



From signage to Language ideologies: Exploring the schoolscape of a comprehensive university

Jean I. Reintegrado-Celino &
Alejandro S. Bernardo

Received: November 16, 2023

Reviewed: December 1, 2023

Revised: December 7, 2023

Accepted: December 9, 2023

Corresponding author

Jean I. Reintegrado-Celino

*The Graduate School,
University of Santo Tomas,
the Philippines*

jrcelino@ust.edu.ph

Alejandro S. Bernardo

*University of Santo Tomas,
the Philippines*

Additional information is
available at the end of the
article

©2023 The Author(s).

Published by the UST
Department of English,
University of Santo Tomas
Manila, The Philippines

Abstract

This study endeavored to characterize the schoolscape of the oldest university in the Philippines and in Asia, the University of Santo Tomas (UST), by examining (1) functional categories of signs, sign categorizations, and language (s) or varieties used; (2) language ideologies projected in and by UST schoolscape with respect to language preference, language minoritization, language otherization, linguistic beliefs, and linguistic identity. In doing so, quantitative and qualitative methodologies, which include a genre-based analysis, a quantitative-distributive approach, guided tour interviews, structured interviews, and documentary and policy analyses, were employed. Findings indicate that the English language dominates the schoolscape of the University. Using Troyer's (2023) functional categories of signs and Ben-Rafael, et al.'s (2006) notion of top-down and bottom-up sign categories, it was found that the majority of the signs are top-down and serve informational and required functions. Finally, the interview responses of the various school stakeholders convey significant insights into the intersection of their language ideologies and the language ideologies projected in and by the UST schoolscape.

Keywords: schoolscales, language ideologies, linguistic landscape, linguistic beliefs, language otherization, language preference, language minoritization

1. Introduction

Linguistic Landscape (henceforth LL) has been traditionally described as “the language of public signs, advertising billboards, street names, commercial shop signs, and public signs

in government buildings” (Laundry & Bourhis, 1997, p. 23) and the “visibility and salience of languages on public and commercial signs in a given territory” (p.25). For Ben-Rafael (2009), LL refers to “any item that marks the public item from road signs to private names of streets, shops or schools, which are all vital factors in helping an individual to have a clear picture of a certain place and distinguish this place from other places” (p.40). As Shohamy and Waksman (2009) explain, LL also “provides a prism of languages embedded in societies and situated in the humanistic, social, and political ecology of those who share, form, influence and are influenced by it” (p.314).

Through the years, LL has evolved beyond the study of language in the environment, words, and images displayed and exposed in public spaces (Shohamy & Gorter, 2009) for various reasons and purposes: functional, informational, and cautionary, symbolic, commercial-promotional, decorative or ornamental (Kasanga, 2012). It is no longer confined to analyzing verbal and written languages; it involves the complexity of semiotic spaces to include authors, actors, and users (Biro, 2018). Multimodal, other visual, and oral elements can also be included in LL, which may provide significant insights and perspectives on language awareness and multilingualism. As Barni and Bagna (2015) indicate, LL has expanded to address various research objectives and understand the role(s) that language plays in public spaces.

Recently, the array of objects in LL studies is no longer confined to the language of public road signs, street names, commercial shop signs as indicated by Landry and Bourhis (1997), but now encompass a wide range of phenomena like those from graffiti (Pennycook, 2010); the language of tourist postcards (Jaworski, 2010); signs of classroom walls (Biro, 2016; Laihonon &Todor, 2017; Laihonon & Szabo, 2017); of science laboratory bulletin board notices (Hanauer, 2009); of the banners and placards at sporting events (Monaghan, 2016); the architecture of monuments (Abousnnouga & Machin, 2011; Shohamy & Waksman, 2009;); building facades (Gendelman & Aiello, 2011); moving signs such as protest banners, advertisements on buses (Gorter, 2018); and the phenomena of the cyberspace and virtual linguistic landscape (Biro, 2018; Huebner, 2016; Ivkovic & Lotherington, 2019; Troyer, 2012).

The inclusion of virtual space in the expanding LL studies provides more insights regarding language practices, signage creations, and language learning attempts of individuals, groups, or communities (Ivkovic & Lorelinton, 2009). As Biro (2018) asserts, virtual Linguistic Landscape (VLL) paves the way for an increased breadth of multilingual interaction because specific groups use their language resources where they can code switch or code mix. Indeed, LL studies have expanded in terms of number and reach, this time in another promising direction: investigations of semi-public institutional contexts, such as government buildings, museums, hospitals, and, more recently, educational settings (Gorter, 2018).

Shohamy and Waksman (2009) have identified a new facet of linguistic landscape research: the use of educational institutions, as it is a powerful tool for meaningful language learning. They have cited *Haapala*, a monument in Tel Aviv, Israel, that they consider a linguistic landscape site and a viable data source for learning about culture and history. Further, they recommended that the education domain be accorded more focus in linguistic

landscape studies because many significant topics may be studied, like signage, particularly when several languages are utilized and taught in a certain educational institution. Moreover, Shohamy and Waksman (2009) emphasized that signages utilized in educational institutions have pedagogical or language learning applications. This and several other researches namely: LL of educational spaces/*ischoolscapei* (Brown, 2012); LL as potent factor in the development of language awareness skills of students (Huebner, 2016); school signs for intercultural awareness (Gorter, 2018); translanguaging pedagogies (Gorter & Cenoz, 2021); schools as a replica of social and political ideologies (Chimirla, 2018); ethnolinguistic vitality and signage in Canada (Landry & Bourhis, 1997); translanguaging and linguistic landscapes (Gorter & Cenoz, 2015); investigation of school signage without the involvement of teachers and students (Aisteran et al., 2010); signage and sign-making practices in bilingual German-English school in Canada (Dressler, 2015); Guided Tour methodology (Szabo, 2015); signs of classroom walls (Laihonen & Todor, 2017); bilingual classrooms as interactional resource (Jakonen, 2018); genre-based approach in categorizing visual and photographic images in the school grounds (Troyer, 2023); opening spaces of learning in the LL (Malinowski, 2015); and conceptualization of space (Trumper-Hecht, 2010) brought forth schoolscape, a new frontier of linguistic landscape.

