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**LANGUAGE PREFERENCES OF NI-VANS AT CAVITE STATE UNIVERSITY**

**ABSTRACT**

The study dealt with the language preferences of Ni-Vans in different settings. Specifically, it aimed to identify their language preferences when faced with Filipinos, other foreigners, and fellow Ni-Vans in various situations. It also identified various language functions used in those settings.

A descriptive research design was mainly used in the study. Interviews with the participants and distribution of questionnaire were conducted at Cavite State University, Indang, Cavite. The questionnaire was anchored from the study of Xuan (2011) and modified. It was validated by language/research experts before it was given to the participants. Purposive sampling technique was employed in the selection of 30 participants. Data were analyzed using frequency counts and percentages.

Findings revealed that Ni-Vans use the languages such as English, Filipino, Bislama, and French depending on whom they are faced with and where the conversation takes place. In most cases, English was used since it is understood by the speakers/hearers of the conversations. From the study, they also used Filipino during interactions with their Filipino friends and those who are working inside the university. Moreover, they preferred to use Bislama and French only in situations where the speakers/hearers are their fellow Ni-Vans.

Language functions were also identified in this particular study. These include the communicating, phatic, and identifying functions. Other categories/functions which were encompassed in the study were the informative, expressive, and directive functions.

## **INTRODUCTION**

Platt (1977) in Quakenbush (1989) claimed that an individual's language choice for a particular situation is determined by the speaker's own verbal repertoire; his interlocutor's verbal repertoire and to what extent the speaker is prepared to accommodate to his interlocutor. Language choice or simply preference depends on the setting where it is supposed to be used and the function that it would serve.

During the 1970's, the Cavite State University, formerly known as Don Severino de las Alas Campus, had catered international students such as Africans including Nigerians and Angolans, Indonesians, Koreans, Chinese, Fil-Americans, and Japanese. Over the years, the University has become known for programs like agriculture, engineering, education, and management. With this, the population of international students has increased. Students from Papua New Guinea, Ghana, and the Republic of Vanuatu were sent to the University to complete programs that may help them when they return to their hometowns.

At the moment, the greatest number of international students who are enrolled in the Cavite State University comes from the Republic of Vanuatu. Their people are called Ni-Vans. They use English, French, and Bislama (broken English).

In the late 19<sup>th</sup> century at the height of the practice of Blackbirding, thousands of Ni-Vans were forced to work in plantations in Australia and Fiji. With several languages spoken in these plantations, a form of pidgin English was developed, combining English vocabulary with the grammatical structures of typical languages in the region. This became the origin of Bislama, their lingua franca and facilitated communication not only with the European traders and settlers, but between native populations of remote islands within the archipelago. It has evolved to what is currently spoken and written in Vanuatu. They began to have broken English and this had been spoken not only in school but in the workplace, as well.

In the 1960's, the British and French colonial administrations assumed responsibility for education, concentrating on the national languages in Vanuatu. Bislama became the lingua franca between educated Anglophones and Francophones. The three languages (French, English, and Bislama) were granted in the Constitution of the Republic of Vanuatu. In 1981, Bislama became an official language to be spoken in the country (Crowley, 2000).

English and French have equal legal status in Vanuatu, even if they are not equal in reality. However, Bislama's increasing importance has been emphasized in the country. As stated by Charpentier (n.d ) in Crowley (2000), the type of education system that the government continues to support largely determines the country's future linguistic situation.

The overall literacy rate of Ni-Vans is 64 percent. Literacy is relatively widespread among persons under 35 years of age. Primary education is

available for almost all children except in a few remote tribal areas. Education is provided in either English or French. In 1992, there were 272 primary schools with 852 teachers and 26,267 students. Student-to-teacher ratio stood at 31 to 1. General secondary schools had 220 teachers and 4,269 students in the same year. There were also 124 students in teacher training schools and 444 in vocational schools. The pupil-teacher ratio at the primary level was 24 to 1 in 1999. In the same year, 96 percent of primary-school-age children were enrolled in school, while 23 percent of those eligible attended secondary school.

The Vanuatu education system recognizes six levels of education. These are: Preschool (ages 3–5), Primary (ages 6–12), Junior Secondary (ages 13–16), Senior Secondary (ages 17–20), Technical Education (ages 13–18) and Tertiary Education (ages 19 and up). Since 2003, the Ministry of Education has sought to provide an additional two years of primary education and to shorten junior secondary school to two years.

