



National Library  
of Canada

Acquisitions and  
Bibliographic Services Branch

395 Wellington Street  
Ottawa, Ontario  
K1A 0N4

Bibliothèque nationale  
du Canada

Direction des acquisitions et  
des services bibliographiques

395, rue Wellington  
Ottawa (Ontario)  
K1A 0N4

*Your file / Votre référence*

*Quelle / Notre référence*

## 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.

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

## 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.

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

Ethnolinguistic Contact: An Interactive Situated Approach

Pierre Côté

Thesis presented to the School of Graduate Studies of the  
University of Ottawa as partial fulfilment of the requirements for  
the degree of Doctor of Philosophy in Psychology



Pierre Côté, Ottawa, Canada, 1992



National Library  
of Canada

Acquisitions and  
Bibliographic Services Branch

395 Wellington Street  
Ottawa, Ontario  
K1A 0N4

Bibliothèque nationale  
du Canada

Direction des acquisitions et  
des services bibliographiques

395, rue Wellington  
Ottawa (Ontario)  
K1A 0N4

*Author - Votre référence*

*Author - Votre référence*

**The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.**

**L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.**

**The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.**

**L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.**

ISBN 0-315-79997-8

**Canada**



UNIVERSITÉ D'OTTAWA  
UNIVERSITY OF OTTAWA

## Acknowledgements

I would like to give special thanks to my thesis supervisor Richard Clément, Ph.D., of the University of Ottawa, for his integrity, patience and availability throughout my doctorate. I knew that I could always count on Dr. Clément to help me untangle research ideas and clarify problem areas. Through his humanity, professionalism and biting sense of humour he has provided me with an excellent role model. I wish to thank the members of my thesis committee, Michael McCarrey, Ph.D., Monique Lortie-Lussier, Ph.D., and Luc Pelletier, Ph.D., all of the University of Ottawa, for their helpful suggestions and comments in the course of this project. I wish to thank Kimberly Noels for spending long summer hours in helping me input data and for being an excellent sounding board when I was struggling with difficult questions. I would also like to thank the University of Ottawa, the Social Sciences Research Council of Canada and the Ministry of Colleges and Universities of Ontario for their financial assistance.

On a more personal note, I wish to thank my wife Jocelyne Auger for being a constant source of encouragement and for helping in taking some of the edge off the more difficult times in the last few years. I would also like to thank my mother and father, Annette and Lucien Côté for their unwavering support in my endeavours and for their intuition in always knowing exactly when I needed the most assistance. Lastly, I would like to thank my sister Louise Côté and her husband Michel Limbos, for providing a friendly and comfortable heaven where I could work and relax with complete peace of mind.

## Abstract

The objectives of the present research were twofold. The main objective was to study the effects of different types of social situations (very intimate vs. very task-specific), language choices made by Anglophone interlocutors (French vs. English) and subjects' ethnolinguistic vitality (French vs. English) on the language spoken by Francophones and on their perception of the interaction. A secondary goal was to develop a taxonomy of social situations representative of the everyday lives of students to serve in a study of ethnolinguistic contact. In order to achieve these objectives three studies were conducted.

In the first study a total of 4753 relationships, topics of conversation and activities constituting various interpersonal situations were provided by 484 subjects. The social situations were rank-ordered by 121 student/experimenters according to their level of intimacy and task specificity. Results of cross-classification analyses showed that the social situations collected could be grouped into six clusters representing six levels of intimacy and task specificity. On the basis of these clusters a taxonomy of social situations was elaborated.

A second study was conducted to further validate the findings obtained in the first study and to select 8 social situations to serve as stimuli in the third study. Two-hundred and forty-three students from introductory psychology classes rated 20 social situations on their degree of intimacy and task specificity. The twenty social situations used as stimuli were taken from the taxonomy presented in the first study. The results revealed a significant negative correlation between the mean ratings of intimacy and task specificity for the 20 social situations. Eight social situations were selected to be used as stimuli in Study 3.

In a third and final study, Francophone subjects' language behavior was studied by having them read four short vignettes representing an interaction between a Francophone and an Anglophone. The subjects were instructed to identify with the Francophone interlocutor represented in the vignettes and to respond in writing to the Anglophone interlocutor in the language of their choice. Depending on the experimental condition the subjects were exposed to one of four possibilities: 1) four vignettes representing very intimate situations where the

Anglophone interlocutor always responded in French, 2) four vignettes representing very intimate situations where the Anglophone interlocutor always responded in English, 3) four vignettes representing very task-specific situations where the Anglophone interlocutor always responded in French, and lastly 4) four vignettes representing very task-specific situations where the Anglophone interlocutor always responded in English. The results were analysed using a 2\*2\*2\*2 repeated measures analysis of variance. The factors were the type of situation (very intimate vs. very task-specific), the language used by the Anglophone (French vs. English), the subjective ethnolinguistic vitality of the subjects (French vs. English), and the evaluation made by the subjects of the Anglophone interlocutor in terms of status and solidarity as a repeated factor. The findings show that the subjects were more likely than expected to converge to the language used by the Anglophones. Furthermore, Anglophones using English in task-specific situations were evaluated less favourably than those using French. No differences in evaluation were found for intimate situations. Lastly, regardless of the situation, Anglophones who used French were evaluated more favourably by Francophones with higher French than English ethnolinguistic vitality. The results are discussed in relation to current theories of ethnolinguistic and interethnic contact.

## Table of Contents

Acknowledgements	ii
Abstract	iii
Table of Contents	iv
List of Tables	vi
List of Figures	viii
List of Appendices	ix
Chapter 1	1
Speech Accomodation Theory: The Role of Motivational Variables in Ethnolinguistic Contacts	2
Toward a Redefinition of the Problem	5
The Role of Social Situations in Ethnolinguistic Contacts	6
Findings From Studies of Interethnic Contact	6
Social Situations and Language Research	12
Taxonomies of Situations: A Focus on Relationships	15
Sociostructural Variables and Language Behavior During Interethnic Communication	18
Objectives	21
Chapter 2	23
Experiment 1	23
Method	24
Materials and Procedure	24
Subjects	25
Overview of the Analyses	27
Results	28
Frequencies of Groupings, Relationships, Topics of Conversation, and Acitvities	28
Frequencies of Groupings	28
Frequencies of Relationships	28
Frequencies of Social Activities	31
Frequencies of Topics of Converstion	31
Cross-classification Analyses of Clusters with the Relationships, Activities and Topics of Conversation	34
Cross-classification of the Clusters with the Primary and Secondary Dimensions	37
Toward a Typology of Social Situations	42
Discussion and Conclusion	48
Chapter 3	51

Table of Contents (continued)

Study 2	51
Objectives	51
Method	51
Subjects	51
Instrument and Procedure	51
Results	52
Chapter 4	57
Study 3	57
Hypotheses	57
Language behavior	57
Subjects' evaluation of their interlocutor	58
Method	59
Overview of Design	59
Subjects	60
Procedure	60
Materials	62
Ethnolinguistic vitality	62
Language measure	63
Evaluation measures	63
Biographical data	64
Results	65
Overview of the Analyses	65
Manipulation Check	65
Comparison of the Frequencies for the Language Used by the Subjects	66
Comparison of Means for the Evaluation Indices	69
Analysis of evaluation indices	69
Chapter 5	75
Discussion and Conclusion	75
References	83
Appendices	95

## List of Tables

Table 1		
Frequency Distribution of Students' Methods in Organizing their Data	— — — — — — — — — — — — — — — —	26
Table 2		
Frequencies of Groupings	— — — — — — — — — — — — — — — —	29
Table 3		
Frequencies of Relationships	— — — — — — — — — — — — — — — —	30
Table 4		
Frequencies of Activities	— — — — — — — — — — — — — — — —	32
Table 5		
Frequencies of Topics of Conversation	— — — — — — — — — — — — — — — —	33
Table 6		
Summary Table of Relationships, Activities, and Conversations with Greater than Expected Frequencies for Each Grouping	— — — — — — — — — — — — — — — —	36
Table 7		
Frequencies of Primary Categorizing Dimensions	— — — — — — — — — — — — — — — —	38
Table 8		
Frequencies of Secondary Dimensions	— — — — — — — — — — — — — — — —	39
Table 9		
Mean Rankings on the Intimacy and Task-Specificity Dimensions	— — — — — — — — — — — — — — — —	41
Table 10		
Correlations of Mean Rankings for the Intimacy and Task-Specificity Dimensions	— — — — — — — — — — — — — — — —	43
Table 11		
Taxonomy of Social Situations	— — — — — — — — — — — — — — — —	46
Table 12		
Mean Ratings of Intimacy and Task-Specificity for the 20 Situations Included in Study 2	— — — — — — — — — — — — — — — —	53
Table 13		
Mean Ratings of Intimacy and Task-Specificity for Social Situations Selected for Inclusion in Study 3	— — — — — — — — — — — — — — — —	55
Table 14		
Summary of Significant Effects of the Hierarchical Model for Respondent Language by Interlocutor Language and Situation	— — — — — — — — — — — — — — — —	68
Table 15		
Summary of Results of Repeated Measures Analysis of Variance Between Interlocutor Language, Type of Situation and Relative Ethnolinguistic Vitality with Evaluation as Repeated Measure	— — — — — — — — — — — — — — — —	70

## List of Figures

Figure 1		
Representation of the Mean Ranks of Groupings for the Intimacy and Task-Specificity Dimensions	— — — — — — — — — — — — — — — —	44
Figure 2		
Mean Evaluation as a Function of Interlocutor Language and Situations	· — — — — — — — — — — — — — — — —	71
Figure 3		
Mean Evaluation Scores as a Function of Status, Solidarity, and Situations	— — — — — — — — — — — — — — — —	72
Figure 4		
Mean Evaluation Scores as a Function of Interlocutor Language and Ethnolinguistic Vitality	— — — — — — — — — — — — — — — —	74

## List of Appendices

Appendix A	
Questionnaire Used by Student/Experimenters in the First Study	95
Appendix B	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by Relationships	98
Appendix C	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by Activities	100
Appendix D	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by Topics of Conversation	102
Appendix E	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by 5 Rankings on the Intimacy Dimension	104
Appendix F	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by 5 Rankings on the Task-Specificity Dimension	106
Appendix G	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by 6 Rankings on the Intimacy Dimension	108
Appendix H	
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by 6 Rankings on the Task-Specificity Dimension	110
Appendix I	
Frequencies and Standardized Residuals of Cross-Classification Analysis Groupings by 7 Rankings on the Intimacy Dimension	112
Appendix J	
Frequencies and Standardized Residuals of Cross-Classification of Groupings by 7 Rankings on the Task-Specificity Dimension	114
Appendix K	
Social Situation Questionnaire Used in the Second Study	116

List of Appendices (continued)

Appendix L	
Beliefs in Ethnolinguistic Vitality Questionnaire (third study) — — — — — — — — — — — — — — — —	124
Appendix M	
Language Behavior and Evaluation Questionnaire Used in Third Study (Intimate situations where Anglophone interlocutor responds in French — — — — —	135
Appendix N	
Language Behavior and Evaluation Questionnaire Used in Third Study (Intimate situations where Anglophone interlocutor responds in English — — — — —	147
Appendix O	
Language Behavior and Evaluation Questionnaire Used in Third Study (Task-specific situations where Anglophone interlocutor responds in French . — — —	159
Appendix P	
Language Behavior and Evaluation Questionnaire Used in Third Study (Task-specific situations where Anglophone interlocutor responds in English . — — —	171
Appendix Q	
Means and Standard Deviations for Evaluation Measures (Study 3). — — — — —	183

# CHAPTER 1

## Ethnolinguistic Contact: An Interactive Situated Approach

Much empirical work has found language to be related to evaluations and beliefs when strangers interact for the first time (Bourhis & Sachdev, 1984; Cantril & Allport, 1935; Lambert, 1967; Giles & Powesland, 1975; Ryan & Bulik, 1982). Patterns of language switches during cross-cultural encounters have also been found to be reliable barometers of relations between the different ethnolinguistic groups to which the speakers belong (Bourhis, 1983). In settings where language serves as an important dimension of group identity (Genesee & Bourhis, 1982; Giles & Johnson, 1981), language or code choice may be as important in signalling solidarity or distance toward individuals or groups as the actual content of the verbalisations (Bourhis, 1979, 1986). The three studies reported here will therefore address two questions: What are the determinants of language choices during ethnolinguistic contacts? What impact do these language choices have on the evaluation and outcome of the encounter?

Although there has been much research on language behavior during ethnolinguistic contacts, most of the studies have tended to emphasise motivational variables in very circumscribed interactions which lack clear situational or sociostructural norms. In the present research, an attempt will be made at countering this shortcoming by studying the emergence and development of communication strategies in cross-cultural dyadic relationships which take place in specific situations. Moreover, ethnolinguistic contact will be conceptualised as being influenced by more than one variable. More specifically, in addition to considering the impact of motivation and the situation on language choice and perception of the outgroup interlocutor, the effects of sociostructural variables will also be considered.

Speech Accommodation Theory: The Role of Motivational  
Variables in Ethnolinguistic Contacts

In a multilingual context, interactions between members of different linguistic groups often require the knowledge and use of two or more languages by at least one of the interactants. If this is not the case, the dyad faces communication breakdown or the introduction of a third party into the interaction. The use of two or more languages within the same conversation or interaction is known as 'code-switching' (Hymes, 1972; Bourhis, 1983). Code-switching may be attributed in part to linguistic competence or proficiency. Studies have shown, however, that language proficiency, although a necessary condition, may not be sufficient to explain language choice during ethnolinguistic contacts (see Bourhis, 1979; Clément, 1980, 1984; Dubé-Simard, 1983; Taylor & Simard, 1975). Other factors also seem to play an important role. Ethnolinguistic contact, therefore, can be conceptualised as an interpersonal process requiring a certain level of language proficiency beyond which other processes of communication will be involved (Dubé-Simard, 1983).

Language choice strategies in intergroup encounters are the result of many competing variables (Bourhis, 1985). In studying ethnolinguistic contact, it is important to consider the processes involved in the actual choice of language as well as the consequences of that choice on the relationship between the participants and groups to which they belong. This consideration requires that language contact be viewed from a dynamic perspective in which several variables can interact to lead to specific language choices with particular consequences.

The conceptualisation of interethnic contact as a dynamic and interactive process shaped by interpersonal communication is not new to the social psychology of intergroup relations. In fact, in one of the most influential and explanatory models of speech variation, named speech accommodation theory (SAT), Giles and his colleagues (see Giles, 1973, 1977; Giles & Powesland, 1975; Giles, Mulac, Bradac, & Johnson, 1987; Giles, Taylor, & Bourhis, 1973) have empirically documented the tendency of individuals to "*converge*" or become more alike in

certain aspects of their speech. As a conversation progresses, interactants become more alike in their pronunciation, and in their speech, pause and utterance rates (see Giles & Smith, 1979; Bourhis, 1985, for reviews). More importantly for the purposes of this study, convergence to a common language has also been documented empirically (Bourhis, 1979).

Giles and his associates have indicated that a number of social psychological principles can account for language convergence in interethnic encounters. Based on social exchange and similarity attraction principles, it was suggested that the tendency for speakers to become more alike on certain linguistic and speech variables, occurs, not only to allow for efficient communication, but perhaps more importantly to encourage further interaction and increase social approval (Bourhis, 1983; Giles & Powesland, 1975; Giles & Smith, 1979). As stated by Bourhis (1983): "In multiethnic settings, convergence to an outgroup language may be an effective strategy for promoting interpersonal liking and for enhancing the climate of cross-cultural encounters where linguistic dissimilarities may otherwise be a serious stumbling block to ethnic harmony" (p. 165). Numerous studies have supported this claim. In cross-cultural encounters, convergence to an outgroup in terms of language is associated with positive evaluations and is an effective strategy for promoting interpersonal liking (see Beebe, 1981; Genesee & Bourhis, 1982; Giles et al., 1973; Giles & Smith, 1979).

Not all studies, however, have been supportive of the hypothesised relation between language convergence and social approval (Ball, Giles, Byrne, & Berechree, 1984; Bourhis, Giles, & Lambert, 1975; Giles, Mulac, Bradac & Johnson, 1987; Simard, Taylor, and Giles, 1976). Speech convergence is not evaluated positively in all situations. Moreover, in certain situations, speakers may wish to simply forego speech convergence and maintain their mother tongue in order to accentuate their cultural distinctiveness or because they dislike the outgroup interlocutor (Bourhis, 1979; Bourhis & Giles, 1977). For example, Bourhis (1979) has noted that:

The motivational tendencies of speakers who use speech maintenance can be especially evident in ethnic interactions where speakers use it as a symbolic

tactic [consciously or unconsciously] for maintaining their ethnic identity and cultural distinctiveness in the presence of salient outgroup interlocutors (p. 126).

A study by Bourhis, Giles, Leyens, and Tajfel (1979) supports this hypothesis. These authors found that numerous Flemish subjects who were asked an ethnically threatening question by a Francophone interlocutor switched to Flemish or maintained their own language when responding. Speech maintenance in their experimental situation appears to have been used as a subtle or indirect indicator of disapproval of the outgroup member and as a means of asserting one's cultural heritage.

Individuals in some ethnolinguistic contacts, therefore, may wish to converge linguistically toward each other in order to get closer interpersonally or because the situation favours it. In other circumstances, however, they may choose to maintain their own speech style in order to accentuate the differences between themselves (Bourhis, Giles, & Lambert, 1975; Giles, Taylor, & Bourhis, 1973; Doise, Sinclair, & Bourhis, 1976). In some instances this accentuation of differences through language behavior has been linked to such sociostructural variables as the ethnolinguistic vitality of the interactants (Clément, 1984). In other cases "perceptions of speaker convergence or divergence will compete with perceptions of adherence or non-adherence to situational norms regarding appropriate speech and language forms ("valued norms") in the production of evaluative consequences" (Bradac, 1990, p. 393). For example, in certain situations, speakers may wish to maintain their ingroup language because the context favours it. Thus, in response to normative pressures, a customer speaking to a store keeper could use language maintenance as a strategy but still be evaluated favourably (Genesee & Bourhis, 1982). Some researchers have indicated that adherence or non-adherence to a valued norm will often override perceptions of convergence in influencing evaluations (Ball, Giles, Byrne, & Berechree, 1984; Genesee & Bourhis, 1982). Far from undermining the utility of SAT for explaining language behavior and its evaluative consequences, these data point to the need to view ethnolinguistic contacts as a multidimensional phenomenon which can be influenced by several competing variables.

### Toward a Redefinition of the Problem

Ethnolinguistic contact can be represented as an act of communication characterised by motivational processes outlined in SAT. Research on SAT has shown that individuals will use language consciously or unconsciously to get closer or to increase the psychological distance with their interlocutors. While SAT's conceptualisation of ethnolinguistic contact is both necessary and useful, it is also somewhat incomplete. Other factors can also be hypothesised to influence code switching and evaluations during ethnolinguistic contacts. For example, the use of French and English in some Canadian settings varies depending on the context or situation which characterises the encounter (Genessee & Bourhis, 1982). More specifically, numerous authors have noted that certain characteristics of social situations such as their formality (see Bourhis, 1979; Brown & Fraser, 1979; Giles, 1973), the purpose of the interaction (Brown & Fraser, 1979; Hymes, 1972), and the intimacy of the relationship or the interaction (Giles & Hewstone, 1982; Forgas & Dobosz, 1980; Rands & Levinger, 1979; Ryan & Bułik, 1982) can influence communication patterns. Other researchers have also earmarked as important, sociostructural variables such as the broader societal relationship of the groups to which the interactants belong (Bourhis & Sachdev, 1984; Giles & Johnson, 1981; Sachdev & Bourhis, 1990). As of yet, however, no study has examined the effect of speech accommodation processes, sociostructural variables, and different types of social situations on code switching behavior and evaluations of outgroup members during ethnolinguistic encounters. Consequently, there has been little attempt to integrate these variables into a theoretical framework for understanding intercultural communication and relationships. Furthermore, much of the empirical work has tended to focus on stimuli presented as static, non-interactive and lacking in situational parameters (see Bradac, 1990, for review).

Accordingly, two aims are pursued here. The first is to clearly define the parameters of social situations which can be important in studying ethnolinguistic contacts. The second is to investigate the effects of different types of social situations, speech accommodation processes and sociostructural variables on language behavior and evaluations during ethnolinguistic contacts. In

the following sections, therefore, the research which explores the role of social situations in interethnic and ethnolinguistic contact will be reviewed. This review will be done in an attempt to define more precisely those parameters of social situations that can maximally influence code switching behavior and perceptions of the outgroup interlocutor. It will be followed by a review of the studies of the sociostructural variables which can influence interethnic communication. Finally, hypotheses concerning the possible interactions between social situations, sociostructural and SAT variables will be presented.

### The Role of Social Situations in Ethnolinguistic Contacts

When considering the impact of social situations on ethnolinguistic contact, data can be gleaned from two distinct sets of studies: studies conducted on interethnic contact and its consequences, and studies conducted on the social psychology of language. In an attempt to isolate those situational dimensions which may be relevant to an understanding of language behavior and evaluation during ethnolinguistic contact, the research coming from these two different perspectives will be reviewed in turn.

#### Findings From Studies of Interethnic Contact

In extensive reviews, Amir (1969, 1976) has shown that, under certain conditions, interethnic contact may foster or encourage positive ethnic attitudes. The commonly held view is that: "If only one had the opportunity to communicate with others and to appreciate their way of life, understanding and consequently a reduction of prejudice would follow" (Amir, 1969, p.320). Many authors, however, also caution that contact may not necessarily encourage positive attitudes but may be counterproductive and actually increase negative attitudes and prejudice (Allport, 1954; Amir, 1976; Ray, 1983; Riordan, 1978; Wilder & Thompson, 1980). Research has shown that it is the kind of interethnic contact that will determine whether prejudice will increase or decrease

(Amir, 1969, 1976) and that the kind of contact is related to the type of situation and relationship characterising the interaction (Whitley, Schofield, & Snyder, 1984).

Research on the effects of situations has shown that in order to promote positive ethnic attitudes during interethnic contacts, a situation must have what has been referred to as "*acquaintance potential*" (Amir, 1969, 1976). The acquaintance potential of a situation, according to Cook (1962), "refers to the opportunity provided by the situation for the participants to get to know and understand one another" (cited in Amir, 1969, p.322). It follows that a situation with high acquaintance potential, or which enables individuals to get to know one another, should encourage growth and reciprocity in liking and therefore reduce or eliminate existing stereotypes (Whitley et al., 1984). Hence, the processes by which individuals establish a relationship and exchange information are related to the outcome of interethnic contact.

A considerable number of studies have examined the extent to which changes in ethnic attitudes are a function of the quality and nature of the exchanges between interactants (see Amir, 1969, 1976; Stening, 1979, for reviews). The finding most often reported is that positive attitudes toward outgroup members are directly related to the establishment of intimate and friendly relationships (Slavin, 1985; Spangenberg & Nel, 1983; Schwarzwald, Fridel, & Hoffman, 1985). A shortcoming common to many studies in this area, however, is that constructs such as "*intimacy*" or "*friendly relation*", which are used to define the quality of contact, are seldom operationalised clearly or consistently (Amir, 1976). Consequently, the quality of contact is often referred to in an ambiguous and general manner which encompasses a number of different interpersonal variables. This shortcoming can be attributed, at least in part, to the lack of a theoretical framework for understanding the interplay between intergroup and interpersonal processes during interethnic contact (Amir, 1976; Rose, 1981; Stening, 1979).

In an attempt to go beyond the contact hypothesis (Amir, 1969, 1976), two groups of authors have offered distinct theoretical frameworks for conceptualising the nature of the processes involved in interethnic contact. Firstly, based on Tajfel's (1978) social identity theory, Brewer and Miller (1984) have suggested that situations which promote social relations that are more interpersonally oriented will be more consistent with the goals of desegregation than situations

which encourage category-based social interactions. Accordingly, they view the deindividuation and depersonalisation of outgroup members as the major consequence of category based social interactions. They suggest that, "the reduction of categorical responding should be associated with social interactions based on increased differentiation and personalisation" (Brewer & Miller, 1984, p. 287). By differentiation these authors mean that outgroup members, while being categorised as such, are also perceived as being different from one another on valued dimensions.

"Personalisation, on the other hand, involves responding to other individuals in terms of their relationship to the self, which necessarily involves making direct self-other interpersonal comparisons that cross category boundaries (Brewer & Miller, 1984)" (p. 287). Hence, in order to eliminate categorised responding during interethnic contact, differentiated and personalised interactions are necessary. The importance of the "acquaintance potential" and intimacy of an encounter in promoting positive attitudes toward outgroup members lends credence to this conclusion (Amir, 1969, 1976; Rose, 1981). Brewer and Miller (1984) further suggest that differentiated and personalised encounters are more likely to occur when the nature of the interaction promotes an interpersonal orientation, as opposed to a task orientation, and when roles, status, social functions, and subgroup composition in the situation are assigned independently of group membership.

Secondly, like Brewer and Miller (1984), Hewstone and Brown (1986) base their theoretical approach to interethnic contact on Tajfel's social identity theory. Their conclusions and recommendations from this shared starting point, however, are quite distinct. Hewstone and Brown (1986) argue that if interethnic contact is to promote positive attitudes toward outgroup members, it must be defined in intergroup rather than interpersonal terms. Enhanced intimacy and better interpersonal relations, therefore, are viewed as an effect rather than a cause of changes in intergroup relations (Brown & Turner, 1981). These authors suggest that: "Intergroup contact works, if and when it does, because it changes the nature and structure of the intergroup relationship -- not because it permits and encourages interpersonal friendships between members of different groups" (Hewstone & Brown, 1986, p. 34). Intergroup contact is possible when social categories are salient, there is self -- and other-- stereotyping and the individual is seen as a typical

outgroup member. According to Hewstone and Brown (1986), therefore, in addition to having the dimensions specified as important under the contact hypothesis, situations must be perceived in intergroup terms if attitude change is to be generalised to the outgroup as a whole.

The works of Brewer and Miller (1984) and Hewstone and Brown (1986) raise three important issues. First, their theories underline an apparently irreconcilable difference in conceptualising interethnic contact and attitude change. According to Brewer and Miller (1984) contact must be defined interpersonally in order to be effective, while Hewstone and Brown (1986) maintain that improved interpersonal relationships are an effect rather than a cause of better intergroup relations. Recent conceptualisations, however, suggest that both interpersonal and intergroup factors may be salient in every interaction (Giles & Hewstone, 1982; Gudykunst, & Lim, 1986; Stephenson, 1981). More precisely, even in situations where social categories are highly salient, interactants may react to each other as individuals and, conversely, in situations which favour an interpersonal orientation, group membership may become important (Galois, Stokes, Giles, & Coupland, 1988). Moreover, within a given situation or encounter, intergroup and interpersonal salience may change depending on the motivations of the interactants and the nature of the interaction (Fiske, 1988; Fiske & Neuberg, 1990; Stephenson, 1981). Therefore, the actual interaction, and the communication and interpersonal processes that define it, appear to be of greater theoretical interest than the simplistic categorisation of interactions as being of an interpersonal or an intergroup nature.

Second, the role of the situation in shaping the type and outcome of interethnic contact needs to be made explicit. As noted by Hewstone and Brown (1986), studies of interethnic contact have been conducted in a variety of settings and situations, and the results have not always been consistent. This inconsistency may be attributed to the failure on the part of researchers to explicitly address the effects of the situation on the outcome of interethnic contact (Clément & Laplante, 1983). Different situations may predispose individuals to behave differently. For example as noted by Brewer and Miller (1984):

In a task-oriented environment, the primary standard for evaluating fellow

participants will be task requirements and contributions to task performance. This tends to narrow the range of information that is attended to and reduce perception of individual differences, thus limiting the opportunity to learn anything about group members other than their salient category identity (p. 294).

According to these authors, therefore, interethnic contacts that occur in situations where a particular task is very important, such as in the workplace, may be less conducive to positive changes in attitude concerning outgroup members.

While research on interethnic communication in the workplace is scarce (Asante & Davis, 1989), some studies tend to support the conclusion made by Brewer and Miller (1984). In work relationships, for example, the success of intergroup contact in promoting an interpersonal orientation and thus positive attitude changes is often very limited (Amir, 1976; Amir, Bizman, Ben-Ari, & Rivner, 1980). Moreover, studies of desegregation show that individuals of different ethnic groups seldom interact (Hamilton & Bishop, 1976; Whitley et al., 1984) and attitude changes are often minimal in such settings (Riordan, 1978; Stephen & Brigham, 1985). The distinction between situations which provide rigid and predictable behavior prescriptions, referred to as 'formal episodes' (Harré & Secord, 1972), from situations which offer a considerable latitude in behavior (Forgas, 1982), may be important to understanding why certain situations promote positive attitudes while others do not. For example, in more socially oriented situations, open communication, informality, and extension across time and contexts may serve to accentuate evaluations of the self as opposed to the group and thus encourage more favourable ethnic attitudes and friendships (Brewer & Miller, 1984; Luiz & Krige, 1981, 1985). It is important, therefore, to extend existing knowledge by defining operationally the types of situations which can have a positive or a negative impact on evaluations during ethnolinguistic contacts. Furthermore, the nature of the interaction between the situation and the interpersonal and communication processes involved, such as the choice of language, needs to be made more explicit.

A third issue raised is the need to incorporate sociolinguistic factors in the conceptualisation

of interethnic contact (Hewstone & Brown, 1986). Typically, however, the communication and sociolinguistic aspects of interethnic contact have not been widely studied from a prejudice-reduction perspective (Galois et al., 1988). Part of the reason for this omission in the interethnic contact literature is that much of the research has involved field investigations (Amir, 1976; Wilder & Thompson, 1980), in which researchers have asked subjects to recall pertinent information prior to a given event (Hewstone & Brown, 1986; Rose, 1981). Unfortunately, field studies of interethnic contact rarely allow for the type of analysis that would elucidate the dynamic nature of the sociolinguistic and communication processes ubiquitous to interethnic contact. Understanding the nature of these processes, therefore, requires a return to an experimental research methodology whereby specific hypotheses can be verified in simpler and more controlled settings (Brewer & Miller, 1984).

In summary, the type and quality of relationship appears to be an important determinant of the outcome of interethnic contact. More specifically, the intimacy of an encounter has been related to positive outcomes during interethnic contacts. The relative intimacy of an interethnic contact is hypothesised to be determined by the type of relationship and communication that is established between the interactants (Clément & Laplante, 1983). Few researchers studying interethnic contacts, however, have attempted to determine precisely which types of relationships and communication represents the various levels of a particular dimension such as intimacy. Moreover, while some researchers have suggested that intimacy may not be the only important dimension to understanding the outcomes of interethnic contact, there has been little attempt to define the others explicitly. Finally, in addition to considering evaluations and outcomes of interethnic contacts, it is also important for the purposes of this study, to determine the impact of different types of situations on language behavior. In the following sections, therefore, the role of social situations in ethnolinguistic contacts will be examined in light of the available and pertinent research on situations and language use. An attempt will also be made at defining explicitly which parameters or dimensions of situations have the greatest impact on evaluations and language behavior during ethnolinguistic contacts.

### Social Situations and Language Research

The idea that social situations can influence language and communication behavior seems intuitively obvious. Researchers interested in the social aspects of language seem to agree that such characteristics as the setting, the relationship, and the purpose of the interaction together define an interpersonal situation (Brown & Fraser, 1979). What is more tenuous from a theoretical point of view, however, is how the different characteristics of situations interact together to influence specific language behaviors, such as code switching, and the evaluative reactions to ethnolinguistic contact. In order to clearly identify the dimensions of situations which are important to ethnolinguistic contact, research that deals with social situations and language behavior will be reviewed.

Regarding the global construct of scene or situation, some authors have noted that the dimension of formality has a pervasive influence on language behavior (Brown & Fraser, 1979). More specifically, the findings show that situations which are formal and where there is a great deal of normative pressures encourage the interactants to use prestigious pronunciation patterns, lengthy and syntactically complex utterances, and very high frequencies of nouns, adjectives and propositions (Giles & Hewstone, 1982). Many studies have found that local dialects were favoured in informal settings, such as the home, while more prestigious cosmopolitan languages are considered the norm in public and formal communication settings (see Bourhis, 1979; Hamers & Blanc, 1989; Sachdev & Bourhis, 1990; Scotton, 1983, for reviews).

