE IVInstructions:

Cette partie du questionnaire consiste en une série de scénarios. Certaines situations peuvent se révéler similaires à des situations dans lesquelles vous ou vos ami(e)s se sont retrouvé(e)s, ou encore être tout à fait nouvelles. Nous vous demandons de lire les scénarios soigneusement, et autant que possible, de vous mettre dans la situation.

Une série de questions accompagne chaque scénario. Après avoir attentivement pris connaissance de l'histoire présentée et vous être mis dans l'atmosphère de la situation, répondez aux questions en vous référant à vos sentiments immédiats. Encore une fois, ce sont vos sentiments véritables qui nous importent. Il n'y a pas de bonnes ou de mauvaises réponses. Toutes vos réponses demeurent confidentielles. Tournez la page et lisez l'exemple.

EXEMPLEScénario:

Depuis le début de l'école à l'automne j'ai remarqué une personne en particulier qui utilise le même autobus, mais qui fréquente l'Université Mount Allison. J'ai finalement demandé à cette personne si elle voulait m'accompagner au cinéma le samedi suivant. Le jour de notre rendez-vous, cette personne a annulé sans aucune explication. J'ai réalisé depuis que c'était parce que les amis de cette personne n'aiment pas les Acadiens.

Questions:

1. En tant qu'Acadien, cette situation me semble
très menaçante ____: ☒: ____: ____: ____ pas menaçante du tout
2. Dans cette situation, je me sentirais
 - (a) plus Acadien que d'habitude
 - ☒ (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas je me sentirais
 - (a) très confiant(e) de pouvoir faire face à la situation
 - ☒ (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	☒ : ____: ____: ____: ____	bien
chaleureux	____: ____: ____: ☒ : ____	froid
sévère	____: ☒ : ____: ____: ____	conciliant
prudent	____: ____: ☒ : ____: ____	stupide
désagréable	____: ☒ : ____: ____: ____	plaisant
favorable	____: ____: ☒ : ____: ____	défavorable

Si vous répondiez tel qu'indiqué, cela signifierait que dans cette situation vous vous sentiriez plutôt menacé en tant qu'Acadien; autant Acadien que d'habitude; et, relativement confiant(e) de pouvoir faire face à la situation. Les anglophones vous apparaîtraient alors comme très mauvais, plutôt froid et sévères, ni prudents ou stupides, un peu désagréables et ni favorables ou défavorables.

Scénario 1

Tu as fait application à un programme d'étude disponible seulement dans une université anglaise (anglophone). Remarquant que tu es Acadien, l'orientateur te fait part rapidement des faillites de quelques Acadiens en oubliant volontairement les succès. D'après lui les Acadiens devraient rester chez-eux. Malgré ça, tu lui fais remarquer que c'est la seule université qui offre ce programme et tu restes intéressé, après quoi, il te répond simplement, "TOUGH LUCK".

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout.
2. Dans cette situation, je me sentirais ...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais ...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 2:

Récemment un fonctionnaire des affaires culturelles, expert dans le domaine des langues, fait connaître les opinions de son ministère à un journal anglais (anglophone):

La culture acadienne est en voie de disparition à cause de l'émigration des Acadiens vers les grands centres comme Toronto et Calgary. C'est reconnu que les Acadiens en tendance à se laisser assimiler autant en Acadie qu'ailleurs. Aujourd'hui, seulement 55% des Acadiens emploient le français en comparaison à 100% en 1950. La prédiction de Lord Durham, 200 ans passé semble se réaliser: "Le peuple Acadien va disparaître".

Ceci dit, notre université acadienne deviendrait éventuellement anglaise comme toutes les institutions Acadiennes.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 3:

Tu es une des vedettes sportives de l'Université. C'est la deuxième année que tu te rends au finale. Comme tu as eu une bonne année d'entraînement tu as une bonne chance de remporter la victoire pour ton université. La journée des compétitions tu rencontres tes adversaires de l'université anglaise (anglophone). Ils t'informent qu'ils vont faire tout leur possible comme équipe pour te bloquer afin de permettre une victoire anglaise. Leur intention est d'éviter à tous prix qu'un Acadien remporte le championnat.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout

2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude

3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation

4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 4:

Durant toutes tes années d'étude on t'as fait remarquer qu'en maintenant une compétence en langue française tu serais avantagé sur le marché du travail. Une position idéale, dans une compagnie dont les quartiers généraux sont à Toronto, se présente et tu fais application. Tu es qualifié et en plus tu es compétent en français. Malgré les intérêts de la compagnie à ton égard, plus tard tu apprends que l'intervention du grand patron de Toronto a permis à un unilingue anglophone de remplir le poste en dépit de ses qualifications linguistiques inférieures.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

Scénario 5

Le groupe rock "1755" vient à Moncton, comme première étape de leur tournée du Canada anglais. Tu l'annonces à tes amis anglais. A cause de ton enthousiasme ils décident tous d'aller au concert. La critique locale est cependant très négative. Les journalistes disent que "1755" est un groupe de deuxième ordre, que leurs chansons sont incompréhensibles et qu'il est certain qu'il ne serait jamais populaire au Canada anglais ou même au Québec. Partageant cette impression, tes amis anglais sont déçus d'avoir assisté au concert et ridiculisent tes goûts musicaux comme étant typiquement Acadiens et donc, de deuxième ordre.

1. En tant qu'Acadien, cette situation me semble
très menaçante ____:____:____:____:____ pas menaçante du tout
2. Dans cette situation, je me sentirais ...
 - (a) plus Acadien que d'habitude
 - (b) le (la) même que d'habitude
 - (c) moins Acadien que d'habitude
3. Dans ce cas, je me sentirais ...
 - (a) très confiant(e) de pouvoir faire face à la situation
 - (b) modérément confiant(e) de pouvoir faire face à la situation
 - (c) très incertain(e) de pouvoir faire face à la situation
4. Après une telle expérience, comment vous sentiriez-vous par rapport aux Anglais (Anglophones) en général?

mal	____:____:____:____:____	bien
chaleureux	____:____:____:____:____	froid
sévère	____:____:____:____:____	conciliant
prudent	____:____:____:____:____	stupide
désagréable	____:____:____:____:____	plaisant
favorable	____:____:____:____:____	défavorable

APPENDIX C

Study 2 QuestionnaireEnhancing Version

Ce questionnaire est utilisé dans le cadre d'un projet visant à connaître comment vous vous sentez par rapport à votre vie en général de même que vos réactions probables à certaines situations. Afin que les résultats de cette étude nous soient utiles, il importe que vous soyez aussi francs(ches) et précis(es) que possible dans vos réponses. Il importe également que vous répondiez à toutes les questions. Toutefois, c'est votre droit de refuser de répondre à certaines questions ou même au questionnaire en entier. De toute façon, toute l'information qui nous sera communiquée sera traitée de manière strictement confidentielle et utilisée uniquement aux fins de cette étude.