Primary and secondary education is both free and compulsory. However, education in Vanuatu is neither in practice. School attendance in Vanuatu is the lowest in the Pacific. Primary and secondary schools charge fees for tuition, boarding, textbooks, and other services and materials. Widespread rural poverty means that fees are a significant barrier to school attendance. High rates of non-attendance are also partly attributable to the discouragement arising from poor quality schooling, student health issues, rural isolation and the competing demand for child labor to support the household economy. Student progress is

limited by quotas and the inadequate supply of school places, particularly in secondary schools.

To educate the students, various religious groups, non-government organizations, and their own government have decided to send them to the Philippines to earn degrees that would help them become more competitive in the real world of work. Cavite State University was then chosen as the educational institution where they could spend the tertiary level.

These international students attend their regular classes with the Filipino students and it is also one of their requirements to complete two Filipino courses. Their Filipino friends also encourage them to stay in dormitories inside the university and as observed, some of them can now communicate with their peers using Filipino language. It is interesting to know that aside from the three languages such as English, French, and Bislama, Ni-Vans can now use Filipino in various conversations. Their language preferences become different in various settings.

Hence, this study was conducted to determine the language preference of Ni-vans at Cavite State University.

Specifically, the study aims to

1. identify specific language preference (Bislama, French, English, and Filipino) of Ni-vans while talking with:
  - a. other Ni-van students;
  - b. Filipino students;
  - c. other foreign students (Korean, Chinese, and Indonesian)

- d. Filipino instructors/professors;
- e. the university registrar and librarians;
- f. the university cashier staff and accountant;
- g. administrative aides, house parents, and security guards);
- h. canteen operators/staff
- i. jeepney and tricycle drivers;
- j. sports trainer/gym instructor;

in settings/places like:

- a. classroom
- b. faculty room
- c. dormitories
- d. study area
- e. jeepney/tricycle
- f. canteen
- g. laboratory room
- h. library
- i. registrar's office
- j. cashier's and accounting offices
- k. security outpost
- l. gymnasium
- m. any area while talking on the phone; and

2. determine the different language functions used in different settings found in this study.

## **Significance of the Study**

The study dealt with the language preferences of Ni-Vans at Cavite State University. The results of the study may be significant to the language planning activities of the University as it may help the curriculum planners, language teachers, language learners, material developers, and other researchers who are interested to conduct similar studies.

For the curriculum planners, the study may help them plan for the syllabus and other materials that may be provided to different learners (local and international).

For the language teachers, materials which may be used to facilitate learning among international students may be prepared with reference to the findings of this study.

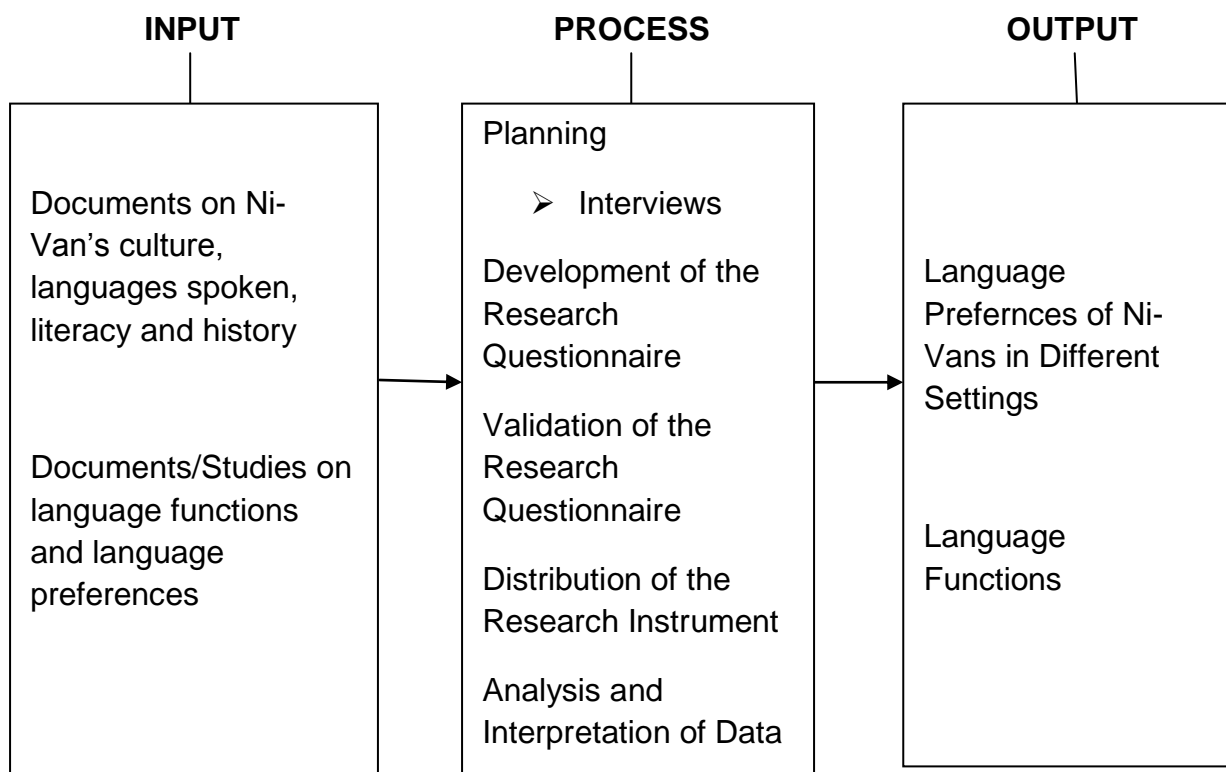
Language learners particularly, the international students, would also be benefitted since they would be the one to use the learning materials prepared by the teachers. Aside from this, they could also work on simple articles that may present the language preferences of Ni-Vans which may be published and disseminated to others.