1.1 Review of Related Literature

Several years ago, the assumption that languages displayed in public spaces can be helpful for language learners was considered (Cenoz & Gorter, 2008). Given this scenario, researchers have realized and have explored the relationship between linguistic landscape and education, both within the confines of the school and even outside the school (Huebner, 2016); thus, a new arena in looking at educational spaces has gained prominence, that of schoolscape, first introduced by Brown in 2012. The term *ischoolscapei* was raised when Brown (2012) studied images and artifacts in the foyers and classrooms of the schools of the Voru community in Estonia, when she investigated signages inside schools and looked at the emergence of the Voru language. Further, she discovered that schoolscape represent ideologies and identities about the local minority language. In the same vein, Aisteran et al. (2010) analyzed school signages similarly to how the linguistic landscape in public spaces was studied, without involving teachers or students, and ascertained that the LL in educational spaces and public spaces are entirely different.

In studying signages within the educational setting, the linguistic landscapes are entirely different because of their communicative intentions. Signs in schools may be utilized to develop intercultural awareness, teach values, establish behavioral rules, or provide practical and commercial information (Gorter, 2018). Further, signages produced in schools differ from those produced by authorities or other external makers because those produced by students are less professional.

Schools are fundamental components in a civil society's aim to mimic or replicate social and political ideologies; thus, they may be at the center of all linguistic landscaping endeavors in public and private spaces (Chimirla, 2018). As Chimirla (2018) stated:

Children consciously notice, interpret, and construct meaning out of the multilingual and multimodal signage of the public and private spaces in the LL and schoolscape. The materials (languages and other modes) on the signs, posters, and general announcement boards outside the schools, foyers, and corridors that are visible to practically anyone and are produced by people with power represent the dynamic public top-down linguistic landscaping, while; the indoor-classroom signs, graffiti, posters, tables, symbols produced by learners and teachers in the classroom represent the manipulated cum activist private bottom-up linguistic landscaping.
(p. 39)

As Brown (2012) emphasized, schoolscape, through language use, may convey information that may be considered official; thus, the dominance or the weakness of a language may help in its preservation or decline. As Troyer (2023) posits, the first places to which students' attention may be drawn if the purpose is to raise awareness as regards the language that surrounds them are the walls, the immediate hallways, and the sidewalks in the school community. Thus, as Landry and Bourhis (1997) emphasize, LL has long been connected to schools and education.

Since Brown (2012) ventured into educational anthropology, schoolscaping has been utilized as a potent tool for describing the linguistic topography of academic institutions. Schoolscapes, therefore, represent ideologies and identities (Brown, 2012), are relevant for the visual literacy of children and teachers (Laihonon & Szabo, 2017), reflect language policies and ideologies, and hidden curriculum worthy of scientific investigations (Gorter, 2018), and shapes the ideologies and consciousness of those who study and work in educational spaces (Troyer, 2023). Schoolscaping, then, is an efficient means of observing and documenting (perceived space), interpreting or producing text (conceived space), and exploring one's responses or those of others (lived space) (Malinowski, 2015; Trumper-Hecht, 2010).

Moreover, in conducting a schoolscape study, the intersection of language teaching and learning, language ideologies, and the dynamics of agency in educational institutions (Troyer, 2023) are testaments to the idea that schools provide fertile ground for research and teachers as researchers may act as agents without having to disengage from their teaching chores. As Brown (2012) states:

The state-funded school, a central civic institution, represents a deliberate and planned environment where pupils are subjected to powerful messages about language(s) from local and national authorities. (p.282)

Also, Brown (2012) reinforces the idea that LL researchers need a deeper understanding of how the material use of language in school shapes the ideologies and consciousness of those who study and work in these educational spaces, including pupils. Thus, as schools convey their distinct linguistic environment where ideologies may emerge,

it is important that teachers and school administrators give utmost attention to the language(s) that are utilized in the school environment.

Furthermore, in undertaking schoolscape research, categorizing signages to create a functional framework may vary. One of the frameworks includes that of Gorter and Cenoz (2014), who distinguished between informative and symbolic functions of language and the possible combination for the classifications, as shown in the Table 1:

Table 1
Functions of the signage inside the multilingual Basque schools

Functions of Signages	
1. Teaching of languages and subject content	Informative
2. Classroom management	Informative
3. School management	Informative
4. Teaching values	Symbolic
5. Development of intercultural awareness	Symbolic
6. Promotion of the Basque language	Symbolic
7. Announcing collective events	Informative and symbolic
8. Provision of commercial information	Informative and symbolic
9. Decoration	Informative and symbolic

On the one hand, Garvin and Eisenhower (2016) considered the following in schoolscape studies: form, placement, and meaning of signs. They listed five functions: navigational, informational, expressive, interactive, and symbolic. On the other hand, Troyer's (2023) genre-based approach consists of four general categories, with four to five types of signs in each, as shown in the Table 2:

Table 2
Functional categories of schoolscape signage

Required	Interactive	Educational	Identity-Marking
Accessibility	Advertisement	Behavior	Award
Navigation	Event	Demonstration	Decoration
Regulation	Greeting	Information (S) (A)	Place-marking
Safety warning	+implicit	Instruction	Personal Expression
	Regulation	Motivation	Public Expression
	Promotion		

Schools, as Chimirala (2018) opines, are an essential component of society because they have the capacity to replicate political and social ideologies. Consequently, the students are exposed to the signs, posters, and announcement boards inside the school premises, in the foyers, and along the corridors, which incidentally are also noticed by anyone who, by chance, visits the school. The materials to which the students, teachers, visitors, and other stakeholders are exposed may be produced by people with power (i.e., school administrators), which represent the dynamic ‘public’ top-down linguistic landscaping, while the indoor-classroom signs, graffiti, posters, tables, symbols and other related learning materials produced by learners and teachers represent the manipulated cum activist ‘private’ bottom-up linguistic landscaping (Brown, 2012). However, Eberly (1999), posits that schools are proto-public spaces where signages are created as a manifestation of the academic community.

The notion of Eberly (1999), as corroborated by Shohamy et al. (2010), implies that it may be difficult to distinguish between public and private space, as the schoolscape of a multilingual school, either a public institution or a private institution may take the top-down direction when it manipulates the language, or a bottom-up direction to showcase critical awareness and resistance. However, as emphasized by Brown (2005), schoolscape may have the capacity to lean towards a dominant ideology, and there is a possibility that an ‘agent’ may initiate a change in terms of ideology. To prove this point, Chimirala (2018) explained that state-funded institutions exemplify a deliberately planned and managed space where the students may be exposed to dominant ideologies concerning language use; thus, the schoolscape is an active agent and has the potential to manipulate ideologies. These ideologies may be related to politics, culture, society, and language (Kalekin-Fishman, 2004).