Ce sont vos sentiments et points de ~~vue~~ personnels qui nous intéressent. Il n'y a pas de bonne ou mauvaise réponse. Tout ce qui compte c'est que vous exprimiez votre propre opinion. Nous aimerions, en ce sens, que vous remplissiez ce questionnaire par vous-même. Si toutefois vous aviez des questions reliées au questionnaire, n'hésitez pas à nous le faire savoir.

PARTIE I

1. Age: _____
2. Sexe: Homme _____ Femme _____ (Cochez)
3. Dans quelle ville ou village avez-vous passé la majeure partie des cinq dernières années? _____
4. Quel est l'endroit que vous considérez comme "chez-vous"?
 Ville ou village: _____ Province: _____
5. Quelle est votre langue première ou votre première langue d'usage?
 (Celle que vous avez utilisée en premier lorsque vous étiez jeune.)
 Français: _____ Anglais: _____ Autre: _____ (Spécifiez)
6. Quelle est la langue première ou première langue d'usage de votre père?
 Français: _____ Anglais: _____ Autre: _____ (Spécifiez)
7. Quelle est la langue première ou première langue d'usage de votre mère?
 Français: _____ Anglais: _____ Autre: _____ (Spécifiez)
8. Le français était parlé à la maison.
 (Cochez le tiret correspondant à votre opinion.)
 Toujours _____: _____: _____: _____: _____ Jamais
9. Il était important pour mes parents que nous parlions français.
 Pas important du tout _____: _____: _____: _____: _____ Extrêmement important
10. Il est important pour moi de parler français afin de me sentir Acadien(enne).
 Pas important du tout _____: _____: _____: _____: _____ Extrêmement important

11. Je serais la même personne même si je ne parlais pas français?
Tout à fait la même personne ____: ____: ____: ____: ____ Pas du tout la même personne

12. Vous identifiez-vous principalement comme...

- ____ (a) Québécois(e)
- ____ (b) Acadien(enne)
- ____ ☒ (c) Francophone non-Acadien(enne)
- ____ (d) Autre, précisez _____

PARTIE II

Cette section du questionnaire est composée de quatre parties.. Lisez attentivement les instructions qui expliquent ce que vous devez faire dans chacune des parties.

ATTENTION: Chaque partie vous demande quelque chose de différent; veuillez donc lire les instructions en prêtant attention à tous les mots. Cependant, toutes les questions ont trait à ce que vous pensez de votre région, c'est-à-dire l'endroit que vous considérez comme "chez vous", que ce soit Moncton ou ailleurs. Si ce n'est pas clair, veuillez demander des explications.

Dans ce questionnaire, ce sont vos opinions sur différents sujets que nous voulons connaître. Il est donc important que vos réponses soient sincères et honnêtes.

Toutes vos réponses sont confidentielles et ne serviront qu'à des fins de statistiques.

A) LA SITUATION ACTUELLE DES FRANCOPHONES DE VOTRE RÉGION (celle que vous considérez comme "chez vous") ET CE QU'ILS FONT

Voici neuf phrases concernant ce que les francophones de votre région font dans la situation actuelle et ce sur divers plans. Remarquez qu'il ne s'agit pas de choses telles qu'elles devraient être, mais de l'état des choses telles qu'elles sont. Ainsi, il ne s'agit pas de ce que les francophones devraient faire, mais de ce qu'ils font.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses qui vous sont proposées avant de la compléter. Ensuite, indiquez votre réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. Les parents francophones de ma région font instruire leurs enfants dans les écoles où l'ambiance est _____.
 1. Complètement française
 2. Plus française qu'anglaise
 3. Aussi française qu'anglaise
 4. Plus anglaise que française
 5. Complètement anglaise
2. Dans leurs activités quotidiennes dans ma région, les francophones se comportent comme s'ils étaient _____ que les anglophones.
 1. Beaucoup plus nombreux
 2. Plus nombreux
 3. Aussi nombreux
 4. Moins nombreux
 5. Beaucoup moins nombreux

3. Les francophones de ma région utilisent les media d'information (T.V., radio, journaux) francophones _____ que les media d'information anglophones.
1. Beaucoup plus souvent
 2. Plus souvent
 3. Aussi souvent
 4. Moins souvent
 5. Beaucoup moins souvent
4. Lorsqu'ils font appel aux services des gouvernements municipal, provincial et fédéral, les francophones de ma région utilisent _____.
1. Toujours le français
 2. Le français plus souvent que l'anglais
 3. Le français aussi souvent que l'anglais
 4. L'anglais plus souvent que le français
 5. Toujours l'anglais
5. Les francophones de ma région accordent _____ à la langue française qu'à la langue anglaise.
1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Les représentants élus de ma région dans les gouvernements municipal, provincial et fédéral sont _____.
1. Toujours francophones
 2. Plus souvent francophones qu'anglophones
 3. Aussi souvent francophones qu'anglophones
 4. Plus souvent anglophones que francophones
 5. Toujours anglophones
7. Les francophones contrôlent _____ d'industries et entreprises que les anglophones de ma région.
1. Beaucoup plus
 2. Plus
 3. Un nombre à peu près égal
 4. Moins
 5. Beaucoup moins

8. Toutes les personnes qui habitent ma région la reconnaissent comme étant _____.

1. Complètement francophone
2. Plus francophone qu'anglophone
3. Aussi francophone qu'anglophone
4. Plus anglophone que francophone
5. Complètement anglophone

9. En général, dans ma région, les francophones ont _____ que les anglophones d'obtenir une bonne position sociale.

1. Beaucoup plus de chances
2. Plus de chances
3. Les mêmes chances
4. Moins de chances
5. Beaucoup moins de chances.

B) CE QUE JE CROIS ET FAIS EN TANT QUE FRANCOPHONE DANS MA REGION (i.e. "chez vous")

Voici une série de neuf phrases concernant ce que vous croyez ou faites en tant que francophone dans votre région. Remarquez qu'il ne s'agit pas pour vous de répondre en pensant à ce que vous aimeriez faire ou à ce que vous aimeriez croire ou penser; vous devez répondre en pensant à ce que vous croyez ou faites habituellement.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses (il y en a cinq) qui vous sont proposées avant de compléter la phrase. Ensuite, indiquez votre choix de réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. J'accorde _____ à la possibilité de faire instruire mes enfants dans des écoles françaises.

1. Une très grande importance
2. Une grande importance
3. Moyennement d'importance
4. Peu d'importance
5. Très peu d'importance

2. Personnellement, dans mes activités quotidiennes, j'ai _____ impression de vivre dans une région où les francophones sont majoritaires.