In terms of first and second language use, Sachdev, Bourhis, Phang, and D'Eye (1987) found that both first and second generation Chinese reported greater use of English than Cantonese in a wide range of public settings such as stores and restaurants. In the home, however, first generation Chinese reported greater use of Cantonese than English. Thus, for first generation Chinese, language use seemed to have been mediated by the situation. In more formal settings, such as restaurants and stores, English was the norm while in the more informal and private setting of the home Cantonese was preferred. For second generation Chinese, however, the relation between language use and setting was not so simple. In fact these individuals preferred English

over Chinese in most situations including the home. Rather than undermining the importance of the formality/informality of the situation in mediating second language use, these findings point to the need to view language behavior as a complex phenomenon influenced by numerous situational contingencies and sociostructural variables.

A second component of situations which may influence language behavior is the participants and their relationship. Researchers have argued that the significance of code switching and speech variations can only be considered in relation to the interpersonal situation or context which characterises the developing relationship (Bourhis, 1979; Hymes, 1972). Few attempts, however, have been made to study speech behavior as being determined by more than one factor operating in the context of specific social situations. Two studies by Genesee and Bourhis (1982, 1988) are noteworthy exceptions. In both studies the authors explored subjects' evaluative reactions to French and English Canadian speakers' code switching behavior during an ethnolinguistic interaction episode characterised by specific situational constraints. The actors were depicted as being engaged in dialogues consisting of one or two speech turns each. Using the segmented dialogue technique, the authors asked the subjects to evaluate both speakers after each speech turn. The effects of a particular situational norm on language behavior were examined by manipulating the relationship that was presented to the listeners. Depending on the experimental condition, French and English speakers were represented as being either a customer or a salesman in a large urban department store. It was found that, at least initially in the conversation, the situational parameters of the interaction exerted an effect on language behavior.

In the first study, where the salesman was represented as French-speaking and the customer as English speaking, on turn 2, the customer was evaluated in the same manner by both Francophone (FC) and Anglophone (EC) subjects whether he used English or French. In terms of interpersonal liking, however, FC subjects thought that the EC customer liked and respected the FC salesman more when he used French. Such was not the case for EC subjects. In turn 3, the salesman was evaluated negatively by both groups when he maintained French and the evaluations were not affected by the customer's previous language choice. The same pattern of results was found in a second study where the salesman was represented as an Anglophone and the customer as

a Francophone. The one exception was that both groups of subjects felt that the French-speaking customer liked and respected the English speaking salesman more when he replied in English rather than in French on the second turn. Thus, in both studies the situational norm governing the relationship between customers and salesmen seemed to have exerted an important effect on the evaluations of the speakers.

When a fourth speaker turn was added, however, the subjects' evaluation of the customer did not seem to be contingent on the situational norm that "*the customer is always right.*" Rather, if both interlocutors had previously maintained their mother tongue, the customer was evaluated more positively when he converged to the salesman's native language than when he maintained English. Conversely, if both speakers had in the previous turns made efforts to speak in the outgroup language, there were no differential evaluations of the customer's language choices on the fourth turn. These findings point to the need to view evaluative reactions to outgroup speakers as being determined by the dynamic interaction of more than one variable. Whereas initial language choices may be evaluated in light of salient situational contingencies, as the interaction progresses other factors, such as interpersonal accommodation processes, may impinge on subjects' evaluations of speaker language choices.

Genesee and Bourhis (1988) replicated the Montréal study in the different sociostructural context of Québec City. Unlike Montréal, Québec City has only a small Anglophone constituency (3% of the population). Thus, the fact that Francophones are clearly a majority group in Québec City was hypothesised to have a greater impact on the evaluative reactions to speakers' language choices than in the Montréal area. The results from the Québec city study confirmed this expectation. While the effects of the situational norm were still present, other factors such as interpersonal accommodation and ingroup favouritism also had an impact on subjects' evaluations. For example, when the FC salesman maintained French on the third turn he was downgraded only if the EC customer had previously used English. The reaction to the salesman's use of French was much more positive if the EC customer had previously used French. In addition, on the fourth speaker turn the EC customer was rewarded for his use of French by all three groups. Thus, as in the Montréal study, these findings point to the need to view language behavior and evaluative

reactions to code switching as being multiply determined and dynamic. Moreover, the Québec City study also highlights the effects of such sociostructural factors as group vitality and ingroup favouritism on evaluative reactions to language behavior in interethnic encounters.

The Sachdev et al. (1987) and the Genessee and Bourhis (1982, 1988) studies point to the need to view speaker behavior and evaluations during ethnolinguistic encounters as being influenced by the situation and the sociostructural context in which the interaction takes place. Three common shortcomings to these studies exist, however. First, the subjects were asked to react to someone else's language behavior without being directly implicated in the conversation or having to make real language decisions themselves. Because there is some evidence to suggest that self-reports are not always reflective of actual language behavior (Bourhis, 1983, 1984), the extent to which the findings can be used to make predictions of actual language behavior can be questioned. Second, and perhaps more importantly, only one type of situation was studied -- namely service relationships between customers and salespeople. This criticism can also be generalised to other studies of context and language attitudes and behavior. More specifically, many researchers have adopted specific situational variations in their studies on the basis of their theoretical interest. According to Bradac (1990), however, an alternative approach to understanding the role of the situation in ethnolinguistic contact, "is to start with distinctions that are important or especially meaningful to subjects, discovering what these are through one type of subjective assessment procedure and then incorporating the distinctions in the next phase of research" (Bradac, 1990, p. 402). In the following section, taxonomic studies which have attempted to classify situations on the basis of criteria that are important to specific groups will be reviewed.

#### Taxonomies of Situations: A Focus on Relationships

Studies involving taxonomies of relationships have consistently found that two or three basic dimensions seem adequate to represent and distinguish various relationships (see Forgas & Dobosz, 1980; Rands & Levinger, 1979; Marwell & Hage, 1970; Triandis, Vassilou, &

Nassiakou, 1968; Wish, Deutsch, & Kaplan, 1976; Wish, 1976). For example, in an early taxonomic study of relationships, Triandis et al., (1968) tested the cross-cultural similarities on ratings of behavioral intentions and perceptions of social behavior for 100 role relationships. They found some similarities in the behaviors elicited by Greek and American subjects for the role relationships studied. More specifically, they found that three dimensions could be used to categorise the roles and behavioral intentions identified by Greek and American subjects: (a) giving versus denying affect, (b) giving versus denying status, and (c) intimacy versus formality. Moreover, particular role sets showed a close correspondence to specific behavioral intentions. In terms of language behavior, situations defined by particular relationships may, therefore, implicitly or explicitly call forth specific expectations.

In another study, Marwell and Hage (1970) attempted to identify the basic dimensions which distinguish among different types of social relationships in American society. One hundred social relationships (e.g. social worker-supervisor, barber-customer, boyfriend-girlfriend) were arbitrarily selected. Subjects were asked to rate these relationships on an analytically rather than empirically derived set of scales measuring various characteristics of interactions. The data were factor analysed and yielded three dimensions which were titled intimacy, visibility, and regulation of behavior.

In both the Triandis et al. (1968) and the Marwell and Hage (1970) studies, the relative status of the interactants was an important dimension of relationship categorisation. Interestingly, while the third dimension, regulation of behavior, in the Marwell & Hage (1970) study bears some resemblance to the formality-informality dimension identified in the Triandis et al. (1968) study, it is also quite distinct. As noted by Marwell and Hage (1970):

At one end (of the regulation of behavior dimension) are those role-relationships in which the specification of activities, times and locations are left to the members of the relationship themselves. At the other extreme are relationships where there is a good deal of specification of what goes on, either through normative pressure or through integration into ongoing social

relationships (p. 891).

Therefore, in those situations where there is a high level of regulation of behavior, the interactants may look beyond interpersonal cues to guide their behavior. In these more formal and highly "*norm-determined*" situations, the relative sociostructural status of the interlocutors may influence their language behavior and evaluations. Conversely, in less norm determined and more intimate interactions participants may be given more freedom to mutually explore their role or status within the relationship. Language or code may be an important part of this mutual exploration and negotiation. The interactants may feel less threatened and more willing to get to know each other on a more personal level and may be encouraged to ascribe less importance to their sociostructural status. Other situational cues such as those explored in the context of SAT will be used to guide behavior.

In summary, the findings reviewed thus far on situation perception and language behavior can be used to offer some hypotheses. First, on the basis of the taxonomies that were reviewed, two basic dimensions seem to categorise social situations: the formality or task-orientation and the intimacy of relationships. Moreover, it can be suggested that certain situations will encourage an interpersonal orientation while others an intergroup orientation (Brewer & Miller, 1984). Certain characteristics of the interactants such as their status, role, or even ethnicity may be made more salient in interactions that are more formal, have more rigid behavioral prescriptions and are less intimate. In these situations, it is expected that sociostructural factors will influence language behavior, and the affective and attitudinal reactions to the outgroup speaker. Interactants may follow an intergroup orientation and wish to assert their cultural distinctiveness through their language. Conversely, situations which are less formal and more intimate may encourage a more interpersonal orientation where motivational variables will be highlighted. The motivational variables have already been identified in the context of SAT. The impact of sociostructural variables in the form of ethnolinguistic vitality (Allard & Landry, in press; Bourhis & Sachdev, 1984; Giles & Johnson, 1981), however, merit further discussion. This construct and its possible impact on language behavior and evaluation will be reviewed in the following section.

Sociostructural Variables and Language Behavior  
During Interethnic Communication

In addition to considering the situational parameters which define an interethnic encounter and the psychological processes outlined in SAT, some authors have suggested that the more general relationships between groups outside of the contact situation should also be considered. More specifically, the perception of equal status of the groups to which the interactants belong in society, has long been recognised as an important factor influencing intergroup relations (Riordan, 1978). As will be shown, this can be contrasted with the respective social role or status of the interlocutors within a given encounter.

In intergroup encounters between members of different linguistic groups, language represents much more than a simple mode of communication. It can identify interlocutors as members of a specific ethnic group (Giles & Powesland, 1975), and thus provide a cue to their ethnic group identity (Fishman, 1977; Ryan, 1979). Studies have shown that language behavior in intergroup encounters can be influenced by the relation of structural forces which exist between ethnic groups (Clément, 1984; Hamers & Blanc, 1983). Thus, for several researchers, the threat to one's ethnic identity attributable to an unequal distribution of social, economic, and political power among ethnolinguistic groups constitutes a potential barrier to second language use (Taylor & Simard, 1975; Taylor, Meynard, & Rheault, 1977; Clément, Gardner, & Smythe, 1980). The construct of ethnolinguistic vitality has been coined to describe ethnic group members' feelings of cultural threat or strength. More specifically, in introducing the construct, Giles, Bourhis, and Taylor (1977) referred to ethnolinguistic vitality, as that which encourages a group to behave as a distinctive and active collective entity in situations involving intergroup contacts. Under its original formulation, ethnolinguistic vitality was defined objectively in terms of three groups of structural factors namely: the relative status of the groups in society, the institutional support offered to the ingroup, and demographic variables or the number of ingroup speakers (Giles et al., 1977).

Groups with high levels of objectively measured ethnolinguistic vitality would be more likely to maintain their ingroup language in a variety of settings and interactions with outgroup

interlocutors. Conversely, groups with low ethnolinguistic vitality would feel free to use their ingroup language only in informal private intragroup settings (Bourhis, 1979). However, as stated by Amir (1976):

there is some doubt that equal status of the interacting groups is a completely essential requirement for change. What may be more important is the gap between what is expected from the other group and what is actually perceived and experienced [by the individual] in the contact situation (p. 267).

More recent elaborations of the ethnolinguistic vitality construct have also stressed its subjective nature (individual level) as opposed to its objective assessment (group level) (Bourhis, Giles, & Rosenthal, 1981; Giles & Johnson, 1981). According to this development, a group's perceived ethnolinguistic vitality may be more predictive of language behavior than objective measures of the construct. A study by Bourhis and Sachdev (1984) was conducted in an effort to examine the relation between objective and subjective measures of vitality. These authors found that subjective perceptions of ethnolinguistic vitality do not necessarily concur with objective assessments. Subjective measures of ethnolinguistic vitality as measured by the Subjective Vitality Questionnaire (SVQ) appear more sensitive to regional and municipal disparities than objective measures.

Not all studies, however, have been supportive of the hypothesised relation between subjective ethnolinguistic vitality, language behavior and attitudes. Clément (1987) examined the relation between ethnolinguistic vitality, attitudes, and motivation as they relate to oral production and acculturation. No relation was found between perceived ethnolinguistic vitality and proficiency or acculturation for Francophones enjoying either a majority or a minority status in their respective communities. Another study by Labrie and Clément (1986) examined the relation between perceived ethnolinguistic vitality and subjects' fear of assimilation and motivation to integrate with respect to the outgroup. No relation was found between perceived vitality and either

the subjects' desire to integrate or fear of assimilation. These findings indicate that perceived ethnolinguistic vitality as conceptualised by Bourhis, Giles and Rosenthal (1981) may not be directly linked to individual's motivations and behavior. As stated by Labrie and Clément (1986): "As far as being linked to individual behavior . . . the concept and operational definition might confound individual predispositions and public knowledge about the balance of power between the two groups" (p. 279).

In an effort to provide a more rigorous conceptual framework for understanding the relation between perceived ethnolinguistic vitality and language behavior in specific situations, Allard and Landry (1986, 1987) have integrated the concept into a model of cognitive functioning. Using Kreitler and Kreitler's (1972) model of cognitive orientation, Allard and Landry (1986) hypothesised that the concept of ethnolinguistic vitality is comprised of four classes of beliefs: general beliefs, beliefs about rules, beliefs about self, and goal beliefs. Moreover, these beliefs can be further sub-divided into two broader classes: exo-centric beliefs and ego-centric beliefs. Exo-centric beliefs are comprised of general beliefs and beliefs about rules. Whereas, ego-centric beliefs are made up of beliefs about the self and goal beliefs.

Recent studies have shown that the four classes of beliefs toward the structural variables affecting ethnolinguistic vitality as measured by the Beliefs on Ethnolinguistic Vitality Questionnaire (BEVQ), are more predictive of language use and evaluation than perceptions of ethnolinguistic vitality as assessed by other methods such as the SVQ. A study by Bourhis and Bédard (1988) found that the BEVQ was a better predictor of language use and evaluations of outgroup members than the SVQ. This study was replicated by Allard and Landry (in press). They also found that the two scales taken together, namely that of exo-centric and ego-centric beliefs, were better predictors of language use and evaluation than one scale used alone or the SVQ.

Thus, subjective ethnolinguistic vitality measured as a system of beliefs pertaining to specific structural variables appears to be a good predictor of language behavior and evaluations of outgroup members during intergroup encounters. Allard and Landry (1986) have also tested the discriminant validity of their instrument. They found that Francophone parents who send their

children to French language schools obtained significantly higher scores on the BEVQ than Francophone parents who send their children to English speaking schools. A discriminant analysis was also conducted to assess whether the subscale scores correctly assigned the two groups of parents to their respective groups. The results indicated that in 89.3% of the cases the subjects were correctly assigned to their respective groups. In an effort to further validate their instrument, Allard and Landry (1986) also examined correlations of the BEVQ with self-reported language use in various situations. They found that the higher the subjects' scores on the BEVQ, the less they tended to communicate in the other group's language, which, in this case, was English. In summary, ethnolinguistic vitality as measured by the BEVQ has been shown to be a useful construct in the prediction of language behavior and evaluations during ethnolinguistic encounters. Its incorporation into a theoretical framework for understanding ethnolinguistic contacts appears to be well warranted (Giles & Johnson, 1981).

### Objectives

Given the findings reviewed thus far, the objectives of the present studies are twofold. The primary objective is to investigate the impact of speech accommodation processes, social situations and perceived ethnolinguistic vitality on language behavior and evaluations of solidarity toward outgroup members. A necessary initial step in accomplishing this aim, however, is the elaboration of a taxonomy of social situations. A secondary objective, therefore, is to delineate social situations which can serve as typical ethnolinguistic contact situations and to verify which dimensions can be used to categorise them. In order to achieve these objectives, three studies were planned. The first was a field study designed to identify the important dimensions in situation perception and to obtain a wide variety of social situations which are representative of the lives of a student population. The second study was a correlational study designed to further validate the findings of the first study and to obtain a representative yet smaller number of social situations to serve as stimuli in the third study. The final study was an experimental study using a repeated measures factorial design that examined the effects of the choice of language used by the

interlocutor, the type of social situation, and the subjective ethnolinguistic vitality of the subjects on their language behavior and evaluations of the outgroup interlocutor.

These studies were conducted with students at the University of Ottawa, an institution located in Ottawa, the capital of Canada. Ottawa is in the province of Ontario, Canada and lies on the border with the province of Québec. The province of Ontario is officially unilingual English. Francophones, however, constitute an active minority group within the province with 4.7% of the total population. The neighbouring province of Québec is officially unilingual French with the Anglophone minority representing 8.8% of the population (Census Canada, 1986). Although the Ottawa region has a relatively large Francophone minority (18%), the majority of people are Anglophone (72%, Census Canada, 1986). The University of Ottawa is recognised as the most important bilingual university in Canada with students enjoying both minority and majority group status coming from Ontario, Québec and the other provinces. In order to graduate, students enrolled at the University of Ottawa must, in addition to basic course requirements, demonstrate a set level of bilingualism. Therefore, all students will have had at least some contact with members of the other linguistic groups through the course of their studies.

## CHAPTER 2

### Study 1

Contact involving speakers of different language groups can occur in the context of different types of situations. The psychological meaning attached to a given situation is expected to influence the choice of language used, the type of information that is exchanged between the interlocutors, and the evaluative outcome of the interaction. At least two studies, which were reviewed earlier, have investigated the interaction between situational norms and language behavior in the context of interethnic encounters. The findings from Genesee and Bourhis (1982, 1988), however, document only the effects of one particular situation on language behavior and interpersonal processes, namely that of an interaction between a salesman and a customer in an urban department store. An alternative and theoretically more appealing approach is to study subjects' perceptions of language and communication behavior in the context of a general taxonomy of interpersonal situations.

The idea of using a taxonomic approach comes from the frequent observation in previous studies that a few broad classes account for most types of interpersonal relationships (see Forgas & Dobosz, 1980; Huston & Levinger, 1978; Marwell & Hage, 1970; Triandis et al., 1968). However, the taxonomies that were reviewed earlier focused almost exclusively on social relationships. While not addressed empirically, some authors have also pointed to the necessity of defining social situations as a multidimensional phenomenon. More specifically, situations may be defined more accurately in terms of three factors: an interpersonal relationship, a topic of conversation, and an activity or task.

In all the taxonomies that were reviewed, subjects' perceptions of relationships which were selected a priori were analysed, as opposed to studying relationships which were elicited from the

judges themselves (Forgas & Dobosz, 1980). Instead of using a top-down approach whereby a set of relationships are generated and then submitted to subjects for evaluation, this study sought to use a bottom-up approach whereby social situations were generated and evaluated by the subjects themselves (see Forgas, 1982). While posing certain methodological difficulties, this approach would have greater heuristic value and would ensure that the obtained situations are more representative of those experienced by the population under study.

## Method

### Materials and Procedure

Students in two introductory psychology classes were asked to partake in this study as participant/experimenters. Their task consisted of interviewing four subjects of their sex and of similar age in order to collect data for a required in-class project. One-hundred and twenty-one students participated in this study.

Using a standard format the students/experimenters asked each of their four subjects to: (A) name and describe in detail five homosocial relationships in which they currently participate and five relationships engaged in by a familiar other; (B) name and describe a topic of conversation which best characterised each relationship; and (C), name and describe an interpersonal activity associated with each relationship (see Appendix A). In this manner each subject provided a total of 10 relationships with corresponding topics of conversations and activities. The subjects were also asked to provide basic biographical information such as their sex, age, and mother tongue. The students could thus collect a maximum of 40 social situations made up of interpersonal relationships, social activities and topics of conversation.

The goal of the class project was for the student/experimenter to arrive at a taxonomy of interpersonal situations. In order to complete this task, the students were given basic guidelines that were purposely kept at a minimum. They were first instructed to organise their sample of relationships, topics of conversation and activities into homogeneous clusters of their choice (a

minimum of 5 and a maximum of 10 clusters). Then they were invited to name and qualify each grouping. It was emphasised that they were free to form any cluster of their choice provided that they offer a sound rationale behind their selection.

Next, they were instructed to rank order their groupings on any one dimension or two dimensions of their choice. The only guidelines given to them in order to complete this task was that they chose dimensions which they felt best characterised the progression of interpersonal situations along a continuum. The majority of students chose to use one or two dimensions.<sup>1</sup> Each grouping with its corresponding relationships, topics of conversation and activities were categorised and assigned a value on one or two dimensions. Consequently, this allowed for direct comparisons of groupings based on their value on the given dimension. Only the 121 students who provided complete data sets and used one or two dimensions to categorise their data were included in subsequent analyses. Students who did not use any dimensions, did not provide their raw data, used more than two dimensions, or provided incomplete data sets were not included in the analyses (see Table 1).

### Subjects

One-hundred and twenty-one students interviewed 484 subjects who provided a total of 4753 relationships, activities and topics of conversation. Seventy-eight percent of the subjects were female and 22% of subjects were males. Their ages ranged from 17 to 41 with a mean age of 22.2 years. Eighty-nine percent of the subjects were single and 11 percent were married. Eighty-five percent reported French as their mother tongue, 12% reported English, 1% reported being bilingual and 2% did not specify their language.

---

<sup>1</sup> The initial sample consisted of 189 students but the data from 68 students could not be used because of incomplete or unusable data sets (see Table 1)

Table 1  
Frequency Distribution of Students' Methods in Organizing their Data Sets

Students' methods of organizing their data	Frequencies	Percentages
Students who used one dimension to categorize their data sets.	6	3%
Students who used two categorizing dimensions	115	61%
Students who did not use any categorizing dimensions	20	11%
Students who used three categorizing dimensions	5	3%
Students who did not provide raw data	4	2%
Students who provided incomplete data sets	12	6%
Students who did not form any groupings	14	7%
Other	13	7%

### Overview of Analyses

The structure of the results section follows the procedural sequence used by the students in completing their projects; there are four sections. As an initial step, it was important to reduce the total sample of data collected to a size amenable to frequency and cross-classification analyses. In the first section, therefore, frequency analyses are reported as well as the sub-sample of the most frequent groupings, relationships, topics of conversation, and activities which were selected for subsequent analyses. In order to allow for the greatest variety of items while keeping some degree of parsimony, only items which had frequencies of 50 or more were included. Moreover, the sub-samples of relationships, activities, and topics of conversations had to constitute at least 85% of the total samples.

The second step was aimed at identifying the actual composition of the groupings. Thus, the second section describes the cross-classification analyses that were conducted on the sub-sample of the most frequently selected groupings. These groupings were made up of the most frequently collected relationships, topics of conversation, and interpersonal activities. The students were also instructed to categorise their data on one or two dimensions that they felt were important in differentiating interpersonal situations.

In the third section, frequency analyses were conducted to identify the most frequently selected categorising dimensions. Next, the groupings were cross-classified with the dimensions that emerged as being dominant. Finally, on the basis of this cross-classification, a general taxonomy of interpersonal situations was proposed.

## Results

### Frequencies of Groupings, Relationships, Topics of Conversation, and Activities

#### Frequencies of Groupings

Table 2 shows the frequencies of all the groupings made by the students. The students made a total of 48 different groupings. The 15 most frequently occurring groupings, however, make up more than 92% of the total sample. The grouping with the highest frequency is personal relationships (n=712). The least frequently occurring grouping out of the most frequent fifteen is work/social relationships. It has a frequency of 51 and represents 1% of all groupings made. In summary, there is quite a diversity in the types of groupings that were made. Many of them, however, have frequencies that are negligible, which seems to reflect their idiosyncratic nature. Thus, while many groupings were quite unique and consequently relatively rare (for example, one-way relationships and closed relationships), it is interesting to note the degree of agreement on some basic groupings which seem to best characterise social situations (for example, personal relationships, intimate and work relationships).

These results indicate that students seem to share common perceptions or schemas concerning the organisation of the social situations present in their everyday lives. It is important to remember, however, that the groupings that were selected were also a function of the relationships, interpersonal activities and topics of conversation collected by the students from their subjects. Therefore, it is important to also consider these components separately in the elaboration of a taxonomy of social situations. The frequencies of the relationships, activities and topics of conversation will be examined in turn.

#### Frequencies of Relationships

Table 3 shows the frequencies of all collected relationships. In total 32 different

Table 2  
Frequencies of Groupings

Groupings	Frequency	Cumulative Percentage	Groupings	Frequency	Cumulative Percentage
1. Personal rel.	712	16.5	34. Teamates	4	99.2
2. Intimate rel.	651	31.6	35. Expected rel.	4	99.3
3. Occasional rel.	579	45.1	36. Declining rel.	4	99.4
4. Work rel.	387	54.0	37. Role imposed rel.	4	99.5
5. Task rel.	330	61.7	38. Remembrance rel.	4	99.6
6. Friendly rel.	245	67.4	39. Telephone rel.	4	99.7
7. Leisure rel.	237	72.9	40. Semi-Intimate role rel.	3	99.7
8. Social rel.	224	78.1	41. Resource rel.	2	99.8
9. Study rel.	210	82.9	42. Semi-intimate rel.	2	99.8
10. Role rel.	86	84.9	43. Unilateral rel.	2	99.9
11. Commun interest rel.	83	86.9	44. Friendly rel.	1	99.9
12. Sports rel.	81	88.7	45. Closed rel.	1	99.9
13. Contextualised rel.	67	90.3	46. Not followed through rel.	1	100.0
14. Daily rel.	61	91.7	47. Religious rel.	1	100.0
15. Work/social rel.	51	92.9	48. One-way rel.	1	100.0
16. Need rel.	47	94.0			
17. Old rel.	34	94.8			
18. Buddy rel.	27	95.4			
19. Acquaintance rel.	25	96.0			
20. Confidence rel.	22	96.5			
21. Group rel.	16	96.9			
22. Cultural rel.	15	97.2			
23. Proximity rel.	15	97.6			
24. Roomate rel.	11	97.8			
25. Intellectual rel.	9	98.0			
26. Established rel.	8	98.2			
27. Spontaneous rel.	7	98.4			
28. Monopolisation rel.	6	98.5			
29. Semi-intimate rel.	6	98.7			
30. Exchange rel.	5	98.8			
31. Hierarchical rel.	5	98.9			
32. Information rel.	5	99.0			
33. Physical sharing rel.	5	99.1			

Table 3  
Frequencies of Relationships

	Relationships	Frequencies	Cumulative Percentage
1.	Friends	628	17.6
2.	Fellow students	511	31.9
3.	Best friends	443	44.3
4.	Co-workers	436	56.5
5.	Acquaintances	236	63.1
6.	Role relationships	219	69.2
7.	Roomates	187	74.5
8.	Buddies	181	79.5
9.	Good Friends	146	83.6
10.	Neighbours	141	87.6
11.	Long-time friends	140	91.5
12.	Intimate friends	116	94.7
13.	Service relationships	66	96.6
14.	Teammates	53	98.1
15.	Group friends	21	98.7
16.	Distant friends	11	99.0
17.	Older friends	11	99.3
18.	Familiar friends	4	99.4
19.	Half-sister/brother	3	99.5
20.	Unstable friendships	2	99.5
21.	Strangers	2	99.6
22.	Idol	2	99.6
23.	New friends	2	99.7
24.	Personal friends	1	99.7
25.	Special Friends	1	99.7
26.	Former professor	1	99.8
27.	Childhood acquaintances	1	99.8
28.	Friends of the family	1	99.8
29.	Foreman/supervisor	1	99.9
30.	False friends	1	99.9
31.	Psychiatrist	1	100.0
32.	Helping relationship	1	100.0

relationships are listed. The single most frequent relationship is friend. It accounted for 17.6% of the total sample. As can be seen in Table 3, other important relationships in students' lives include their fellow students, their best friends, co-workers and acquaintances. The 14 most frequently reported relationships make up more than 98% of the total sample. The last relationship to have a frequency of at least 50 is the relationship teammates. It accounts for 1.5% of the total sample of all collected relationships. Following this relationship the frequencies for each item go well below 50. It was, therefore, established as the cut-off for the sub-sample of relationships to be included in further analyses.

#### Frequencies of Social Activities

As can be seen in Table 4 the most frequent activity is going out to bars and restaurants. Other frequent activities include participating in sports together, studying and spending leisure time together. Again, while there is substantial variability in the activities that are reported, only a few have frequencies large enough to be included in further analyses. Many activities, while not unimportant, have frequencies that are so low that they cannot be held as representative of the students' day to day activity domain. The 14 most frequent items make up more than 85% of the total sample. The least frequent activity in this sub-sample is travelling.

#### Frequencies of Topics of Conversation

Interestingly, although students seemed to enjoy going out to bars and doing sports a lot, their most frequent, if not favourite, topic of conversation seemed to be their studies. As can be seen in Table 5, studying accounted for 13% of collected topics of conversation. In total 43 different topics of conversation are listed. The fifteen most frequent items included in the sub-sample make up more than 85% of the total sample. The cut-off mark was established at culture. As a topic of conversation, it was reported by 115 students and represents approximately 2% of the total sample.

Table 4  
Frequencies of Activities

Activities	Frequencies	Cumulative Percentage	Activities	Frequencies	Cumulative Percentage
1. Going out	794	17.3	34. Encouraging each other	4	99.7
2. Doing sports	513	28.5	35. Quiet meeting	2	99.7
3. Studying	487	39.5	36. Arguing	1	99.8
4. Leisure activities	425	48.5	37. Having breakfast	1	99.8
5. Working	343	56.0	38. Living together	1	99.8
6. Shopping	256	61.6	39. Waiting in line	1	99.8
7. Visiting each other	253	67.1	40. Formal meeting	1	99.8
8. Going to the movies	162	70.6	41. Playing	1	99.9
9. Having a coffee	140	73.7	42. Getting ready	1	99.9
10. Having a drink	133	76.6	43. New experiences	1	99.9
11. Living together	119	79.2	44. Having fun	1	99.9
12. Meeting occasionally	112	81.6	45. Therapy	1	100.0
13. Telephoning	91	83.6	46. Being naughty	1	100.0
14. Travelling	88	85.5	47. Social visits	1	100.0
15. Discussing	75	87.2			
16. Organised activities	73	88.8			
17. Group activities	72	90.3			
18. Social meetings	60	91.7			
19. Training	58	92.9			
20. Doing housework	57	94.2			
21. Visiting	40	95.0			
22. Exchanging services	38	95.9			
23. Seeing each other at home	28	96.5			
24. Coffee break	28	97.1			
25. Going to work	26	97.7			
26. Frequently meeting	26	98.2			
27. Going to church	17	98.6			
28. Do everything together	13	98.9			
29. Different activities	12	99.1			
30. Helping each other	7	99.3			
31. Friendly meeting	5	99.4			
32. Nothing	4	99.5			
33. Fighting	4	99.6			

Table 5  
Frequencies of Topics of Conversation

Topics of Conversation	Frequencies	Cumulative Percentage	Topics of Conversation	Frequencies	Cumulative Percentage
1. Studies	612	12.9	29. Social life	27	99.0
2. Work	472	22.8	30. Fights	17	99.3
3. Problems	444	32.2	31. Uni-directional	17	99.7
4. Common interests	402	40.7	32. Nothing	3	99.8
5. Opposite sex	283	46.6	33. Condescending	1	99.8
6. Family	269	52.3	34. Listening	1	99.8
7. Superficial	242	57.4	35. Helping	1	99.8
8. Love life	219	62.0	36. Formal conversations	1	99.9
9. Intimate subjects	197	66.2	37. Homosexuality	1	99.9
10. Sports	186	70.1	38. Hypocrisy	1	99.9
11. Everything	162	73.5	39. Family relations	1	99.9
12. Plans for the future	153	76.7	40. Bragging	1	99.9
13. Children	150	79.9	41. Troubles	1	100.
14. Gossip	149	83.1	42. Videos	1	100.
15. Culture	115	85.5	43. Neighbours	1	100.
16. Telling stories	75	87.1			
17. Laughing	61	88.3			
18. Day to day activities	58	89.6			
19. Travels	53	90.7			
20. News	51	91.8			
21. Training	50	92.8			
22. Money	46	93.8			
23. Life experiences	45	94.7			
24. Advice	38	95.5			
25. Clubs	37	96.3			
26. Miscellaneous	35	97.0			
27. Health	35	97.8			
28. Marriage	30	98.4			

The objective of the preceding analyses was to reduce the total sample of items collected to a size amenable to more complex analyses. In the following section, the analyses conducted in order to discern more precisely the composition of the various groupings will be discussed.