In the local context, there is a dearth of literature, as only a handful of schoolscape studies have been documented, namely: LL of one public school in Irosin, Sorsogon (Astillero, 2017); language distribution and language functions of messages displayed on the bulletin boards of the Communication Department of five higher education institutions (HEIs) in Cebu City (Magno, 2017); investigation on public written signage in the seven colleges at De La Salle University, Dasmarias Cavite Campus (Tabajunda, 2018); LL of HEIs in both public and private colleges and universities in Tuguegarao City (Catabay, 2019); and the position of English in the schoolscape of the oldest university in the Philippines and Asia (Bernardo, 2021).

Schools, specifically school environments, provide fertile ground for research because of the authenticity of materials that abound in them, and teachers may become researchers without compromising their classroom duties. Schoolscapes signify a place that refers to a school-based environment, where it meets text (written, graphic, or oral) coupled with a set of processes (Brown, 2018). The combination of a school-based environment, text, and a set of processes constitute, reproduce, and transform language ideologies (Brown, 2005). Further, as Biro (2017) contends, the linguistic ecosystem of schools provides a rich insight into the specific dimensions of school life.

The present investigation underscores that LL is an important educational resource because signs are not purely linguistic; some incorporate symbols, icons, and images. This concept of the significance of LL as an educational resource was also emphasized

by the study on the positioning of languages in train stations conducted by Delos Reyes (2014) and the examination of the linguistic landscape of Irosin, Sorsogon as a significant resource for mother tongue-based education by Floralde and Valdez (2017). Both studies indicate that teachers and language policymakers should consider and give importance to the multimodality, the multilingual components, and characteristics of the signs to enhance or teach literacy and language skills to the students, and, more importantly, to unravel the language ideologies in the schoolscape.

1.2 Research Objectives

This paper aims to examine the schoolscape of the oldest university in the Philippine and in Asia and investigate the language ideologies it projects. Specifically, it seeks answers to the following questions:

1. How may the schoolscape of the University of Santo Tomas be characterized in terms of:
 - a. functional categories of signs;
 - b. sign categorizations;
 - c. language(s) represented and
 - d. varieties of English used
2. What language ideologies does the schoolscape of UST project in terms of:
 - a. language preference;
 - b. language minoritization/language otherization
 - c. linguistic beliefs; and
 - d. linguistic identity

1.3 Theoretical Framework

Given the notion that linguistic landscape plays a significant role in the field of education, particularly in schoolscape studies, this paper utilizes Troyer's (2023) functional categories of schoolscape signage as a guidepost and Ben-Rafael et al. (2006) top-down and bottom-up distinction of signs to examine the degree of visibility of languages in the linguistic objects that mark the schoolscape of the university.

Troyer's (2023) functional categories of schoolscape signage consist of four general categories, with four to five types of signs in each: *Required* signs include those related to disability access, regulations for facility use, safety information, explicit warnings, and navigational information such as names of offices that indicate building-specific locations and/or services or kinds of personnel at locations. *Interactive* signs involve advertisements, information about group events, promotional notices and greetings, and implicit regulations. *Educational* signs consist of behavioral guidelines and rules, signs that reflect learning, such as those that display student work, information related to academic content and everyday

activities, such as schedules, teachers' instructional materials, and motivational signs. *Identity-marking* signs comprise displays of awards, decorations, optional, inessential, or redundant place-marking or naming signs that do not include navigational functions and expressions of either personal or collective stand.

The analysis of the signs in this investigation involves top-down and bottom-up distinctions. The distinction was made to thoroughly probe the degree of visibility of languages in the linguistic objects that mark the schoolscape of UST. Top-down or official signs have their origin among administrative staff and employees working directly for the University and its institutions (Bernardo, 2021; Legge, 2015). Moreover, top-down signs in this paper are "those issued and regulated by the school officials and administrative offices or institutional bureaucracies or directorate of a university, such as memoranda, issuances, street names, public signs of general interest, public announcements, and regulatory signs" (Bernardo, 2021, p. 8). Further, top-down signs depict "the grammar of schooling" (Tyack & Cuban, 1995, as cited in Brown, 2018) and "the unexamined institutional habits and widespread cultural beliefs about what constitutes a real school" (Brown, 2018, p.13). These "unexamined institutional habits" may include the dominant use and heightened visibility of a certain language over another language. On the other hand, bottom-up signs, in the present study, included those issued and produced by individuals or organizations, or social actors recognized or otherwise and are given a fair amount of autonomy within legal or institutional limits such as personal or private announcements, publicities, and student or faculty organization signs. Bottom-up signs are not governed by policy documents of the University and are produced by students and faculty members who do not hold any administrative position (Astillero, 2017; Bernardo, 2021). The analysis of both top-down and bottom-up signs in UST also involves an investigation of the languages appearing on the signs, that is, monolingual English, monolingual Filipino, English-Filipino, and English-Filipino Codemixing, among others.

As Ben-Rafael (2009, as cited in Yavari, 2012) puts it, the difference between top-down and bottom-up signs is vital because signs are made by different 'actors' for different 'audiences.' On the one hand, top-down signs serve "official policies"; on the other hand, bottom-up signs are "designed much more freely" (p. 13). Further, top-down include those "issued by national and public bureaucracies- public institutions, signs on public sites, public announcements, and street names" (Mahemuti, 2018, p.8). Bottom-up signs, on the other hand, include those issued by individual social actors- shop owners and companies like names of shops, signs on business, and personal announcements (Ben-Rafael et al., 2006).

In examining language ideologies, this study is premised upon the perspective that language ideologies consist of ideas, notions, beliefs, and opinions about language(s), which could be implicit or explicit as individuals engage in various communicative activities. As Liu (2022), explains, as people engage in a variety of discourses, these language ideologies may be formed and shared as they interact. Van Dijk (1998) emphasizes that language ideologies are 'expressed, reproduced and intertwined' with the discourse practices of a group (p.409). Weber and Homer (2012) explain that language ideology encompasses ideas, feelings, norms, and values, which in turn affects the manner in which people perceive language.