1. Une très forte
2. Une forte
3. Une plus ou moins forte
4. Une faible
5. Une très faible

3. Personnellement, j'accorde _____ à la possibilité d'avoir accès à des media d'information (T.V., radio, journaux) francophones de qualité comparable ou meilleure aux media d'information anglophones.
1. Une très grande importance
 2. Une grande importance
 3. Moyennement d'importance
 4. Peu d'importance
 5. Très peu d'importance
4. J'accorde _____ au fait de pouvoir utiliser le français auprès des services gouvernementaux (municipal, provincial, fédéral).
1. Une très grande importance
 2. Une grande importance
 3. Moyennement d'importance
 4. Peu d'importance
 5. Très peu d'importance
5. Personnellement, dans mes activités quotidiennes, j'accorde _____ à la langue anglaise qu'à la langue française.
1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Je considère comme étant _____ que ceux qui me représentent aux divers niveaux de gouvernement (municipal, provincial et fédéral) soient francophones.
1. D'une très grande importance
 2. D'une grande importance
 3. D'importance moyenne
 4. De peu d'importance
 5. De très peu d'importance
7. Je considère _____ que des francophones contrôlent autant ou plus d'industries et entreprises que les anglophones de la région.
1. D'une très grande importance
 2. D'une grande importance
 3. D'importance moyenne
 4. De peu d'importance
 5. De très peu d'importance

8. Je préfère ou préférerais _____ demeurer dans une région reconnue comme étant francophone.

1. Enormément
2. Beaucoup
3. Assez
4. Peu
5. Très peu

9. Dans ma région, en tant que francophone, j'ai _____ qu'un anglophone d'obtenir une bonne position sociale.

1. Beaucoup plus de chances
2. Plus de chances
3. Les mêmes chances
4. Moins de chances
5. Beaucoup moins de chances

C) CE QUE DEVRAIENT FAIRE LES FRANCOPHONES DE MA REGION (i.e. "chez vous")
DANS LEUR SITUATION ACTUELLE

Voici neuf phrases concernant ce que les francophones de votre région devraient faire dans leur situation actuelle, et ce sur divers plans. Il s'agit donc de choses qu'il est souhaitable et désirable que les francophones fassent dans la région.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses (il y en a cinq) qui vous sont proposées avant de compléter la phrase. Ensuite, indiquez votre choix de réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. Les parents francophones de ma région devraient faire instruire leurs enfants dans des écoles où l'ambiance est _____.

1. Complètement française
2. Plus française qu'anglaise
3. Aussi française qu'anglaise
4. Plus anglaise que française
5. Complètement anglaise

2. Dans ma région, les francophones devraient _____ que les anglophones.

1. Essayer de devenir ou demeurer beaucoup plus nombreux
2. Essayer de devenir ou demeurer plus nombreux
3. Essayer de devenir ou demeurer aussi nombreux
4. Accepter de devenir ou demeurer moins nombreux
5. Accepter de devenir ou demeurer beaucoup moins nombreux

3. Les francophones de ma région devraient utiliser les media d'information (radio, T.V., journaux) francophones _____ que les media d'information anglophones. ,
1. Beaucoup plus souvent
 2. Plus souvent
 3. Aussi souvent
 4. Moins souvent
 5. Beaucoup moins souvent
4. Dans leurs contacts avec les services des gouvernements municipal, provincial et fédéral, les francophones de ma région devraient _____.
1. Toujours utiliser le français
 2. Utiliser le français plus souvent que l'anglais
 3. Utiliser le français aussi souvent que l'anglais
 4. Utiliser l'anglais plus souvent que le français
 5. Toujours utiliser l'anglais
5. Les francophones de ma région devraient donner _____ à la langue française qu'à la langue anglaise.
1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Chez les représentants élus de ma région aux divers niveaux de gouvernement (municipal, provincial, fédéral), il devrait y avoir _____.
1. Uniquement des francophones
 2. Plus de francophones que d'anglophones
 3. Un nombre égal de francophones et d'anglophones
 4. Plus d'anglophones que de francophones
 5. Uniquement des anglophones
7. Les francophones devraient obtenir ou garder le contrôle de _____ d'industries et entreprises que les anglophones de ma région.
1. Beaucoup plus
 2. Plus
 3. Un nombre à peu près égal
 4. Moins
 5. Beaucoup moins

8. Toutes les personnes qui habitent ma région devraient la reconnaître comme étant _____.

1. Complètement francophone
2. Plus francophone qu'anglophone
3. Aussi francophone qu'anglophone
4. Plus anglophone que francophone
5. Complètement anglophone

9. Les francophones de ma région devraient avoir la possibilité d'obtenir une bonne position sociale tout en demeurant francophones.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

D) CE QUE JE VEUX FAIRE OU POUVOIR FAIRE EN TANT QUE FRANCOPHONE DANS MA REGION (i.e. "chez vous")

Voici neuf phrases qui décrivent un but, un souhait ou désir. Les buts, souhaits ou désirs sont des choses personnelles; chacun a des buts, souhaits ou désirs différents. Vous répondrez donc en réfléchissant à ce que vous voulez faire ou à quel point vous voudriez pouvoir faire quelque chose.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses (il y en a cinq) qui vous sont proposées avant de compléter la phrase. Ensuite, indiquez votre choix de réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. Mon but est de faire instruire (ou continuer à faire instruire) mes enfants dans les écoles françaises.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

2. Je veux vivre (ou continuer à vivre) dans une région où les francophones sont _____ que les anglophones.

1. Beaucoup plus nombreux
2. Plus nombreux
3. Aussi nombreux
4. Moins nombreux
5. Beaucoup moins nombreux

3. Mon but est d'utiliser les media d'information (radio, T.V., journaux) francophones plus souvent que les media d'information anglophones.
 1. Complètement d'accord
 2. Plutôt d'accord
 3. Indifférent ou neutre
 4. Plutôt en désaccord
 5. Complètement en désaccord
4. Je veux utiliser le français dans tous mes contacts futurs avec les services des gouvernements municipal, provincial et fédéral.
 1. Complètement d'accord
 2. Plutôt d'accord
 3. Indifférent ou neutre
 4. Plutôt en désaccord
 5. Complètement en désaccord
5. Dans mes activités futures, je veux donner _____ à la langue française qu'à la langue anglaise.
 1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Je veux que mes représentants élus à tous les niveaux de gouvernement (municipal, provincial, fédéral) soient des francophones.
 1. Complètement d'accord
 2. Plutôt d'accord
 3. Indifférent ou neutre
 4. Plutôt en désaccord
 5. Complètement en désaccord
7. Je veux encourager les francophones à obtenir ou garder le contrôle d'autant, ou de plus d'industries et d'entreprises que les anglophones de ma région.
 1. Complètement d'accord
 2. Plutôt d'accord
 3. Indifférent ou neutre
 4. Plutôt en désaccord
 5. Complètement en désaccord

8. Dans la mesure où je le pourrai, je veux faire reconnaître ma région comme étant francophone.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

9. Je veux obtenir ou garder une bonne position sociale tout en demeurant francophone.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

PARTIE IIIInstructions:

Cette partie du questionnaire consiste en une série de scénarios. Certaines situations peuvent se révéler similaires à des situations dans lesquelles vous ou vos ami(e)s se sont retrouvé(e)s, ou encore être tout à fait nouvelles. Nous vous demandons de lire les scénarios soigneusement, et autant que possible, de vous imaginer que vous êtes dans la même situation.