Material developers would also benefit from this study since it may contribute on the development of multilingual glossaries and dictionaries that may be useful in L2 learning and L2 communication.

Finally, other researchers may use this study as baseline in the conduct of similar studies pertaining to language use and language development.

## Conceptual Framework of the Study

For better understanding about the procedures used in this study, a conceptual framework was made and presented below. Documents regarding the Republic of Vanuatu and Cavite State University are included under Input(s). Planning Stage and the Development, Validation, and Distribution of Questionnaires were followed in the conduct proper to determine the language preferences and language functions (Outputs).





## **METHODOLOGY**

A descriptive research design was used in this study which includes interviews and research questionnaires. A total of 30 Ni-vans from various programs was purposively selected and interviewed on the basis of sex, religion, nationality, education, organization/affiliation, languages spoken, and number of years of stay in the Philippines.

The questionnaire, anchored from the study of Xuan (2011), was modified and validated by three language/research experts. This was divided into three parts: Part A (a checklist that will determine the factors responsible for their language preference and five open-ended questions); Part B (situations/settings where they use English, French, Bislama, and Filipino). Part B was composed of 35 statements pertaining to situations (classroom, public speeches, doing assignments, and communicating with superiors, relatives, foreign classmates, and Filipino classmates) where different languages may be used. Four columns were prepared opposite the statements to check their language preference (English, French, Bislama, and Filipino). The third part (Part C) dealt with questions that would lead to identification of language functions. Data gathered in the study were analyzed using frequency counts and percentages. Conclusions were drawn based on the objectives.

## **RESULTS AND DISCUSSION**

This paper presents and discusses the findings of the existing data on Ni-Vans' language preferences while talking with: a. other Ni-van students; b. Filipino students; c. other foreign students (Korean, Chinese, and Indonesian); d. Filipino instructors/professors; e. the university registrar and librarians; f. the university cashier staff and accountant; g. administrative aides, house parents, and security guards); h. canteen operators/staff; i. gym instructors; and i. jeepney and tricycle drivers. Data on their language preference while talking inside the classroom, sending messages to Filipinos, chatting with dorm mates, working on assignments with Ni-Vans and Filipinos, passing on the jeepney fare, buying food at the university canteen, borrowing laboratory equipment and books, inquiring at the faculty room, asking the civil security guards, chatting with Filipinos and Ni-Vans regarding sports activities, inquiring at the registrar's office and the cashier's office, answering phone calls from co Ni-Vans and Filipino friends, and talking at the gym were gathered and analyzed.

This also provides information regarding the language functions found in this particular study.