### Cross-Classification Analyses of Clusters With Relationships, Activities and Topics of Conversation

The second step toward a taxonomy of interpersonal situations was to isolate the actual composition of the clusters. Students were instructed to form groups of social situations based on criteria which they felt were important. The student/experimenters were therefore free to form groupings which they felt best accounted for the nature of the social situations they collected. Therefore, the groupings contain a variety of items. In order to arrive at a taxonomy of social situations, it was important to identify the dominant relationships, activities and topics of conversation which best characterised the various groupings. In order to accomplish this aim, cross-classification analyses were conducted. The analyses resulted in three cross-classification tables: groupings by relationships, groupings by activities, and grouping by topics of conversation. The results of these cross-classification analyses can be found in Appendices B, C and D. Before considering these results, a methodological note concerning the statistics that were used is in order.

In identifying the elements (e.g. the relationships) that best characterise a particular grouping, one strategy would be to select the items with the highest frequencies. For example, the relationship with the highest frequency for the grouping work relations is co-workers (see Appendix B). However, in including only the item with the highest frequency another important item, namely role relationships, is passed by. A second, statistically more rigorous strategy is to consider the standardised residual of each cell. The standardised residual (SR) is a statistic which reflects the difference between the obtained frequency in a particular cell and the expected frequency found in that cell based on the column and row totals (Fienberg, 1977; Haberman,

1978)<sup>2</sup>. This statistic provides an indication of the relative frequency of items (i.e. relationships, activities or topics of conversation) contained within the various groupings. A positive SR means that a particular cell obtained a frequency greater than was expected by chance alone and conversely a negative SR signifies that a lesser than expected frequency was obtained. Since they are approximately normally distributed with a standard deviation of one and a mean of zero, standardised residuals greater than 1.96 or less than -1.96 suggest discrepancies with the expected values that are significant at the .05 level, while SR greater than 2.58 are significant at the .01 level. For the purposes of this study, it was important to find the items which were most likely to be representative of a particular grouping. Therefore, only frequencies with positive standardised residuals were considered. Moreover, given the large number of comparisons that were made a more conservative alpha level was used. Only the standardised residuals significant at the .01 level were retained and reported. In summary, the second step in the study consisted in the identification of relationships, activities, and topics of conversation which best characterise each cluster. In order to achieve this aim the relationships, activities and topics of conversation with standardised residuals greater than 2.58 for each grouping were identified.

Table 6 provides a summary of the cross-classification analyses reported in Appendices B-D. It contains all of the relationships, activities and topics of conversation which had standardised residuals greater than 2.58 for each grouping. For example, the relationships, activities and conversations that had greater than expected frequencies for the grouping work relations are: role relationships and co-workers who work together as their main activity and who mostly talk about work or their studies. The cluster personal relations, on the other hand, is mostly made up of friends, best friends and intimate friend who go out, shop, and do leisure activities together and talk about just about everything including their sex lives and their personal problems. In summary, by using the SR as a criterion measure, the most important relationships, activities, and topics of conversation for each grouping were identified. In essence, it was possible to come up with a prototypical, or most likely set of components for each grouping. The next step consisted

---

<sup>2</sup> More specifically the standardised residual is the obtained frequency minus the expected frequency divided by their standard error, in this case the square root of the expected cell frequency (see Norusis, 1989).

Table 6  
Summary Table of Relationships, Activities and Conversations  
with Greater than Expected Frequencies for Each Grouping

	Groupings	Relationships	Activities	Conversations
1	Work relations	Role relationship, Co-workers	Working	Work, Studies
2	Task relations	Role rel., Co-workers, Fellow students	Working, Studying	Work, Studies
3	Sport relations	Teammates, Buddies	Sports, Leisure	Sports, Interests in common
4	Social relationship	Neighbours, Friends	-----	Interests in common
5	Role relationship	Service relationship, Role relationship	Visiting, Meeting, Working	<b>Work</b>
6	Daily relationship	Roomates	Visiting	Plans for the future
7	Personal relationship	Best, Good, and Intimate friends, Friends	Going out, Shopping, Leisure	Everything, Opposite sex, Problems, Love life
8	Occasional relationship	Neighbours, Service rel., Acquaintances	Occasional meetings, Having a coffee	Superficial things, Children, Gossip
9	Leisure relationship	Teammates, Buddies, Friends	Sports	Sports
10	Intimate relationship	Best friends, Roomates, Intimate friends	Visiting, Living together, Shopping, Movies	Everything, Problems, Family, Intimate, Love
11	Common interest relationship	Friends	Leisure	Sports, Interests in common
12	Study relationship	Fellow students	Studying	Studies
13	Contextualised relationship	Neighbours, Service relationship	Occasional Meetings	Superficial things
14	Friendly relationship	Good and Long time Friends, Friends	-----	-----
15	Work/social Rel.	Service relationship, Co-workers	<b>Work</b>	Superficial things

Note. The relationships, activities and topics of conversation listed in this table obtained standardized residuals significant at the .01 level when cross-classified with the 15 most frequent groupings. See Appendices B-D.

in identifying the major dimensions that the students used in categorising and differentiating their various groupings.

#### Cross-Classification of the Clusters with the Primary and Secondary Dimensions

When asked to organise their data on dimensions or factors of their choice, 6 students chose to use only one dimension, 115 students chose to use two categorising dimensions, five students selected three dimensions for their model and 63 students did not use any dimensions or else provided incomplete data (see Table 1). Because they represented the vast majority, the data from the students who used one or two categorising dimensions was retained for analysis.

As shown in Table 7, the most frequently selected primary dimension for categorising the clusters was intimacy. Ninety-three percent of all groupings containing relationships, topics of conversation and activities were rank ordered on this dimension. The subjects clearly felt that this was an important dimension in the differentiation of interpersonal situations. The students could also, if they wished, use a second dimension to categorise and organise their data. The majority (61%) of students did in fact use two dimensions (see Table 1). As shown in Table 8, the most frequently selected secondary dimension, was the level of task specificity. The students defined task specificity consistently with previous definitions (see Marwell & Hage, 1970; Triandis et al., 1968), emphasising the importance of specific norms in specifying and delineating appropriate and inappropriate behavior in specific situations. Generally, these situations involved some degree of power differential between the interactants. For example, interactions between a boss and an employee or a coach and a player were ranked as being very task specific.

Fifty percent of the relationships were rank ordered on this secondary dimension. A variety of dimensions make up the remaining 50% but individually they did not account for a large percentage. For example, the next most frequent secondary categorising dimension -- the frequency of encounters -- was selected by only 8% of the students. Thus, the level of task specificity clearly stands out as an important secondary dimension.

Table 7  
Frequencies of Main Categorizing Dimensions

	Main categorizing dimensions	Frequencies	Percentages
1.	Intimacy	4413	93.5
2.	Similarity	80	1.7
3.	Communication	74	1.6
4.	Diversity of Communication	40	.8
5.	Loyalty	39	.8
6.	Frequency of meetings	38	.8
7.	Leisure	38	.8

Table 8  
Frequencies of Secondary Dimensions

	Secondary dimensions	Frequencies	Percentages
1.	Task specificity	2227	49.6
2.	Common interests	231	5.1
3.	Frequency of contacts	195	4.3
4.	Quality of activities	194	4.3
5.	Frequency of meetings	162	3.6
6.	Diversity of activities	161	3.6
7.	Personal gain	116	2.6
8.	Similarity	80	1.8
9.	Respect	79	1.8
10.	Diversity	78	1.7
11.	Sincerity	77	1.7
12.	Proximity	73	1.6
13.	Confidence	72	1.6
14.	Duration of relationship	72	1.6
15.	Activities	40	.9
16.	Choice of relation	40	.9
17.	How well they know each other	40	.9
18.	Diversity of activities	40	.9
19.	Effort	40	.9
20.	Personal growth	40	.9
21.	Frequency of activities	40	.9
22.	Frequency of communication	40	.9
23.	Frequency of relationship	40	.9
24.	Freedom of expression	40	.9
25.	Motivation	40	.9
26.	Valorisation	40	.9
27.	Value	40	.9
28.	Conformity	39	.9
29.	Disponibility	39	.9
30.	Level of communication	39	.9
31.	Diversity of communication	38	.8

Following their identification of important dimensions, the students were instructed to use them to rank order, and thus differentiate, their groupings. It was recommended to the student/experimenters that they use a minimum of five groupings and a maximum of 10. These instructions were offered in order to encourage a diversity of groupings while allowing their numbers to be sufficiently low to keep them meaningful. In fact, the majority or 42 % ( $n=2011$ ) of the cases were grouped into 5 groupings. Twenty five percent ( $n=1190$ ) of the cases were grouped into 6, 20% ( $n=969$ ) into 7, 6.5% ( $n=309$ ) into 8 and 5% ( $n=237$ ) into 9 groupings. Therefore, the majority or 88% of subjects chose to group their relationships, topics of conversation and activities into either 5, 6 or 7 groupings. Because they represent the vast majority of cases and it will facilitate the analyses and comparisons, subsequent analyses will focus on those data exclusively.

Cross-classification analyses were used to determine which ranking or rankings best characterised each grouping on each dimension. In total, 6 analyses were conducted: groupings by 5, 6 and 7 rankings for both the intimacy and task specificity dimensions. Again the SR was used as bench mark to determine which rankings obtained greater than expected frequencies for each grouping. The results are presented in Appendices E to J. If a grouping was associated with a SR greater than 2.58 ( $p < .01$ ) under more than one ranking a mean ranking was computed for that grouping. For example, as can be seen in Appendix E, the grouping work relations has significant SR under the first and second rankings when five rankings were used. Thus, the mean ranking for that particular grouping is 1.5.

Table 9 shows the rankings and mean rankings for each grouping for both dimensions. Moreover, it shows the overall mean rank calculated on the basis of the results when 5, 6 and 7 rankings were used. For example, the grouping work relations, when ranked on the intimacy dimension, obtained mean rankings that ranged from 1.5 to 2.5 when 5, 6 and 7 rankings were used. Thus, an overall mean rank of 2 is obtained. This result can be interpreted as meaning that, in general, work relations were not perceived as being very intimate. In looking at the mean rank on the specificity of the task dimension, however, the situations included in this grouping were perceived to be very task-specific. This type of result seems to be consistent across the various

Table 9  
Mean Rankings on the Intimacy and Specificity of the Task Dimensions

Groupings		Mean ranks for intimacy dimension				Mean ranks for specificity of task dimension			
		5 Ranks	6 Ranks	7 Ranks	Mean Rank	5 Ranks	6 Ranks	7 Ranks	Mean Rank
1	Work relationships	1.5	2.5	2	2	5	4.7	7	5.2
2	Task relationships	2	2	2.5	2.2	4	4.5	4	4.2
3	Sport relationships	2	4	3	3	4	3	3.5	3.5
4	Social relationships	2.5	2	2.5	2.3	2	4	3	9
5	Role relationships	2	3	5	3.3	4.5	2	3	3.2
6	Daily relationships	4	--	5	4.5	2.5	--	2	2.3
7	Personal relationships	5	5.5	6.5	5.7	1	1.5	1.5	1.3
8	Occasional relationships	1.5	1.5	1.5	1.5	2	3.5	6	3.8
9	Leisure relationships	3.5	5	3.5	4	3	6	5	4.7
10	Intimate relationships	5	6	6	5.7	1	1	1	1
11	Common interest relationships	2	2	2	2	4	5	--	4.5
12	Study relationships	3	3.5	2.5	3	3	4	4	3.7
13	Contextualised relationships	2.5	2	2	2.2	3	5	6	4.7
14	Friendly relationships	4	4.5	6	4.8	2	2	3	2.3
15	Work/social relationships	2	2	4	2.7	3	3	2	2.7

groupings such that a high ranking on the intimacy dimension is usually associated with a low ranking on the specificity of the task dimension and vice versa. In order to test this relation further, correlational analyses were conducted.

Table 10 contains the Pearson correlations between the mean rankings when 5, 6 and 7 rankings were used and the overall mean rank for both the intimacy and task specificity dimension. The correlations ranged from .50 to .94 and all were significant at the .05 level. For both the intimacy and task specificity dimensions the overall mean rank always correlated positively with the mean ranks when 5, 6 and 7 rankings were used. Moreover, when the results of the intimacy dimension are correlated with the results of the task specificity dimension the association is always significantly negative. Two conclusions, therefore, can be drawn from these results. The first, is that the overall mean rank is representative of the results obtained when 5, 6 and 7 ranks are used. The second is that there is a negative association between the dimension of task specificity and intimacy, such that, when a grouping is perceived as being very intimate it is also perceived to have very low degree of task specificity. Conversely, a grouping where the task is perceived as being important is generally perceived to have a low degree of intimacy.

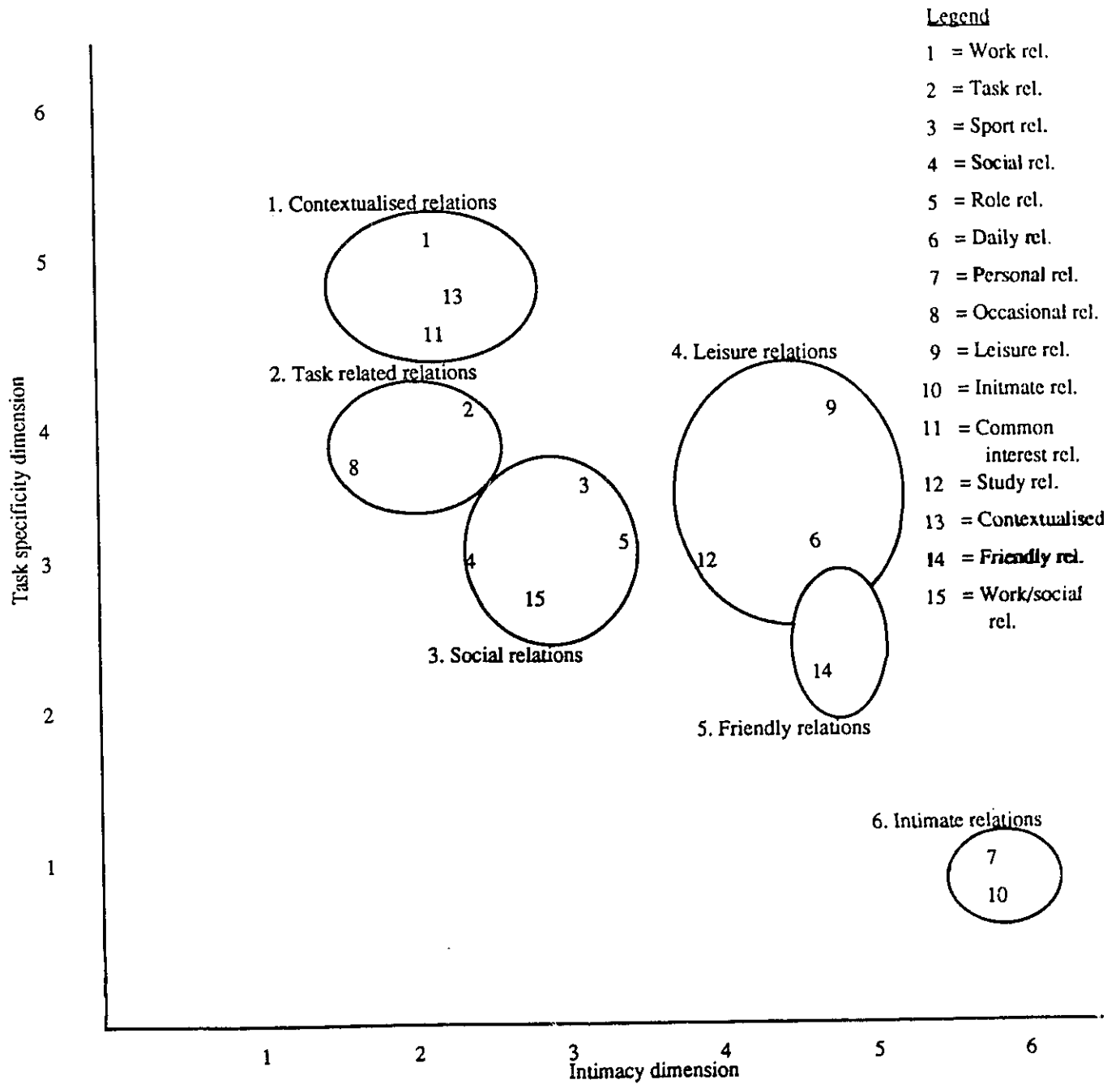
#### Toward a Typology of Social Situations

In the previous section, it was shown that the various clusters were rank ordered on the dimensions of intimacy and specificity of the task. Moreover, by looking at the frequencies and standardised residuals under the various categories of the two dimensions, the levels of intimacy and specificity of the task for the different groupings could be approximated. Separate analyses were conducted on items grouped into 5, 6 and 7 groupings respectively and an overall mean rank was calculated. In order to obtain a more accurate picture of the positions of the various groupings on both the intimacy and specificity of the task dimensions, the overall mean ranks were mapped out on a two dimensional graph. As can be seen from Figure 1, some groupings have very similar mean rankings on both the intimacy and specificity of the task dimensions. Based on the similarity of the mean rankings on both dimensions, more general clusters can be made with the groupings

Table 10  
Correlations of Mean Rankings for the Intimacy and Task  
 Specificity Dimensions

Rankings	Dimensions							
	Intimacy				Task specificity			
	5	6	7	Mean	5	6	7	Mean
Intimacy: mean rank when 5 categories	1.0							
Intimacy: mean rank when 6 categories	.88 p.<.01	1.0						
Intimacy: mean rank when 7 categories	.81 p.<.01	.78 p.<.01	1.0					
Intimacy: overall mean rank	.92 p.<.01	.92 p.<.01	.94 p.<.01	1.0				
Task Spec.: mean rank when 5 categories	-.75 p.<.01	-.49 p.<.05	-.52 p.<.05	-.61 p.<.01	1.0			
Task Spec.: mean rank when 6 categories	-.52 p.<.05	-.51 p.<.05	-.80 p.<.01	-.67 p.<.01	.50 p.<.05	1.0		
Task Spec.: mean rank when 7 categories	-.65 p.<.01	-.53 p.<.05	-.81 p.<.01	-.72 p.<.01	.53 p.<.05	.77 p.<.01	1.0	
Task Spec.: overall mean rank	-.74 p.<.01	-.59 p.<.01	-.84 p.<.01	-.78 p.<.01	.76 p.<.01	.89 p.<.01	.92 p.<.01	1.0

Figure 1  
Representation of the Mean Ranks of Groupings for the Intimacy and Task Specificity Dimensions



selected by the students. For example the student groupings 1. (work relations), 13. (contextualised relations) and 11. (common interest relations) all have high levels of task specificity and low levels of intimacy. These three groupings with their corresponding relationships, activities and topics of conversation contribute to a broader cluster which was labelled *contextualised relations*. A second cluster is comprised of groupings that were also given low ratings of intimacy and medium, as opposed to high, levels of task specificity. This cluster is made up of *task related relations* and was named as such. A third cluster emerged with groupings that centred around sports related and social/work situations. This cluster, named *social relations*, contains groups that obtained medium levels of intimacy and task specificity. A fourth cluster was formed with groupings of social situations more focused on leisure and everyday activities such as studying together. It was named *leisure relations*. It contains social situations with medium to high levels of intimacy and medium levels of task specificity. A fifth cluster, while qualitatively different from the fourth also shared some similarity. It too was attributed medium to high levels of intimacy. The level of task specificity, however, was slightly lower. It was named *friendly relations*. The final cluster contained groupings 7. (personal relations) and 10. (intimate relations). Both received high mean rankings on the dimension of intimacy while receiving low rankings on the dimension of the specificity of the task. This cluster was labelled *intimate relations*.

In summary, when mapped on a two dimensional graph, it becomes apparent that the various groupings can further be reduced by assembling them into more general clusters. These meta-clusters, have the distinction of parsimoniously depicting over 3,000 social situations representing hundreds of combinations of relationships, activities and conversations. Therefore, the last step toward a complete taxonomy of social situations representative of students' interactional domains consisted in identifying more precisely which relationships, interpersonal activities and topics of conversation were found in each of the 6 meta-clusters.

Table 11 presents a taxonomy of social situations found in students' everyday lives. The first meta-cluster named *contextualised relationships* is composed of relationships which are task-specific such as work relations or role relations. The relations contained within this category are limited to circumscribed environments. The interactants hold superficial conversations which

Table 11  
Taxonomy of Social Situations

Meta-clusters	Groupings	Relationships/Activities/Conversations
1.  Contextualised relations	1. Work relationships  13. Contextualised relationships  11. Common interest relationships	Co-workers, people in role relationships, neighbours, clerk-customers work together, meet occasionally, and spend free time together and talk about their work, their studies, sports, things they have in common and superficial things.
2.  Task related relations	2. Task relationships  8. Occasional relationships	Co-workers, fellow students, people in service and role relationships, neighbours and acquaintances meet to work or study or have a coffee together and talk about work or gossip.
3.  Social relations	3. Sport relationships  4. Social relationships  5. Role relationships  15. Work/social relationships	Teamates, buddies, neighbours, friends people in role and service relationships meet in their spare time to do sports and leisure activities, to visit each other or to work together and talk about their common interests, sports, work and hold superficial conversations.
4.  Leisure relations	6. Daily relationships  9. Leisure relationships  12. Study relationships	Roomates, teamates, buddies, friends and fellow students visit each other do sports together, study together and talk about their plans for the futur, sports and their studies.
5.  Friendly relations	14. Friendly relationships	Friends, good friends and long time friends.
6.  Intimate relations	7. Personal relationships  10. Intimate relationships	Best friends, good friends, intimate friends and roomates go out together, do some shopping, go to movies and visit each other and talk about just about everything: sex, their problems, their love life and families

centre around work and work-related issues. There is a low level of intimacy between the interactants and the activities are very well defined by external factors. Interactions are mediated by the predetermined roles and norms.

The second meta-cluster, *task related relations*, is also composed of relations which are defined or come into being because of the various tasks and/or environments. In this category, however, the social nature of the relationships is more evident. Thus the degree of intimacy is slightly higher than in the first category, as reflected in the topics of conversation and interpersonal activities engaged in by the interactants. The participants are more willing to step out of the roles and norms dictated by their environments. Thus, while they may be co-workers, they may also be casual friends and share some of the things that friends do.

The third meta-cluster or *social relations* is also made up of relationships which have low levels of intimacy such as neighbours, casual friends, acquaintances, and service relations. Although the tasks and activities are still somewhat structured, there is a little more freedom in the participants' ability to step out of the norms established by the birth setting of the relationship. The topics of conversation are not solely related to the task at hand. For example, the interactants will talk about their common interests or people they know while participating in a formal or organised activity or while casually meeting in a public place.

The fourth meta-cluster called *leisure relations* is made up of relations which have evolved out of structured environments. There is an effort on the part of at least one interactant to go beyond established norms of behavior. There is greater intimacy in the conversations and activities. The interactants also enjoy greater freedom to select the environment in which to interact.

The fifth meta-cluster or *friendly relations* contains relations which appear to be an intermediate step before being very close friends. There is a fair degree of intimacy and the interactions are much less specified or defined by norms imposed by a particular environment or task. The interactants enjoy greater freedom to decide when and where the interactions take place and to decide on the parameters (e.g. types of roles, norms) to value in the relationship. They know each other well and they feel comfortable in calling each other at home and making

arrangements to meet.

The last meta-cluster named *intimate relations* is made up of very intimate relations. The interactants will refer to themselves as very good friends or best friends. There is a great amount of mutuality and intimacy. The interactants know each other very well. The participants can step in and out of specified roles with ease and honesty. The topics of conversation can range from the intimate to the cursory while the participants engage in a variety of activities.

### Discussion and Conclusion

The purpose of this initial study was to examine the multidimensional nature of situation perception, in the hope of constructing an initial typology of situations that could then be used, as input, in a more systematic study of code switching during ethnolinguistic contact. Two main hypotheses guided the research. The first was that intimacy would be an important construct in the perception of situations. The second was that situations could be defined in terms of the interaction between relationships, topics of conversation and situated activities.

The results from this study corroborate findings from previous studies showing that intimacy is an important construct in the perception of relationships, topics of conversation and situated activities (Forgas & Dobosz, 1980; Marwell & Hage, 1970; Triandis et al., 1968; Wish et al., 1976). Subjects chose to rank order and assign different values of intimacy depending on the nature of the relationship, topic of conversation and situated activity contained in the groupings that they themselves had selected. Moreover, intimacy was the most frequently selected categorising variable for the items that were collected.

It is also interesting to note the nature of the relation between intimacy and the second most frequently selected categorising variable, the level of task specificity. This second dimension bears resemblance to the regulation of behavior dimension found by Marwell & Hage (1970) and the giving versus denying status dimension found by Triandis et al. (1968). The different levels of this dimension represented the relative importance of norms and power differentials in specifying the nature of the social interactions. When looking at the rankings for the various groupings, it

was found that the intimacy and task specificity dimensions were systematically negatively correlated. For example, the social situations that were rated as being very task-specific were composed of social relationships that were not perceived as being very intimate and where the norms regulating the interaction and the relative status of the interactants were important. These situations appeared to encourage highly regulated behavior where greater attention was paid to social norms and conventions (e.g. the relationship between a supervisor and his/her employee or between a customer and a store clerk). The behavior and the topics of conversation of the participants was usually constrained by a particular task or context (e.g. co-workers talking about their work or a salesperson trying to sell a particular item to a customer). At the other extreme were social situations which were perceived as being very intimate and not very task-specific. In these situations, the interactants had greater opportunity to step out of predetermined roles and norms, and enjoyed more freedom to behave according to their own feelings, moods and whims (e.g. the relationship between two best friends or two very good friends). The topics of conversation that characterised these situations went from the very personal to the mundane but appeared to be less tied to the context of interaction.

The results also provide some support for the hypothesis that situations can be defined in terms of the interaction between relationships, topics of conversation and activities/settings. Based on the frequency analyses, it can be concluded that there was wide agreement on the selection of a few basic groupings to encompass and organise a wide variety of social situations. Based on those groupings and the relationships, activities and topics of conversation contained within them, a typology of social situations was suggested. This typology of interpersonal situations can be said to be representative of the interaction domain of university students.

In conclusion, building on the methodology introduced by Forgas (1979, 1982), this study sought to obtain a representative sample of social situations present in the everyday lives of students and to arrive at a taxonomy of social situations. Instead of using a top-down approach like many of the previous taxonomic studies, this research used a bottom-up approach whereby the social situations were obtained and categorized by the judges themselves on dimensions which they felt were important in their perception. Therefore, the taxonomy of social situations

presented in this study can serve as a basis for studying communication behavior and affective reactions in different types of social situations where students take part in ethnolinguistic contacts. Given the exploratory nature of this initial study, however, before actual situations were selected for further research, a second study was conducted to further validate the findings.

## CHAPTER 3

### STUDY 2

#### Objectives

Two objectives were pursued in this study. Accordingly, the first goal was to further validate the findings of the first study. The second goal was to select social situations to serve as stimuli in a third study of ethnolinguistic contact.

#### Method

#### Subjects

Two hundred and ninety four students from two introductory psychology classes participated in this study. Thirty-nine percent were males (n=115) and 56% were females (n=165). The age of the subjects varied between 16 and 40 years old with a mean age of 20.2 years. The majority or 85% of subjects (n=251) reported French as their first language, while 7% reported English (n=21), and 2.4% reported another language (n=7). This sample of subjects, therefore, is comparable to the sample of the first study.

#### Instrument and Procedure

A questionnaire containing 20 examples of social situations was distributed to the students (see Appendix K). The social situations were selected from Study 1 on the basis of the taxonomy presented in Table 11. Twenty social situations composed of relationships, activities and conversations were selected to represent the six clusters of social situations that were rated as having different levels of intimacy and task specificity. For example, the social situation involving

two best friends dining together in a restaurant and talking about their personal problems was selected to represent a very intimate social situation on the basis of its ratings of intimacy and task specificity obtained in the first study. The scenario involving a boss and an employee talking about the company during office hours was selected to represent a very task-specific situation with a very low level of intimacy (see Table 11).

Following each social situation were two Likert-type seven-point scales (see Appendix K). On the first scale the subjects were instructed to give a rating of the perceived intimacy of the social situation. Intimacy was defined as the degree of perceived closeness between the interactants and the extent to which they knew each other well. On the second scale the subjects were instructed to give a rating of task specificity. Task specificity was defined as the extent to which behaviors in that particular situation is influenced by specific norms related to a particular task, environment and role relationship between the interactants. After having completed their ratings the subjects were asked to answer a few questions concerning biographical information. The subjects were informed that the results would be kept strictly confidential.

## Results

The first objective was to further validate the findings of the first study. More specifically, it was important to verify the relation between the ratings of intimacy and the ratings of task specificity for the various social situations. In order to achieve this goal, a correlational analysis was performed between the mean ratings of intimacy and task specificity for the twenty social situations (see Table 12 for mean ratings). The analysis revealed a significant negative correlation between mean ratings of intimacy and task specificity ( $r = -.41, p \leq .05$ ) for the twenty social situations. Thus, situations rated as being intimate by the subjects were also rated as having low task specificity and vice versa.

The second objective consisted in selecting a smaller number of social situations to serve as stimuli in a third study on ethnolinguistic contact. It was decided on the basis of the theoretical rationale, the results of Study 1 and the projected design for Study 3 that the selected social

Table 12  
Mean Ratings of Intimacy and Task Specificity for the 20 Situations Included in Study 2

Social Situations		Mean ratings of intimacy	Mean ratings of task specificity
Relationships/Activities/Topics of conversation			
1.	Best friends/Restaurant/Problems	5.8	3.6
2.	Boss/Office/Company	2.2	5.3
3.	New friends/Group activity/Opposite sex	3.8	3.1
4.	Acquaintances/Organized activities/Common interests	3.5	3.6
5.	Buddies/Having a drink/Weather	3.0	2.5
6.	Good friends/Telephone/Friends	5.0	3.2
7.	Students/Study/Plans for the future	4.1	4.3
8.	Clerk/Shopping/Fashion	2.0	4.1
9.	Professor/Office/Exam	2.7	5.2
10.	Neighbours/House/Children	4.3	3.4
11.	Friends/Leisure/Sex	5.2	3.3
12.	Coach/Practice/Motivation	3.4	5.1
13.	Buddies/Sports/Funny things	3.5	2.9
14.	Childhood friends/Chance meeting/Good old days	4.6	3.3
15.	Long time friends/Coffee/Feelings	6.1	3.8
16.	Roomates/Housework/Love life	5.2	3.6
17.	Teammates/Training/Training	3.1	4.7
18.	Co-workers/Coffee break/Work	3.2	4.6
19.	Friends/Walk/Personal relationships	5.7	3.7
20.	Intimate friends/Having a meal/Everything	5.9	3.7

situations needed to typify two experimental conditions. In the first condition the situations needed to be very intimate and not very task-specific. Conversely, for the second condition the situations were required to be task-oriented, not very intimate and involve role relationships with different power differentials.