Une série de questions accompagne chaque scénario. Après avoir attentivement pris connaissance de l'histoire présentée, mettez-vous dans l'atmosphère de la situation et répondez aux questions en vous référant à vos sentiments immédiats. Parmi les choix proposés, cochez le tiret correspondant à votre opinion parmi les choix proposés. Encore une fois, ce sont vos sentiments personnels qui nous importent. Il n'y a pas de bonnes ou de mauvaises réponses. Toutes vos réponses demeureront confidentielles.

Scénario 1:

Tu as fait application à un programme d'études disponible seulement dans une université anglaise (anglophone). L'orienteur à l'admission est content de te connaître comme Acadien(enne). D'après ses expériences personnelles, les Acadiens lui sont sympatiques. Elle t'informe que les Acadiens fréquentent de plus en plus ce programme et réussissent avec "fierté". Elle ne prévoit pas de problèmes à ton égard et même t'encourage fortement en te souhaitant le même succès.

1. En tant qu'Acadien(enne), cette situation me semble
très menaçante ____:____:____:____:____ très rassurante
2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

_____ J'approuve fortement	_____ J'approuve	_____ Je suis indécis(e)	_____ Je désapprouve	_____ Je désapprouve fortement
----------------------------------	---------------------	--------------------------------	-------------------------	--------------------------------------
3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

_____ J'approuve fortement	_____ J'approuve	_____ Je suis indécis(e)	_____ Je désapprouve	_____ Je désapprouve fortement
----------------------------------	---------------------	--------------------------------	-------------------------	--------------------------------------
4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

_____ J'approuve fortement	_____ J'approuve	_____ Je suis indécis(e)	_____ Je désapprouve	_____ Je désapprouve fortement
----------------------------------	---------------------	--------------------------------	-------------------------	--------------------------------------

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement Indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aise dans cette situation.

_____ : _____ : _____ : _____ : _____
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais aux dépens du français.

_____ : _____ : _____ : _____ : _____
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

_____ : _____ : _____ : _____ : _____
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais (Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont:

mauvais	_____	:	_____	:	_____	:	_____	:	_____	bons
chaleureux	_____	:	_____	:	_____	:	_____	:	_____	froids
sévères	_____	:	_____	:	_____	:	_____	:	_____	conciliants
prudents	_____	:	_____	:	_____	:	_____	:	_____	imprudents
déplaisants	_____	:	_____	:	_____	:	_____	:	_____	plaisants
amicaux	_____	:	_____	:	_____	:	_____	:	_____	hostiles

Scénario 2:

Récemment un fonctionnaire des Affaires culturelles, expert dans le domaine des langues, fait connaître les opinions de son Ministère dans le cadre d'une conférence donnée à l'Université:

La culture acadienne est vivante. Dû à l'identité acadienne, l'emploi du français à la maison ainsi que les prédictions économiques font que les Acadiens n'auront pas besoin de sortir de chez-eux pour obtenir un emploi. La position du peuple acadien s'est améliorée. Il y a dix ans, seulement 65% des Acadiens employaient le français à la maison. Aujourd'hui les statistiques démontrent que 80% parlent le français. La prédiction de Lord Durham, 200 ans passés, semble être ridicule. Le peuple acadien va continuer à exister.

1. En tant qu'Acadien(enne), cette situation me semble

très menaçante ____:____:____:____:____ très rassurante

2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

 : : : :
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

 : : : :
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

 : : : :
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aiseⁿ dans cette situation.

: : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais aux dépens du français.

: : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

: : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais (Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont:

mauvais		:		:		:		:		bons
chaleureux		:		:		:		:		froids
sévères		:		:		:		:		conciliants
prudents		:		:		:		:		imprudents
déplaisants		:		:		:		:		plaisants
amicaux		:		:		:		:		hostiles

Scénario 3:

Tu es un(e) des vedettes sportives de l'Université. C'est la deuxième année que tu te rends aux finales. Comme tu as eu une bonne année d'entraînement, tu as une bonne chance de remporter la victoire pour ton école. La journée des compétitions, tu rencontres tes adversaires de l'université anglaise (anglophone). Vous vous êtes déjà rencontrés en compétition. Cette équipe anglaise reconnaît la ténacité des Acadiens et, en plus, les membres de l'équipe anglaise respectent tes capacités d'athlète. A toute fin pratique, ils ont déjà concédé la victoire.

1. En tant qu'Acadien(enne), cette situation me semble
très menaçante ____ : ____ : ____ : ____ : ____ très rassurante
2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

____ :	____ :	____ :	____ :	____ :
J'approuve fortement	J'approuve	Je suis indécis(e)	Je désapprouve	Je désapprouve fortement
3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

____ :	____ :	____ :	____ :	____ :
J'approuve fortement	J'approuve	Je suis indécis(e)	Je désapprouve	Je désapprouve fortement
4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

____ :	____ :	____ :	____ :	____ :
J'approuve fortement	J'approuve	Je suis indécis(e)	Je désapprouve	Je désapprouve fortement

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aise dans cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais
aux dépens du français.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais (Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont:

mauvais	_____	:	_____	:	_____	:	_____	:	_____	bons
chaleureux	_____	:	_____	:	_____	:	_____	:	_____	froids
sévères	_____	:	_____	:	_____	:	_____	:	_____	conciliants
prudents	_____	:	_____	:	_____	:	_____	:	_____	imprudents
déplaisants	_____	:	_____	:	_____	:	_____	:	_____	plaisants
amicaux	_____	:	_____	:	_____	:	_____	:	_____	hostiles

Scénario 4:

During toutes tes années d'étude on t'a fait remarquer qu'en maintenant une compétence en langue française, tu serais avantage(e) sur le marché du travail. Une position idéale se présente et tu fais application. Après plusieurs entrevues et l'intervention du grand patron anglophone, la position t'est offerte. Plus tard, tu découvres que malgré un manque de certaines qualifications, tu as eu la position. On t'explique que c'était grâce à tes compétences en langue française.