Further, as Weber and Homer (2012) elucidate, there are five major language ideologies, namely: (1) there is a *language hierarchy*, where language(s) may be afforded different status (i.e., higher or lower), (2) the *standard language ideology* which states that a certain language may be chosen for standardization because of socio-political movements, (3) the *ideology of language purism* that there are ‘good’ and ‘bad’ language usage, (4) the *one-nation one-language ideology* which projects the idea that language may be equated with the territory and national identity, and (5) the *mother-tongue ideology* which states that speakers have only one mother-tongue. These language ideologies, as espoused by Weber and Homer (2012), may be implicitly manifested in the University’s schoolscape through the signage, which permeates the varied areas in the academic community. It may also be inferred that signs in the schoolscape may project ideologies that may not represent the members of the academic community.

2. Method

2.1 Research Design

For the present study, the use of the term sign or signages is evident, but both refer to one and the same based on the definition stipulated by Backhaus (2006), that signs refer to “any and all text within a spatially defined frame” (p.55). Pictures of all signs, posters, and notices form the bulk of the data, sorted within which specific building they were taken.

The present investigation employed quantitative and qualitative methodologies to facilitate a comprehensive accounting and categorizing of the data. The quantitative and qualitative aspects of the data were examined using an Excel spreadsheet to count the signs that were categorized and coded. The genre-based approach adopted from Troyer (2023) was also employed. After counting the total number of signs from each building and location, the signs were recounted and regrouped based on their functional categorizations (Troyer, 2023), i.e., required, interactive, educational, and identity-marking, and based on their distribution (i.e., top-down and bottom-up; official and unofficial) and the languages that were utilized.

The identification of the languages used in the signs was aided by the quantitative-distributive approach (Bernardo, 2021) to multilingualism, which paved the way for a more insightful analysis of the language choice in the schoolscape. Conclusively, the present study attempts to show that combining the critical approach to language ideology will help because schools or the school environment showcase the material transformation of language use among its stakeholders.

2.2 Study Site

The present study aims to describe the schoolscape of the oldest existing Catholic higher education institution in the Philippines, the University of Santo Tomas (UST, Manila). UST was founded in 1611 and was first housed at the convent of Santo Domingo inside the

Walled City of Intramuros, Manila (Villaroel, 2012). Its 412 years of existence showcase its significant role in Philippine education as it has become the alma mater of national heroes, Philippine presidents, Chief Justices of the Supreme Court, senators, congressmen, scientists, architects, engineers, and writers, among others. It is a comprehensive research university offering degree programs under the following disciplinary areas: sacred theology, canon law, graduate degrees, accountancy, architecture, arts and letters, civil law, commerce and business administration, education, engineering, fine arts and design, information and computing sciences, medicine and surgery, music, nursing, pharmacy, physical education and athletics, rehabilitation sciences, religion, science, tourism and hospitality management and basic education (Bernardo, 2021).

2.3 Data Sources

The present investigation included 1709 photographic records of all visible and intelligible signs on the school grounds, building walls and foyers, and in practically all areas of UST, including the insides of the classrooms where actual instruction takes place, the insides of the offices (inner spaces), non-academic spaces such as the church, the museum, the in-house bank, and the hospital, directional signages, and pandemic-related signs. These photographic records cover those posted during the First and Second Terms of the Academic Year 2022-2023.

2.4 Data-Gathering Procedure

The data collection protocols of the study were approved by the Philippine Normal University (PNU) Ethics Review Board (REC Code 03172023-093). In compliance with the approved ethics protocols, permission from the Office of the Secretary-General of UST, a top administrative office of the university, was sought prior to documenting the schoolscape of the University. Only the colleges, faculties, institutes, administrative offices, and non-academic spaces that have granted permission were involved in the study. The assistance of a professional photographer and a digital camera were utilized to ensure the clarity of the photographs taken.

Photographic records of all visible and intelligible signs on the school grounds and building, walls, and foyers, and the insides and outsides of the classrooms and the offices (inner spaces) form part of the investigation. Visual images in all the academic units were included, specifically in the different faculties and institutes. Furthermore, visual images from non-academic spaces such as the church, hospital, museum, and in-house bank were also included because they form part of the school environment to which the learners are exposed.

Only signs that contain texts were included. For the purpose of categorizing the signs as regards the language utilized, the categories are as follows: English (monolingual English), Filipino (monolingual Filipino); English-Filipino (bilingual English-Filipino), English-Filipino Codemixing, and Others. Further, categorization included the functional distribution of signs and whether these are top-down and bottom-up, official or unofficial.

Signs that may be alike but are not completely identical were treated as separate signs. All identical signs appearing several times were counted as one. All the data regarding the sign and their categories were encoded in a spreadsheet to sort and categorize them into tables. The identities of the individual producers of all the signs gathered were anonymized in observance of ethics in research.

Moreover, the present study employed a guided tour interview (tourist guide technique) (Szabo, 2015; Szabo & Troyer, 2020) that involved students, academic staff, administrators, non-academic personnel, and outsiders (i.e., churchgoers, bank and hospital clients, and visitors). During the guided tour interview, the researcher asked the participants to guide her through the school premises and asked for comments about the design of the foyer, classroom, non-academic space, or the school grounds relating this to the daily activities that take place there. The researcher was equipped with a photo or video camera like a tourist familiarizing herself with the new environment. This setting allowed the research participants to introduce the schoolscape and share their interpretation of the space with the researcher. The guided tour interviews were audio-recorded with consent.

Thirty-three administrative officials participated in the recorded focus group interviews that were undertaken for 10 to 15 minutes. A letter of request was sent to all the administrative officials of the University, and 33 of them indicated their willingness to take part. During the focus group interviews, soft copies of the photos of the signs taken from the various locations within the premises of the University were shown to them. The interview was conducted to elicit their ideas, notions, and opinions regarding the language (s) utilized in the signage, what language (s) are dominantly utilized in the signage based on their observation, policies (if any) regarding the language (s) used in the signage, and their recommendations as regard the language (s) that must be utilized in the signage posted in the University.