Accordingly, three criteria were used to select a total of eight situations (i.e. four situations for each of the two experimental conditions). The first criterion was that the four situations had to have been judged by the subjects of this study as being either very intimate and not very task-specific in order to represent the first condition, or as being very task-specific and not very intimate in order to represent the second condition. The mean ratings of intimacy and task specificity were used in this decision. The second criterion was that the interactants needed to have different situational status (e.g. boss-employee, salesperson-customer, coach-player). This decision was based on the results of both Study 1 and the present research, which show that the social situations with some type of power differential consistently obtained very high ratings of task specificity. This meant that some situations which were rated as having moderate to high levels of task specificity, (i.e. social situations involving two students or teammates) were not included. The third criterion, was that the social situations also needed to represent a variety of easily recognisable relationships, activities, and topics of conversations which students could readily identify. Thus, while being an important criterion, the mean ratings were not the only guideline.

Table 12 shows the means ratings for intimacy and task specificity for the 20 social situations included in this study. On the basis of the two criteria outlined above, eight social situations were selected to represent two conditions. As can be seen in Table 13, four situations were selected to represent very intimate situations, while four other situations were chosen to represent high levels of task specificity. In order to further test the differences in intimacy and task specificity, t-test were performed on these two groups of social situations. The results show that task-specific situations obtained higher ratings of task specificity ( $M=4.96$ ) than intimate situations [ $(M=3.67)$ ;  $t=-4.36$ ,  $p\leq 0.001$ ]. Conversely, those situations purported to be intimate obtained higher ratings of intimacy ( $M=5.72$ ) than the situations meant to be task-specific [ $(M=2.6)$ ;  $t=8.22$ ,  $p\leq 0.001$ ].

Table 13  
Mean Ratings of Intimacy and Task Specificity for 8 Social Situations to Serve as Stimuli in Study 3

Social Situations	Means	
	Intimacy	Task specificity
Intimate situations		
1. Meilleur(e)s ami(e)s/Restaurant/Problèmes	5.8	3.6
15. Ami(e)s de longue date/Prendre un café/Sentiments	6.1	3.8
16. Co-locataires/Faire le ménage/Vie Amoureuse	5.2	3.6
20. Ami(e)s intimes/Prendre un repas/Tout	5.9	3.7
Task-specific situations		
2. Patron(ne)/Bureau/Compagnie	2.2	5.3
8. Caissier(re)-client(e)/Vêtements/Mode	1.9	4.1
9. Professeur(e)-étudiant(e)/Bureau/Examen	2.7	5.3
12. Entraîneur(euse)/joueur(euse)/Motivation	3.4	5.1

Having ascertained that the two groups of social situations were significantly different on the dimensions of intimacy and task specificity, they were retained for inclusion in Study 3, which is presented in the following section.

## CHAPTER 4

### STUDY 3

The goal of the present study was to investigate the effects of speech accommodation processes, different types of social situations, and subjective ethnolinguistic vitality on code switching behavior and perceptions of the interlocutor during ethnolinguistic contacts involving a Francophone and an Anglophone. The design and analyses for this study were established on the basis of the theoretical framework outlined in the introduction.

Interethnic contact does not occur in a vacuum. Rather it takes place in a specific type of situation where the individuals are engaged in a particular relationship and activity. The effects of speech accommodation and sociostructural variables on the choice of language (i.e. French vs. English) and evaluations of the interlocutor, therefore, must be considered in relation to the situation which characterises the interaction. Four hypotheses concerning respectively the interactive effects of social situations, the ethnolinguistic vitality of the subjects and the language used by the Anglophone interlocutor (French vs. English) on the subjects' choice of language (French vs. English) and on their evaluations of outgroup members guided the design and analyses. All of the hypotheses concern a Francophone interacting with an Anglophone. The first set of hypotheses describes the interaction between the above mentioned variables on the choice of language made by the Francophone (French vs. English). The second set focuses on the evaluations made by the Francophone subject of the Anglophone interlocutor.

#### Hypotheses

Language behavior. H<sub>1</sub>: It is expected that the language behavior of the subjects will be

influenced by an interaction between the social situation and speech accommodation processes (language convergence vs. maintenance by the Anglophone interlocutor). More specifically, in intimate situations the subjects are hypothesised to converge to the language spoken by the outgroup interlocutor. For example, if an Anglophone interlocutor uses French, the Francophone subject is also expected to speak French. On the other hand, if the Anglophone interlocutor maintains his/her ingroup language (i.e. English), the Francophone subject is expected to converge to English. Research conducted on SAT has shown that convergence to the outgroup interlocutors language is a good strategy for bridging dissimilarities and for promoting interpersonal liking.

A similar pattern of results is expected in task-oriented or formal situations, unless influenced by the perceived ethnolinguistic vitality of the subjects. In task-oriented or formal situations the subjects are hypothesised to adhere to appropriate situational norms regarding language behavior (see Genesee & Bourhis, 1982, 1988). For example, unless he/she wishes to assert his/her cultural distinctiveness because of a high level of ethnolinguistic vitality, a Francophone store clerk is expected to converge to the language used by an Anglophone customer. The possible effects of subjective ethnolinguistic vitality on language behavior are described in greater detail in the second hypothesis.

H<sub>2</sub>: In more task-oriented and formal situations, subjects who perceive their ingroup to have a high level of ethnolinguistic vitality will wish to assert their cultural distinctiveness by maintaining their ingroup language. For example, Francophone subjects who perceive Francophones to have a high degree of vitality will likely maintain their ingroup language (French) regardless of the Anglophones choice of language. Conversely, subjects who perceive the outgroup (Anglophones) to have a higher level of vitality will likely converge to the outgroup language (English).

As stated in the second hypothesis, ethnolinguistic vitality is hypothesised to have a lesser impact in situations which are intimate.

Subjects' evaluations of their interlocutor. H<sub>3</sub>: In intimate situations, the Anglophone

interlocutors (outgroup member) will be evaluated more positively if they converge to French. For example, in an interaction between two best friends, the Anglophone's use of French will be appreciated and evaluated favourably by the Francophone.

In more task-oriented situations, subjects' evaluations of the interlocutor are believed to be in accordance with the situational norm characterising the interaction (i.e. the customer is always right or a boss has the last word), unless influenced by their subjective ethnolinguistic vitality (see hypothesis 4).

H<sub>4</sub>: In task-oriented situations, subjects who have greater French than English ethnolinguistic vitality, will tend to evaluate the outgroup speaker (the Anglophone) negatively if they speak English and more positively if they converge to French. Conversely, when Francophone subjects have greater English than French ethnolinguistic vitality, the negative impact of language maintenance by the outgroup speaker will be attenuated.

In intimate situations, subjective ethnolinguistic vitality is expected to have relatively little impact on evaluations of the outgroup members.

## Method

### Overview of Design

Francophones' code switching behavior and perceptions of their Anglophone interlocutor were examined using a 2\*2\*2\*2 split-plot factorial design. Each subject was presented with short vignettes depicting dialogues between a Francophone and an Anglophone of the same sex interacting in different types of social situations selected on the basis of studies 1 and 2. These situations represented two different levels of intimacy and task specificity (i.e. very task-specific-not intimate and very intimate-not task-specific). In half of the situations, the Anglophone interlocutors converged to French, whereas in the other half they maintained English. The effects

of ethnolinguistic vitality were also examined by measuring this variable and distinguishing between those subjects with higher Francophone vitality and those subjects with higher Anglophone vitality. The dependent measures included code switching behavior and evaluative ratings.

### Subjects

A total of 141 students from introductory psychology classes participated in this study. Participants were included on the basis of their answer to a short questionnaire concerning the city, town or village in which they spent most of their life, their age, mother tongue and most often used language. Only subjects whose mother tongue was French, who reported using French most often and who had complete data sets were included. The sample consisted of 99 female and 42 male students<sup>3</sup> with a mean age of 20. Sixty-seven percent spent most of their lives in Ontario while 30 percent in Québec and 6 percent in another province or country. The majority or 56 percent of subjects identified themselves as “*Canadiens français*”, 20 percent as “*Canadiens*” and 18 percent as “*Québécois*”.

### Procedure

The data collection was divided into two parts in order to reduce possible contamination effects. The sessions were scheduled approximately one month apart. For the purposes of matching the questionnaires, the subjects were asked to write down their student number or another identifier. In the context of the initial data collection the Beliefs on Ethnolinguistic Vitality Questionnaire (BEVQ) was administered (see Appendix L).

For the second part of the study, the subjects were informed that the questionnaire was aimed at examining how people perceive various interpersonal situations. In the first section of the

---

<sup>3</sup> Analyses involving the gender of the subjects as an independent variable were conducted and showed that it did not have any significant effects on the language used in responding to the Anglophone interlocutors. In terms of evaluations, however, a main effect due to gender was found ( $F=3.81(1, 86)$ ,  $p=.054$ ). Women tended to evaluate their Anglophone interlocutors more favourably than men. No other significant results involving gender were found.

questionnaire, the subjects were asked to read a vignette involving an interaction between a Francophone and an Anglophone interlocutor. The subjects were asked to identify with the Francophone in the vignette and to give the last turn of speech in writing, in the language of their choice. Therefore, following Bradac (1990) and Street (1985), it was decided to have the subjects be social interactants as opposed to observers of social interactions as in many of the previous studies of language contact. The Francophone interlocutor portrayed in the vignettes always spoke French and always began the interaction. The Anglophone interlocutors' responses were either in French or in English depending on the experimental condition. The vignettes were approximately the same length with three short sentences each. The Anglophone's responses whether in French or in English were equivalent.<sup>4</sup>

With the exception of one situation,<sup>5</sup> the contact situations were chosen on the basis of the criteria outlined in Study 2 (see Table 13) in order to represent high levels of intimacy and low levels of task specificity and high levels of task specificity and low levels of intimacy .

The subjects were instructed to show empathy and to identify with the Francophone interlocutor in each situation. They were assigned randomly to one of four conditions. In the *first condition*, the Anglophone always converged to French in four vignettes of social interactions that were very intimate in nature and of low task specificity. In the *second condition*, intimate situations were again used but this time the Anglophone interlocutor always maintained English. In the *third and fourth conditions*, four high task-specific situations of low intimacy were used. Again the Anglophone interlocutor either always converged to French or always maintained English.

The subjects were asked to complete the interaction in written form, in the language of their choice. After doing so, they were also asked to fill out a short questionnaire concerning their perception of the Anglophone interlocutor and the interaction.

---

<sup>4</sup> In order to ensure equivalence of the French and English versions, the French version was translated in English by the author and then back translated by a professional translator with several years of experience in order to check its accuracy. Subsequently, all of the stimulus dialogues were further edited by a second professional translator.

<sup>5</sup> The situation in which the professor interacts with a student concerning an examination was replaced after consultation because it was felt that it would confound the results. It was replaced by a situation in which a potential applicant interviews for a job. This situation is also consistent with the taxonomy presented in Study 1.

## Materials

Ethnolinguistic vitality. Subjects' perceived ethnolinguistic vitality was measured using the Beliefs on Ethnolinguistic Vitality Questionnaire (BEVQ); (see Allard & Landry, 1986)<sup>6</sup>. The BEVQ. (see Appendix L) is a 64 item questionnaire which assesses 8 different types of beliefs (present vitality, future vitality, legitimate vitality, social models, valorisation, goals, personal efficacy, and belonging). According to Allard and Landry (1991), these eight kinds of beliefs can be said to represent two broad classes. '*Exo-centric*' beliefs include beliefs about present vitality, future vitality, social models and legitimate vitality which do not refer to the self. '*Ego-centric*' beliefs include beliefs about belonging, personal efficacy, and goals and desires which refer to the person him/herself.

The above mentioned beliefs are measured in relation to three variables identified by Giles et al. (1977) as constituting the construct of ethnolinguistic vitality (Allard & Landry, 1986) namely: status, demographic, and institutional support variables for Francophones and Anglophones respectively. The status factor is represented by items assessing social and language status. The demographic factor is assessed by measuring beliefs concerning absolute numbers and concentration of Francophones and Anglophones on a given territory. Lastly, the institutional support factor includes items on educational institutions and governmental services.

Ethnolinguistic vitality as measured by the BEVQ as been shown to have good predictive (Allard & Landry, 1986), concurrent and discriminant validity (Allard & Landry, 1991; Bourhis & Bédard, 1988). In the present study the BEVQ was also found to have very good internal consistency. Following Labrie and Clément (1986), two composite indices were derived from answers to the BEVQ to represent beliefs of about the vitality of Francophones ( $\alpha=.91$ ) and beliefs about the vitality of Anglophones ( $\alpha=.95$ ). These two indices of vitality were also found to be significantly negatively correlated ( $r = -.63$ ,  $p \leq .001$ ). In order to create a score of relative ethnolinguistic vitality, both the perceived Francophone ethnolinguistic vitality and the Anglophone ethnolinguistic vitality scores were standardised. Subsequently, a constant of 20 was

---

<sup>6</sup> The author would like to express his gratitude to R. Allard and R. Landry for providing copies of the BEVQ.

added to the standardised scores in order to eliminate negative values. Finally, the standardised Francophone ethnolinguistic vitality scores were divided by the standardised Anglophone ethnolinguistic vitality scores. The obtained ratio was used to create two groups: those subjects who perceived Francophones to have greater ethnolinguistic vitality (quotient > 1) were included in the first group and those subjects who perceived Anglophones to have greater ethnolinguistic vitality (quotient < 1) were included in the second group.

The second part of the study involved distributing a second package of questionnaires to the same subjects approximately one month after the initial data collection (see Appendices M to P for complete questionnaires corresponding to each experimental condition). This second group of questionnaires contained three sections: a measure of language behavior repeated for the four different vignettes, a section assessing the subjects' perceptions of their Anglophone interlocutor repeated for the four different vignettes, and a final section where the subjects were asked to provide basic biographical information. These sections of the questionnaire will now be described in greater detail.

Language measure. For each of the four conditions (intimate vs. task-specific and English vs. French) the subjects were asked to respond to the four vignettes in written form in the language of their choice. In this manner, four language choices were made. In order to increase cell sizes and to decrease the possibility of making Type I errors by analysing responses to each situation separately, language choice indices were collapsed. Subjects were categorised as either having answered in French in 4 out of 4 or 3 out of 4 situations or having answered in English in 4 out of 4 or 3 out of 4 situations. Those subjects who chose to answer in French in two situations and English in two situations were not included in the analysis ( $n=9$ ,  $pct.=7\%$ ).

Evaluation measures. Subjects were asked to answer items concerned with their evaluation of the Anglophone speaker. This section and all of its items were repeated after each of the four vignettes and subsequently collapsed for the purposes of the analyses.

The scales used included five solidarity items and four status items (Ryan, 1979) taken from Genesee and Holobow (1989), and two other items. The solidarity items were: not all kind-very kind (pas gentil du tout-très gentil); cold-warm (froid-chaleureux); not at all likeable-very

likable (pas sympathique du tout-très sympathique); no sense of humour-good sense of humour (aucun sens de l'humour-très bon sens de l'humour); and boring-colourful (ennuyeux-flamboyant). The status items were: not at all intelligent-very intelligent (pas intelligent du tout-très intelligent); not educated-very educated (sans instruction-très instruit); not at all ambitious-very ambitious (sans ambition-très ambitieux); does not possess the qualities of a leader-possesses the qualities of a leader (n'a pas du tout les qualités d'un leader-a toutes les qualités d'un leader). Two other items were included to measure the success of the experimental manipulation: do you believe that this interaction was intimate and do you believe that this interaction was of a very formal and task specific nature. The internal consistency was assessed using Cronbach alphas for the composite status and solidarity measures. For the solidarity indices the alphas ranged from .87 to .94 with a mean of .88, while for the status indices they ranged from .88 to .89 with a mean of .89. Analyses were also conducted to verify the inter-correlations between the status and solidarity ratings for the four different task-specific and intimate vignettes. The results show that, in the intimate situations, the correlations between the mean scores of the solidarity index for the four different vignettes ranged from .19 to .32 with a mean of .26. In terms of status the correlations ranged from .40 to .68 with a mean of .51. In the task-specific situations, the correlations between the mean scores of the solidarity index for the four vignettes ranged from .19 to .47 with a mean of .37. In terms of status, the correlations ranged from .39 to .68 with a mean of .51. The majority of the correlations were significant at the  $p < .01$  level. Therefore, in order to avoid making Type I errors by analysing evaluative responses in each vignette separately, it was decided, on the basis of the consistency in ratings, to collapse the solidarity and status indices across the four different vignettes in both types of situations.

Biographical data. The last section was aimed at collecting biographical and demographic data: age, sex, marital status, mother tongue, language used most often, and place of birth.

## Results

### Overview of the Analyses

Two series of analyses were performed on the data. The first set of analyses consisted of testing the effects of the situation, the language used by the Anglophone interlocutor and ethnolinguistic vitality on the subjects' choice of language (French or English). Because the subjects' use of French or English is categorical frequency data, non-parametric analyses are appropriate. Frequency analyses were conducted on the subjects' choice of language (French or English) using Hierarchical Loglinear modelling<sup>7</sup>. In the second set of analyses, the effects of these same variables were tested on mean ratings of the subjects' perceptions of the Anglophone interlocutor.

### Manipulation check

In order to assess the effects of the manipulation of the situation, the subjects were asked to rate the degree of intimacy and task specificity in every interaction. Separate paired t-tests were performed on these two measures for intimate and task-specific situations. In looking at intimate situations, it was found that ratings of intimacy ( $M=4.9$ ) were significantly higher than ratings of task specificity [ $M=3.9$ ;  $t=5.49$ ,  $p \leq .001$ ]. Whereas in task-specific situations, ratings of task specificity ( $M=4.3$ ) were significantly higher than ratings of intimacy [ $M=3.7$ ;  $t=-4.15$ ,  $p \leq .001$ ]. It can be concluded, therefore, that the experimental manipulation was successful in that subjects did in fact perceive the intimate situations as relatively more intimate and the task-specific situations as relatively more task-specific.

---

<sup>7</sup> Because of the non-parametric nature of the data, multiway frequency analyses were warranted. Multidimensional cross-classification tables are the starting point for loglinear modelling (Norusis, 1988). On the basis of this statistical model, predicted frequencies are compared to observed frequencies using lambda parameter estimates. Estimates for parameters are obtained in a similar fashion as for analysis of variance. More specifically, it is the average log of the frequencies in a particular category minus the grand mean. Positive values of lambda appear when the average number of cases is greater than the overall mean, and conversely, negative values indicate that the average number is smaller than the overall mean. Tests of significance can be calculated for individual lambdas by dividing them by their standard error in order to obtain a z score.

### Comparison of the Frequencies for the Language Used by the Subjects

The first set of analyses concerns the language used by the subjects in the context of the four situations (i.e. French in 4 out of 4 or 3 out of 4 situations or English in 4 out of 4 or 3 out of 4 situations). The effects of the situation, the language of the Anglophone interlocutor and relative ethnolinguistic vitality on the language behavior of the subjects were tested. The subjects were instructed to answer in the language of their choice (French or English) after having read each of four dialogues presented to them. Two hypotheses guided the analyses conducted in this section. As reported earlier, it was expected that in intimate situations the language behavior of the subjects would be influenced by an interaction between the social situation and speech accommodation processes (language convergence vs. maintenance by the Anglophone interlocutor). In more task-oriented and formal situations, the relative ethnolinguistic vitality of the subjects was also expected to exert an effect.

A four-way frequency analysis was performed using a hierarchical log-linear model. The dependent variable was the language used by the subjects during the interaction (French vs. English). The independent variables were the situation (intimate vs. task-specific), the language used by the Anglophone interlocutor (English vs. French) and the relative ethnolinguistic vitality of the subjects (greater French vs. greater English). The results show a main effect of the language used by the subjects, and an interaction between the language used by the Anglophone interlocutor and the language used by the subjects. The situation and subjective ethnolinguistic vitality did not have an effect on the subjects' choice of language.

Ninety subjects were included in this analysis<sup>8</sup>. An examination of the likelihood ratio chi-squares showed the presence of second order effects [ $\chi^2(6)=14.804$ ,  $p<.03$ ], and first order effects [ $\chi^2(4)=77.936$ ,  $p<.01$ ]. These tests provide an indication of the collective importance of

---

<sup>8</sup> Fifty-one subjects were not included because of missing data, the ratio of French and English ethnolinguistic vitality equalled 1 or because they responded in French in two situations and in English in two situations. Only the subjects who provided complete data sets and who answered in French in 4 out of 4 or 3 out of 4 situations or in English in 4 out of 4 or in 3 out of 4 situations were included. Of the 51 subjects who were not included 9 were excluded because they chose to respond in French in two situations and in English in two situations, 3 subjects were eliminated because their score on the BEVQ equalled one, and 38 subjects were not included because of missing data.

tests of first and second order effects. They do not, however, indicate which individual terms are significant. In order to test which effects are present the partial likelihood chi-square can be used. A summary of the significant effects with the results of tests of significance of Loglinear parameter estimates in raw and standardised form appear in Table 14. An examination of the lambda parameter estimates shows that, overall more subjects answered in French (93%) than in English(7%). The percentages vary significantly with the language of the interlocutor, however. The subjects were more likely than expected to respond in French when their interlocutor had spoken French(58%) and more likely than expected to respond in English when their interlocutor spoke English(7%). They were less likely than expected to respond in English(0%) when the interlocutor had spoken French and also less likely than expected to respond in French when the interlocutor had spoken English (35%). The type of situation and relative ethnolinguistic vitality did not exert an influence on the subjects' choice of language.

In relation to the hypotheses, it can be concluded that the ethnolinguistic vitality of the respondents, and the type of social situation did not influence the language behavior of the subjects. The language of the interlocutor, however, did have an effect. Subjects were more likely than expected to converge to the language used by the Anglophone interlocutors than to maintain their own language.

Table 14  
Summary of Significant Effects of the Hierarchical Model for Respondent Language Choice by Interlocutor Language

Effect	Loglinear parameter estimates (lambda)		Lambda/SE: Z value			
	French	English	French	English		
Respondent language	1.16	-1.16	5.66	-5.66		
Interlocutor language						
Respondent language by Interlocutor language	French	.482	-0.482	French	2.34	-2.34
	English	-.482	.482	English	-2.34	2.34

Note. Z values greater than 1.96 are significant at the  $p < .05$  level. The sign indicates the direction of the difference. A negative value means that the particular cell had a lower than expected frequency, while a positive value means that it obtained more than what was expected by chance.

\* $p < .05$   
\*\*  $p < .01$

### Comparison of Means for the Evaluation Indices

In relation to the evaluation indices (solidarity and status measured on a seven-point likert-type scale), two hypotheses were proposed. It was hypothesised that, in intimate situations, language convergence by the Anglophone interlocutor would be evaluated more favourably than language maintenance. It was also suggested that, in task-oriented situations, subjects with a greater level of French ethnolinguistic vitality would evaluate the Anglophones less favourably when they used English than when they used French.

Analysis of evaluation indices. In order to test the hypotheses concerning the Francophones' evaluation of their Anglophone interlocutors, a split-plot factorial design was used. The independent variables were the situation (intimate vs. task-specific), the language used by the Anglophone interlocutor (French vs. English) and relative ethnolinguistic vitality (French vs. English). The dependent variables included evaluations of status and solidarity.

One-hundred and two subjects were included in this analysis with cell sizes ranging from 10 to 16. Results of evaluations of assumptions of normality of sampling distributions [solidarity, skewness=-.194,  $p>.05$ , kurtosis=.278,  $p>.05$ ; status, skewness=-.470,  $p>.01$ , kurtosis=.081,  $p>.05$ ] and univariate tests of homogeneity of variance matrices [solidarity, Bartlett-Box  $F(7, 8459)=.873$ ,  $p=.527$ ; status, Bartlett-Box  $F(7, 8459)=1.42$ ,  $p=.19$ ] were satisfactory. The means and standard deviations concerning this analysis can be found in Appendix Q.

Tests of between subject effects (see Table 15) revealed a significant interaction between the situation and the language of the interlocutor (see Figure 2). Tukey tests of simple main effects were conducted to assess the nature of these differences. The results show that this interaction is mainly due to an effect of interlocutor language in task-specific situations. More precisely, in task specific situations, the Anglophone interlocutors who used English were evaluated less favourably than those who used French [ $q(103)=3.216$ ,  $p<.05$ ]. In intimate situations, however, no effect due to the language of the interlocutor was found [ $q(103) = 1.93$ ,  $p>.05$ ].

As shown in Table 15, a second interaction was found between the language of the Anglophone interlocutor and the relative ethnolinguistic vitality of the subjects (see Figure 3).

Table 15  
Summary of Results for 2 \* 2 \* 2 \* 2 Analysis of Variance with the Situation, the Language of the Anglophone Interlocutor, the Subjective Ethnolinguistic Vitality of the Respondents as Factors, and the Evaluation of the Anglophone as a Repeated Measure

Between-Subject Effect	Sums of square	Degrees of freedom	Mean square	F	Significance of F
Within Cells	98.71	94	1.05		
Situation	.20	1	.20	.19	.66
Language	.10	1	.10	.09	.75
Vitality	.41	1	.41	.39	.53
Sit * Lang	8.70	1	8.7	8.29	.00
Sit * Vit	.01	1	.01	.01	.91
Lang * Vit	4.00	1	4.00	3.81	.05
Sit * Lang * Vit	.82	1	.82	.78	.37

Within-Subject Effect	Sums of square	Degrees of freedom	Mean square	F	Significance of f
Within Cells	18.09	94	.19		
Evaluation	3.13	1	3.13	16.25	.00
Sit. * Eval.	3.22	1	3.22	16.73	.00
Lang. * Eval.	.32	1	.32	1.67	.19
Vit. * Eval.	.07	1	.07	.37	.54
Sit. * Lang. * Eval.	.06	1	.06	.30	.58
Sit. * Vit. * Eval.	.02	1	.02	.12	.72
Lang. * Vit. * Eval.	.00	1	.00	.01	.91
Sit * Lang * Vit * Eval.	.05	1	.05	.24	.62

Figure 2  
Mean Evaluation Scores as a Function of Interlocutor Language and Social Situations

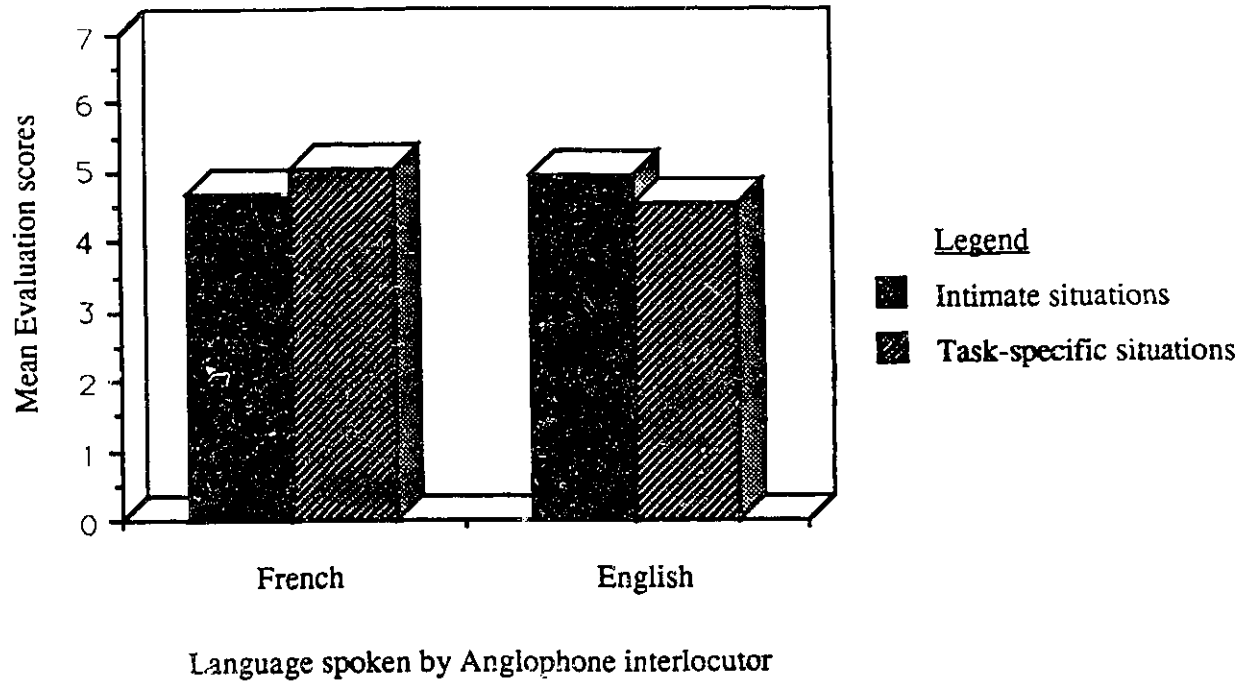
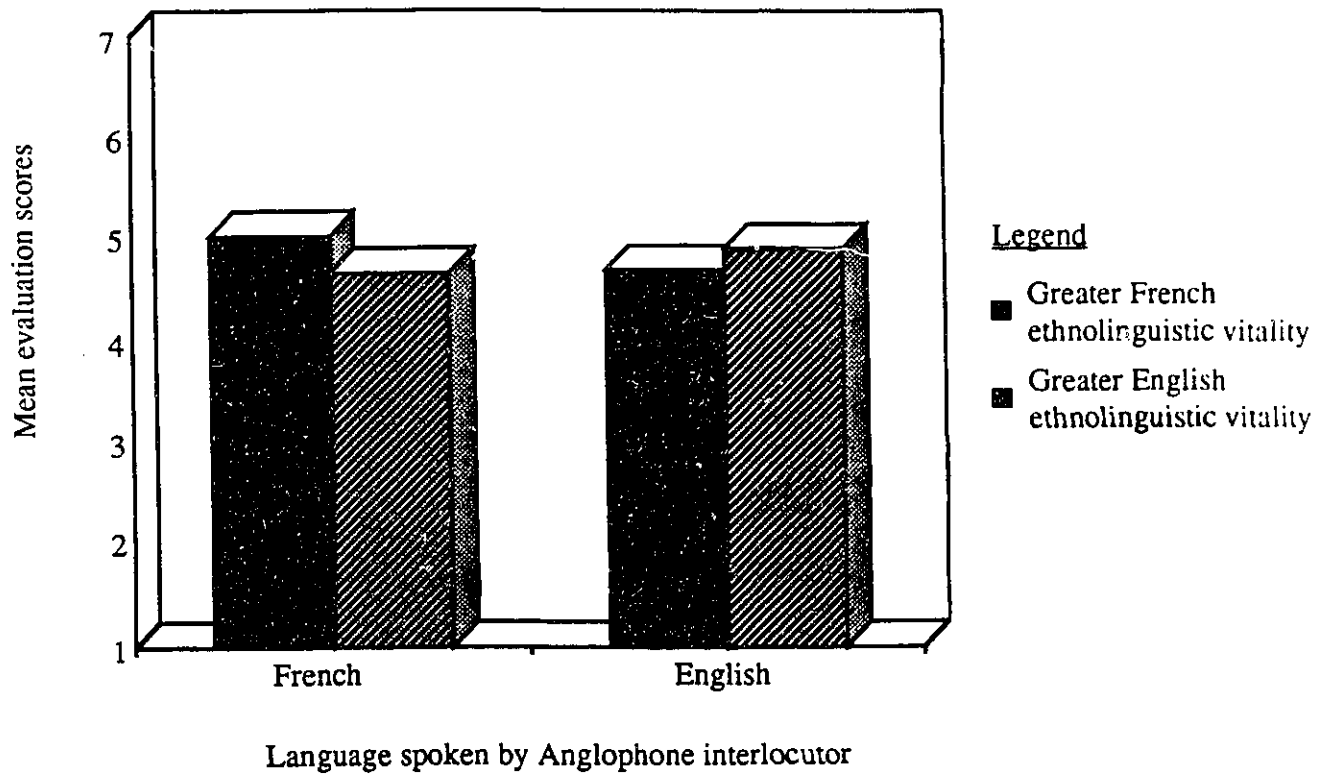


Figure 3  
Mean Evaluation Scores as a Function of Interlocutor Language and Ethnolinguistic Vitality

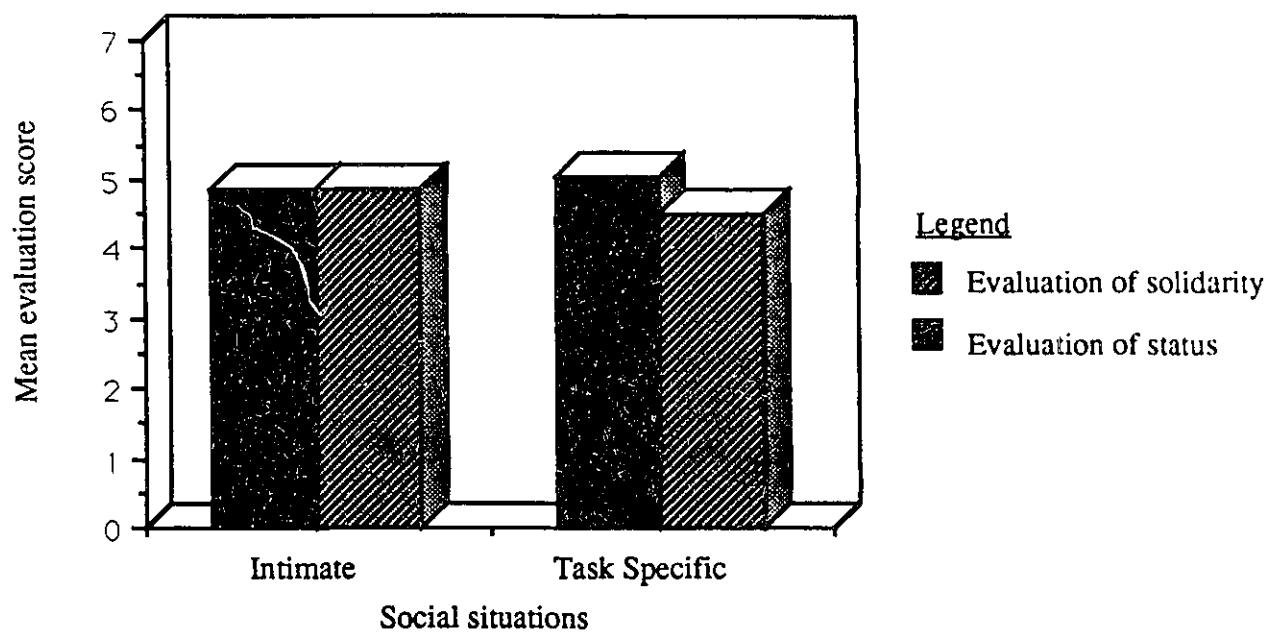


The results of post hoc tests reveal that this interaction is mainly due to the fact that the interlocutors who used French were evaluated more favourably by the subjects who had greater French than English vitality [ $q(94)=2.696$ ,  $p\leq.05$ ].