1. En tant qu'Acadien(enne), cette situation me semble
très menaçante ____:____:____:____:____ très rassurante
2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

J'approuve	J'approuve	Je suis	Je désapprouve	Je désapprouve
fortement		indécis(e)		fortement
3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

J'approuve	J'approuve	Je suis	Je désapprouve	Je désapprouve
fortement		indécis(e)		fortement
4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

J'approuve	J'approuve	Je suis	Je désapprouve	Je désapprouve
fortement		indécis(e)		fortement

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aise dans cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais aux dépens du français.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais
(Anglophones) en général? (Cochez le tiret correspondant à votre opinion
entre les deux extrêmes.)

Les Anglais sont :

mauvais	_____:	_____:	_____:	_____:	_____:	bons
chaoureux	_____:	_____:	_____:	_____:	_____:	froids
sévères	_____:	_____:	_____:	_____:	_____:	conciliants
prudents	_____:	_____:	_____:	_____:	_____:	imprudents
déplaisants	_____:	_____:	_____:	_____:	_____:	plaisants
amicaux	_____:	_____:	_____:	_____:	_____:	hostiles

Study 2 QuestionnaireThreatening Version

Ce questionnaire est utilisé dans le cadre d'un projet visant à connaître comment vous vous sentez par rapport à votre vie en général de même que vos réactions probables à certaines situations. Afin que les résultats de cette étude nous soient utiles, il importe que vous soyez aussi francs(ches) et précis(es) que possible dans vos réponses. Il importe également que vous répondiez à toutes les questions. Toutefois, c'est votre droit de refuser de répondre à certaines questions ou même au questionnaire en entier. De toute façon, toute l'information qui nous sera communiquée sera traitée de manière strictement confidentielle et utilisée uniquement aux fins de cette étude.

Ce sont vos sentiments et points de vue personnels qui nous intéressent. Il n'y a pas de bonne ou mauvaise réponse. Tout ce qui compte c'est que vous exprimiez votre propre opinion. Nous aimerions, en ce sens, que vous remplissiez ce questionnaire par vous-même. Si toutefois vous aviez des questions reliées au questionnaire, n'hésitez pas à nous le faire savoir.

PARTIE I

1. Age: _____

2. Sexe: Homme _____ Femme _____ (Cochez)

3. Dans quelle ville ou village avez-vous passé la majeure partie des cinq dernières années? _____

4. Quel est l'endroit que vous considérez comme "chez-vous"?

Ville ou village: _____ Province: _____

5. Quelle est votre langue première ou votre première langue d'usage?
(Celle que vous avez utilisée en premier lorsque vous étiez jeune.)

Français: _____ Anglais: _____ Autre: _____ (Spécifiez)

6. Quelle est la langue première ou première langue d'usage de votre père?

Français: _____ Anglais: _____ Autre: _____ (Spécifiez)

7. Quelle est la langue première ou première langue d'usage de votre mère?

Français: _____ Anglais: _____ Autre: _____ (Spécifiez)

8. Le français était parlé à la maison.
(Cochez le tiret correspondant à votre opinion.)

Toujours _____: _____: _____: _____: _____ Jamais

9. Il était important pour mes parents que nous parlions français.

Pas important
du tout

_____: _____: _____: _____: _____:

Extrêmement
important10. Il est important pour moi de parler français afin de me sentir
Acadien(ne).Pas important
du tout

_____: _____: _____: _____: _____:

Extrêmement
important

11. Je serais la même personne même si je ne parlais pas français?
Tout à fait la même personne ____: ____: ____: ____: ____ Pas du tout la même personne

12. Vous identifiez-vous principalement comme...

____ (a) Québécois(e)

____ (b) Acadien(enne)

____ (c) Francophone non-Acadien(enne)

____ (d) Autre, précisez _____

PARTIE II

Cette section du questionnaire est composée de quatre parties. Lisez attentivement les instructions qui expliquent ce que vous devez faire dans chacune des parties.

ATTENTION: Chaque partie vous demande quelque chose de différent; veuillez donc lire les instructions en prêtant attention à tous les mots. Cependant, toutes les questions ont trait à ce que vous pensez de votre région, c'est-à-dire l'endroit que vous considérez comme "chez vous", que ce soit Moncton ou ailleurs. Si ce n'est pas clair, veuillez demander des explications.

Dans ce questionnaire, ce sont vos opinions sur différents sujets que nous voulons connaître. Il est donc important que vos réponses soient sincères et honnêtes.

Toutes vos réponses sont confidentielles et ne serviront qu'à des fins de statistiques.

A) LA SITUATION ACTUELLE DES FRANCOPHONES DE VOTRE RÉGION (celle que vous considérez comme "chez vous") ET CE QU'ILS FONT

Voici neuf phrases concernant ce que les francophones de votre région font dans la situation actuelle et ce sur divers plans. Remarquez qu'il ne s'agit pas de choses telles qu'elles devraient être, mais de l'état des choses telles qu'elles sont. Ainsi, il ne s'agit pas de ce que les francophones devraient faire, mais de ce qu'ils font.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses qui vous sont proposées avant de la compléter. Ensuite, indiquez votre réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. Les parents francophones de ma région font instruire leurs enfants dans les écoles où l'ambiance est _____.
 1. Complètement française
 2. Plus française qu'anglaise
 3. Aussi française qu'anglaise
 4. Plus anglaise que française
 5. Complètement anglaise
2. Dans leurs activités quotidiennes dans ma région, les francophones se comportent comme s'ils étaient _____ que les anglophones.
 1. Beaucoup plus nombreux
 2. Plus nombreux
 3. Aussi nombreux
 4. Moins nombreux
 5. Beaucoup moins nombreux

3. Les francophones de ma région utilisent les media d'information (T.V., radio, journaux) francophones _____ que les media d'information anglophones.
1. Beaucoup plus souvent
 2. Plus souvent
 3. Aussi souvent
 4. Moins souvent
 5. Beaucoup moins souvent
4. Lorsqu'ils font appel aux services des gouvernements municipal, provincial et fédéral, les francophones de ma région utilisent _____.
1. Toujours le français
 2. Le français plus souvent que l'anglais
 3. Le français aussi souvent que l'anglais
 4. L'anglais plus souvent que le français
 5. Toujours l'anglais
5. Les francophones de ma région accordent _____ à la langue française qu'à la langue anglaise.
1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Les représentants élus de ma région dans les gouvernements municipal, provincial et fédéral sont _____.
1. Toujours francophones
 2. Plus souvent francophones qu'anglophones
 3. Aussi souvent francophones qu'anglophones
 4. Plus souvent anglophones que francophones
 5. Toujours anglophones
7. Les francophones contrôlent _____ d'industries et entreprises que les anglophones de ma région.
1. Beaucoup plus
 2. Plus
 3. Un nombre à peu près égal
 4. Moins
 5. Beaucoup moins