3. Results and Discussion

3.1 Functional categories of signs in the UST schoolscape

Figure 1 shows the distribution of signs in the schoolscape of the University. Analysis of the functional categories reveals that informational signs (27.96%) are the most evident. Informational signs play an important role in the University's schoolscape as these signs indicate details about research findings and other 'good' to know information such as advisories, public notices, memoranda, and circulars. Also, informational signs focus on details about something to be remembered, done, or acted upon in the future. Informational signs in this study refer to three different sub-categories: informative posters, notices, and memoranda and circulars that emerged from a study conducted by Bernardo (2021) as the additional nomenclature to the functional categories of signs espoused by Troyer (2023).

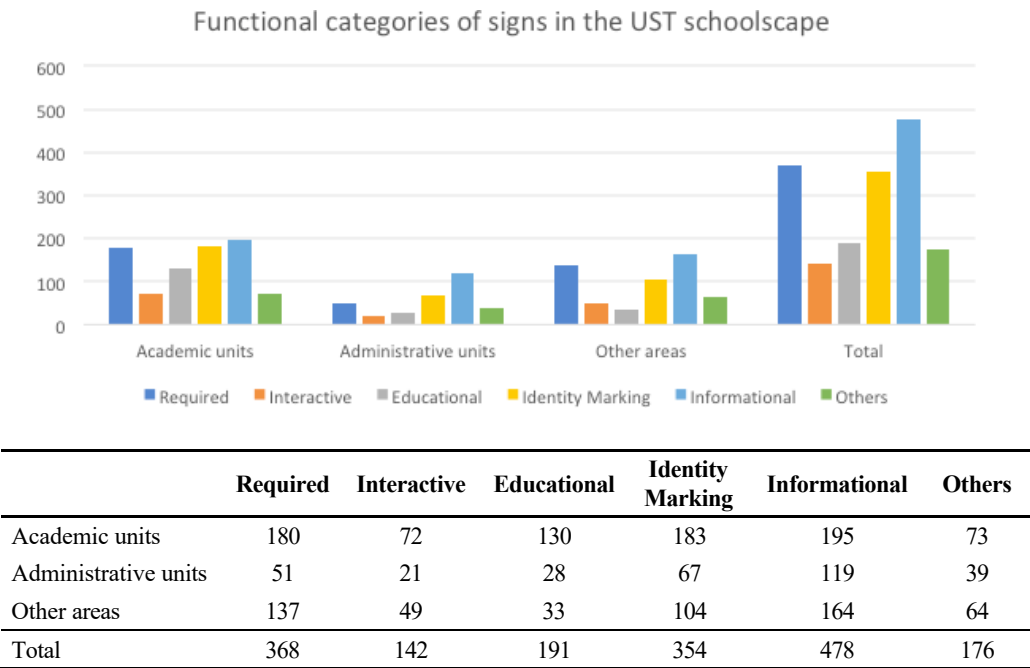


Figure 1: *Functional categories of signs in the UST schoolscape*

Most of the informational signs that abound in the schoolscape focus on the following: informational posters that highlight the University’s endeavors and its commitment to internationalization; informational posters that serve as reminders on managing suicide crisis, caring for mental health, how to defend one’s rights and protect one’s self from bullying, information on recyclable waste, what to do in case of earthquakes, information on Philippine public storm signals, information on polio vaccine, among others. As for informational notices, the following abound: notices on scholarship programs offered in the university, notices on the proper way of returning lead gowns in one of the departments in the hospital, notices on legal document submission (Image 1), and notices showcasing honesty (Image 2).



Image 1: Notice on medico-legal form submission



Image 2: Notice on showcasing honesty

Further, as for required signage that emerges as the second most evident in the schoolscape, Figure 1 indicates that among the spaces in the university, the academic units have the most required signs, (48.91%). Required signs, as Troyer (2023) explains, are oriented toward requirements for public buildings that are related to disability access, regulations for facility use, safety information, explicit warnings, and navigational information that includes names of offices with building-specific locations.

It is very evident that the University emphasizes safety information as regards the COVID-19 pandemic, as every college, faculty, and institute has signs that pertain to health precautions, health checks, contact tracing, digital logbooks, proper disposal of masks, and new normal health protocols. Also, signage on emergency escape plans abounds in the academic units and fire alarm annunciator. Each academic unit utilizes the required signs as every nook and cranny of a college, faculty, or institute has corresponding names/markings/labels. Directional signs are also evident in all the academic units. Regulations for facility use are also found in the academic units.

As for identity marking signs that emerge as the third most evident among the functional categories of signs in the schoolscape, with 20.71%, Figure 1 shows that identity marking signs abound in academic units with 51.69%. Identity marking signs in the academic units consist of awards, medals, recognitions, board topnotcher results, and other academic and extra-curricular merits bestowed on a particular college, faculty, and institute. Place-marking or naming signs inside the academic units also form part of identity marking signs (Image 3).



Image 3: Identity marking signs

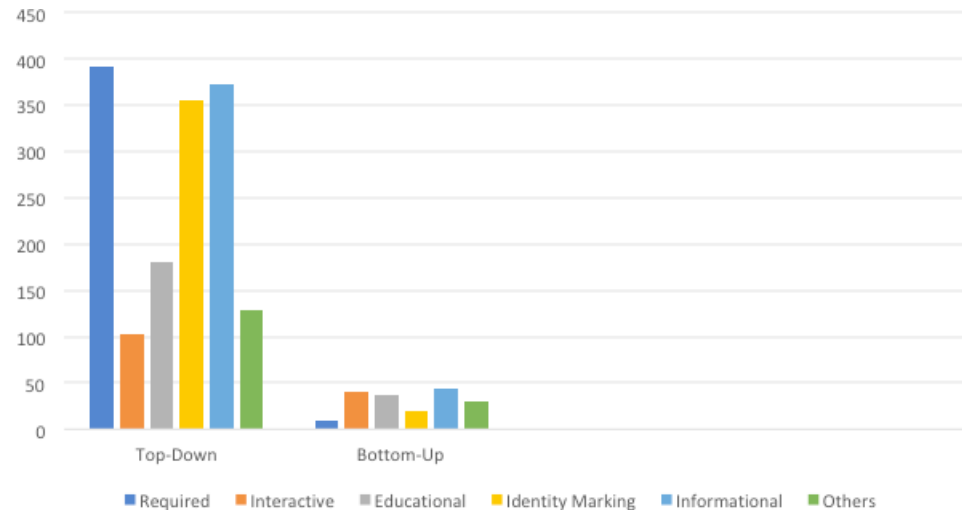
For educational signs that emerge as fourth most evident, with 11.17%, Figure 1 presents that academic units have the most number with 68.06%. Educational signs in academic units consist of behavioral guidelines and rules, a display of the best works of students, and day-to-day schedules. Educational signs in other areas are mostly focused on schedules.