Tests involving within subject effects showed a main effect for evaluation (Table 15). The subjects generally evaluated the interlocutors higher on status ( $M=4.94$ ) than on solidarity ( $M=4.69$ ). As can be seen in Table 15, a significant interaction between the situation and the two measures of evaluation was also found (see Figure 4). Tukey tests of simple main effects reveal that this interaction is due to the fact that no difference is found between evaluations of status and solidarity when the situation is intimate [ $q(94)=.04$ ,  $p>.05$ ], whereas when the situation is task-specific, evaluations of solidarity are significantly lower than evaluations of status [ $q(94)=8.93$ ,  $p\leq.01$ ]. Moreover, when looking at evaluations of solidarity, a significant difference is found between intimate situations and task-specific situations. More precisely, evaluations of solidarity are significantly lower when the situation is task-specific as compared to intimate [ $q(94)=3.174$ ,  $p\leq.05$ ]. For evaluations of status, however, no difference is found between both types of situations.

In summary partial support for the third and fourth hypotheses was found in the preceding analyses. More specifically, when the situation was task-specific, Anglophone interlocutors who used French were evaluated more positively than interlocutors who used English. In task-specific interactions, the Anglophone interlocutors were also given lower ratings of solidarity than in intimate situations. Moreover, subjects with greater relative French ethnolinguistic vitality evaluated the Anglophone interlocutors more positively when they used French than subjects with greater relative English subjective ethnolinguistic vitality. Subjective ethnolinguistic vitality, however, did not interact with the situation in influencing perceptions of the Anglophone interlocutor's choice of language.

Figure 4  
Mean Evaluation Scores as a Function of Status, Solidarity and Social Situations



## CHAPTER 5

### Discussion and Conclusion

The goals of this research were twofold. As an initial step in studying ethnolinguistic contact it was important to develop a taxonomy of social situations. In the first study, a taxonomy of social situations was presented. This taxonomy focused on social situations found in the everyday lives of students. The major findings of this study were that a wide diversity of social situations could be grouped into six major clusters according to their similarity on two major dimensions: their degree of intimacy and their degree of task specificity. A negative correlation was found between the mean rankings of the six clusters on these two dimensions. A cluster ranked as being very intimate was generally also ranked as having low task specificity, and, conversely a cluster ranked as being very task-specific was ranked as not being very intimate. It was concluded that the taxonomy that was presented could serve as a basis for studying language behavior and perceptions in the context of ethnolinguistic contacts involving students.

A second study was conducted to further validate the findings of the first study and to obtain a smaller yet representative sample of social situations that could be used in a third study of ethnolinguistic contact. A different group of subjects were asked to rate 20 social situations in terms of their intimacy and task specificity. These situations were taken from the taxonomy presented in study 1 to represent six different levels of intimacy and task specificity. The results validated the findings of the first study and provided a smaller set of social situations (8), which were used in a third study of communication behavior during ethnolinguistic contacts.

The third study addressed the second and main purpose of this research which was to assess the effects of interlocutor language behavior (convergence to French vs. maintenance of

English), type of social situation (very intimate vs. very task-specific), and respondents' subjective ethnolinguistic vitality (greater vitality of French vs. greater vitality of English), on code switching behavior, on evaluations of solidarity toward the Anglophone interlocutors and on perceptions concerning their status. The main findings of this last study were that the Francophone subjects opted to converge more often than expected to the language used by their Anglophone interlocutors than to maintain their own language. In task-specific situations, the subjects also evaluated the Anglophone interlocutor more favourably in terms of status and solidarity when they used French as opposed to English. Lastly, the Anglophone interlocutors who used French were evaluated more favourably by the subjects with greater Francophone than Anglophone ethnolinguistic vitality.

Pertaining to these results, in one of the most widespread models of speech variation (SAT), Giles and his colleagues (Giles, 1973, 1977; Giles & Powesland, 1975; Giles, et al., 1987) have empirically documented the tendency of individuals to converge in their language during ethnolinguistic contacts. These authors have shown that a number of social psychological principles can account for speech convergence and that it can have important effects on the outcome of the interaction. It was suggested that the tendency for speakers to converge in terms of their language occurs not only to allow for efficient communication, but also, and perhaps more importantly, to favour further interaction and to enhance social approval. Language maintenance, on the other hand, may also be used by speakers. Its role seems to be to place a greater psychological distance between locutors who wish to assert their cultural distinctiveness or simply to show their dislike of their interlocutor. In the present framework, speech accommodation processes were expected to interact with the type of contact situation. Specifically, that characteristics of interactions such as their intimacy or task specificity would have an impact on evaluations of one's interlocutor and on the choice of language used. In the present study, it was proposed that a preference for language convergence would be manifested both in terms of behavior and of evaluations in more intimate situations.

The results obtained here show that subjects were also more likely than expected to converge to the language of their Anglophone interlocutor regardless of the situation or their

relative ethnolinguistic vitality. Although unexpected, a possible explanation for these results is that the norms guiding behavior in both types of situations (very task-specific and very intimate) favoured cooperation as opposed to competition. Even though task-specific situations involve a measure of power differential between the interactants, the setting of the study itself invited the respondent to collaborate, as shown by the substantial agreement to participate and to respond in writing in the experimental situation. Because cooperation leads to a lessening of the perception of threat to one's ethnicity (see Amir, 1969, 1976; Tajfel, 1978; Tajfel & Turner, 1979), the Francophone interlocutors may have been less inclined to assert their cultural identity in their choice of language.

The lack of interactive effect of the situation and the relative ethnolinguistic vitality on the choice of language by the subjects, may also be related to the type of experimental methodology used. While studies stemming from different theoretical perspectives have found situational and sociostructural to be related to language behavior (Allard & Landry, 1991; Bourhis & Bédard, 1988; Clément, 1984; Genesee & Bourhis, 1982, 1988; Landry & Allard, 1991; Taylor & Simard, 1975), most studies measured observers' evaluative reactions or estimations as opposed to social interactants' actual language behavior (see Bradac, 1990; Sachdev & Bourhis, 1990; Street, 1985, for reviews). Observers, however, may respond to verbal exchanges given the stereotypes or attitudes they hold for a particular language (Street, 1985). Social interactants, on the other hand, may react to each others' speech as a function of the relative similarity or dissimilarity of their behaviors given their respective goal or expectancies for the interaction (Street, 1985; Street et al., 1988). Given a situational norm favouring cooperation, therefore, the subjects in the present study may have been more inclined to facilitate the interaction by converging or speaking the same language.

Such variables as the relative ethnolinguistic vitality of the respondents, on the other hand, may have had less of an effect because the respondents were focused on the immediacy of the interaction and the need to cooperate verbally to their interlocutors. Because in the present study the subjects were asked to be social interactants as opposed to observers of social interactions, they may have tended to focus more on very salient indicators as cues to their behavior (i.e. the

language behavior of the interlocutor). Thus, variables which have been found in previous studies to have an effect on observers evaluations of their language behavior (i.e. subjective ethnolinguistic vitality) had no impact here. The results of the present study, therefore, clearly point to the need to measure subjects' actual language behavior as opposed to estimations or evaluations (Street, 1985; Street et al., 1988). Consequently, they also put into question the validity of the findings found in previous studies of language contact (Genesee & Bourhis, 1982, 1988). Lastly, they demonstrate the necessity to include the possibility that important situational norms (i.e. the need for cooperation) can have an impact on the choices of languages spoken during ethnolinguistic contacts.

The interplay between speech accommodation processes and situational variables was also considered with respect to the outcome of the interaction. On the basis of the research conducted on SAT (see Ball et al., 1984; Beebe, 1981; Bourhis et al., 1979; Giles et al., 1987), it was expected that the Anglophone interlocutors would receive lower evaluations of solidarity for using English in intimate situations. Furthermore, it was hypothesised that unless influenced by the ethnolinguistic vitality of the subjects (Allard & Landry, 1991), evaluations in task-specific situations would be less affected by the language behavior of the Anglophone interlocutors.

The results show, however, that while task-specific situations had a significant effect on evaluations of the Anglophone interlocutors, intimate situations did not. In task-specific situations, respondents evaluated their Anglophone interlocutors more favourably in terms of solidarity and status when they used French rather than English. In intimate situations there were no differences in terms of evaluations of the Anglophone interlocutors use of English or French. A possible explanation for these results is that, in task-specific situations where the interactants were portrayed as not knowing each other very well relative to the intimate situations, the Francophone respondents may have been more sensitive to the Anglophone interlocutors' behavior. This process of initial impression formation could in fact have increased the salience and the impact of the language behavior exhibited by the interlocutors. In line with SAT, speech convergence would then occur to decrease perceived discrepancies and to encourage further interaction (Giles et al., 1977; Giles et al., 1987). Because of the salience of language cues, more category based as

opposed to more interpersonal orientations may have been encouraged in those situations (Fiske, 1988; Fiske & Neuberg, 1990). Thus greater deindividuation and depersonalisation may have been fostered and social categories highlighted (Brewer & Miller, 1984). The choice of language being an important dimension of group identity (Giles & Johnson, 1981) and a salient behavior, may have become the target of greater evaluative scrutiny in these situations. The Anglophones' use of English may have increased subjects' perceptions of them as being different and as being part of the outgroup. Consequently, they were evaluated less favourably than those using French.

A second interpretation of this phenomenon centres around the fact that in task-specific situations a certain amount of expediency was required in order to accomplish the objectives of the interaction. The contexts were formal. The interactants did not know each other well. Yet they were required to communicate effectively in order to achieve their goals. Because they needed to interact in accordance with established norms and rules, they did not enjoy the flexibility and openness of the interactants portrayed in the intimate situations. The choice of language being a very salient behavior and an important part of communication efficiency, could have become the target of evaluative scrutiny. The Anglophones using French to communicate may have been perceived as encouraging and promoting greater communication efficiency. Therefore, as collaborators they were evaluated more favourably than the Anglophones using English. This explanation focuses on the communication process whereas the previous hinged on intergroup relations. It is likely that both dimensions contribute to the phenomenon observed here (Galois et al., 1988; Gudykunst & Kim, 1986; Stephenson, 1981).

In the intimate situations, on the other hand, where the relationships were portrayed as having been established for a long time and where the interactants were very familiar with each other, the issues of discrepancies and further interaction were perhaps not as important. Since the interlocutors were portrayed as knowing each other well, impressions had presumably been formed and were well established. More flexibility, tolerance and openness to differences may have been encouraged. Person-based as opposed to category-based perceptions and evaluations have been found to be encouraged when the interaction is with a familiar person and when future interaction is anticipated (Brewer, 1988). These more intimate situations may have encouraged an

interpersonal orientation based on increased differentiation and personalisation as opposed to an intergroup orientation which emphasises category-based social evaluations (Brewer & Miller, 1984; Fiske, 1990). The choice of language by the Anglophone, therefore, became less of an issue for the subjects.

The fact that there were no significant differences between the evaluations of speakers using French and those using English in intimate situations, also provides support for previous findings reported in studies of interethnic contact. According to the contact hypothesis, stereotypes are reduced in situations which encourage pleasant, intimate, equal status and cooperative interactions (see Amir, 1969, 1976, for reviews). The intimate situations used in the present experiment were all congruent with these criteria. Consequently, in these situations no differences were found on evaluations of speakers who used English or those who used French. The intimate situations, unlike the task-specific ones, seemed to have encouraged greater solidarity regardless of the language behavior of the Anglophone interlocutor. These findings, therefore, point to the importance of considering evaluations of language behavior as being situationally bound (Bradac, 1990). Future research should acknowledge the fact that different types of situations, such as those used in the present study, will differentially affect perceptions concerning the outgroup interactant

The type of social situation characterising the contact, however, may interact very little with other more macro-social variables. Subjective ethnolinguistic vitality was also hypothesised to interact with both speech accommodation processes and situational determinants in influencing code switching behavior and evaluations by the Francophone respondents. Based on previous research, it was suggested that the EV would be more salient in interactions which are more task-specific and less intimate (Amir, 1976; Brewer & Miller, 1978; Whitley et al., 1984). The results, however, showed a significant interaction between the language used by the Anglophone interlocutors and the relative ethnolinguistic vitality of the respondents. Overall, respondents who perceived Francophones to have higher relative ethnolinguistic vitality evaluated their Anglophone interlocutors more favourably when they used French. These findings corroborate previous research showing relative vitality to be related to evaluations of language use and code switching

strategies (Allard & Landry, 1991; Bourhis et al., 1981). It had also been suggested that relative vitality would play a greater role in influencing evaluations in task-specific situations. The hypothesised relation between the situation and relative ethnolinguistic vitality in affecting evaluations, however, was not confirmed. Three interdependent reasons can be offered for this outcome.

Firstly, the absence of a significant interaction between EV and both the language of the interlocutor and the situation, may be attributed to a confounding variable in the task-specific situations presented to the subjects. More specifically, in task-specific situations, Francophones were always portrayed as having a lower situational status (i.e. salesperson, employee, interviewee and player) than the Anglophone interlocutors. Thus, in these situations, where relative ethnolinguistic vitality was expected to exert its greatest impact, there may have been a tempering effect due to the lower “*situational*” status of the respondents. For example, subjects, who, given their high Francophone ethnolinguistic vitality, would normally have downgraded the Anglophone for using English may have found themselves softening their evaluations given their lower situational status. Variables related to the situation, such as the relative role or status of the interactants, therefore, may be a more potent determinant of evaluations than the more general and macro-social variables, such as perceived ethnolinguistic vitality.

Secondly, given the smaller than expected variance in the ethnolinguistic vitality scores, it can be suggested that an adequate test of this variable was not provided. Although it was possible to distinguish two groups of subjects on the basis of their beliefs of greater vitality for Francophones or Anglophones, many of the scores clustered around one, suggesting that many of the subjects did not strongly believe that one group had greater vitality than the other. This distribution of the ethnolinguistic vitality scores is consistent with the sample of subjects tested, since most were from communities in Ontario where both language groups are present. It would be interesting in future studies to compare subjects who come from communities where one group clearly predominates over the other. It would be expected that in these types of settings ethnolinguistic vitality beliefs would more strongly favour one group over the other.

Thirdly, as stated by Landry and Allard (1991), while ethnolinguistic vitality has been

extended to the social psychological aspects of language behavior, it is more concerned with the macro-social or sociological analysis of language behavior. The fact that vitality did not interact with the social situations in influencing outgroup member evaluations, may reflect the respondents' general beliefs toward language behavior as opposed to concerns in specific situations. Thus while EV may provide for a general orientation to evaluations and behavior it may be less applicable to particular situations unless aroused by very particular situational contingencies. For example, the perception of ethnic threat (see Bourhis & Giles, 1977; Bourhis et al., 1979) may be a necessary condition for the behavioral manifestation of one's EV.

Taken together, the results of the three studies reported here make two main contributions to our understanding of interethnic contact. First, they not only support the situationist perspective elaborated previously but also buttress its importance through the elaboration of an empirically-derived taxonomy. Applications of this taxonomy to interethnic relations further shows the overriding effect of the characteristics of the situation where previous theoretical expectations would favour the influence of more remote factors. Second, the contrast observed between actual language use and its evaluation suggests different determinants for these behaviors. Indeed, given the obtained results, behavioral inferences from evaluation studies would seem to have limited validity.

## References

- Allard, R., & Landry, R. (in press). Subjective ethnolinguistic vitality: A comparison of two measures. International Journal of the Sociology of Language.
- Allard, R., & Landry, R. (1986). Subjective ethnolinguistic vitality viewed as a belief system. Journal of Multilingual and Multicultural Development, 7, 1-12.
- Allard, R., & Landry, R. (1987, September). Contact des langues, vitalité ethnolinguistique subjective et comportement ethnolinguistique. Colloque des Langues: Quels Modèles? Nice, 1987.
- Allport, G.W. (1954). The nature of prejudice. Garden City, N.Y.: Doubleday Anchor Books.
- Amir, Y. (1969). Contact hypothesis in ethnic relations. Psychological Bulletin, 71, 319-342.
- Amir, Y. (1976). The role of intergroup contact in change of prejudice and ethnic relations. In P. A. Katz (Ed.), Toward the elimination of racism. New York: Pergamon Press.
- Amir, Y., Bizman, A., Ben-Ari, Rivner, M. (1980). Contact between Israelis and Arabs: A theoretical evaluation. Journal of Cross-Cultural Psychology, 11, 426-443.
- Asante, M.K., & Davis, A. (1989). Encounters in the interracial workplace. In M.K. Asante and W.B. Gudykunst (Eds.), Handbook of international and intercultural communication. Newbury Park: Sage Publications.

- Ball, P., Giles, H., Byrne, J., & Berechree, P. (1984). Situational constraints on the evaluative significance of speech accommodation: Some Australian data. International Journal of the Sociology of Language, 46, 115-129.
- Beebe, L. M. (1981). Social and situational factors affecting the communication strategy of code switching. International Journal of the Sociology of Language, 32, 139-149.
- Bourhis, R. Y. (1979). Language in ethnic interaction: A social psychological approach. In H. Giles and B. Saint-Jacques (Eds.), Language and ethnic relations. Oxford: Pergamon Press.
- Bourhis, R. Y. (1983). Language attitudes and self-reports of French-English usage in Quebec. Journal of Multilingual and Multicultural Development, 4, 163-179.
- Bourhis, R. Y. (1984). Cross-cultural communication in Montreal: Two field studies since Bill 101. International Journal of the Sociology of Language, 46, 33-47.
- Bourhis, R. Y. (1985). The sequential nature of language choice in cross-cultural communication. In R. L. Street and J. N. Capella (Eds.), Sequence and Pattern in Communicative behavior. London: Edward Arnold.
- Bourhis, R. Y. (1986). Social psychology and heritage language research: A Retrospective view and future trends for Canada. In J. Cummins (Ed.), Heritage languages in Canada: Research perspectives. Ottawa: Secretary of State, Multiculturalism.
- Bourhis, R. Y., & Bédard, M. (1988, June). Usage des langues et vitalité ethnolinguistique en milieu Franco-Ontarien. Poster présenté au 49 Congrès Annuel de la Société Canadienne de Psychologie, Montréal.

- 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., & Lambert, W. E. (1975). Social consequences of accommodating one's style of speech: A cross-national investigation. International Journal of the Sociology of Language, 6, 54-71.
- Bourhis, R. Y., Giles, H., Leyens, J. P., & Tajfel, H. (1979). Psycholinguistic distinctiveness: Language divergence in Belgium. In H. Giles and R. N. 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, 145-155.
- Bourhis, R. Y., & Sachdev, I. (1984). Vitality perceptions and language attitudes: Some Canadian data. Journal of Language and Social Psychology, 3, 97-126.
- Bradac, J. J. (1990). Language attitudes and impression formation. In H. Giles and W. P. Robinson (Eds.), Handbook of language and social psychology. London: John Wiley & Sons.
- Brewer, M. B. (1988). A dual process model of impression formation. In T. K. Srull and R. S. Wyer (Eds.), Advances in Social Cognition, Vol 1. London: Lawrence Erlbaum.

- Brewer, M. B., & Miller, N. (1984). Beyond the contact hypothesis: Theoretical perspectives on desegregation. In N. Miller and M.B. Brewer (Eds.), Groups in Contact: The Psychology of Desegregation. Orlando: Academic Press.
- Brown, P. & Fraser, C. (1979). Speech as a marker of situation. In K. R. Scherer and H. Giles (Eds.), Social markers in speech. Cambridge: Cambridge University Press.
- Brown, R., & Turner, J. C. (1981). Interpersonal and intergroup behavior. In J. C. Turner and H. Giles (Eds.), Intergroup behavior. Oxford: Blackwell.
- Cantril, H. & Allport, G. W. (1935). The psychology of radio. New York: Harper.
- Clément, R. (1980). Ethnicity, contact and communicative competence in a second language. In H. Giles (Ed.), Language: Social psychological perspectives. New York: Pergamon Press Oxford.
- Clément, R. (1984). Aspects socio-psychologiques de la communication inter-ethnique et de l'identité sociale. Recherches Sociologiques, 2-3, 293-312.
- Clément, R. (1986). Second language proficiency and acculturation: An investigation of the effects of language status and individual characteristics. Journal of Language and Social Psychology, 5, 271-290.
- Clément, R., & Laplante, L. (1983). L'étude de la communication en tant que paradigme fondamental de la psychologie sociale, Canadian Psychology/Psychologie Canadienne, 24, 75-80.

- Clément, R., Gardner, R. C., & Smythe, P. C. (1980). Social and individual factors in second language acquisition. Canadian Journal of behavioral Science, 12, 293-302.
- Doise, W., Sinclair, A., & Bourhis, R. Y. (1976). Evaluation of accent convergence and divergence in cooperative and competitive intergroup situations. British Journal of Social and Clinical Psychology, 15, 247-252.
- Dubé-Simard, L. (1983). Genesis of social categorisation, threat to identity and perception of social injustice: Their role in intergroup communication. Journal of Language and Social Psychology, 2, 183-205.
- Fienberg, S. E. (1977). The analysis of cross-classified categorical data. Cambridge, Mass.: MIT Press.
- Fishman, J. A. (1977). Language and ethnicity. In H. Giles (Ed.), Language, ethnicity and intergroup relations. London: Academic Press.
- Fiske, S.T. (1988). Compare and contrast: Brewer's dual process model and Fiske's et al.'s continuum model. In T. Srull & R. Wyer (Eds.), Advances in social cognition, volume 1. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Fiske, S.T. & Neuberg, S.L. (1990). A continuum of impression, from category-based to individuating processes: Influences of information and motivation on attention and interpretation. Advances in Experimental Social Psychology, 23, 1-75.
- Forgas, J. P. (1979). Social episodes: The study of interaction routines. London; Academic Press.

- Forgas, J.P. (1982). Episode cognition: Internal representations of interaction routines. Advances in Experimental Social Psychology, 15, 59-97.
- Forgas, J. P., & Dobosz, B. (1980). Dimensions of romantic involvement: Toward a taxonomy of heterosexual relationships. Social Psychology Quarterly, 43, 290-300.
- Galois, C., Stokes, A.F., Giles, H., & Coupland, N. (1988). Communication accommodation in intercultural encounters. In Y.Y. Kim and W.B. Gudykunst (Eds.), Theories in Intercultural Communication. Newbury Park: Sage Publications.
- Genesee, F., & Bourhis, R. Y. (1982). The social psychological significance of code switching in cross-cultural communication. Journal of Language and Social Psychology, 1, 1-27.
- Genesee, F., & Bourhis, R.Y. (1988). Evaluative reactions to language choice strategies: The role of sociostructural factors. Language and Communication, 8, 229-250.
- Genesee, F., & Holobow, N. (1989). Change and stability in intergroup perceptions. Journal of Language and Social Psychology, 8, 17-38.
- Giles, H. (1973). Accent mobility: A model and some data. Anthropological Linguistics, 15, 87-105.
- Giles, H. (1977). Language, ethnicity and intergroup relations. London: Academic Press.
- Giles, H., Bourhis, R. Y., & Taylor, D. M. (1977). Toward a theory of language in ethnic group relations. In H. Giles (Ed.), Language, ethnicity, and intergroup relations. London: Academic Press.

- Giles, H., & Hewstone, M. (1982). Cognitive structures, speech, and social situations: Two integrative models. Language Sciences, 4, 187-219.
- Giles, H., & Johnson, P. (1981). Ethnolinguistic identity theory: A social psychological approach to language maintenance. International Journal of the Sociology of Language, 68, 69-99.
- Giles, H., Mulac, A., Bradac, J., & Johnson, P. (1987). Speech accommodation theory: The first decade and beyond. In M. L. McLaughlin (Ed.), Communication yearbook 10. Beverly Hills, California: Sage.
- Giles, H., & Powesland, P. (1975). Speech style and social evaluation. London: Academic Press.
- Giles, H., & Smith, P. M. (1979). Accommodation theory: Optimal levels of convergence. In H. Giles and R. T. St-Clair (Eds.), Language and social psychology. Oxford: Basil Blackwell.
- Giles, H., Taylor, D. M., & Bourhis, R. Y. (1973). Toward a theory of interpersonal accommodation through language use: Some Canadian data. Language in Society, 2, 177-192.
- Gudykunst, W.B., & Lim, T.S. (1986). A perspective for the study of intergroup communication. In W. Gudykunst (Ed.), Intergroup Communication. London: Edward Arnold.
- Haberman, S. J. (1978). Analysis of qualitative data, Vol 1. London: Academic Press.
- Hamers, J. F., & Blanc, M. (1983). Bilinguïté et bilinguisme. Bruxelles: Pierre Mardaga.

- Hamilton, D.L., & Bishop, G.D. (1976). Attitudinal and behavioral effects of initial integration of white suburban neighbourhoods. Journal of Social Issues, 32, 47-67.
- Harré, R., & Secord, P.F. (1972). The explanation of social behavior. Oxford: Basil Blackwell.
- Hewstone, M., & Brown, R. (1986). Contact is not enough: An intergroup perspective on the contact hypothesis. In H. Hewstone and R. Brown (Eds.), Contact and conflict in intergroup encounters. New York: Basil Blackwell.
- Heider, F. (1958). The psychology of interpersonal relations. New York: John Wiley.
- Huston, T. L., & Levinger, G. (1978). Interpersonal attraction and relationships. Annual Review of Psychology, 2, 8-28.
- Hymes, D. (1972). Models of the interaction of language and social life. In J. Gumperz and D. Hymes (Eds.), The Ethnography of Communication. New York: Holt, Rinehart & Winston.
- Kreitler, H., & Kreitler, S. (1972). The model of cognitive orientation: toward a theory of human behavior. British Journal of Psychology, 63, 9-30.
- Labrie, N., & Clément, R. (1986). Ethnolinguistic vitality, self-confidence and second language proficiency: An investigation. Journal of Multilingual and Multicultural Development, 7, 269-282.
- Lambert, W.E.(1967). A social psychology of bilingualism. Journal of Social Issues, 23, 91-109.

- Landry, R., & Allard, R. (in press). Diglossia, ethnolinguistic vitality and language behavior. International Journal of the Sociology of Language.
- Luiz, D., & Krige, P. (1981). The effects of social contact between South African white and coloured adolescent girls. The Journal of Social Psychology, 113, 153-158.
- Luiz, D., & Krige, P. (1985). The effects of social contact between South African white and coloured adolescent girls: A follow-up study. The Journal of Social Psychology, 125, 407-408.
- Marwell, G., & Hage, J. (1970). The organisation of role-relationships: A systematic description. American Sociological Review, 35, 884-900.
- Norusis, M.J. (1988). SPSS-X advanced statistics guide. Chicago: SPSS Inc.
- Rands, M., & Levinger, G. (1979). Implicit theories of relationships: An intergenerational study. Journal of Personality and Social Psychology, 37, 645-661.
- Ray, J. (1983). Racial attitudes and the contact hypothesis. The Journal of Social Psychology, 119, 3-10.
- Riordan, C. (1978). Equal status interracial contact: A review and revision of the concept. International Journal of Intercultural Relations, Summer, 160-185.
- Rose, T.L.(1981). Cognitive and dyadic processes in intergroup contact. In D.L. Hamilton (Ed.), Cognitive processes in stereotyping and intergroup behavior. Hillsdale, NJ: Lawrence Erlbaum.

- Ryan, E. (1979). Why do low prestige language varieties persist? In H. Giles and R. N. St-Clair (Eds.), Language and social psychology. Oxford: Basil Blackwell.
- Ryan, E. B., & Bulik, C.M. (1982). Evaluations of middle class speakers of standard American and German-accented English. Journal of Language and Social Psychology, 1, 51-62.
- Sachdev, I. & Bourhis, R. (1990). Bilinguality and multilinguality. In H. Giles and W. P. Robinson (Eds.), Handbook of language and social psychology. London: John Wiley & Sons.
- Sachdev, I., Bourhis, R., Phang, S., & D'Eye, J. (1987). Language attitudes and vitality perceptions: Intergenerational effects amongst Chinese Canadian communities. Journal of Language and Social Psychology, 6, 287-307.
- Saville, T. (1982). The ethnography of communication. Oxford: Basil Blackwell.
- Schwarzwald, J., Fidel, S., & Hoffman, M. (1985). Carry-over of contact effects from acquainted to unacquainted targets. Journal of Multilingual and Multicultural Development, 6, 297-311.
- Scotton, C.M. (1983). The negotiation of identities in conversation: A theory of markedness and code choice. International Journal of the Sociology of Language, 44, 115-136.
- Simard, L., Taylor, D. M., & Giles, H. (1976). Attribution processes and interpersonal accommodation in a bilingual setting. Language and Speech, 19, 374-387.

- Slavin, R.E. (1985). Cooperative learning: Applying contact theory in desegregated schools. Journal of Social Issues, 41, 45-62.
- Spangenberg, J., & Nel, E.M. (1983). The effects of equal-status contact on ethnic attitudes. The Journal of Social Psychology, 121, 173-180.
- Stening, B. (1979). Problems in cross-cultural contact. International Journal of Intercultural Relations, 3, 269-314.
- Stephen, W.G., & Brigham, J.C. (1985). Intergroup contact: Introduction. Journal of Social Issues, 41, 1-8.
- Stephenson, G.M. (1981). Intergroup bargaining and negotiation. In J.C. Turner and H. Giles (Eds.), Intergroup behavior. Oxford: Basil Blackwell.
- Street, R.L. (1985). Participant-observer differences in speech evaluation. Journal of Language and Social Psychology, 4, 125-130.
- Street, R.L., Mulac, A., & Wiemann, J.M. (1988). Speech evaluation differences as a function of perspective (participant versus observer) and presentational medium. Human Communication Research, 14, 333-363.
- Tabachnick, B.G., & Fidell, L.S. (1989). Using multivariate statistics. New York: Harper & Row Publishers.
- Tajfel, H. (1978). Differentiation between social groups. London: Academic Press.

- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. Austin and S. Worchel (Eds.), The social psychology of intergroup relations. Cambridge: Cambridge University Press.
- Taylor, D. M., Meynard, R., & Rhéault, E. (1977). Threat to ethnic identity and second-language learning. In H. Giles (Ed.), Language, ethnicity and intergroup relations. London: Academic Press.
- Taylor, D. M., & Simard, L. M. (1975). Social interaction in a bilingual setting. Canadian Psychology, 16, 240-254.
- Triandis, H. C., Vassilou, V., & Nassaikou, M. (1968). Three cross-cultural studies of Subjective culture. Journal of Personality and Social Psychology Monograph Supplement, 8, 1-42.
- Whitley, B.E., Schoefield, J.W., & Snyder, H.N. (1984). Peer preferences in a desegregated school: A round robin analysis. Journal of Personality and Social Psychology, 46, 799-810.
- Wilder, D.A. & Thompson, J.E. (1980). Intergroup contact with independent manipulations of in-group and out-group interaction. Journal of Personality and Social Psychology, 38, 589-603.
- Wish, M. (1976). Comparisons among multidimensional structures of interpersonal relations. Multivariate behavioral Research, 11, 297-324.
- Wish, M., Deutsch, M., & Kaplan, S. J. (1976). Perceived dimensions of interpersonal relations. Journal of Personality and Social Psychology, 33, 409-420.

Appendix A

Questionnaire Used by Student/Experimenters in the First Study

Sex: \_\_\_\_\_

Mother tongue \_\_\_\_\_

Age: \_\_\_\_\_

Name and briefly describe 5 social situations representative of your day to day activities

	Relationship	Activity	Topic of conversation
1			
2			
3			
4			
5			

Appendix A

Standard format provided to the student/experimenters to collect their data

Sex: \_\_\_\_\_

Mother tongue \_\_\_\_\_

Age: \_\_\_\_\_

Name and briefly describe 5 social situations representative of your day to day activities

	Relationship	Activity	Topic of conversation
1			
2			
3			
4			
5			

Appendix B  
Frequencies and Standardized Residuals of Cross-Classification Analysis  
of Groupings by Relationships

Table B-1  
Frequencies and Standardized Residuals of Cross-Classification  
Analysis of Groupings by Relationships

Groupings		Relationships													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Work rel.	1	4 -3.1	4 -1.0	<u>24</u> <u>11.7</u>	6 -6.8	5 -4.3	<u>191</u> <u>23.7</u>	0 -4.4	60 .6	4 -5	10 -2.4	0 -4.3	0 -4.0	1 -3.5	11 -8.1
Task rel.	2	6 -1.9	5 -1	<u>33</u> <u>3.6</u>	2 -6.7	10 -2.4	<u>82</u> <u>7.7</u>	10 -1.1	<u>92</u> <u>7.7</u>	6 .9	16 -1	6 -2.0	6 -1.6	0 -3.4	30 -4.0
Sport rel.	3	4 .9	2 .9	4 .0	3 -2.0	2 -1.1	3 -2.0	3 .0	1 -3.1	2 <u>6.6</u>	<u>19</u> <u>8.6</u>	0 -1.7	3 .4	0 -1.5	14 .7
Social rel.	4	<u>16</u> <u>3.4</u>	2 -6	6 -1.6	5 -4.2	11 -3	26 .6	2 -2.3	28 .1	2 -3	16 2.1	7 -2	10 1.4	2 -1.7	<u>38</u> <u>3.0</u>
Role rel.	5	1 -7	<u>4</u> <u>3.6</u>	<u>19</u> <u>2.7</u>	0 -2.7	1 -1.3	9 1.2	0 -1.5	7 -1	1 .4	2 -4	0 -1.5	0 -1.4	0 -1.3	4 -1.8
Daily rel.	6	1 -3	0 -8	0 -1.5	3 -7	3 .5	1 -1.7	<u>14</u> <u>10.4</u>	2 -1.5	0 -7	2 .1	0 -1.2	0 -1.1	1 -1	7 .4
Personal rel.	7	11 -2.3	0 -3.2	5 -5.3	<u>157</u> <u>13.3</u>	7 -5.1	19 -6.7	25 .5	33 -5.9	2 -2.1	9 -3.9	<u>48</u> <u>6.4</u>	21 .7	<u>45</u> <u>7.6</u>	<u>125</u> <u>4.1</u>
Occasional rel.	8	<u>52</u> <u>8.0</u>	<u>15</u> <u>2.6</u>	21 -1.9	15 -7.0	<u>137</u> <u>20.7</u>	28 -5.2	19 -7	32 -5.8	1 -2.4	25 -3	10 -2.6	26 2.1	2 -3.9	109 2.4
Leisure rel.	9	9 .5	3 -1	7 -1.5	9 -3.4	3 -2.9	5 -4.3	8 -2	29 .0	<u>14</u> <u>7.3</u>	<u>36</u> <u>8.6</u>	5 -1.1	8 .4	2 -1.8	<u>52</u> <u>3.3</u>
Intimate rel.	10	3 -3.8	2 -2.2	4 -4.9	<u>176</u> <u>18.4</u>	6 -4.7	8 -7.4	<u>39</u> <u>4.8</u>	18 -7.0	0 -2.7	7 -3.8	<u>38</u> <u>5.0</u>	24 2.2	<u>52</u> <u>10.8</u>	62 -2.4
Common interest rel.	11	5 1.2	0 -1.1	2 -1.2	4 -1.9	9 2.0	0 -3.3	4 .4	4 -2.3	3 2.0	<u>11</u> <u>3.7</u>	1 -1.2	3 .2	0 -1.6	<u>27</u> <u>4.2</u>
Study rel.	12	1 -2.7	0 -1.9	13 .1	6 -4.4	7 -1.9	1 -5.5	1 -2.9	<u>154</u> <u>24.5</u>	0 -1.8	6 -1.6	2 -2.4	0 -2.9	0 -2.8	16 -4.1
Contextualised rel.	13	<u>6</u> <u>3.0</u>	<u>7</u> <u>7.0</u>	3 .0	4 -9	0 -1.8	8 .8	4 1.3	7 -1	2 1.7	0 -1.7	1 -7	0 -1.4	0 -1.3	6 -1.0
Friendly rel.	14	9 .4	4 .4	2 -3.1	20 -1.1	9 -1.1	9 -3.6	15 2.2	9 -4.3	1 -1.1	11 .2	<u>17</u> <u>3.2</u>	<u>15</u> <u>3.1</u>	1 -2.3	<u>74</u> <u>7.3</u>
Work/social rel.	15	1 -7	<u>6</u> <u>5.9</u>	5 1.2	0 -2.7	0 -1.8	<u>22</u> <u>6.9</u>	0 -1.5	11 1.5	1 .4	2 -4	0 -1.5	0 -1.4	0 -1.3	0 -3.3

Note. Italicized and underlined items are significant at  $p \leq .01$

Appendix C  
Frequencies and Standardized Residuals of Cross-Classification Analysis  
of Groupings by Activities

Table C-1  
 Frequencies and Standardized Residuals of Cross-Classification  
 Analysis of Groupings by Activities

Groupings		Activities													
		Travelling	Visiting	Living together	Working	Telephoning	Doing sports	Going out	Meeting occ.	Shopping	Leisure	Studying	Movie going	Having a coffee	Having a beer
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Work rel.	1	3 -1.6	9 -2.7	1 -2.8	<u>157</u> <u>24.2</u>	1 -2.4	24 -3.8	49 -3.0	3 -2.2	0 -4.7	5 -5.6	59 2.3	4 -2.9	9 -1.0	15 .9
Task rel.	2	1 -2.1	12 -1.3	8 .3	<u>70</u> <u>8.9</u>	5 -3	25 -2.7	33 -4.0	9 .5	6 -2.7	18 -2.3	<u>72</u> <u>6.4</u>	6 -1.8	9 -4	11 .3
Sport rel.	3	1 -3	1 -1.6	1 -5	1 -2.3	0 -1.2	<u>46</u> <u>13.1</u>	1 -3.9	0 -1.4	1 -1.5	<u>14</u> <u>2.9</u>	0 -3.2	1 -1.1	0 -1.6	0 -1.6
Social rel.	4	3 -5	13 .5	2 -1.3	16 -6	0 -2.0	20 -1.4	51 2.2	5 -1	16 1.7	23 .9	25 -1	4 -1.4	4 -1.1	8 .5
Role rel.	5	1 -4	<u>12</u> <u>4.1</u>	1 -6	<u>15</u> <u>3.5</u>	0 -1.2	8 -5	4 -3.0	2 .1	6 1.2	5 -8	7 -7	1 -1.1	4 1.0	2 -3
Daily rel.	6	3 2.2	<u>7</u> <u>2.7</u>	2 .8	1 -1.7	3 2.2	3 -1.4	10 .3	0 -1.1	3 .3	7 1.2	4 -9	0 -1.4	0 -1.3	2 .3
Personal rel.	7	20 2.3	33 -6	24 2.5	10 -7.3	12 -1	74 -1.4	<u>174</u> <u>5.4</u>	13 -1.0	<u>50</u> <u>3.1</u>	<u>83</u> <u>3.1</u>	37 -5.8	34 2.0	24 .5	18 -8
Occasional rel.	8	6 -1.3	37 2.0	6 -1.8	11 -5.7	12 1.0	59 -8	112 2.1	<u>40</u> <u>8.4</u>	22 -9	43 -7	45 -2.4	15 -1.0	<u>30</u> <u>3.6</u>	23 1.8
Leisure rel.	9	4 -1	5 -2.2	2 -1.5	5 -3.6	4 -1	<u>77</u> <u>10.0</u>	38 -8	1 -2.0	4 -2.4	29 1.9	12 -3.3	12 1.3	9 .6	4 -1.3
Intimate rel.	10	18 2.1	<u>48</u> <u>2.9</u>	<u>27</u> <u>3.9</u>	7 -7.3	16 1.6	64 -1.8	133 2.1	9 -1.7	<u>64</u> <u>6.6</u>	65 1.3	24 -6.8	<u>42</u> <u>4.5</u>	17 -8	20 .1
Common interest rel.	11	1 -3	3 -4	1 -5	7 .4	2 .6	15 2.2	7 -1.9	0 -1.4	4 .2	<u>15</u> <u>3.5</u>	7 -6	1 -1.0	1 -9	0 -1.5
Study rel.	12	1 -1.6	1 -3.3	0 -2.3	2 -4.2	1 -1.6	18 -2.0	30 -2.0	0 -2.4	3 -2.6	5 -3.7	<u>124</u> <u>21.1</u>	5 -1.2	5 -8	3 -1.6
Contextualised rel.	13	0 -1.0	3 .2	<u>5</u> <u>3.8</u>	6 .9	1 .1	4 -9	1 -3.0	<u>4</u> <u>2.6</u>	2 -3	6 .7	10 1.9	2 .1	0 -1.3	0 -1.3
Friendly rel.	14	8 2.0	16 1.2	3 -1.0	5 -3.5	10 3.1	28 .0	47 1.0	3 -1.1	9 -7	26 1.3	14 -2.7	11 1.0	10 1.1	11 1.5
Work/social Rel.	15	0 -1.0	1 -1.0	2 .9	<u>11</u> <u>3.5</u>	1 .1	5 -5	8 -4	3 1.7	0 -1.6	2 -1.3	8 1.0	1 -6	0 -1.3	2 .4

Note. Italicized and underlined items are significant at  $p \leq .01$

Appendix D  
Frequencies and Standardized Residuals of Cross-Classification Analysis of  
Groupings by Topics of Conversation

Table D-1  
 Frequencies and Standardized Residuals of Cross-Classification: Analysis of  
 Groupings by Topics of Conversation

Groupings	Conversations															
	Work	Everything	Superficial	Sports	Opposite sex	Problems	Plans for future	Interests	Family	Studies	Children	Culture	Gossip	Intimacy	Love life	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Work rel.	1	<u>168</u> <u>27.5</u>	5 -2.4	18 -5	10 -1.8	6 -4.2	3 -6.2	3 -3.0	23 -2.0	7 -2.6	<u>22</u> <u>2.6</u>	9 -1.0	6 -1.1	3 -3.0	3 -3.8	8 -2.7
Task rel.	2	<u>81</u> <u>8.3</u>	2 -2.9	25 2.2	6 -2.4	10 -2.7	11 -3.9	14 1.0	30 .4	4 -2.9	<u>79</u> <u>5.4</u>	6 -1.5	3 -1.8	8 -1.0	5 -2.7	7 -2.4
Sport rel.	3	11 1.1	2 -3	1 -1.5	<u>18</u> <u>8.6</u>	5 .1	1 -2.4	2 -3	<u>14</u> <u>3.3</u>	1 -1.3	4 -2.1	2 -2	1 -6	1 -9	0 -1.9	1 -1.4
Social rel.	4	22 -5	8 .2	9 -7	12 .8	16 .5	15 -1.3	4 -1.3	<u>36</u> <u>4.3</u>	10 .1	29 -4	7 .0	3 -1.0	9 .6	4 -2.0	11 .1
Role rel.	5	<u>21</u> <u>4.5</u>	0 -1.7	7 1.6	4 .3	0 -2.4	4 -1.3	4 .9	3 -1.5	7 2.0	9 -7	4 1.0	4 1.6	2 -4	0 -1.9	0 -2.0
Daily rel.	6	1 -2.3	1 -7	2 -5	0 -1.6	5 .7	8 1.3	<u>8</u> <u>4.6</u>	3 -9	2 -3	3 -1.9	3 .9	0 -1.2	2 .1	4 .9	<u>8</u> <u>3.3</u>
Personal rel.	7	19 -7.9	<u>36</u> <u>2.7</u>	27 -1.7	25 -1.2	<u>83</u> <u>6.3</u>	<u>111</u> <u>6.5</u>	22 -4	55 -8	43 2.5	42 -7.0	22 -1	16 -2	18 -1.3	43 2.2	<u>62</u> <u>5.3</u>
Occasional rel.	8	44 -2.1	13 -1.2	<u>64</u> <u>8.0</u>	21 -4	36 .4	24 -4.0	17 -1	55 1.8	17 -1.3	73 -1	<u>30</u> <u>3.6</u>	18 1.8	<u>31</u> <u>3.6</u>	4 -4.4	13 -2.7
Leisure rel.	9	9 -3.2	8 .4	7 -1.2	<u>40</u> <u>10.8</u>	7 -1.9	7 -3.1	9 .8	27 2.4	10 .3	27 -5	0 -2.7	8 1.5	13 2.4	4 -1.9	8 -7
Intimate rel.	10	13 -8.3	<u>39</u> <u>3.8</u>	7 -5.2	8 -4.4	48 .8	<u>135</u> <u>10.8</u>	29 1.6	25 -4.9	<u>45</u> <u>3.3</u>	42 -6.4	20 -3	20 1.2	15 -1.7	<u>96</u> <u>13.6</u>	<u>46</u> <u>2.7</u>
Common interest rel.	11	7 -5	0 -1.7	3 -5	<u>8</u> <u>2.7</u>	5 .0	0 -2.8	2 -3	<u>18</u> <u>4.8</u>	2 -7	12 .4	4 1.1	1 -6	2 -3	1 -1.4	2 -9
Study rel.	12	1 -5.3	4 -1.4	6 -1.7	5 -1.6	10 -1.3	2 -4.5	6 -6	9 -2.5	2 -2.6	<u>133</u> <u>20.1</u>	2 -2.0	2 -1.5	8 .2	3 -2.4	7 -1.3
Contextualised rel.	13	7 .0	0 -1.5	<u>8</u> <u>2.8</u>	3 .1	2 -1.1	11 2.2	2 -1	4 -6	3 .1	4 -1.8	3 .7	2 .4	2 -1	0 -1.8	5 1.1
Friendly rel.	14	17 -2.0	13 1.8	8 -1.3	9 -5	16 .1	30 1.8	8 .0	27 1.6	17 2.2	13 -4.0	12 1.7	7 .6	13 1.9	9 -6	12 .1
Work/social rel.	15	10 2.2	2 .3	<u>7</u> <u>3.0</u>	1 -8	4 .5	1 -1.7	0 -1.3	4 .0	0 -1.5	8 .5	0 -1.3	1 -1	3 1.2	0 -1.5	1 -9

Note. Italicized and underlined items are significant at  $p \leq .01$

Appendix E  
Frequencies and Standardized Residuals of Cross-Classification Analysis  
of Groupings by 5 Rankings on the Intimacy Dimension

Table E-1  
Frequencies and Standardized Residuals of Cross-Classification Analysis  
of Groupings by 5 Rankings on Intimacy Dimension.

Groupings		Rankings				
		1	2	3	4	5
Work rel.	1	<u>41*</u> <u>4.9</u>	<u>59</u> <u>7.2</u>	25 -9	15 -2.6	0 -7.3
Task rel.	2	<u>42</u> <u>4.1</u>	<u>51</u> <u>4.3</u>	<u>67</u> <u>6.9</u>	0 -6.4	0 -7.9
Sports rel.	3	5 .9	<u>12</u> <u>4.1</u>	3 -9	3 -7	0 -2.9
Social rel.	4	0 -4.3	<u>30</u> <u>3.0</u>	<u>44</u> <u>6.0</u>	24 1.5	0 -6.1
Role rel.	5	6 .3	<u>29</u> <u>2.7</u>	0 -3.1	0 -2.9	0 -3.5
Daily rel.	6	0 -3.1	3 -2.5	15 1.4	<u>35</u> <u>8.9</u>	0 -4.4
Personal rel.	7	1 -7.8	19 -6.0	30 -4.9	34 -3.5	<u>209</u> <u>19.4</u>
Occasional rel.	8	<u>156</u> <u>20.6</u>	<u>75</u> <u>3.5</u>	19 -6.4	31 -3.7	1 -10.8
Leisure rel.	9	8 -2.2	8 -3.1	<u>60</u> <u>2.4</u>	<u>30</u> <u>2.6</u>	0 -6.3
Intimate rel.	10	0 -7.8	0 -9.0	0 -9.5	67 2.1	<u>220</u> <u>21.4</u>
Common interest rel.	11	1 -2.2	<u>18</u> <u>4.5</u>	14 2.5	5 -9	0 -3.7
Study rel.	12	0 -3.1	6 -1.5	<u>41</u> <u>10.3</u>	6 -1.4	0 -4.4
Contextualised rel.	13	0 -2.6	<u>14</u> <u>2.9</u>	<u>23</u> <u>6.3</u>	0 -3.0	0 -3.7
Friendly rel.	14	0 -4.6	1 -5.0	17 -1.5	<u>75</u> <u>13.5</u>	18 -2.4
Work/social rel.	15	0 -7	<u>3</u> <u>3.6</u>	0 -9	0 -8	0 -1.0

Note. Italicized and underlined items are significant at  $p \leq 0.1$ .

## Appendix F

Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by  
5 Rankings on the Task-Specificity Dimension

Table F-1  
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings  
by 5 Ranking on the Task Specificity Dimension

Groupings		Rankings				
		1	2	3	4	5
Work rel.	1	0	0	12	4	<u>42</u>
		-4.8	-3.9	-5	-2.2	<u>14.0</u>
Task rel.	2	0	0	<u>47</u>	26	<u>28</u>
		-6.5	-5.2	<u>5.9</u>	2.2	<u>4.7</u>
Sports rel.	3	0	0	8	<u>12</u>	0
		-2.7	2.2	1.8	<u>5.2</u>	-1.7
Social rel.	4	0	<u>22</u>	5	10	0
		-4.1	<u>8.0</u>	-1.9	.9	-2.6
Role rel.	5	0	0	0	<u>13</u>	<u>16</u>
		-3.3	-2.7	-3.0	<u>3.9</u>	<u>6.9</u>
Daily rel.	6	0	<u>17</u>	<u>21</u>	4	0
		-4.0	<u>3.5</u>	<u>4.2</u>	-1.4	-2.5
Personal rel.	7	<u>118</u>	13	0	19	10
		<u>14.7</u>	-4.0	-7.6	-2.1	-2.7
Occasional rel.	8	4	<u>63</u>	20	25	20
		-6.7	<u>8.9</u>	-2.3	.4	.9
Leisure rel.	9	0	10	<u>29</u>	9	3
		-4.5	.0	<u>5.9</u>	.0	-1.5
Intimate rel.	10	<u>104</u>	17	11	13	0
		<u>13.3</u>	-2.6	-4.8	-3.0	-5.0
Common interest rel.	11	1	5	14	<u>18</u>	0
		-3.4	-1.0	2.1	<u>4.9</u>	-2.4
Study rel.	12	0	0	<u>18</u>	0	0
		-2.6	-2.1	<u>7.8</u>	-2.0	-1.6
Contextualised rel.	13	0	0	<u>22</u>	10	0
		-3.5	-2.8	<u>6.2</u>	2.0	-2.2
Friendly rel.	14	22	<u>26</u>	4	1	0
		2.5	<u>5.6</u>	-2.8	-3.1	-2.9
Work/social rel.	15	0	0	<u>3</u>	0	0
		-1.1	-9	<u>3.2</u>	-8	-7

Note. Italicized and underlined items are significant at  $p \leq .01$ .

Appendix G  
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by  
6 Rankings on the Intimacy Dimension

Table G-1  
Frequencies and Standardized Residuals of Cross-Classification Analysis of  
Groupings by 6 Rankings on the Intimacy Dimension

Groupings		Rankings					
		1	2	3	4	5	6
Work rel.	1	3 -3.1	<u>58</u> <u>10.2</u>	<u>36</u> <u>7.2</u>	7 -2.9	0 -4.9	0 -5.8
Task rel.	2	<u>24</u> <u>4.4</u>	11 -1.7	<u>32</u> <u>6.9</u>	23 2.3	0 -4.6	0 -5.4
Sport rel.	3	0 -1.1	0 -1.4	3 2.1	<u>5</u> <u>3.5</u>	0 -1.3	0 -1.5
Social rel.	4	6 -3	<u>20</u> <u>3.3</u>	3 -1.7	15 2.1	12 .8	0 -4.2
Role rel.	5	<u>7</u> <u>2.6</u>	1 -1.9	6 1.9	1 -1.7	<u>2</u> <u>2.7</u>	0 -2.7
Daily rel.	6	--	--	--	--	--	--
Personal rel.	7	0 -5.7	0 -7.5	13 -2.7	26 -1.3	<u>77</u> <u>2.4</u>	<u>76</u> <u>6.3</u>
Occasional rel.	8	<u>73</u> <u>17.4</u>	<u>38</u> <u>3.8</u>	2 -3.9	8 -3.2	0 -5.4	0 -6.3
Leisure rel.	9	4 -1	5 -6	2 -1.2	7 .6	<u>16</u> <u>4.7</u>	0 -3.2
Intimate rel.	10	0 -5.4	0 -7.0	0 -5.5	8 -4.8	25 -1.2	<u>142</u> <u>20.5</u>
Common interest rel.	11	0 -2.1	<u>25</u> <u>8.7</u>	0 -2.2	7 .8	0 -2.6	0 -3.1
Study rel.	12	0 -2.3	0 -3.0	<u>22</u> <u>8.8</u>	<u>15</u> <u>4.0</u>	0 -2.8	0 -3.3
Contextualised rel.	13	0 -1.6	<u>14</u> <u>6.2</u>	0 -1.7	5 1.1	0 -2.0	0 -2.4
Friendly rel.	14	0 -2.9	0 -3.7	0 -2.9	<u>29</u> <u>7.1</u>	<u>28</u> <u>6.6</u>	0 -4.2
Work/social rel.	15	0 -1.6	<u>10</u> <u>4.0</u>	2 -2	6 1.9	0 -2.0	0 -2.3

Note. Italicized and underlined items are significant at  $p \leq 0.1$ .

Appendix H  
Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings by  
6 Rankings on the Task-Specificity Dimension

Table H-1  
 Frequencies and Standardized Residuals of Cross-Classification Analysis of Groupings  
 by 6 Rankings on the Task Specificity Dimension

Groupings		Rankings					
		1	2	3	4	5	6
Work rel.	1	0	0	<u>15</u>	0	<u>13</u>	<u>13</u>
		-4.0	-3.8	<u>4.0</u>	-2.4	<u>3.4</u>	<u>5.5</u>
Task rel.	2	0	0	5	<u>16</u>	<u>16</u>	0
		-3.8	-3.6	-3	<u>6.2</u>	<u>5.3</u>	-1.9
Sport rel.	3	0	0	<u>5</u>	0	0	0
		-1.3	-1.3	<u>5.4</u>	-8	-9	-7
Social rel.	4	0	8	8	<u>11</u>	8	0
		-3.7	-2	1.3	<u>3.2</u>	1.6	-1.9
Role rel.	5	0	<u>11</u>	0	0	7	4
		-2.9	<u>2.9</u>	-2.0	-1.7	2.5	1.7
Daily rel.	6	--	--	--	--	--	--
Personal rel.	7	<u>45</u>	<u>50</u>	2	0	10	0
		<u>4.1</u>	<u>6.1</u>	-4.3	-4.2	-1.6	-3.5
Occasional rel.	8	8	4	<u>26</u>	<u>14</u>	4	9
		-2.7	-3.6	<u>6.0</u>	<u>2.6</u>	-2.0	1.6
Leisure rel.	9	0	5	0	1	4	<u>4</u>
		-2.3	1.0	-1.6	-5	1.6	<u>2.2</u>
Intimate rel.	10	<u>86</u>	0	0	0	0	10
		<u>15.5</u>	-6.1	-4.5	-4.0	-4.4	.7
Common interest rel.	11	0	8	0	0	8	0
		-2.4	2.4	-1.7	-1.5	<u>4.2</u>	-1.2
Study rel.	12	0	0	5	<u>15</u>	0	5
		-3.1	-2.9	.7	<u>2.2</u>	-2.1	2.1
Contextualised rel.	13	0	0	0	0	<u>4</u>	0
		-1.2	-1.1	-8	-7	<u>5.0</u>	-6
Friendly rel.	14	0	<u>42</u>	0	0	0	0
		-4.0	<u>11.9</u>	-2.8	-2.5	-2.7	-2.1
Work/social rel.	15	0	0	<u>13</u>	5	0	0
		-2.6	-2.4	<u>6.9</u>	2.1	-1.7	-1.3

Note. Italicized and underlined items are significant at  $p \leq 0.1$ .

Appendix I  
Frequencies and Standardized Residuals of Cross-Classification Analysis of  
Groupings by 7 Rankings on the Intimacy Dimension

Table I-1  
Frequencies and Standardized Residuals of Cross-Classification Analysis of  
Groupings by 7 Rankings on the Intimacy Dimension

Groupings		Rankings						
		1	2	3	4	5	6	7
Work rel.	1	<u>20</u> <u>3.8</u>	13 1.7	<u>20</u> <u>4.4</u>	0 -3.5	12 -2	0 -3.3	0 -3.1
Task rel.	2	<u>11</u> <u>3.7</u>	4 .2	1 -1.5	<u>9</u> <u>2.8</u>	3 -1.2	0 -2.1	0 -2.0
Sport rel.	3	3 -.9	7 1.5	<u>22</u> <u>9.5</u>	0 -2.4	0 -2.8	0 -2.2	0 -2.2
Social rel.	4	<u>11</u> <u>2.7</u>	5 .1	5 .1	<u>15</u> <u>4.8</u>	0 -3.0	0 -2.4	0 -2.3
Role rel.	5	0 -1.6	0 -1.5	0 -1.5	0 -1.5	<u>14</u> <u>7.7</u>	0 -1.5	0 -1.4
Daily rel.	6	0 -.7	0 -.7	0 -.7	0 -.7	<u>3</u> <u>3.6</u>	0 -.7	0 -.6
Personal rel.	7	0 -5.0	0 -4.6	0 -4.6	16 -2	20 -6	<u>45</u> <u>9.0</u>	<u>36</u> <u>6.8</u>
Occasional rel.	8	<u>25</u> <u>3.4</u>	<u>32</u> <u>6.4</u>	0 -4.1	9 -1.4	17 -3	11 -4	0 -3.9
Leisure rel.	9	7 .0	0 -2.8	<u>15</u> <u>3.9</u>	<u>21</u> <u>6.2</u>	4 -1.9	0 -2.7	0 -2.6
Intimate rel.	10	0 -4.8	0 -4.4	0 -4.5	4 -3.5	<u>37</u> <u>4.3</u>	20 1.8	<u>48</u> <u>11.1</u>
Common interest rel.	11	0 -1.0	<u>6</u> <u>6.3</u>	0 -1.0	0 -1.0	0 -1.2	0 -1.0	0 -9
Study rel.	12	15 2.2	<u>18</u> <u>3.9</u>	<u>15</u> <u>2.6</u>	14 2.0	0 -4.0	0 -3.2	0 -3.1
Contextualised rel.	13	0 -1.0	<u>6</u> <u>6.3</u>	0 -1.0	0 -1.0	0 -1.2	0 -1.0	0 -9
Friendly rel.	14	11 1.2	0 -3.0	8 .3	4 -1.5	17 2.4	<u>14</u> <u>2.9</u>	0 -2.8
Work/social rel.	15	0 -1.8	0 -1.7	6 2.4	<u>7</u> <u>2.8</u>	6 1.4	0 -1.7	0 -1.6

Note. Italicized and underlined items are significant at  $p \leq .01$ .

Appendix J  
Frequencies and Standardized Residuals of Cross-Classification of Groupings by 7  
Rankings on the Task-Specificity Dimension

Table J-1  
Frequencies and Standardized Residuals of Cross-Classification of Groupings by 7 Rankings  
on the Task Specificity Dimension

Groupings		Rankings						
		1	2	3	4	5	6	7
Work rel.	1	0 -3.4	0 -3.1	10 2.0	5 -9	6 .3	4 1.3	<u>12</u> <u>8.1</u>
Task rel.	2	0 -2.1	0 -2.0	0 -1.8	<u>12</u> <u>5.9</u>	4 1.2	0 -1.0	0 -9
Sport rel.	3	0 -1.9	0 -1.8	<u>6</u> <u>3.1</u>	<u>7</u> <u>3.3</u>	0 -1.5	0 -9	0 -8
Social rel.	4	0 -1.4	0 -1.3	<u>5</u> <u>4.1</u>	0 -1.3	2 1.1	0 -7	0 -6
Role rel.	5	0 -2.0	0 -1.8	<u>14</u> <u>8.9</u>	0 -1.8	0 -1.6	0 -1.0	0 -9
Daily rel.	6	0 -9	<u>3</u> <u>3.6</u>	0 -8	0 -8	0 -7	0 -4	0 -4
Personal rel.	7	<u>33</u> <u>6.7</u>	<u>30</u> <u>6.6</u>	0 -3.8	0 -4.3	0 -3.6	0 -2.2	0 -2.0
Occasional rel.	8	0 -3.4	11 1.8	2 -1.9	7 -1	5 -2	<u>2</u> <u>4.9</u>	4 1.7
Leisure rel.	9	0 -2.8	0 -2.5	4 .0	0 -2.6	<u>22</u> <u>10.6</u>	0 -1.3	0 -1.2
Intimate rel.	10	<u>35</u> <u>10.9</u>	5 -1.1	0 -2.9	0 -3.3	0 -2.8	0 -1.7	0 -1.6
Common interest rel.	11	---	---	---	---	---	---	---
Study rel.	12	0 -3.3	0 -3.0	0 -2.8	<u>29</u> <u>10.0</u>	7 .9	0 -1.6	0 -1.5
Contextualised rel.	13	0 -1.3	0 -1.2	0 -1.1	0 -1.2	0 <u>-1.0</u>	<u>6</u> <u>9.8</u>	0 -6
Friendly rel.	14	0 -1.9	4 1.2	<u>9</u> <u>5.4</u>	0 -1.8	0 -1.5	0 -9	0 -8
Work/social rel.	15	0 -1.3	<u>6</u> <u>5.2</u>	0 -1.1	0 -1.2	0 -1.0	0 -6	0 -6

Note. Italicized and underlined items are significant at  $p \leq 0.1$ .

**Appendix K**  
**Social Situation Questionnaire Used in the Second Study**

Questionnaire d'opinions  
(confidentiel)

Age: \_\_\_\_\_  
Sexe: \_\_\_\_\_

Langue maternelle: \_\_\_\_\_

Ce questionnaire a pour but de faciliter l'étude des relations interpersonnelles par l'entremise de vos opinions sur différents types d'interactions.