### **A. General Profile of the Participants**

The general profile of the participants is discussed in this section. In terms of religion, participants belong to Seventh Day Adventist, Muslim, Roman Catholic, New Apostolic, Presbyterian, and Church of Christ. They speak English, French and Bislama. Most of them have already learned to use Filipino. With

regards to their length of stay in the University, it was found that 83.33 percent (25 out of 30) of them have stayed for 1-3 years, while 10 percent (3 out of 30) have studied in the said university for 7-10 years. Only 6 percent of them (2 out of 30) have stayed for 4-6 years.

They have been enrolled in the Cavite State University under various programs like BS Electronics and Communications Engineering and Electronics Technology, Environmental Science, Economics, Agriculture, Information Technology, International Studies, Accountancy and Doctor of Veterinary Medicine.

The participants own gadgets, reading materials, multimedia and other resources which use/produce/present the English language and Filipino language. Few gadgets were noted to use/present things using Bislama and French.

## **B. Language Preferences of Ni-Vans in Different Settings**

Ni-Vans, in general, prefer to use language depending on whom they are talking to and where the conversation takes place. From the study, they may choose more than one language considering each setting. Based on Table 1, 100 percent of the participants preferred to use English inside the classroom while their professors are not around. It is also interesting to know that 43.33 percent of them would like to use Filipino in the same setting. Only 36.67 percent preferred the use of Bislama.

When sending messages to their Filipino friends, 93.33 percent of them preferred to use English while 40 percent chose Filipino. In terms of talking to

their professor/instructors, they also preferred to use English (86.67%) and Filipino (36.67%). They use the same languages while chatting with their dorm mates. In this case, the use of English still dominates the use of Filipino. However, they preferred to use different languages while working on assignments with Ni-Vans. They use English (73.33%), Bislama (70%), and French (10%) in this setting. On the other hand, they are into using Filipino (66.67%) more often than English (33.33%) while working on assignments with Filipinos. Passing on the jeepney fare also resulted to the use of English (83.33%) and Filipino (70%). It was also noted that both languages, English and Filipino, were preferred to be used when they buy food at the canteen.

Moreover, it was found that Ni-Vans were at ease of using English (100%) while borrowing laboratory equipment at the laboratory room. Only 30 percent of them use Filipino during this setting. They all use English while borrowing books at the library. Still, inside the faculty room, these students preferred to use English (100%) and Filipino (43.33%). Considering their language preference while asking the civil security guards, 86.67 percent of the participants use English while 63.33 percent preferred Filipino. They use Bislama when they are talking with their fellow Ni-Vans regarding sports activities. However, they shift to Filipino when they are talking with their Filipino friends. The use of English also dominates when they are with other international students. They also use this language when they are at the registrar's office, cashier's and accounting office. Bislama was also chosen when answering phone calls from their co-Nivans while both English (86.67%) and Filipino (56.67%) are used for answering phone calls

coming from Filipinos. Lastly, they preferred to use English (80%) and Filipino (63.33%) with their gym instructors.

As noted, Ni-Vans normally use French inside the classroom and while talking with other Ni-Vans on assignments and sports activities. They also use their lingua franca, Bislama, inside the classroom, with their dorm mates, and in answering phone calls coming from their Ni-Van friends. Filipino is used in almost all of the settings except for Ni-Van conversations. On top of these, English is always used in all settings.

**Table 1. Language Preferences of Ni-Vans in Different Settings  
(in Percentage)**

SETTING	LANGUAGE PREFERENCE			
	ENGLISH	FRENCH	BISLAMA	FILIPINO
1. Talking inside the classroom	100.00	10.00	36.67	43.33
2. Sending messages to Filipinos	93.33	0.00	0.00	40.00
3. Talking with Filipino teachers	86.67	0.00	0.00	36.67
4. Chatting with dorm mates	63.33	0.00	26.67	23.33
5. Working on assignments with other Ni-Vans	73.33	10.00	70.00	0.00
6. Working on assignments with Filipinos	33.33	0.00	0.00	66.67
7. Passing on the jeepney fare.	83.33	0.00	0.00	70.00
8. Buying food at the canteen	86.67	0.00	0.00	56.67
9. Borrowing laboratory equipment	100.00	0.00	0.00	30.00
10. Borrowing books at the library	100.00	0.00	0.00	23.33
11. Inquiring at the faculty room	100.00	0.00	0.00	43.33
12. Asking the civil security guards	86.67	0.00	0.00	63.33
13. Chatting with Ni-Vans regarding sports activities	46.67	10.00	70.00	16.67
14. Chatting with Filipinos regarding sports activities	66.67	0.00	0.00	73.33
15. talking with international students	100.00	0.00	0.00	0.00