Educational signs in administrative units, also indicate behavioral guidelines, schedules, and instructional/teaching materials. One common motivational sign bearing the insignia of one of the departments that handle non-academic staff is also evident in the administrative units. This motivational sign is placed where visitors, guests, and other stakeholders can immediately see it.

For others (signs that do not fall under any of the categories identified) that emerged as the fifth most evident, with 10.29%, Figure 1 shows that academic units have the most number with 41.47%. Other signs in academic units include markers, faculty rosters, names of saints, quotes, elevator numbers, reminders, legal documents, and faculty club officers with photos. For other areas, signs categorized as others include doctors' names, time-keeping systems, hospital forms, bible verses, quotes, shop names, price lists, and prayer, while, for administrative units, signs labeled as others include survey forms, instructions, prayer, telephone directory, list of medical staff, list of guidance counselors, markers, exhibit labels, legal documents, among others.

Interactive signs emerge as the least visible in the schoolscape, with 8.30% in the academic units. Most of the interactive signs in the academic units consist of implicit regulations on the use of facilities (use of elevators, laboratory, etc.) and event notices. On the one hand, in other areas, interactive signs dwell on advertisements for job vacancies, and promotional advertisements, among others. On the other hand, for administrative units, advertisements about superior databases for full-text journals in all disciplines of business, posters about upcoming events, and invitations for religious vocation are evident.

3.2 Top-Down and Bottom-Up Signs in UST's Schoolscape



	Required	Interactive	Educational	Identity Marking	Informational	Others	Total
Top-Down	391	103	181	355	372	128	1530
Bottom-Up	10	40	36	19	44	30	179
Total	401	143	217	374	416	158	1709

Figure 2: Sign categorizations in UST's schoolscape

Figure 2 shows that in terms of sign categorizations, top-down signs are the most evident in the university, with 89.52% occurrences, compared to bottom-up signs, with 10.47% occurrences. In terms of functional categories, required top-down signs that indicate explicit warnings, show navigational information and display official and institutional information are the most visible, 25.55%, whereas only 5.58% of required bottom-up signs are evident. In the present investigation, top-down signs have their origin among administrative staff and employees working directly for the University and its institutions (Legge, 2015). Further, top-down signs in this study are those that are issued and regulated by the school officials and administrative offices of the University, while bottom-up signs are those prepared and posted by faculty members, faculty club officers, and students who may be part of a student organization.

It is important to emphasize that in the University, permission must be sought as regards the posting of signs on the university premises. As one of the administrators at the university contends, as explained in the interview conducted:

I think I don't remember any instance where a problem arose because what we do in the university is that there's some sort of control mechanism on the part of the university, especially those that are displayed on the bulletin boards. What we do is to ask the units to submit first a soft copy before they have it printed. What we check there is to see if there is compliance with the visual identity manual. We have to make sure that the UST seal is properly placed. The text University of Santo Tomas is spelled properly—the Santo should S-A-N-T-O and not the S-T-O dot. That's an internal mechanism that we do, so we won't have a problem removing them (Personal Interview, March 2023).

Figure 2 also indicates that informational top-down signs, with 24.31% occurrences, are the second most prominent in the schoolscape, compared to the informational bottom-up signs, with 24.58% occurrences. Most informative top-down posters and notices abound in the academic units, with 52.15%, and only 7.79% are posted in the administrative units. Memoranda and circulars are predominantly top-down, where the academic units have seven posted in their area, and five are prominently displayed in both the administrative and other areas.

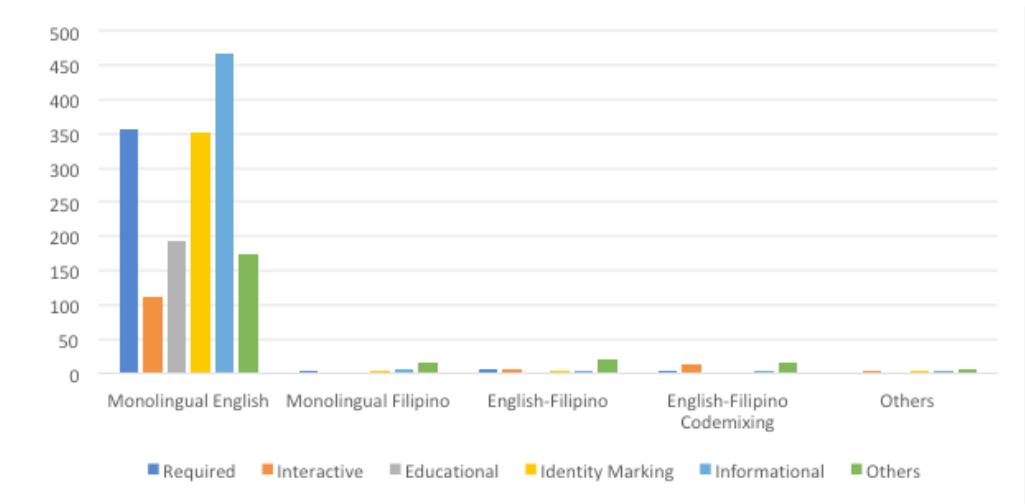
As for identity marking signs, 23.20% are top-down, and 10.61% are bottom-up. Most identity marking top-down signs are posted in the academic units 46.76%, while the administrative units have 18.59%, and the other areas have 29.01%. Identity marking signs in the academic units consist of a display of awards, recognitions, and certificates from the various competitions, board examinations, and other academic and non-academic related endeavors of the college/faculty/institute and place markings without navigational functions. Only nine (9) occurrences of identity marking bottom-up signs are evident in all three areas of the University, and only one decorative sign is prominently posted in other areas.