8. Toutes les personnes qui habitent ma région la reconnaissent comme étant _____.

1. Complètement francophone
2. Plus francophone qu'anglophone
3. Aussi francophone qu'anglophone
4. Plus anglophone que francophone
5. Complètement anglophone

9. En général, dans ma région, les francophones ont _____ que les anglophones d'obtenir une bonne position sociale.

1. Beaucoup plus de chances
2. Plus de chances
3. Les mêmes chances
4. Moins de chances
5. Beaucoup moins de chances.

B) CE QUE JE CROIS ET FAIS EN TANT QUE FRANCOPHONE DANS MA REGION (i.e. "chez vous")

Voici une série de neuf phrases concernant ce que vous croyez ou faites en tant que francophone dans votre région. Remarquez qu'il ne s'agit pas pour vous de répondre en pensant à ce que vous aimeriez faire ou à ce que vous aimeriez croire ou penser; vous devez répondre en pensant à ce que vous croyez ou faites habituellement.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses (il y en a cinq) qui vous sont proposées avant de compléter la phrase. Ensuite, indiquez votre choix de réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. J'accorde _____ à la possibilité de faire instruire mes enfants dans des écoles françaises.
 1. Une très grande importance
 2. Une grande importance
 3. Moyennement d'importance
 4. Peu d'importance
 5. Très peu d'importance
2. Personnellement, dans mes activités quotidiennes, j'ai _____ impression de vivre dans une région où les francophones sont majoritaires.
 1. Une très forte
 2. Une forte
 3. Une plus ou moins forte
 4. Une faible
 5. Une très faible

3. Personnellement, j'accorde _____ à la possibilité d'avoir accès à des media d'information (T.V., radio, journaux) francophones de qualité comparable ou meilleure aux media d'information anglophones.
1. Une très grande importance
 2. Une grande importance
 3. Moyennement d'importance
 4. Peu d'importance
 5. Très peu d'importance
4. J'accorde _____ au fait de pouvoir utiliser le français auprès des services gouvernementaux (municipal, provincial, fédéral).
1. Une très grande importance
 2. Une grande importance
 3. Moyennement d'importance
 4. Peu d'importance
 5. Très peu d'importance
5. Personnellement, dans mes activités quotidiennes, j'accorde _____ à la langue anglaise qu'à la langue française.
1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Je considère comme étant _____ que ceux qui me représentent aux divers niveaux de gouvernement (municipal, provincial et fédéral) soient francophones.
1. D'une très grande importance
 2. D'une grande importance
 3. D'importance moyenne
 4. De peu d'importance
 5. De très peu d'importance
7. Je considère _____ que des francophones contrôlent autant ou plus d'industries et entreprises que les anglophones de la région.
1. D'une très grande importance
 2. D'une grande importance
 3. D'importance moyenne
 4. De peu d'importance
 5. De très peu d'importance

8. Je préfère ou préférerais _____ demeurer dans une région reconnue comme étant francophone.

1. Enormément
2. Beaucoup
3. Assez
4. Peu
5. Très peu

9. Dans ma région, en tant que francophone, j'ai _____ qu'un anglophone d'obtenir une bonne position sociale.

1. Beaucoup ~~plus~~ de chances
2. Plus de chances
3. Les mêmes chances
4. Moins de chances
5. Beaucoup moins de chances

C) CE QUE DEVRAIENT FAIRE LES FRANCOPHONES DE MA RÉGION (i.e. "chez vous")
DANS LEUR SITUATION ACTUELLE

Voici neuf phrases concernant ce que les francophones de votre région devraient faire dans leur situation actuelle, et ce sur divers plans. Il s'agit donc de choses qu'il est souhaitable et désirable que les francophones fassent dans la région.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses (il y en a cinq) qui vous sont proposées avant de compléter la phrase. Ensuite, indiquez votre choix de réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. Les parents francophones de ma région devraient faire instruire leurs enfants dans des écoles où l'ambiance est _____.

1. Complètement française
2. Plus française qu'anglaise
3. Aussi française qu'anglaise
4. Plus anglaise que française
5. Complètement anglaise

2. Dans ma région, les francophones devraient _____ que les anglophones.

1. Essayer de devenir ou demeurer beaucoup plus nombreux
2. Essayer de devenir ou demeurer plus nombreux
3. Essayer de devenir ou demeurer aussi nombreux
4. Accepter de devenir ou demeurer moins nombreux
5. Accepter de devenir ou demeurer beaucoup moins nombreux

3. Les francophones de ma région devraient utiliser les media d'information (radio, T.V., journaux) francophones _____ que les media d'information anglophones.
1. Beaucoup plus souvent
 2. Plus souvent
 3. Aussi souvent
 4. Moins souvent
 5. Beaucoup moins souvent
4. Dans leurs contacts avec les services des gouvernements municipal, provincial et fédéral, les francophones de ma région devraient _____.
1. Toujours utiliser le français
 2. Utiliser le français plus souvent que l'anglais
 3. Utiliser le français aussi souvent que l'anglais
 4. Utiliser l'anglais plus souvent que le français
 5. Toujours utiliser l'anglais
5. Les francophones de ma région devraient donner _____ à la langue française qu'à la langue anglaise.
1. Beaucoup plus d'importance
 2. Plus d'importance
 3. Autant d'importance
 4. Moins d'importance
 5. Beaucoup moins d'importance
6. Chez les représentants élus de ma région aux divers niveaux de gouvernement (municipal, provincial, fédéral), il devrait y avoir _____.
1. Uniquement des francophones
 2. Plus de francophones que d'anglophones
 3. Un nombre égal de francophones et d'anglophones
 4. Plus d'anglophones que de francophones
 5. Uniquement des anglophones
7. Les francophones devraient obtenir ou garder le contrôle de _____ d'industries et entreprises que les anglophones de ma région.
1. Beaucoup plus
 2. Plus
 3. Un nombre à peu près égal
 4. Moins
 5. Beaucoup moins

8. Toutes les personnes qui habitent ma région devraient la reconnaître comme étant _____.

1. Complètement francophone
2. Plus francophone qu'anglophone
3. Aussi francophone qu'anglophone
4. Plus anglophone que francophone
5. Complètement anglophone

9. Les francophones de ma région devraient avoir la possibilité d'obtenir une bonne position sociale tout en demeurant francophones.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

D) CE QUE JE VEUX FAIRE OU POUVOIR FAIRE EN TANT QUE FRANCOPHONE DANS MA REGION (i.e. "chez vous")

Voici neuf phrases qui décrivent un but, un souhait ou désir. Les buts, souhaits ou désirs sont des choses personnelles; chacun a des buts, souhaits ou désirs différents. Vous répondrez donc en réfléchissant à ce que vous voulez faire ou à quel point vous voudriez pouvoir faire quelque chose.