16. Inquiring at the Registrar's Office	100.00	0.00	0.00	36.67
17. Paying fees at the Cashier's Office	100.00	0.00	0.00	36.67
18. Answering phone calls from Ni-vans	60.00	0.00	100.00	0.00
19. Answering phone calls from Filipinos	86.67	0.00	0.00	56.67
20. Talking inside the gym with the gym instructor	80.00	0.00	0.00	63.33

As noted, English dominated the use of other languages in all the settings used in this particular study. Ni-Vans use this language since it is believed to move them in social, economic, and political aspects. Based on CIS (1996), English is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology, diplomacy, sport, international competitions, pop music and advertising. Half of Europe's business deals are conducted in English while more than two-thirds of the world's scientists read in English. Three-quarters of the world's mail is written in English and 80 percent of the world's electronically stored information is in English. And this is a phenomenon that is likely to continue as the world is networked by computers — of the estimated 40 million users of the Internet, the majority communicate in English. Hence, people could not depart from using English.

Moreover, Kacharu (n.d.), still from the CIS Report of 1996, noted that those who use English as Official language belong to the outer circle. This language has become important for historical reasons and plays a part in the nation's institutions, either as an official language or otherwise. This circle includes India, Nigeria, the Philippines, Bangladesh, Pakistan, Malaysia, South

Africa (though there are also many native speakers there), Tanzania, Kenya, etc. The total number of English speakers in the outer circle is estimated to range from 150 million to 300 million. Virtually all these people are non-white.

Furthermore, another study may also support the reasons why English was chosen in almost all of the settings in this research study. It was a study on Personal Language Preferences and Linguistic Adaptation of Spanish-speaking Children of immigrants which focused on the use of Spanish and English. Findings revealed that lower Spanish proficiency was a stronger predictor of English preference compared to higher English proficiency. Continuous English preference, on the other hand, was a robust predictor of lower Spanish proficiency, even after controlling for the baseline Spanish proficiency. As suggested, language preferences and language proficiency are empirically distinct and bidirectionally-related. Language proficiency, however, is likely a primary influence in these relationships, and English preference just as likely reflects a lack of bilingual linguistic abilities as it is an indicator of shifting ethnic allegiances of children of immigrants.

Still, Michel, Titzman, and Silbereisen (2012), who worked on *Language shift among adolescent ethnic German immigrants: Predictors of increasing use of German over time*, found an overall decelerated increase in German language use over time, which resembled a “learning curve” leveling off at an average “frequent” use of German. Differences between adolescents in language shift were mainly associated with variables indicative of interethnic contact and motivation, but not to linguistic adaptability. In more detail, speaking German

increasingly in daily life was related to an increasing share of native peers, a decreasing self-identification as Russian and an increasing orientation towards natives. Language shift thus seems to result from an increasing sense of belonging to the receiving society.

As per the present study, Ni-Vans find a sense of belongingness when they use the language common to them and their listeners. In fact, they become used with Filipino since the use of Filipino language provides them with better responses particularly during informal conversations with the Filipinos. In some academic/business places like the faculty room, cashier's/ accounting office, and registrar's office, they prefer to use English since it is believed to be more prestigious to be used in such places.

### **C. Language Functions**

Savignon (1983) describes a language function as "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes.

From the study, three important language functions anchored from Jakobson (2000) were identified based on the language preferences of Ni-Vans in different settings. These are the following: a. communicating function, b. phatic function, and c. identifying function.

Communicating function refers to one's use language to express himself to others. Language is used in order to understand what the conversation is all



about. Language is used in requesting, informing, ordering, promising, and reprimanding.

Based on the study, the ***communicating functions*** identified encompassed requesting, inquiring, asking, answering, volunteering and asserting. With these speech acts, the use of English dominated Filipino and the other two languages considering all the settings.

Another language function that was noted was ***phatic***. The notion of phatic communion is coined from Marlinowski. According to him, language can serve the function of creating or maintaining social relationship between speakers. Language is often used for no other reason than simply to express one's willingness to be sociable. No factual content is involved. In this sense, language can act as a form of social bonding that links people together. Phatic language fulfills important contact uses. It helps people negotiate the start and end of exchanges whether in spoken or written form. Failure to observe these social courtesies can cause considerable embarrassment and even bad feeling. Greetings when answering phone calls or even when talking with people inside the university such as their friends, professors, administrative aides, librarian/book keeper, and security guards represent the phatic function of a language.