Afin que ce sondage soit significatif, il est important que vos réponses soient aussi précises et aussi franches que possible. Vous êtes libres de refuser de répondre à certaines questions ou même au questionnaire entier. Cependant, vous devez réaliser que la valeur de l'ensemble de vos réponses sera diminué dans la mesure où vous ne répondrez pas à toutes les questions. Nous insistons donc pour que vous répondiez à toutes les questions, à moins qu'il ne vous soit personnellement important de vous abstenir.

Richard Clément, Ph.D.  
Ecole de Psychologie  
Université d'Ottawa

Voici 20 phrases concernant des interactions entre deux personnes du même sexe. Pour chacune des phrases, encercle le chiffre sur l'échelle de 1 à 7 qui décrit le mieux, selon toi, le degré d'intimité et de définition de la tâche présent dans chacune des interactions.

Par exemple:

A) Deux personnes se rencontrent dans une réception formelle et parlent de leur famille.

1	2	3	4	5	6	7
Extrêmement Faible			Intimité Modérée			Extrêmement élevée
1	2	3	4	5	6	7
Extrêmement Faible			Définition de la tâche Modérée			Extrêmement élevée

Dans ce cas-ci, la réponse indiquerait que vous considérez cette situation comme correspondant à un niveau d'intimité plutôt faible et un niveau de définition de la tâche modérée.

1) Deux meilleu(e)s ami(e)s qui mangent au restaurant et qui parlent de problèmes personnels.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

2) Un patron(e) et son employé(e) qui pendant les heures de bureau parlent du rendement de la compagnie dans les marchés internationaux.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

3) Deux nouveaux(elles) ami(e)s qui sortent ensemble avec un groupe de gens et qui parlent de personnes du sexe opposé.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

4. Deux connaissances qui participent à une activité organisée et qui parlent de leurs intérêts communs.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée
1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

5. Deux camarades qui prennent un verre ensemble et parlent de la pluie et du beau temps..

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée
1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

6. Deux bon(ne)s ami(e)s qui se téléphonent pour jaser. Ils parlent des ami(e)s qu'ils(elles) partagent.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée
1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

7. Deux co-étudiant(e)s qui étudient ensemble et parlent de leurs plans pour le futur.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée
			Définition de la tâche			
1	2	3	4	5	6	7
Extrêmement			Modérée			Extrêmement
Faible						élevée

8. Un(e) caissier(ère) et un(e) client(e) qui regardent les vêtements et parlent de la nouvelle mode.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée
			Définition de la tâche			
1	2	3	4	5	6	7
Extrêmement			Modérée			Extrêmement
Faible						élevée

9. Un(e) professeur(e) et un(e) étudiant(e) qui, au bureau du professeur(e), parlent de la difficulté de l'examen.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée
			Définition de la tâche			
1	2	3	4	5	6	7
Extrêmement			Modérée			Extrêmement
Faible						élevée

10. Deux voisin(e)s qui se visitent à la maison de l'un deux et parlent de leurs enfants.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée
			Définition de la tâche			
1	2	3	4	5	6	7
Extrêmement			Modérée			Extrêmement
Faible						élevée

11. Deux ami(e) qui participent à des loisirs ensemble et parlent de sexualité.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

12. L'entraîneur(euse) de l'équipe et un(e) équipier(ère) qui sont à une pratique et parlent de l'effort et de la motivation de l'équipier(ère).

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

13. Deux compagnons(gnes) de sports qui jouent au tennis ensemble et parlent de choses drôles.

1	2	3	4	5	6	7
Extrêmement			Intimité			Extrêmement
Faible			Modérée			élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			Extrêmement
Faible			Modérée			élevée

14. Deux ami(e)s d'enfance qui se rencontrent sur la rue et parlent du bon vieux temps.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

1	2	3	Définition de la tâche	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

15. Deux ami(e)s de longue date qui vont prendre un café ensemble et parlent de leurs sentiments.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

1	2	3	Définition de la tâche	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

16. Deux co-locataires qui font le ménage ensemble et parlent de leur vie amoureuse.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

1	2	3	Définition de la tâche	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

17. Deux co-équipiers qui s'entraînent ensemble et parlent de leur régime d'entraînement.

1	2	3	Intimité	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

1	2	3	Définition de la tâche	5	6	7
Extrêmement			4			Extrêmement
Faible			Modérée			élevée

18. Deux co-travailleur(euse)s qui prennent une pause-café ensemble et parlent des conditions de travail.

1	<u>2</u>	3	4	5	6	7
Extrêmement			Intimité			
Faible			Modérée			Extrêmement
						élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			
Faible			Modérée			Extrêmement
						élevée

19. Deux ami(e)s qui prennent une marche ensemble et parlent de leurs relations personnelles.

1	<u>2</u>	3	4	5	6	7
Extrêmement			Intimité			
Faible			Modérée			Extrêmement
						élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			
Faible			Modérée			Extrêmement
						élevée

20. Deux ami(e)s intimes qui prennent un repas chez l'un(e) d'entre eux(elles) et parlent de tout.

1	<u>2</u>	3	4	5	6	7
Extrêmement			Intimité			
Faible			Modérée			Extrêmement
						élevée

1	2	3	4	5	6	7
Extrêmement			Définition de la tâche			
Faible			Modérée			Extrêmement
						élevée

Appendix L  
BEVQ Questionnaire (third study)

Cette section de la brochure contient plusieurs petits questionnaires. Même s'ils peuvent te paraître similaires à première vue, chacun de ces petits questionnaires te demande quelque chose de différent. Les questions qui s'y trouvent sont simples puisqu'il s'agit d'indiquer ton opinion sur divers sujets.

Si nous demandons d'inscrire ton numéro d'étudiant ou d'étudiante, c'est pour nous permettre d'associer les réponses à ce questionnaire aux autres informations que nous recueillerons plus tard. Nous ne demandons pas ton nom afin de ne pas vous identifier directement. Lorsque nous aurons complété la ceuillette et apparié les questionnaires la page contenant ton numéro sera détruite. D'ici là soit assuré de la plus complète confidentialité de tes réponses.

Avant de commencer à répondre, il est important que tu lises très attentivement les directives données au début de chacun des questionnaires puisque tu dois répondre à chaque questionnaire en adoptant un point de vue nouveau. Les directives t'expliquent ce que tu auras à faire. Si tu rencontres des mots ou des questions qui ne sont pas clairs, n'hésite pas à lever la main pour demander des explications. Nous te donnerons les renseignements nécessaires.

En lisant chaque question, examine attentivement les descriptions données avec l'échelle de chiffres de 1 à 9 puisque ces descriptions ne sont pas toujours les mêmes d'une question à l'autre. Tu inscriras ta réponse à chacune des questions en encerclant le chiffre qui correspond à ton choix de réponse.

Puisque ce sont tes points de vue et tes opinions sur différents sujets que nous voulons connaître, il est très important que tes réponses soient franches et précises et que tu répondes à toutes les questions sans exception.

Toutes tes réponses sont confidentielles.

MERCI BEAUCOUP DE TA COLLABORATION

Identification

Numéro d'étudiant(e): \_\_\_\_\_

## 1. LES RESSOURCES PRÉSENTEMENT DISPONIBLES

126

Nous cherchons à connaître ta perception des ressources langagières et culturelles offertes aux francophones et anglophones de ta région à l'heure actuelle.

Pour chacun des énoncés, encerle le chiffre de 1 à 9 qui décrit le mieux, selon toi, les ressources présentement offertes aux francophones et anglophones de ta région.

**A. Dans ta région, avec quelle fréquence les personnes élues comme maire ou conseiller au gouvernement municipal, et comme députés aux gouvernements provincial et fédéral . . .**

1. sont-elles francophones?

1	2	3	4	5	6	7	8	9
Jamais		Peu souvent		Moyennement		Souvent		Très souvent

2. sont-elles anglophones?

1	2	3	4	5	6	7	8	9
Jamais		Peu souvent		Moyennement		Souvent		Très souvent

**B. Lorsque tu considères toutes les industries et les entreprises de ta région, combien nombreuses sont . . .**

3. les industries et les entreprises qui sont contrôlées par des francophones?

1	2	3	4	5	6	7	8	9
Inexistante		Peu nombreuses		Moyennement nombreuses		Nombreuses		Très nombreuses

4. les industries et les entreprises qui sont contrôlées par des anglophones?

1	2	3	4	5	6	7	8	9
Inexistante		Peu nombreuses		Moyennement nombreuses		Nombreuses		Très nombreuses

**C. Dans ta région, combien nombreux sont les spectacles culturels (films, pièces de théâtre, soirées musicales) . . .**

5. de langue française?

1	2	3	4	5	6	7	8	9
Inexistants		Peu nombreux		Moyennement nombreux		Nombreux		Très nombreux

6. de langue anglaise?

1	2	3	4	5	6	7	8	9
Inexistants		Peu nombreux		Moyennement nombreux		Nombreux		Très nombreux

**D. Combien visible est le caractère linguistique et culturel . . .**

7. anglais de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

8. français de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

Des nouvelles directives t'attendent au haut de la prochaine page.

## 2. LES RESSOURCES LANGAGIERES ET CULTURELLES FUTURES

127

Nous voulons connaître ta perception des ressources langagières et culturelles qui existeront vers l'an 2020 dans cette région.

Pour chacun des énoncés, encercle le chiffre de 1 à 9 qui décrit le mieux, selon toi, les ressources qui seront offertes aux citoyens francophones et anglophones de ta région vers l'an 2020.

**A. En l'an 2020, dans ta région, combien souvent les personnes élues au gouvernement municipal (maire, conseillers), et aux gouvernements provincial et fédéral (députés) . . .**

9. seront-elles francophones?

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

10. seront-elles anglophones?

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

**B. Lorsque tu considères toutes les industries et les entreprises de cette région en l'an 2020, combien nombreuses seront . . .**

11. les industries et les entreprises contrôlées par des anglophones?

1	2	3	4	5	6	7	8	9
Inexistantes		Peu nombreuses		Moyennement nombreuses		Nombreuses		Très nombreuses

12. les industries et les entreprises contrôlées par des francophones?

1	2	3	4	5	6	7	8	9
Inexistantes		Peu nombreuses		Moyennement nombreuses		Nombreuses		Très nombreuses

**C. En l'an 2020, combien visible sera le caractère linguistique et culturel . . .**

13. français de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

14. anglais de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

**D. En l'an 2020, dans ta région, combien nombreux seront les spectacles culturels (films, pièces de théâtre, soirées musicales) . . .**

15. de langue française?

1	2	3	4	5	6	7	8	9
Inexistants		Peu nombreux		Moyennement nombreux		Nombreux		Très nombreux

16. de langue anglaise?

1	2	3	4	5	6	7	8	9
Inexistants		Peu nombreux		Moyennement nombreux		Nombreux		Très nombreux

Des nouvelles directives t'attendent au haut de la prochaine page.

### 3. LA RÉPARTITION JUSTE ET ÉQUITABLE DES RESSOURCES

128

Cette fois, nous voulons connaître ta perception de ce qui serait une répartition ou distribution juste et équitable des ressources langagières et culturelles de cette région.

Pour chacun des énoncés, encerle le chiffre de 1 à 9 qui décrit le mieux, selon toi, comment les ressources devraient être réparties pour que la situation soit vraiment juste et équitable.

**A. Pour que la situation soit vraiment juste et équitable dans ta région, combien souvent les personnes élues comme maire ou conseiller au gouvernement municipal, et comme députés aux gouvernements provincial et fédéral . . .**

17. devraient-elles être anglophones?

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

18. devraient-elles être francophones?

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

**B. Pour que la situation soit vraiment juste et équitable, combien visible devrait être le caractère linguistique et culturel . . .**

19. anglais de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

20. français de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

**C. Pour que la situation soit vraiment juste et équitable dans cette région, combien nombreux devraient être les spectacles culturels (films, théâtre, soirées musicales) . . .**

21. de langue française?

1	2	3	4	5	6	7	8	9
Inexistants		Peu nombreux		Moyennement nombreux		Nombreux		Très nombreux

22. de langue anglaise?

1	2	3	4	5	6	7	8	9
Inexistants		Peu nombreux		Moyennement nombreux		Nombreux		Très nombreux

**D. Pour que la situation soit vraiment juste et équitable dans ta région, combien nombreuses devraient être les industries et les entreprises contrôlées . . .**

23. par des anglophones?

1	2	3	4	5	6	7	8	9
Inexistantes	Peu nombreuses		nombreuses		Moyennement nombreuses		Nombreuses	Très nombreuses

24. par des francophones?

1	2	3	4	5	6	7	8	9
Inexistantes	Peu nombreuses		nombreuses		Moyennement nombreuses		Nombreuses	Très nombreuses

#### 4. CE QUE FONT PRÉSENTEMENT TES AMI(E)S DANS TA RÉGION

129

Nous voulons connaître ta perception de ce que tes ami(e)s font présentement sur le plan de la langue et de la culture dans divers types d'activités.

Pour chacun des énoncés, encercle le chiffre de 1 à 9 qui décrit le mieux, selon toi, ce que font tes ami(e)s.

##### A. Dans ma région, si mes ami(e)s voulaient réussir à exercer du leadership au niveau du gouvernement municipal, ils (elles) utiliseraient

25. le français?

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

26. l'anglais?

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

##### B. L'utilisation du français et de l'anglais que font les jeunes de ta région dans leurs activités quotidiennes contribue à rendre le caractère linguistique et culturel

27. français de ta région . . .

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

28. anglais de ta région?

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

##### C. Mes ami(e)s assistent à des spectacles culturels (films, pièces de théâtre, soirées musicales)

29. de langue anglaise?

1	2	3	4	5	6	7	8	9
Jamais		Peu souvent		Moyennement		Souvent		Très souvent

30. de langue française?

1	2	3	4	5	6	7	8	9
Jamais		Peu souvent		Moyennement		Souvent		Très souvent

##### D. Si certains de mes ami(e)s voulaient devenir patrons ou employeurs dans les industries et les entreprises de cette région, ils(elles) utiliseraient

31. l'anglais?

1	2	3	4	5	6	7	8	9
Jamais		Peu souvent		Modérément		Souvent		Très souvent

32. le français?

1	2	3	4	5	6	7	8	9
Jamais		Peu souvent		Modérément		Souvent		Très souvent

## 5. CE A QUOI TU ACCORDES DE L'IMPORTANCE

130

Dans cette partie nous te demandons ce que tu considères important pour toi présentement par rapport à la langue et la culture.

Pour chacune des questions, encerle le chiffre de 1 à 9 qui, à ton avis, correspond le mieux au degré d'importance que tu accordes à chacun des aspects présentés.

### A. Combien important est-ce pour toi que les services des gouvernements municipal, provincial et fédéral (pompiers, hôpitaux, bureaux de poste, etc.) te soient offerts

33. en français?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

34. en anglais?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

### B. En ce qui concerne les représentants de ta région qui sont élus aux divers paliers du gouvernement (municipal, provincial, fédéral), dans quelle mesure est-ce important pour toi qu'ils sachent communiquer avec toi

35. en français?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

36. en anglais?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

### C. Si tu devais travailler dans une industrie ou dans un commerce de ta région, dans quelle mesure serait-ce important pour toi que tes employeurs communiquent avec toi

37. en français?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

38. en anglais?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

### D. Dans quelle mesure est-ce important pour toi que le caractère linguistique et culturel de ta région

39. soit anglais?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

40. soit français?

1	2	3	4	5	6	7	8	9
Pas du tout important		Peu important		Moyennement important		Assez important		Enormément important

**6. CE QUE TU VEUX FAIRE OU SOUHAITE POUVOIR FAIRE**

Nous t'invitons à décrire ce que tu veux faire ou souhaites pouvoir faire par rapport à la langue et la culture dans chaque genre d'activité décrit ci-dessous. Tes buts, tes souhaits ou tes désirs sont des pensées qui indiquent ce que tu veux faire ou souhaites faire.

Chaque personne a des buts, souhaits ou désirs différents. Pour chacun des énoncés, encercle le chiffre de 1 à 9 qui, selon toi, décrit le mieux ton but, souhait ou désir.

**A. Dans cette région, je veux assister aux activités culturelles (films, pièces de théâtre, soirées musicales)**

41. de langue anglaise . . .

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

42. de langue française . . .

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

**B. Je veux que mes représentants élus aux divers paliers du gouvernement (municipal, provincial, fédéral) communiquent avec moi**

43. en français . . .

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

44. en anglais . . .

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

**C. La région dans laquelle je voudrais le plus habiter aurait un caractère culturel et linguistique**

45. anglais . . .

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

46. français . . .

1	2	3	4	5	6	7	8	9
Invisible		Peu visible		Moyennement visible		Assez visible		Très visible

**D. Dans mes emplois futurs, je souhaite que mes patrons ou employeurs communiquent avec moi**

47. en français . . .

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

48. en anglais . . .

1	2	3	4	5	6	7	8	9
Jamais		Pas souvent		Moyennement		Souvent		Très souvent

## 7. CE DONT TU ES CAPABLE

132

Nous t'invitons ici à indiquer dans quelle mesure tu te sens capable d'atteindre différents buts en utilisant soit le français, soit l'anglais. Essaie de t'imaginer dans chacune des situations décrites, et donne ta réponse la plus sincère et la plus précise possible.

Pour chacun des énoncés, encerle le chiffre de 1 à 9 qui décrit le mieux, selon toi, la mesure dans laquelle tu te sens capable d'atteindre tes buts dans les situations décrites ci-dessous en utilisant le français ou l'anglais.

### A. Dans ta région, dans quelle mesure te sentirais-tu capable de faire connaître tes besoins à tes représentants gouvernementaux (municipal, provincial, fédéral) . . .

49. si tu t'adressais à eux en anglais?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

50. en français?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

### B. Dans ta région, dans quelle mesure te sens-tu capable de bien te divertir en assistant à des spectacles culturels (films, pièces de théâtre, soirées musicales) . . .

51. qui sont présentés en français?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

52. qui sont présentés en anglais?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

### C. Dans ta région, dans quelle mesure te sens-tu capable d'obtenir l'emploi que tu recherches si tu demandes de passer l'entrevue . . .

53. en français?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

54. en anglais?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

### D. Dans quelle mesure te sens-tu capable d'atteindre tes buts et tes objectifs en demeurant dans un territoire ou une région dont le caractère culturel et linguistique est . . .

55. français?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

56. anglais?

1	2	3	4	5	6	7	8	9
Pas du tout capable		Peu capable		Moyennement capable		Assez capable		Tout à fait capable

## 8. TES SENTIMENTS D'APPARTENANCE

133

Nous souhaitons connaître tes sentiments d'identité et d'appartenance sur le plan de la langue et de la culture.

Pour chacun des énoncés ci-dessous, tu auras à considérer tes goûts, tes valeurs, tes sentiments, ta façon de penser et ta façon d'agir. Pour chacun des énoncés, tu encercleras le chiffre qui décrit le mieux l'intensité de tes sentiments d'appartenance.

Voici des exemples de réponses données par trois différentes personnes à la même question.

**EXEMPLE A:** Réponse par la personne A:

Dans mes goûts pour la musique, j'ai le sentiments d'être:

**anglophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

**francophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

La personne A considère que, dans ses goûts pour la musique, elle a le sentiment de n'être pas du tout anglophone et beaucoup francophone. C'est avant tout la musique avec des paroles françaises qui réussit à lui donner un sentiment d'appartenance.

**EXEMPLE B:** Voici la réponse donnée par la personne B à la même question.

Dans mes goûts pour la musique, j'ai le sentiment d'être:

**francophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

**anglophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

La personne B a le sentiment d'être beaucoup francophone et anglophone dans ses goûts et dans les émotions qu'elle vit par la musique. Par rapport à la musique, elle a un très fort sentiment d'appartenance francophone et anglophone.

**EXEMPLE C:** Voici la réponse donnée par la personne C à la même question.

Dans mes goûts pour la musique, j'ai le sentiment d'être:

**anglophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

**francophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

La personne C considère que, par rapport à la musique, son sentiment d'appartenance n'est pas entièrement anglophone, mais il est tout de même plus anglophone que francophone. Cette personne peut s'identifier un peu à la musique française, mais elle se sent plus à l'aise lorsqu'elle écoute de la musique anglaise.

Maintenant, pour chacune des situations suivantes, encerle le chiffre qui décrit le mieux ton sentiment d'appartenance.

**A. Quand je pense aux personnes que je voudrais comme mes représentants élus aux divers paliers de gouvernement (municipal, provincial, fédéral), j'ai le sentiment d'être**

57. **francophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

58. **anglophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

**B. Quand je pense à mes goûts et à mes préférences pour les produits vendus par les commerces de cette région, j'ai le sentiment d'être**

59. **anglophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

60. **francophone:** Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

C. Quand je considère mes goûts et mes intérêts pour la musique, le cinéma et les autres activités culturelles de tout genre, j'ai le sentiment d'être

134

61. francophone: Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

62. anglophone: Pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

D. Dans ma région, j'ai le sentiment d'être

63. anglophone: pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

64. francophone: pas du tout 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Beaucoup

Appendix M  
Language Behavior and Evaluation Questionnaire Used in Third Study  
(Intimate situations where Anglophone interlocutor responds in French)

Numéro d'étudiant: \_\_\_\_\_

**Questionnaires**

Ce questionnaire contient trois parties. Dans la première partie on vous demande de participer à quatre mises en situation et de répondre à quatre petits questionnaires. Dans la deuxième partie on vous demande de répondre à un questionnaire d'attitudes et, dans la dernière partie, on vous demande de nous fournir quelques données biographiques.

Avant de commencer à répondre, il est important que vous lisiez attentivement les directives. Si vous rencontrez des mots ou des questions qui ne sont pas clairs, n'hésitez pas à lever la main pour demander des explications.

Si nous vous demandons d'inscrire votre numéro d'étudiant ou d'étudiante, c'est pour nous permettre d'associer les réponses à ce questionnaire aux autres informations que nous recueillerons plus tard. Nous ne demandons pas votre nom afin de ne pas vous identifier directement. Lorsque nous aurons complété la cueillette et apparié les questionnaires la page contenant votre numéro sera détruite. D'ici là soyez assuré de la plus complète confidentialité de vos réponses.

Afin que ce questionnaire soit significatif, il est important que vos réponses soient aussi précises et aussi franches que possible. Vous êtes libre de refuser de répondre à certaines questions ou même au questionnaire entier. Cependant, vous devez savoir que la valeur de l'ensemble de vos réponses sera amoindrie dans la mesure où vous ne répondrez pas à toutes les questions. Essayez donc de répondre à toutes les questions, sauf si vous jugez important de vous en abstenir.

**Première partie <sup>1</sup>**

Voici quatre interactions entre un francophone et un anglophone. L'anglophone est bilingue et peut donc répondre en **anglais** ou en **français**. Vous devez lire attentivement chacune des interactions en vous mettant dans la peau du francophone et en réagissant comme il/elle réagirait. Après chacune des interactions vous devez continuer le dialogue, par écrit, pour répondre à l'anglophone. Vous pouvez répondre en **français** ou en **anglais**. Ne vous souciez pas de la qualité de l'anglais ou du français, ni de la grammaire. Nous sommes intéressés par vos réactions spontanées, quelles qu'elles soient. Ensuite, vous devez répondre à un court questionnaire.

**First Part**

Here are four interactions between a francophone and an anglophone. The anglophone is bilingual and can thus respond in **English** or in **French**. You have to read attentively each and every interaction by putting yourself in the francophone's shoes and you have to respond as he or she would. After each interaction you must continue the dialogue, in writing, in order to answer the anglophone. You can respond in **French** or in **English**. Do not concern yourself with the quality of your written French or English nor with your grammar. We are interested in your spontaneous reactions whatever they may be. Subsequently you must answer a short questionnaire.

---

1. I.F.

**Preinière situation et dialogue:**

Toi et un(e) grande ami(e)s qui est anglophone faites une promenade et parlez de vos sentiments et relations avec certaines personnes de l'autre sexe. Ton ami(e) anglophone est bilingue. Mets-toi dans la peau du francophone et poursuis le dialogue.

**First situation and dialogue:** 138

You and a good friend whi is anglophone are taking a walk and are talking about your feelings and relationships with certain people of the opposite sex. Your anglophone friend is bilingual. Put yourself in the francophone's shoes and continue the dialogue.

**Toi:** "...J'ai rencontré quelqu'un qui me plaît beaucoup. Il(elle) s'appelle Jean(ne) et je le(la) trouve pas mal de mon goût. Il(elle) est très sympathique et il(elle) a un bon sens de l'humour. Penses-tu que je devrais l'appeler pour sortir en fin de semaine?"

**Grand(e) ami(e) anglophone/Very good anglophone friend:**  
"Essayes toujours, tu verras. On m'a dit beaucoup de bonnes choses à son sujet. Tu m'avais pourtant dit que tu ne voulais plus voir personne pendant quelques mois. Aurais-tu changé d'idée?"

**Toi:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

Suite à cette interaction décrivez vos impressions de l'anglophone et de l'interaction elle-même en vous identifiant avec le francophone. Mettez vous dans sa peau et répondez aux questions suivantes. Si, par exemple, vous croyez que l'anglophone est moyennement débrouillard vous inscrivez ceci:

Pas débrouillard du tout \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : √ \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Très débrouillard  
 Notez qu'il n'y a pas de bonnes ou de mauvaises réponses; tout ce qui compte, c'est que vous donniez votre impression.

1. J'ai trouvé l'anglophone;

- |                                              |                                                |                                   |
|----------------------------------------------|------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très gentil                       |
| 1.2 Froid                                    | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très intelligent                  |
| 1.7 Sans instruction                         | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très instruit                     |
| 1.8 Sans ambition                            | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | ____ : ____ : ____ : ____ : ____ : ____ : ____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout: \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Très intime

3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle et indéfinie \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Très formelle et bien définie

**Second Situation and Dialogue:**

You and a long time who is anglophone friend discuss your problems while having a cup of coffee. Your long time friend is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Deuxième situation et dialogue: 140**

Toi et une ami(e) de longue date qui est anglophone discutez de vos problèmes tout en prenant un café. Ton(ta) ami(e) de longue date est bilingue. Mets-toi dans la peau du francophone et poursuis le dialogue.

**Toi:** "...Mes parents sont encore sur mon dos pour que je m'inscrive au programme de spécialisation. Quant à moi, j'aimerais bien prendre une année sabbatique -- question de voyager un peu et de gagner un peu d'argent. Qu'est-ce que tu en penses?"

**Long time anglophone friend/Ami(e) anglophone de longue date:** "Pauvre toi! Mes parents sont pareils. Il doit y avoir autre chose dans la vie que les études et un diplôme universitaire. Mais c'est quand même une grosse décision. Y-as-tu vraiment réfléchi?"

**Toi:**

---

---

---

---

1. J'ai trouvé l'anglophone;

- |                                              |                                         |                                   |
|----------------------------------------------|-----------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très gentil                       |
| 1.2 Froid                                    | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Agréable                          |
| 1.6 Pas intelligent du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très intelligent                  |
| 1.7 Sans instruction                         | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très instruit                     |
| 1.8 Sans ambition                            | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | ___ : ___ : ___ : ___ : ___ : ___ : ___ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout	___ : ___ : ___ : ___ : ___ : ___ : ___	Très intime
--------------------	-----------------------------------------	-------------

3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle et indéfinie et bien	___ : ___ : ___ : ___ : ___ : ___ : ___	Très formelle définie
--------------------------------------	-----------------------------------------	-----------------------

**Troisième situation et dialogue:**

Tu es dans un restaurant avec ta(ton) meilleur(e) ami(e) qui est anglophone et vous discutez de vos sentiments. Ton(ta) meilleur(e) ami(e) est bilingue. Mets-toi dans la peau du francophone et poursuis le dialogue.

**Third Situation and Dialogue: 142**

You are in a restaurant with your best friend who is an anglophone and you are discussing your feelings. Your best friend is bilingual. Put yourself in the francophone's shoes and continue the dialogue.

**Toi:** "Je sais pas ce qui m'arrive. Je suis crevé(e). Je n'ai plus d'énergie et j'ai de la difficulté à l'école. On dirait que depuis quelques semaines je n'arrive pas à reprendre le dessus. Est-ce que ça t'est déjà arrivé?"

**Meilleur ami(e) qui est anglophone/Best friend who is anglophone:** "Oui, ça m'arrive de temps à autre. C'est vrai que j'ai remarqué que tu es différent(e) ces temps-ci. Tu parais souvent maussade. Penses-tu que ça quelque chose à voir avec cette période-ci de l'année?"

**Toi:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

1. J'ai trouvé l'anglophone;

- |                                              |                                                       |                                   |
|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très gentil                       |
| 1.2 Froid                                    | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très intelligent                  |
| 1.7 Sans instruction                         | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très instruit                     |
| 1.8 Sans ambition                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | _____ : _____ : _____ : _____ : _____ : _____ : _____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très intime
--------------------	-------------------------------------------------------	-------------

3.0 Croyez vous que cette interaction était de nature . . .

Très informelle et indéfinie	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très formelle et bien définie
------------------------------	-------------------------------------------------------	-------------------------------

**Fourth situation and dialogue:**

You are doing housework with your roommate who is anglophone and are discussing your love life. Your roommate is bilingual. Put yourself in the francophone's shoes and continue the dialogue.

**Quatrième situation et dialogue: 144**

Tu es en train de faire le ménage avec ton(ta) co-locataire(trice) qui est anglophone et vous parlez de votre vie amoureuse. Ton(ta) co-locataire(trice) est bilingue et peut te répondre en anglais ou en français. Mets-toi dans la peau du francophone et poursuis le dialogue.

**Toi:** ". . . Est-ce que ça te tente de faire la vaisselle? Si c'est moi qui la fait j'ai l'impression que je vais casser une ou deux assiettes. Je sais pas ce qui se passe mais j'ai tellement de plaisir avec Michel(le) dernièrement. On dirait qu'on est retombé en amour."

**Anglophone roommate/Co-locataire anglophone:** "Calme toi un peu! Pas besoin de t'exciter. Moi aussi j'ai eu ce genre d'expérience avec mon ami(e) récemment. C'est bien. J'imagine que tu ne le(la) laisseras pas tomber, finalement?"

**Toi:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

1. J'ai trouvé l'anglophone:

- |                                              |                                                       |                                   |
|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très gentil                       |
| 1.2 Froid                                    | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très intelligent                  |
| 1.7 Sans instruction                         | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très instruit                     |
| 1.8 Sans ambition                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | _____ : _____ : _____ : _____ : _____ : _____ : _____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Très intime

3.0 Croyez-vous que cette interaction était . . .

Très informelle et bien définie \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Très formelle et définie

Veillez répondre aux questions suivantes:

Age: \_\_\_\_\_ Sexe: F \_\_\_\_\_ M \_\_\_\_\_

Quelle est la première langue que vous avez apprise?

1. français \_\_\_\_\_
2. anglais \_\_\_\_\_
3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Quelle langue utilisez-vous le plus souvent?

1. français \_\_\_\_\_
2. anglais \_\_\_\_\_
3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Je m'identifie comme...

1. un(e) Canadien(ne). \_\_\_\_\_
2. un(e) Canadien(ne) anglaise \_\_\_\_\_
3. un(e) Canadien(ne) française \_\_\_\_\_
4. un(e) Québécois(e) \_\_\_\_\_
5. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Dans quelle ville ou village avez-vous vécu la majeure partie de votre vie? \_\_\_\_\_

Appendix N  
Language Behavior and Evaluation Questionnaire Used in the Third Study  
(Intimate situations where the Anglophone interlocutor responds in English)

## Identification

Numéro d'étudiant: \_\_\_\_\_

## Questionnaires

Ce questionnaire contient trois parties. Dans la première partie on vous demande de participer à quatre mises en situation et de répondre à quatre petits questionnaires. Dans la deuxième partie on vous demande de répondre à un questionnaire d'attitude et, dans la dernière partie, on vous demande de nous fournir quelques données biographiques.