Lisez attentivement chaque phrase ainsi que toutes les possibilités de réponses (il y en a cinq) qui vous sont proposées avant de compléter la phrase. Ensuite, indiquez votre choix de réponse en encerclant le chiffre (un seul) qui précède le bout de phrase qui correspond le mieux à ce que vous croyez.

Nous vous demandons de compléter toutes les phrases et de n'en omettre aucune.

1. Mon but est de faire instruire (ou continuer à faire instruire) mes enfants dans les écoles françaises.
 1. Complètement d'accord
 2. Plutôt d'accord
 3. Indifférent ou neutre
 4. Plutôt en désaccord
 5. Complètement en désaccord
2. Je veux vivre (ou continuer à vivre) dans une région où les francophones sont _____ que les anglophones.
 1. Beaucoup plus nombreux
 2. Plus nombreux
 3. Aussi nombreux
 4. Moins nombreux
 5. Beaucoup moins nombreux

3. Mon but est d'utiliser les media d'information (radio, T.V., journaux) francophones plus souvent que les media d'information anglophones.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

4. Je veux utiliser le français dans tous mes contacts futurs avec les services des gouvernements municipal, provincial et fédéral.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

5. Dans mes activités futures, je veux donner _____ à la langue française qu'à la langue anglaise.

1. Beaucoup plus d'importance
2. Plus d'importance
3. Autant d'importance
4. Moins d'importance
5. Beaucoup moins d'importance

6. Je veux que mes représentants élus à tous les niveaux de gouvernement (municipal, provincial, fédéral) soient des francophones.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

7. Je veux encourager les francophones à obtenir ou garder le contrôle d'autant ou de plus d'industries et d'entreprises que les anglophones de ma région.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

8. Dans la mesure où je le pourrai, je veux faire reconnaître ma région comme étant francophone.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

9. Je veux obtenir ou garder une bonne position sociale tout en demeurant francophone.

1. Complètement d'accord
2. Plutôt d'accord
3. Indifférent ou neutre
4. Plutôt en désaccord
5. Complètement en désaccord

PARTIE IIIInstructions:

Cette partie du questionnaire consiste en une série de scénarios. Certaines situations peuvent se révéler similaires à des situations dans lesquelles vous ou vos ami(e)s se sont retrouvé(e)s, ou encore être tout à fait nouvelles. Nous vous demandons de lire les scénarios soigneusement, et autant que possible, de vous imaginer que vous êtes dans la même situation.

Une série de questions accompagne chaque scénario. Après avoir attentivement pris connaissance de l'histoire présentée, mettez-vous dans l'atmosphère de la situation et répondez aux questions en vous référant à vos sentiments immédiats. Parmi les choix proposés, cochez le tiret correspondant à votre opinion parmi les choix proposés. Encore une fois, ce sont vos sentiments personnels qui nous importent. Il n'y a pas de bonnes ou de mauvaises réponses. Toutes vos réponses demeureront confidentielles.

Scénario 1:

Tu as fait application à un programme d'études disponible seulement dans une université anglaise (anglophone). Remarquant que tu es Acadien(enne), l'orienteur te fait part rapidement des faillites de quelques Acadien(enne)s en oubliant volontairement les succès. D'après lui, les Acadiens devraient rester chez-eux. Malgré ça, tu lui fais remarquer que c'est la seule université qui offre ce programme et tu restes intéressé(e), après quoi, il te répond simplement, "TOUGH LUCK".

1. En tant qu'Acadien(enne), cette situation me semble
très menaçante ____:____:____:____:____ très rassurante

2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

_____ J'approuve fortement	_____ J'approuve	_____ Je suis indécis(e)	_____ Je désapprouve	_____ Je désapprouve fortement
----------------------------------	---------------------	--------------------------------	-------------------------	--------------------------------------

3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

_____ J'approuve fortement	_____ J'approuve	_____ Je suis indécis(e)	_____ Je désapprouve	_____ Je désapprouve fortement
----------------------------------	---------------------	--------------------------------	-------------------------	--------------------------------------

4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

_____ J'approuve fortement	_____ J'approuve	_____ Je suis indécis(e)	_____ Je désapprouve	_____ Je désapprouve fortement
----------------------------------	---------------------	--------------------------------	-------------------------	--------------------------------------

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aise dans cette situation.

 : : : : :
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais
aux dépens du français.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais

(Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont :

mauvais	_____:	_____:	_____:	_____:	_____:	bons
chaleureux	_____:	_____:	_____:	_____:	_____:	froids
sévéres	_____:	_____:	_____:	_____:	_____:	conciliants
prudents	_____:	_____:	_____:	_____:	_____:	imprudents
déplaisants	_____:	_____:	_____:	_____:	_____:	plaisants
amicaux	_____:	_____:	_____:	_____:	_____:	hostiles

Scénario 2:

Récemment un fonctionnaire des Affaires culturelles, expert dans le domaine des langues, fait connaître les opinions de son Ministère dans le cadre d'une conférence à l'Université.

La culture acadienne est en voie de disparition à cause de l'émigration des Acadiens vers les grands centres comme Toronto et Calgary. C'est reconnu que les Acadiens ont tendance à se laisser assimiler autant en Acadie qu'ailleurs. Aujourd'hui, seulement 55% des Acadiens emploient le français en comparaison à 100% en 1950. La prédiction de Lord Durham, 200 ans passés, semble se réaliser: "Le peuple acadien va disparaître".

1. En tant qu'Acadien(enne), cette situation me semble

très menaçante ____:____:____:____:____ très rassurante

2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

_____:_____:_____:_____:_____
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

_____:_____:_____:_____:_____
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

_____:_____:_____:_____:_____
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

11. Je me sentirais plutôt mal, à l'aise dans cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais aux dépens du français.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais (Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont:

mauvais	_____	:	_____	:	_____	:	_____	:	_____	bons
chaleureux	_____	:	_____	:	_____	:	_____	:	_____	froids
sévères	_____	:	_____	:	_____	:	_____	:	_____	conciliants
prudents	_____	:	_____	:	_____	:	_____	:	_____	imprudents
déplaisants	_____	:	_____	:	_____	:	_____	:	_____	plaisants
amicaux	_____	:	_____	:	_____	:	_____	:	_____	hostiles

Scénario 3:

Tu es une des vedettes sportives de l'Université. C'est la deuxième année que tu te rends aux finales. Comme tu as eu une bonne année d'entraînement, tu as une bonne chance de remporter la victoire pour ton Université. La journée des compétitions, tu rencontres tes adversaires de l'Université anglaise (anglophone). Ils t'informent qu'ils vont faire tout leur possible comme équipe pour te bloquer afin de permettre une victoire anglaise. Leur intention est d'éviter à tout prix qu'un Acadien(enne) remporte le championnat.