3.3 Languages Represented in UST's Schoolscape

Figure 3 indicates the prevalence of the English language in the schoolscape as it garnered the highest number of occurrences, 96.72%, in all the functional categories of signs posted in the university, compared to the other languages. Filipino language is evident with .87%, English-Filipino 1.17%, English-Filipino Codemixing .93%, and other languages with .29%. This proves that English dominates the UST schoolscape, and the other languages are on the periphery. It may be inferred from this data that, indeed, English is regarded as an influential and prestigious language, as expressed by Participant 34:

Well, I think it is a reflection of. It's a reflection of the great importance given to English, not just first as a constitutionally recognized official language of the country, but also because of its status as a global language. So, that's the perception for the longest time. And, of course, the size of international stakeholders is not as dominant or as big as the Filipino or

local population, whether it's faculty, administrators, or staff, even the... I'd like to believe even visitors. But by virtue of the fact that English is recognized in the country, I think it's also convenient to use English so that at least you won't have to worry about your international counterparts anymore whenever they go here. It's another discussion to talk about the nationalistic vocations. But in terms of describing the community, I think the fact that the signage just persists through decades and all that speaks also of the basic expectation that if you are in the university, or at least supposed to be able to understand English .(Participant 34)



	Required	Interactive	Educational	Identity Marking	Informational	Others	Total
Monolingual English	357	111	193	351	466	175	1653
Monolingual Filipino	1			1	6	7	15
English-Filipino	6	7		2	3	2	20
English-Filipino Codemixing	1	12			3		16
Others		2		1	2		5
Total	365	132	193	355	480	184	1709

Figure 3: Languages in UST's schoolscape

Although it is the case that English prevails over other languages in the schoolscape, there is no ‘active competition’ between the English language and the Filipino language, as evidenced by a study conducted by Tabajunda (2018). In the present investigation, signs written in Filipino consist of informational posters, informational notices, and quotes. In English-Filipino signs, it is evident that English is more pronounced as the font is bigger and the English language is placed in the upper part. The presence of Filipino, English-Filipino, and other languages in the schoolscape, as evidenced by the number of instances where those languages occur, proves that stakeholders in the university still give a premium to the national language (Image 4).

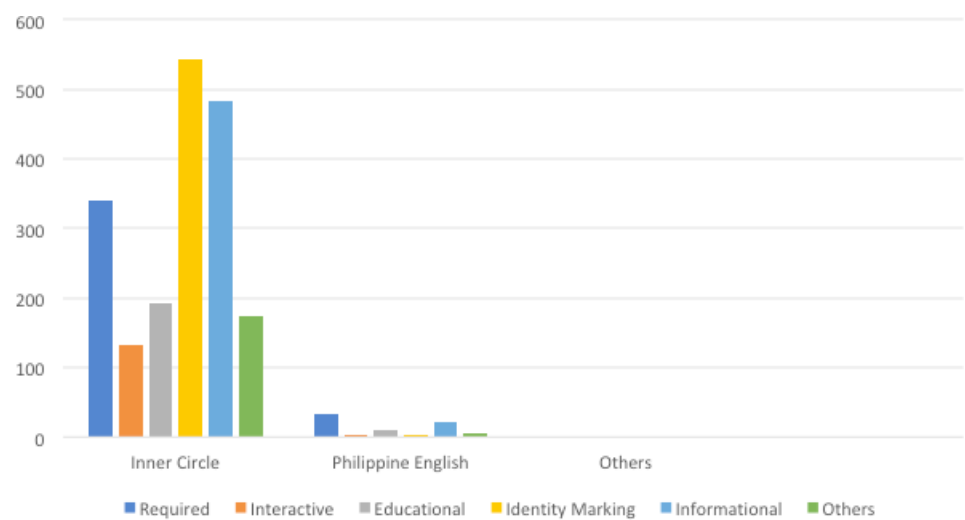


Image 4: The use of the Filipino languages in signs

3.4 Varieties of English in UST’s Schoolscape

Figure 4 indicates that the Inner Circle English variety (i.e., American, British, Canadian, etc.) pervades the schoolscape of the university, with 1866 occurrences, compared to the Philippine English variety, with only 75 occurrences. Specifically, the Inner Circle English variety is utilized most dominantly in informational signs that focus on details about the latest research findings and other ‘good to know’ pieces of information (Bernardo, 2021). Interestingly, Philippine English is represented in the schoolscape as reflected in required signs (e.g., *observe social distancing*), memorandum (e.g., *dress code for CFAD*), informational poster (e.g., *how to wear the Arki uniform*), informational notice (e.g., *registration area*), and identity marking sign (e.g., *Faculty of Engineering Office of the Dean*). Further, most of the signage that utilized Philippine English in the University schoolscape focused on issues pertaining to COVID-19. As emphasized by Santos (2023), Philippine English served ‘COVID-related

communication needs such as labels for isolation terms and welfare assistance programs’ at the height of the pandemic between March and May 2020, and Philippine English evolved in terms of morphology, semantics, and syntax. Variations in compound words, acronyms, and initialisms were also evident in Philippine English during the height of the pandemic. This phenomenon proves that Philippine English, as explained by Santos (2023), is evolving and penetrating different levels of Filipino society, including the schoolscape. Philippine English, as Dayag (2012) explains, is a ‘legitimate nativized variety of English used by Filipinos in controlling domains such as science and technology, the judiciary, the legislature, bureaucracy, higher education, scholarly discourse, and the like. While it shares some of the linguistic properties ascribed to other varieties of English, especially those used in Asia, it has features that are unique to it’ (p.91).



	Required	Interactive	Educational	Identity Marking	Informational	Others	Total
Inner Circle Variety	340	132	193	544	483	174	1866
Philippine English	33	3	9	4	21	5	75
Others							

Figure 4 : Varieties of English in UST’s schoolscape

3.5 Language ideologies projected in the schoolscape

The language ideologies projected in the University schoolscape through the signage gathered reveal a ‘language hierarchy,’ where language(s) may be afforded different statuses, where, based on the data set (see Figure 3), English dominates the other languages (Weber & Homer, 2012). Surprisingly, this finding contradicts the data gathered from the interviews (guided tour and focus group discussion), where most of the participants revealed their preference for both the English and the Filipino languages, as manifested by Participant 22 in the interview transcript below:

Here at the college, we embrace diversity. We would also want them to have communicative competence. And that doesn’t just include English, but also Filipino. In our classes, we provide opportunities for them to communicate using the language, both in oral and written form. Especially for example, when you do research, you have to use English as a means of communicating. Interestingly, however, for research, as I mentioned, the Centro ng Salin is making an effort to translate English abstracts of research into Filipino. (Participant 22)

3.5.1 Language preference

As shown in Figure 3, the English language permeates the schoolscape of the University as it has the highest number of occurrences, 96.72%, compared to other languages (i.e., Filipino, English-Filipino), in all the functional categories of signs gathered for the present investigation. On the contrary, stakeholders have several language preferences, including English, Filipino, and other languages, as evidenced in the interview transcripts in Table 3 below.