Avant de commencer à répondre, il est important que vous lisiez attentivement les directives. Si vous rencontrez des mots ou des questions qui ne sont pas clairs, n'hésitez pas à lever la main pour demander des explications.

Si nous vous demandons d'inscrire votre numéro d'étudiant ou d'étudiante, c'est pour nous permettre d'associer les réponses à ce questionnaire aux autres informations que nous recueillerons plus tard. Nous ne demandons pas votre nom afin de ne pas vous identifier directement. Lorsque nous aurons complété la cueillette et apparié les questionnaires la page contenant votre numéro sera détruite. D'ici là soyez assuré de la plus complète confidentialité de vos réponses.

Afin que ce questionnaire soit significatif, il est important que vos réponses soient aussi précises et aussi franches que possible. Vous êtes libre de refuser de répondre à certaines questions ou même au questionnaire entier. Cependant, vous devez savoir que la valeur de l'ensemble de vos réponses sera amoindrie dans la mesure où vous ne répondrez pas à toutes les questions. Essayez donc de répondre à toutes les questions, sauf si vous jugez important de vous en abstenir.

**Première partie<sup>1</sup>**

Voici quatre interactions entre un francophone et un anglophone. L'anglophone est bilingue et peut donc répondre en **anglais** ou en **français**. Vous devez lire attentivement chacune des interactions en vous mettant dans la peau du francophone et en réagissant comme il/elle réagirait. Après chacune des interactions vous devez continuer le dialogue, par écrit, pour répondre à l'anglophone. Vous pouvez répondre en **français** ou en **anglais**. Ne vous souciez pas de la qualité de l'anglais ou du français ni de la grammaire. Nous sommes intéressés par vos réactions spontanées, quelles qu'elles soient. Ensuite, vous devrez répondre à un court questionnaire.

**First part**

Here are four interactions between a francophone and an anglophone. The anglophone is bilingual and can thus respond in **English** or in **French**. You have to read attentively each and every interaction by putting yourself in the francophone's shoes and you have to respond as he or she would. After each interaction you must continue the dialogue, in writing, in order to answer the anglophone. You can respond in **French** or in **English**. Do not concern yourself with the quality of your written French or English nor with your grammar. We are interested in your spontaneous reactions whatever they may be. Subsequently you must answer a short questionnaire.

---

1. I.E.

**Première situation et dialogue:**

Toi et une grande ami(e)s qui est anglophone faites une promenade et parlez de vos sentiments et relations envers certaines personnes de l'autre sexe. Ton ami(e) anglophone est bilingue. Mets-toi dans la peau du francophone et poursuit le dialogue.

**First situation and dialogue:**

150

You and a very good friend who is anglophone are taking a walk and are talking about your feelings and relationships with certain people of the opposite sex. Your anglophone friend is bilingual. Put yourself in the francophone's shoes and continue the dialogue.

**Toi:** "...J'ai rencontré quelqu'un qui me plaît beaucoup. Il(elle) s'appelle Jean(ne) et je le(la) trouve pas mal de mon goût. Il(elle) très sympathique et il(elle) a un bon sens de l'humour. Penses-tu que je devrais l'appeler pour sortir en fin de semaine?"

**Grand(e) ami(e) anglophone/Very good anglophone friend:** "You can always try and you'll see. I've heard many good things about him/her. Didn't you tell me that you didn't want to see anybody for a couple of months. Have you changed your mind?"

**Toi:**

---

---

---

---



**Second Situation and Dialogue:**

You and a long time anglophone friend who is anglophone discuss your problems while having a cup of coffee. Your long time friend is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Deuxième situation et dialogue: 152**

Toi et une ami(e) de longue date qui est anglophone discutez de vos problèmes tout en prenant un café. Ton(ta) ami(e) de longue date est bilingue. Mets-toi dans la peau du/de la francophone et poursuis le dialogue.

**Toi:** "...Mes parents sont encore sur mon dos pour que je m'inscrive au programme de spécialisation. Quant à moi, j'aimerais bien prendre une année sabbatique -- question de voyager un peu et de gagner un peu d'argent. Qu'est-ce que tu en penses?"

**Long time anglophone friend/Ami(e) anglophone de longue date:**  
"Poor you. My parents are the same. There must be other things in life than studying and a university degree. But it's still a big decision. Have you really thought about it."

**Toi:**

---

---

---

---

1. J'ai trouvé l'anglophone;

- |                                              |                                         |                                   |
|----------------------------------------------|-----------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très gentil                       |
| 1.2 Froid                                    | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Agréable                          |
| 1.6 Pas intelligent du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très intelligent                  |
| 1.7 Sans instruction                         | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très instruit                     |
| 1.8 Sans ambition                            | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | ___ : ___ : ___ : ___ : ___ : ___ : ___ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout	___ : ___ : ___ : ___ : ___ : ___ : ___	Très intime
--------------------	-----------------------------------------	-------------

3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle et indéfinie	___ : ___ : ___ : ___ : ___ : ___ : ___	Très formelle et bien définie
------------------------------	-----------------------------------------	-------------------------------

**Troisième situation et dialogue:**

Tu es dans un restaurant avec ta(ton) meilleur(e) ami(e) qui est anglophone et vous discutez de vos sentiments. Ton(ta) meilleur(a) ami(e) est bilingue. Mets-toi dans la peau du francophone et poursuis le dialogue.

**Third Situation and Dialogue:** 154

You are in a restaurant with your best friend who is an anglophone and you are discussing your feelings. Your best friend is bilingual. Put yourself in the francophone's shoes and continue the dialogue.

**Toi:** "Je sais pas ce qui m'arrive. Je suis crevé(e). Je n'ai plus d'énergie et j'ai de la difficulté à l'école. On dirait que depuis quelques semaines je n'arrive pas à reprendre le dessus. Est-ce que ça t'est déjà arrivé?"

**Meilleur ami(e) qui est anglophone/Best friend who is anglophone:** "Yes, it happens to me from time to time. It's true that I've noticed that you're different these days. You seem sad. Do you think it has anything to do with the time of the year?"

**Toi:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

1. J'ai trouvé l'anglophone;

1.1 Pas gentil du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très gentil

1.2 Froid \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Chaleureux

1.3 Pas sympathique du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très sympathique

1.4 Aucun sens de l'humour \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très bon sens de l'humour

1.5 Ennuyeux \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Agréable

1.6 Pas intelligent du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très intelligent

1.7 Sans instruction \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très instruit

1.8 Sans ambition \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très ambitieux

1.9 N'a pas du tout les qualités d'un leader \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

A toutes les qualités d'un leader

2.0 Croyez vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très intime

3.0 Croyez vous que cette interaction était . . .

Très informelle et indéfinie \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très formelle et bien définie

**Fourth situation and dialogue:**

You are doing housework with your roommate who is anglophone and are discussing your love life. Your roommate is bilingual. Put yourself in the francophone's shoes and continue the dialogue.

**Quatrième situation et dialogue: 156**

Tu es en train de faire le ménage avec ton(ta) co-locataire qui est anglophone et vous parlez de votre vie amoureuse. Ton(ta) co-locataire(trice) est bilingue et peut te répondre en anglais ou en français. Mets-toi dans la peau du francophone et poursuis le dialogue.

**Toi:** "... Est-ce que ça te tente de faire la vaisselle? Si c'est moi qui la fait j'ai l'impression que je vais casser une ou deux assiettes. Je sais pas ce qui se passe mais j'ai tellement de plaisir avec Michel(le) dernièrement. On dirait qu'on est retombé en amour."

**Anglophone roommate/Co-locataire anglophone:** "Calm down a little bit! Don't get all excited. I've also had this type of experience with my friend lately. It's nice. I imagine that you've decided not to drop him/her anymore?"

**Toi:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

**1. J'ai trouvé l'anglophone:**

- |                                              |                                         |                                   |
|----------------------------------------------|-----------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très gentil                       |
| 1.2 Froid                                    | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Agréable                          |
| 1.6 Pas intelligent du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très intelligent                  |
| 1.7 Sans instruction                         | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très instruit                     |
| 1.8 Sans ambition                            | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | ___ : ___ : ___ : ___ : ___ : ___ : ___ | A toutes les qualités d'un leader |

**2.0 Croyez vous que cette interaction entre le francophone et l'anglophone était ...**

Pas intime du tout      \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_      **Très intime**

**3.0 Croyez vous que cette interaction était de nature. . .**

Très informelle et bien définie      \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_      **Très formelle et définie**

Veuillez répondre aux questions suivantes:

Age: \_\_\_\_\_ Sexe: F \_\_\_\_\_ M \_\_\_\_\_

Quelle est la première langue que vous avez apprise?

1. français \_\_\_\_\_
2. anglais \_\_\_\_\_
3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Quelle langue utilisez-vous le plus souvent?

1. français \_\_\_\_\_
2. anglais \_\_\_\_\_
3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Je m'identifie comme...

1. un(e) Canadien(ne). \_\_\_\_\_
2. un(e) Canadien(ne) anglais(e) \_\_\_\_\_
3. un(e) Canadien(ne) français(e) \_\_\_\_\_
4. un(e) Québécois(e) \_\_\_\_\_
5. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Dans quelle ville ou village avez-vous vécu la majeure partie de votre vie? \_\_\_\_\_

Appendix O  
Language Behavior and Evaluation Questionnaire Used in the Third Study  
(Task-specific situations where the Anglophone interlocutor responds in French)

Numéro d'étudiant: \_\_\_\_\_

**Questionnaires**

Ce questionnaire contient trois parties. Dans la première partie on vous demande de participer à quatre mises en situation et de répondre à quatre petits questionnaires. Dans la deuxième partie on vous demande de répondre à un questionnaire d'attitudes et dans la dernière partie, on vous demande de nous fournir quelques données biographiques.

Avant de commencer à répondre, il est important que vous lisiez attentivement les directives. Si vous rencontrez des mots ou des questions qui ne sont pas clairs, n'hésitez pas à lever la main pour demander des explications.

Si nous vous demandons d'inscrire votre numéro d'étudiant ou d'étudiante, c'est pour nous permettre d'associer les réponses à ce questionnaire aux autres informations que nous recueillerons plus tard. Nous ne demandons pas votre nom afin de ne pas vous identifier directement. Lorsque nous aurons complété la cueillette et apparié les questionnaires la page contenant votre numéro sera détruite. D'ici là soyez assuré de la plus complète confidentialité de vos réponses.

Afin que ce questionnaire soit significatif, il est important que vos réponses soient aussi précises et aussi franches que possible. Vous êtes libre de refuser de répondre à certaines questions ou même au questionnaire entier. Cependant, vous devez savoir que la valeur de l'ensemble de vos réponses sera amoindrie dans la mesure où vous ne répondrez pas à toutes les questions. Essayez donc de répondre à toutes les questions, sauf si vous jugez important de vous en abstenir.

## SUIVEZ LES DIRECTIVES DANS LA LANGUE DE VOTRE CHOIX 161

### Première partie<sup>1</sup>

Voici quatre interactions entre un(e) francophone et un anglophone. L'anglophone est bilingue et peut donc répondre en **anglais** ou en **français**. Vous devez lire attentivement chacune des interactions en vous mettant dans la peau du/de la francophone et en réagissant comme il/elle réagirait. Après chacune des interactions vous devez continuer le dialogue, par écrit, pour répondre à l'anglophone. Vous pouvez répondre en **français** ou en **anglais**. Ne vous souciez pas de la qualité de l'anglais ou du français, ni de la grammaire. Nous sommes intéressés par vos réactions spontanées, quelles qu'elles soient. Ensuite, vous devrez répondre à un court questionnaire.

### First part

Here are four interactions between a francophone and an anglophone. The anglophone is bilingual and can thus respond in **english** or in **french**. You have to read attentively each and every interaction by putting yourself in the francophone's shoes and you have to respond as he or she would. After each interaction you must continue the dialogue, in writing, in order to answer the anglophone. You can respond in **french** or in **english**. Do not concern yourself with the quality of your written French or English nor with your grammar. We are interested in your spontaneous reactions whatever they may be. Subsequently you must answer a short questionnaire.

---

1. T.F.

**Première situation et dialogue:**

Le/la président(e) anglophone d'une association étudiante vous interview pour le poste de directeur administratif de l'association. Le/la présidente anglophone est bilingue. Mettez-vous dans la peau du francophone et poursuivez le dialogue.

**First situation and dialogue: 162**

The anglophone president of a student association interviews you for the position of administrative director of the association. The anglophone president is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Vous en tant que candidat(e) francophone: "...Ce poste me semble très intéressant et votre organisation est impressionnante. Je constate que le mandat du directeur administratif est de deux ans. Est-ce bien ça?"**

**Intervieweur Anglophone/Anglophone interviewer: "Oui, vous avez raison. Cependant, ce mandat est renouvelable selon les compétences du/de la titulaire et son intérêt pour le poste. Pensez-vous que vous seriez intéressé(e) à vous présenter pour un deuxième mandat?"**

**Vous:**

---

---

---

---

## Questionnaire de perceptions de l'interaction

163

Suite à cette interaction, décrivez vos impressions de l'anglophone et de l'interaction elle-même en vous identifiant avec le francophone. Mettez vous dans sa peau et répondez aux questions suivantes. Si, par exemple, vous croyez que l'anglophone est moyennement débrouillard vous inscrivez ceci:

Pas débrouillard du tout \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : √ \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Très débrouillard.  
Notez qu'il n'y a pas de bonnes ou de mauvaises réponses; tout ce qui compte, c'est que vous donniez votre impression.

### 1. J'ai trouvé l'anglophone;

- |                                              |                                                |                                   |
|----------------------------------------------|------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très gentil                       |
| 1.2 Froid                                    | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très intelligent                  |
| 1.7 Sans instruction                         | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très instruit                     |
| 1.8 Sans ambition                            | ____ : ____ : ____ : ____ : ____ : ____ : ____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | ____ : ____ : ____ : ____ : ____ : ____ : ____ | A toutes les qualités d'un leader |

### 2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout? \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Très intime?

### 3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle et indéfinie \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Très formelle et bien définie

**Second situation and dialogue:**

You, as a fashion consultant for an exclusive boutique, engage in a conversation with an anglophone client. The client is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Deuxième situation et dialogue**

Vous, le/la conseiller(ère) de mode d'une boutique exclusive de vêtements, engagez la conversation avec un(e) client(e) anglophone. Le/la client(e) est bilingue. Mettez-vous dans la peau du client francophone et poursuivez le dialogue.

**Vous en tant que conseiller(ère) francophone:** "Bonjour, vous allez bien?. Vous avez sûrement vu notre nouvelle collection d'automne qui vient de nous arriver cette semaine. Est-ce que je peux vous aider à trouver quelque chose en particulier?"

**Anglophone Client/Client Anglophone:** "Non, je ne cherche rien en particulier; je ne fais que regarder. Je ne crois pas que mon budget me permette d'acheter quoi que ce soit aujourd'hui. Croyez-vous que la récession va beaucoup influencer votre commerce?"

**Vous:**

---

---

---

---

1. J'ai trouvé l'anglophone;

- |                                              |                                                       |                                   |
|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très gentil                       |
| 1.2 Froid                                    | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très intelligent                  |
| 1.7 Sans instruction                         | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très instruit                     |
| 1.8 Sans ambition                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | _____ : _____ : _____ : _____ : _____ : _____ : _____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très intime
--------------------	-------------------------------------------------------	-------------

3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle et indéfinie	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très formelle et bien définie
------------------------------	-------------------------------------------------------	-------------------------------

**Troisième situation et dialogue:**

Vous êtes un(e) employé francophone et vous discutez avec votre patron anglophone, durant les heures de bureau. Le patron anglophone est bilingue. Mettez-vous dans la peau du francophone et poursuivez le dialogue.

**Third situation and dialogue: 166**

You are a francophone employee and you are discussing with your anglophone boss, during business hours. The anglophone boss is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Vous en tant qu'employé francophone:** "Bonjour, avez-vous un instant j'aimerais vous parler. Je constate que pour poursuivre le travail que vous m'avez confié, j'aurais besoin d'en faire préciser davantage les paramètres."

**Patron anglophone/Anglophone boss:** "Vous avez raison de demander des précisions. Je me disais justement qu'il s'agit d'un travail d'envergure qu'il est important de bien amorcer. Voulez-vous prévoir une réunion pour en discuter davantage?"

**Vous:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

167

**1. J'ai trouvé l'anglophone;**

- |                                              |                                         |                                   |
|----------------------------------------------|-----------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très gentil                       |
| 1.2 Froid                                    | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Agréable                          |
| 1.6 Pas intelligent du tout                  | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très intelligent                  |
| 1.7 Sans instruction                         | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très instruit                     |
| 1.8 Sans ambition                            | ___ : ___ : ___ : ___ : ___ : ___ : ___ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | ___ : ___ : ___ : ___ : ___ : ___ : ___ | A toutes les qualités d'un leader |

**2.0 Croyez vous que cette interaction entre le francophone et l'anglophone était . . .**

Pas intime du tout	___ : ___ : ___ : ___ : ___ : ___ : ___	Très intime
--------------------	-----------------------------------------	-------------

**3.0 Croyez vous que cette interaction était de nature . . .**

Très informelle et indéfinie	___ : ___ : ___ : ___ : ___ : ___ : ___	Très formelle et bien définie
------------------------------	-----------------------------------------	-------------------------------

**Fourth situation and dialogue:**

You are a player on a volleyball team and you are talking with your coach, during a formal practice, about your role and position on the team. Your coach is bilingual and can answer in French or in English. Put yourself in the shoes of the francophone and continue the dialogue.

**Quatrième situation et dialogue**

Vous êtes un(e) joueur(euse) dans une équipe nationale de volleyball. Vous parlez avec votre entraîneur(euse), pendant une pratique, de votre rôle et de votre position au sein de l'équipe. Votre entraîneur(euse) est bilingue. Mettez-vous dans la peau du francophone et poursuivez le dialogue.

**Vous en tant que joueur(euse):** "Les compétitions internationales approchent. J'ai l'impression de bien jouer dernièrement *mais qu'avec un peu plus de temps de jeu je pourrais m'améliorer encore plus. Croyez-vous que je peux compter là-dessus?*"

**Anglophone coach/L'entraîneur(euse) anglophone:** "En effet, ces compétitions sont très importantes. Il faudra vraiment pouvoir compter sur le rendement maximum de chaque joueur(se). Penses-tu pouvoir continuer à t'améliorer malgré le stress occasioné par un plus grand temps de jeu?"

**Vous:**

---

---

---

---

1. J'ai trouvé l'anglophone;

- |                                              |                                                       |                                   |
|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très gentil                       |
| 1.2 Froid                                    | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très intelligent                  |
| 1.7 Sans instruction                         | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très instruit                     |
| 1.8 Sans ambition                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | _____ : _____ : _____ : _____ : _____ : _____ : _____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très intime
--------------------	-------------------------------------------------------	-------------

3.0 Croyez vous que cette interaction était de nature . . .

Très informelle et bien définie	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très formelle et définie
---------------------------------	-------------------------------------------------------	--------------------------

Veillez répondre aux questions suivantes:

Age: \_\_\_\_\_ Sexe: F \_\_\_\_\_ M \_\_\_\_\_

Quelle est la première langue que vous avez apprise?

- 1. français \_\_\_\_\_
- 2. anglais \_\_\_\_\_
- 3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Quelle langue utilisez-vous le plus souvent?

- 1. français \_\_\_\_\_
- 2. anglais \_\_\_\_\_
- 3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Je m'identifie comme...

- 1. un(e) Canadien(ne). \_\_\_\_\_
- 2. un(e) Canadien(ne) anglais(e) \_\_\_\_\_
- 3. un(e) Canadien(ne) français(e) \_\_\_\_\_
- 4. un(e) Québécois(e) \_\_\_\_\_
- 5. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Dans quelle ville ou village avez-vous vécu la majeure partie de votre vie?

\_\_\_\_\_

Appendix P  
Language Behavior and Evaluation Questionnaire used in the Third Study  
(Task-specific situations where the Anglophone responds in English)

Numéro d'étudiant: \_\_\_\_\_

**Questionnaires**

Ce questionnaire contient trois parties. Dans la première partie on vous demande de participer à quatre mises en situation et de répondre à quatre petits questionnaires. Dans la deuxième partie on vous demande de répondre à un questionnaire d'attitudes et, dans la dernière partie on vous demande de nous fournir quelques données biographiques.

Avant de commencer à répondre, il est important que vous lisiez attentivement les directives. Si vous rencontrez des mots ou des questions qui ne sont pas clairs, n'hésitez pas à lever la main pour demander des explications.

Si nous vous demandons d'inscrire votre numéro d'étudiant ou d'étudiante, c'est pour nous permettre d'associer les réponses à ce questionnaire aux autres informations que nous recueillerons plus tard. Nous ne demandons pas votre nom, afin de ne pas vous identifier directement. Lorsque nous aurons complété la cueillette et apparié les questionnaires la page contenant votre numéro sera détruite. D'ici là soyez assuré de la plus complète confidentialité de vos réponses.

Afin que ce questionnaire soit significatif, il est important que vos réponses soient aussi précises et aussi franches que possible. Vous êtes libre de refuser de répondre à certaines questions ou même au questionnaire entier. Cependant, vous devez savoir que la valeur de l'ensemble de vos réponses sera amoindrie dans la mesure où vous ne répondrez pas à toutes les questions. Essayez donc de répondre à toutes les questions, sauf si vous jugez important de vous en abstenir.

## SUIVEZ LES DIRECTIVES DANS LA LANGUE DE VOTRE CHOIX<sup>1</sup>

### Première partie<sup>1</sup>

Voici quatre interactions entre un francophone et un anglophone. L'anglophone est bilingue et peut donc répondre en **anglais** ou en **français**. Vous devez lire attentivement chacune des interactions en vous mettant dans la peau du francophone et en réagissant comme il/elle réagirait. Après chacune des interactions vous devez continuer le dialogue, par écrit, pour répondre à l'anglophone. Vous pouvez répondre en **français** ou en **anglais**. Ne vous souciez pas de la qualité de l'anglais ou du français, ni de la grammaire. Nous sommes intéressés par vos réactions spontanées, quelles qu'elles soient. Ensuite, vous devez répondre à un court questionnaire.

### First part

Here are four interactions between a francophone and an anglophone. The anglophone is bilingual and can thus respond in **english** or in **french**. You have to read attentively each and every interaction by putting yourself in the francophone's shoes and you have to respond as he or she would. After each interaction you must continue the dialogue, in writing, in order to answer the anglophone. You can respond in **french** or in **english**. Do not concern yourself with the quality of your written French or English nor with your grammar. We are interested in your spontaneous reactions whatever they may be. Subsequently you must answer a short questionnaire.

---

1. T.E.

**Première situation et dialogue:**

Le/la président(e) anglophone d'une association étudiante vous interviewe pour le poste de directeur administratif de l'association. Le/la président(e) anglophone est bilingue. Mettez-vous dans la peau du francophone et poursuivez le dialogue.

**First situation and dialogue: 174**

The anglophone president of a student association interviews you for the position of administrative director of the association. The anglophone president is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Vous en tant candidat(e) francophone:** "... Ce poste me semble très intéressant et votre organisation est impressionnante. Je constate que le mandat du directeur administratif est de deux ans. Est-ce bien ça?"

**L'Intervieweur anglophone/Anglophone interviewer:** "Yes, you are correct. However, the mandate is renewable according to the competencies and the interest of the incumbent. Do you think that you would be interested in postulating for a second mandate?"

**Vous:**

---

---

---

---

Suite à cette interaction, décrivez vos impressions de l'anglophone et de l'interaction elle-même en vous identifiant avec le francophone. Mettez vous dans sa peau et répondez aux questions suivantes. Si, par exemple, vous croyez que l'anglophone est moyennement débrouillard vous inscrivez ceci:

Pas débrouillard du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :   √   : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Très débrouillard.  
 Notez qu'il n'y a pas de bonnes ou de mauvaises réponses; tout ce qui compte, c'est que vous donniez votre impression.

1. J'ai trouvé l'anglophone;

- |                                              |                                                       |                                   |
|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très gentil                       |
| 1.2 Froid                                    | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très intelligent                  |
| 1.7 Sans instruction                         | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très instruit                     |
| 1.8 Sans ambition                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | _____ : _____ : _____ : _____ : _____ : _____ : _____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était ...

Pas intime du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Très intime

3.0 Croyez-vous que cette interaction était de nature ...

Très informelle et indéfinie \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ Très formelle et bien définie

**Second situation and dialogue:**

You, as a fashion consultant for an exclusive boutique, engage in a conversation with an anglophone client. The client is bilingual. Put yourself in the shoes of the francophone client and continue the dialogue.

**Deuxième situation et dialogue**

Vous, le/la conseiller(ère) de mode d'une boutique exclusive de vêtements, engagez la conversation avec un(e) client(e) anglophone. Le/la client(e) est bilingue. Mettez-vous dans la peau du client francophone et poursuivez le dialogue.

**Vous en tant que conseiller(ère) francophone:** "Bonjour, vous allez bien? Vous avez sûrement vu notre nouvelle collection d'automne qui vient de nous arriver cette semaine. Est-ce que je peux vous aider à trouver quelque chose en particulier?"

**Anglophone client/Client Anglophone:** "No, I am not looking for anything in particular; I am only browsing. I do not think that my budget will allow me to purchase anything today. Do you believe that the recession will have an impact on your business?"

**Vous:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

1. J'ai trouvé l'anglophone;

1.1 Pas gentil du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très gentil

1.2 Froid \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Chaleureux

1.3 Pas sympathique  
du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très  
sympathique

1.4 Aucun sens  
de l'humour \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très bon sens  
de l'humour

1.5 Ennuyeux \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Agréable

1.6 Pas intelligent  
du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très  
intelligent

1.7 Sans instruction \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très instruit

1.8 Sans ambition \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très  
ambitieux

1.9 N'a pas du tout  
les qualités  
d'un leader \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

A toutes les  
qualités d'un  
leader

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très intime

3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle  
et indéfinie \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très formelle  
et bien  
définie

**Troisième situation et dialogue:**

Vous êtes un employé francophone et discutez avec votre patron anglophone, durant les heures de bureau. Le patron est bilingue. Mettez-vous dans la peau du francophone et poursuivez le dialogue.

**Third situation and dialogue: 178**

You are a francophone employee and are discussing with your anglophone boss, during business hours. The boss is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Vous en tant qu'employé francophone:** "Bonjour, avez-vous un instant j'aimerais vous parler. Je constate que pour poursuivre le travail que vous m'avez confié, j'aurais besoin d'en faire préciser davantage les paramètres."

**Patron anglophone/anglophone boss:** "You are correct in asking for details. I was just saying to myself that this is an important task which must be begun on the right foot. Would you like us to schedule a meeting so that we can discuss this matter further?"

**Vous:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

179

1. J'ai trouvé l'anglophone;

1.1 Pas gentil du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très gentil

1.2 Froid \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Chaleureux

1.3 Pas sympathique  
du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très  
sympathique

1.4 Aucun sens  
de l'humour \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très bon sens  
de l'humour

1.5 Ennuyeux \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Agréable

1.6 Pas intelligent  
du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très  
intelligent

1.7 Sans instruction \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très instruit

1.8 Sans ambition \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très  
ambitieux

1.9 N'a pas du tout  
les qualités d'un  
leader \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

A toutes les  
qualités d'un  
leader

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très intime

3.0 Croyez-vous que cette interaction était de nature . . .

Très informelle  
et indéfinie \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

Très formelle  
et bien  
définie

**Fourth situation and dialogue:**

You are a player on a national volleyball team. You are talking with your anglophone coach, during a practice, about your role and position on the team. Your coach is bilingual. Put yourself in the shoes of the francophone and continue the dialogue.

**Quatrième situation et dialogue**

Vous êtes un(e) joueur(euse) d'une équipe nationale de volleyball. Vous parlez avec votre entraîneur(euse) anglophone, pendant une pratique, de votre rôle et de votre position au sein de l'équipe. Votre entraîneur(euse) est bilingue. Mettez-vous dans la peau du francophone et poursuivez le dialogue.

**Vous en tant que joueur(euse):** “. . . Les compétitions internationales approchent. J'ai l'impression de bien jouer dernièrement mais qu'avec un peu plus de temps de jeu je pourrais m'améliorer encore plus. Croyez-vous que je peux compter là-dessus?”

**Anglophone coach/L'entraîneur(euse) anglophone:** “You are correct, those competitions are very important. We will really have to count on a the best performance of every player. Do you think that you can continue to improve despite the added stress that additional playing brings?”

**Vous:**

---

---

---

---

**Questionnaire de perceptions de l'interaction**

... J'ai trouvé l'anglophone;

- |                                              |                                                       |                                   |
|----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| 1.1 Pas gentil du tout                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très gentil                       |
| 1.2 Froid                                    | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Chaleureux                        |
| 1.3 Pas sympathique du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très sympathique                  |
| 1.4 Aucun sens de l'humour                   | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très bon sens de l'humour         |
| 1.5 Ennuyeux                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Agréable                          |
| 1.6 Pas intelligent du tout                  | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très intelligent                  |
| 1.7 Sans instruction                         | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très instruit                     |
| 1.8 Sans ambition                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | Très ambitieux                    |
| 1.9 N'a pas du tout les qualités d'un leader | _____ : _____ : _____ : _____ : _____ : _____ : _____ | A toutes les qualités d'un leader |

2.0 Croyez-vous que cette interaction entre le francophone et l'anglophone était . . .

Pas intime du tout	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très intime
--------------------	-------------------------------------------------------	-------------

3.0 Croyez vous que cette interaction était de nature . . .

Très informelle et bien définie	_____ : _____ : _____ : _____ : _____ : _____ : _____	Très formelle et définie
---------------------------------	-------------------------------------------------------	--------------------------

Veuillez répondre aux questions suivantes:

Age: \_\_\_\_\_ Sexe: F \_\_\_\_\_ M \_\_\_\_\_

Quelle est la première langue que vous avez apprise?

1. français \_\_\_\_\_
2. anglais \_\_\_\_\_
3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Quelle langue utilisez-vous le plus souvent?

1. français \_\_\_\_\_
2. anglais \_\_\_\_\_
3. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Je m'identifie comme...

1. un(e) Canadien(ne). \_\_\_\_\_
2. un(e) Canadien(ne) anglais(e) \_\_\_\_\_
3. un(e) Canadien(ne) français(e) \_\_\_\_\_
4. un(e) Québécois(e) \_\_\_\_\_
5. autre \_\_\_\_\_ Indiquez, s.v.p. \_\_\_\_\_

Dans quelle ville ou village avez-vous vécu la majeure partie de votre vie?

\_\_\_\_\_

Appendix Q  
Means and Standard Deviations for Evaluation Measures (Study 3)

Table Q-1  
Means and Standard Deviations of Evaluation Scores

	Mean	Standard Deviation
<b>Solidarity</b>		
<u>Intimate situations</u>		
<u>Interlocutor spoke French</u>		
Greater French ethnolinguistic vitality	4.927	.819
Greater English ethnolinguistic vitality	4.449	.529
<u>Interlocutor spoke English</u>		
Greater French ethnolinguistic vitality	4.866	.745
Greater English ethnolinguistic vitality	5.162	.779
<u>Task-specific situations</u>		
<u>Interlocutor spoke French</u>		
Greater French ethnolinguistic vitality	5.000	.750
Greater English ethnolinguistic vitality	4.644	.835
<u>Interlocutor spoke English</u>		
Greater French ethnolinguistic vitality	4.233	.613
Greater English ethnolinguistic vitality	4.259	1.045
<b>Status</b>		
<u>Intimate situations</u>		
<u>Interlocutor spoke French</u>		
Greater French ethnolinguistic vitality	4.885	.899
Greater English ethnolinguistic vitality	4.392	.730
<u>Interlocutor spoke English</u>		
Greater French ethnolinguistic vitality	4.869	.550
Greater English ethnolinguistic vitality	5.244	.813
<u>Task-specific situations</u>		
<u>Interlocutor spoke French</u>		
Greater French ethnolinguistic vitality	5.293	.871
Greater English ethnolinguistic vitality	5.129	.652
<u>Interlocutor spoke English</u>		
Greater French ethnolinguistic vitality	4.828	.553
Greater English ethnolinguistic vitality	4.900	1.183