The third function is called ***identifying function***. Words do not exist in isolation but are part of the social network. Hence, Ni-Vans use language which are supposed to be understood by their hearers. To earn responses from the other speaker, they use the language that becomes common to them (the

speaker and the hearer). They see to it that everything will be identified as concrete as possible to elicit responses.

Language functions may also be categorized as informative, expressive, and directive.

**Informative language function** is essential in the communication of information. It affirms or denies propositions, as in science or the statement of a fact and is used to describe the world or reason about it.

**Expressive language function**, on the other hand, reports feelings or attitudes of the writer (or speaker), or of the subject, or evokes feelings in the reader (or listener). Poetry and literature are among the best examples, but much of, perhaps most of, ordinary language discourse is the expression of emotions, feelings or attitudes.

**Directive language function** involves language used for the purpose of causing (or preventing) overt action. It is most commonly found in commands and in requests (<http://philosophy.lander.edu/logic/form.html>).

The above mentioned-language functions were also identified in the study. As Ni-Vans converses with fellow Ni-Vans and Filipino friends, as well as, their teachers, the registrar and the cashier, the informative function of the language was used.

All of the settings used in the study also encompassed the expressive function of the language while directive function was presented when they ask requests from the librarian/book keeper regarding the reading materials that

they need; the canteen staff when they ask for menu, the security guard when they request for guidance; house parents, for favors regarding curfew times, jeepney/tricycle driver, for their request on exact destination/area, the registrar and the cashier, for monetary matters.

## **CONCLUSIONS**

Languages are means to deliver thoughts, dreams, meditations, relations, prayers and communications to others. Apart from being a means of communication it is the source of thinking as well as expression.

Based on the study, the use of English is preferred by Ni-Vans in all the settings since it is the language that is common between them and their hearers. This is accounted to the fact that English has become firmly established throughout the world as the premier international language of commerce, diplomacy, education, journalism, aviation, technology, the Internet and mass culture. However, a little percentage, in most of the settings used in the study, proved that Ni-Vans also use Filipino as they have already acquired it for years. It becomes easy for them to elicit responses if this language is used when faced with Filipinos particularly, in informal conversations. Bislama and French are preferred by the participants only in situations where the speakers and hearers are Ni-Vans. Lastly, different language functions were identified as

they played vital roles in various language settings.

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## APPENDIX 1: RESEARCH QUESTIONNAIRE WITH A COVER LETTER

Dear Participant,

Greetings!

I am currently conducting a short study entitled **Language Preferences of Ni-vans at Cavite State University** as part of my requirements in Ling. 604: Language Problems of Developing Nations. This study aims to identify the language functions found in various settings.

With this, may I ask for your assistance to answer the attached research questionnaire?

Your gracious response will definitely help me complete this study as it may contribute in the language planning activities of this university.

Thank you and best regards.

Very truly yours,

**CATHERINE R. MOJICA**

Ph.D. Linguistics Student  
Philippine Normal University

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### RESEARCH QUESTIONNAIRE

**Instructions:** Kindly fill-out the spaces below with the necessary information.

#### Profile of the Respondent

Name: \_\_\_\_\_ ex: \_\_\_\_\_ Nationality: \_\_\_\_\_ Religion: \_\_\_\_\_

Languages Spoken by Parents/Siblings

Parents : \_\_\_\_\_ (Mother) \_\_\_\_\_

\_\_\_\_\_ (Father) \_\_\_\_\_

Siblings: \_\_\_\_\_

Languages Spoken: \_\_\_\_\_ No. of Years of Stay in the Philippines: \_\_\_\_\_

Education \_\_\_\_\_ School/Address \_\_\_\_\_ Year Graduated \_\_\_\_\_

Primary: \_\_\_\_\_

Middle School/Secondary: \_\_\_\_\_

Tertiary: \_\_\_\_\_

Program: \_\_\_\_\_

Other courses taken: \_\_\_\_\_

Organization(s): \_\_\_\_\_

Countries visited: \_\_\_\_\_

B.1. Kindly check from the list the items that you have/are applicable to you.