1. En tant qu'Acadien(enne), cette situation me semble

très menaçante ____:____:____:____:____ très rassurante

2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

 : : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aise dans cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais aux dépens du français.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

 : J'approuve : : Je suis : : Je désapprouve : : Je désapprouve
fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais (Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont:

mauvais	_____:	_____:	_____:	_____:	_____:	bons
chaleureux	_____:	_____:	_____:	_____:	_____:	froids
sévères	_____:	_____:	_____:	_____:	_____:	conciliants
prudents	_____:	_____:	_____:	_____:	_____:	imprudents
déplaisants	_____:	_____:	_____:	_____:	_____:	plaisants
amicaux	_____:	_____:	_____:	_____:	_____:	hostiles

Scénario 4:

Durant toutes tes années d'études on t'a fait remarquer qu'en maintenant une compétence en langue française, tu serais avantagé(e) sur le marché du travail. Une position idéale se présente et tu fais application. Tu es qualifié(e) et en plus tu es compétent(e) en français. Malgré les intérêts de la compagnie à ton égard, plus tard tu apprends que l'intervention du grand patron anglophone a permis à un unilingue anglophone de remplir le poste en dépit de ses qualifications linguistiques inférieures.

1. En tant qu'Acadien(enne), cette situation me semble
très menaçante ____:____:____:____:____ très rassurante
2. Face à cette situation, je sentirais développer en moi un plus grand sentiment d'appartenance au groupe acadien.

____:____:____:____:____
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

3. Si j'étais dans cette situation, j'aurais tendance à quitter l'endroit.

____:____:____:____:____
J'approuve J'approuve Je suis Je désapprouve Je désapprouve
fortement indécis(e) fortement

4. Dans cette situation, je crois que mes idées seraient un peu confuses et embrouillées.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

5. Cet incident susciterait en moi un sentiment de solidarité à l'égard de cette personne.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

6. Dans ce cas, j'ai l'impression que les mots m'échapperaient.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

7. Dans cette situation, je serais porté(e) à dévaloriser mon identité acadienne.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

8. Dans cette situation, j'aurais tendance à me prononcer ouvertement en faveur du fait acadien.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

9. Dans ce cas, je me sentirais plutôt en contrôle de la situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

10. Je pense que je pourrais faire face à cette situation avec efficacité.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

11. Je me sentirais plutôt mal à l'aise dans cette situation.

 : : : :
 J'approuve J'approuve Je suis Je désapprouve Je désapprouve
 fortement indécis(e) fortement

12. Dans cette situation, j'aurais tendance à vouloir améliorer mon anglais aux dépens du français.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

13. Je crois que je réagirais avec confiance à cette situation.

J'approuve : J'approuve : Je suis : Je désapprouve : Je désapprouve
fortement indécis(e) fortement

14. Après une telle expérience, comment percevriez-vous les Anglais (Anglophones) en général? (Cochez le tiret correspondant à votre opinion entre les deux extrêmes.)

Les Anglais sont:

mauvais	_____	:	_____	:	_____	:	_____	:	_____	bons
chaleureux	_____	:	_____	:	_____	:	_____	:	_____	froids
sévères	_____	:	_____	:	_____	:	_____	:	_____	conciliants
prudents	_____	:	_____	:	_____	:	_____	:	_____	imprudents
déplaisants	_____	:	_____	:	_____	:	_____	:	_____	plaisants
amicaux	_____	:	_____	:	_____	:	_____	:	_____	hostiles

Appendix D

Attitudes toward Anglophones as a Function of Condition, Ethnolinguistic Vitality,

Self-esteem and Salience of Ethnic Identification

Table D.1(a)

Attitudes toward Anglophones as a function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification in Scenario 1 and 2

Scenario	Condition	Ethno. Vitality	Self-esteem	Sal. Ethnic Identif.	
				Low	High
1	Threatening	Low	Low	21.60 (n=10)	12.33 (n=6)
			High	15.71 (n=7)	18.60 (n=5)
		High	Low	12.50 (n=2)	17.33 (n=12)
			High	12.33 (n=3)	16.33 (n=9)
	Enhancing	Low	Low	20.17 (n=6)	21.17 (n=6)
			High	25.67 (n=6)	21.71 (n=7)
		High	Low	22.50 (n=2)	21.63 (n=8)
			High	20.40 (n=5)	20.25 (n=12)
2	Threatening	Low	Low	18.91 (n=11)	11.67 (n=3)
			High	18.00 (n=6)	17.00 (n=6)
		High	Low	15.67 (n=3)	17.10 (n=10)
			High	16.75 (n=4)	18.7 (n=7)
	Enhancing	Low	Low	19.71 (n=6)	19.80 (n=6)
			High	22.50 (n=4)	21.00 (n=8)
		High	Low	21.67 (n=3)	20.00 (n=5)
			High	19.17 (n=6)	19.73 (n=11)

Table D.1(b)

Attitudes toward Anglophones as a function of Condition, Ethnolinguistic Vitality, Self-esteem and Salience of Ethnic Identification in Scenario 3 and 4

Scenario	Condition	Ethno. Vitality	Self-esteem	Sal. Ethnic Identif.	
				Low	High
3	Threatening	Low	Low	17.00 (n=5)	12.00 (n=9)
			High	17.20 (n=5)	14.50 (n=6)
		High	Low	6.00 (n=1)	11.08 (n=12)
			High	12.33 (n=3)	11.89 (n=9)
	Enhancing	Low	Low	20.83 (n=6)	17.83 (n=6)
			High	22.57 (n=7)	20.40 (n=5)
		High	Low	20.00 (n=5)	16.75 (n=4)
			High	19.75 (n=8)	24.44 (n=9)
4	Threatening	Low	Low	16.63 (n=8)	10.17 (n=6)
			High	16.00 (n=6)	15.60 (n=5)
		High	Low	12.33 (n=3)	11.20 (n=10)
			High	11.25 (n=4)	9.86 (n=7)
	Enhancing	Low	Low	21.00 (n=5)	22.86 (n=7)
			High	22.75 (n=4)	21.50 (n=8)
		High	Low	22.00 (n=5)	26.25 (n=4)
			High	20.83 (n=6)	23.45 (n=11)