- \_\_\_\_ Filipino textbooks, CDs, DVDs,
- \_\_\_\_ English textbooks, CDs, DVDs
- \_\_\_\_ French textbooks, CDs, DVDs
- \_\_\_\_ Bislama textbooks CDs, DVDs
- \_\_\_\_ movie clips in English, Filipino, and English
- \_\_\_\_ monolingual dictionaries
- \_\_\_\_ bilingual dictionaries
- \_\_\_\_ multilingual dictionaries
- \_\_\_\_ cellular phones with built-in softwares in Filipino, English  
Bislama, and French
- \_\_\_\_ other gadgets like tablets, netbooks, etc with built-in  
softwares in Filipino, English, Bislama, and French

- \_\_\_\_ music playlist in Filipino
- \_\_\_\_ music playlist in Bislama
- \_\_\_\_ music playlist in French
- \_\_\_\_ music playlist in English
- \_\_\_\_ movie posters in Filipino, English, Bislama, and French
- \_\_\_\_ novels and stories in Filipino, English, Bislama, and French

friends, classmates and colleagues

- \_\_\_\_ Filipino      \_\_\_\_ French
- \_\_\_\_ Ni-van      \_\_\_\_ other nationalities

Please specify \_\_\_\_\_

academic teachers/professors/tutors

- \_\_\_\_ Filipino      \_\_\_\_ French
- \_\_\_\_ Ni-van      \_\_\_\_ other nationalities

Please specify \_\_\_\_\_

B. 2. Are you in an intimate relationship with someone? \_\_\_\_\_

What specific language do you normally use while talking with one another?

\_\_\_\_\_  
Why do you prefer to use such language(s)?

\_\_\_\_\_  
\_\_\_\_\_  
2. How do your parents talk with you at home? What specific language(s) do they/you use? \_\_\_\_\_

3. Do your teachers, back in the Republic of Vanuatu, provide you with learning materials in three languages (English, French, Bislama)? \_\_\_\_\_

4. What specific languages are being used by your Filipino teachers here? \_\_\_\_\_

How about your teachers in other subjects? \_\_\_\_\_

How do you converse/talk with them (What language(s) do you use?) \_\_\_\_\_

**Part II. A. Kindly check your personal language preference considering each situation. You may check more than one language.**

<b>SITUATION/SETTING</b>	<b>ENGLISH</b>	<b>FRENCH</b>	<b>BISLAMA</b>	<b>FILIPINO</b>
1. while talking with my friends inside the classroom while the teacher is not yet around				
2. when sending messages to my Filipino friends using my cellular phone				
3. while talking with my Filipino teachers outside the classroom				
4. while talking with my dorm mates outside the classroom				
5. working on my assignments with my fellow Ni-vans				
6. working on my assignments with my Filipino friends/classmates				
7. passing on the jeepney fare				
8. buying food at the university canteen				
9. paying bills at the University Cooperative and Marketing Center				
10. borrowing laboratory equipment from the laboratory technicians inside the university				
11. talking to the tricycle/jeepney driver				
12. borrowing books from the University Library				
13. asking queries from the teachers inside the faculty room				
14. working on research papers with my Filipino classmates				
15. talking with the security guards inside the campus				
16. talking with Ni-van teammates regarding sports activities				
17. talking with other foreign students (Koreans, Indonesians and Chinese)				



18. planning games with my Filipino teammates				
19. asking for documents at the university registrar's office				
20. paying fees at the cashier's office				
21. working with my teammates in soccer/football/baseball				
22. inquiring at the accountant's office				
23. asking for help from the gym instructor				
24. answering phone calls coming from my Ni-van friends				
25. answering phone calls coming from my Filipino colleagues				

C. Kindly answer the questions that follow. Kindly consider the settings mentioned in Part B of this questionnaire.

1. In what specific places in the university do you ask for requests? What languages do you use when doing such?

\_\_\_\_\_.

Do you use greetings when you are faced with other Ni-Vans, Filipinos and international students? \_\_\_\_\_ What languages do you use in this activity? \_\_\_\_\_

2. In what specific situations do you normally provide your audience with necessary information/

\_\_\_\_\_.

What languages do you use in doing such activities?

\_\_\_\_\_.

3. When do you normally become too emotional (happy, surprised, mad, sad, amazed, etc)? Tell the situations where such emotions are expressed? What languages do you use in those situations?

\_\_\_\_\_.

\_\_\_\_\_.

***Thank you very much!***

**CATHERINE R. MOJICA**

Researcher