Table 3
Language preferences projected in UST’s schoolscape

Themes	Sub-themes	Illustrative Quotation
1. Inclination to use the English language in school-related concerns	1.1 English as a global language	“Ah yes because ahm, English is basically the medium of instruction in the university so all protocols, all signages are written in English. More or less yes because it’s a .. it’s a global language. Universal language that we use. “(Participant 1)
	1.2 English as the medium of instruction	“Actually, as you can see ma’am, almost all of the postings that you can find in the University are written in English that is because English is the medium of instruction in the University” (Participant 23)

Table 3 continued...

Themes	Sub-themes	Illustrative Quotation
	1.3 The use of English language has become a 'practice'	"I guess, that's just it. I'd like to think that because it has been there. It's been the practice. Or they know that English is a global language." (Participant 2)
	1.4 English is considered as a prestigious language	"It could be, but I think it has to do with it, let's see, aside from the fact that it is of course the official language, I think there is a certain level of prestige that people here put into the English language, especially during this period where it's celebrating the birth of the Faculty of Arts and Letters. " (Participant 15)
	1.5 English is a formal language	"Although there are no restrictions on what the signages would be written at - on what form of language should be written - we still consider that using the English language is a more formal method if we are gonna be placing it in public places here in the college." (Participant 21)
2. The use of the Filipino language in other aspects of academic pursuit	2.1 The preferential use of the Filipino language in art-related concerns	<p>"Wala naman so far na rule para sa paggamit ng Filipino na title sa artworks. Pero siguro personal nila na ano ng artist na gamitin yung Tagalog para sa title. Bale kanya-kanya kasing ano yan e ng dahilan.</p> <p>(There are no rules as regard the use of Filipino in the titles of artworks. It is the personal choice of the artist, perhaps they have their own reason). (Participant 7)</p>
3. English as the preferred language of top level administrative school officials		"English. Since we have to inform the faculty members or those concerned regarding the directives from the upper offices. Usually, what we receive are in English. So, in order to get the context right, we don't translate. " (Participant 18)

Table 3 continued...

Themes	Sub-themes	Illustrative Quotation
4. The use of other language aside from English and Filipino may open opportunities for students		“In terms of employability and by experience of being a head before in an academic unit, I came across with a lot of industry players and even in CHED, having a second language that is world known or used worldwide is already a good edge for anybody to get in in this global community because it’s an edge whether you’re speaking in Chinese, Spanish, German, it is an edge.” (Participant 29)
5. The utilization of Philippine English		The use of contextual Philippine English. It is based on how English is culturally influenced in the Philippines. (Participant 89)

On the one hand, there are interview participants who prefer both the English and Filipino languages and other languages, taking into consideration that the university caters to students who may eventually engage in varied specializations in different countries. As one interviewee explained, Participant 33:

Because we understand in terms of cultural sensitivity and likewise making our students community, the services that they’ve been taught as professionals, It’s important that they have several language media to choose from. So that’s why we encourage, as part of the elective courses, we encourage our academic units to add more languages as possible electives. We understand that our Thomasians later end up becoming international professionals, and knowing other languages might also help. We may initially, at minimum, ensure that they are proficient in both English and Filipino so that they are able to communicate with the majority of our stakeholders inside and outside of the University. But that should not prevent them from expanding their knowledge in the other languages.

On the other hand, there are interview participants who prefer the English language because it is a global language, it is the medium of instruction, and it is considered a prestigious language. Also, their preference for the English language emanated from the fact that it has become a practice to show reverence to the language, and it has been observed that English is also the preferred language of top-level administrative officials, as indicated by their frequent use of English in formal written document like memoranda. This is in contrast to what a few

participants indicated when they mentioned their preference for the Filipino language in art-related concerns. Incidentally, it is noteworthy to mention that one participant mentioned that she prefers other languages such as Chinese, Spanish, or German. Most importantly, one other participant stressed that she prefers Philippine English.

The preference for one language over another language was also evident in a study conducted by Dressler (2015), that examined and documented the signage in one elementary bilingual German-English school in Alberta, Canada, where the majority of the signs were in English and the English language is favored in school and does not promote bilingualism in the German-English program that ironically, the school advocates.

In another study, Legge (2015), conducted a diachronic investigation that revealed that the practices that shape the linguistic landscape and the practices identified in the Stockholm University language policy differ. Swedish is the language associated with power because most of the signs are in Swedish, and the English language was utilized more on bottom-up signs.

In the local context, Astillero (2017) investigated the linguistic landscape of one public secondary school in Irosin, Sorsogon, where it was revealed that the English language occupies a very high status in the secondary school investigated, manifested through the use and display of school signs using the English language by the different stakeholders (administrators, administrative staff, teachers, parents, and students). Findings further revealed that 'Bicol' and 'Filipino' were regarded as less formal than English because the latter is associated with the 'language of the professionals, portrays trendiness, and is more appealing to the readers' (p.10).

In another local context, Magno (2017) investigated the language distribution and language functions of messages displayed on the bulletin boards of the Communication Department of five higher education institutions (HEIs) in Cebu City. Magno (2017) found that Communication Departments vary regarding their LL, but almost all their messages were written in English. This scenario of utilizing the English language over other languages (i. e. Cebuano, Bisaya, Tagalog, and Filipino) proved that English is regarded as an influential and prestigious language. Further, based on the findings, English garnered the most responses as the preferred language because of its relevance in international communication and globalization.

The disparity between the dominant language utilized in the signage in the schoolscape and the language preferences of university stakeholders indicate that rigid examination, thorough research, and extensive planning may be needed to address the issue in terms of the language(s) that must be utilized with regard the visual elements that pervade the school-based environment and the language(s) for intra-institutional academic communication.

As Bernardo-Hinesly (2020) explains, educational institutions may promote and disseminate various ideologies related to languages, politics, and cultures; thus, there is a need to 'document the language(s) utilized in the signage in educational institutions to ensure that the linguistic needs of the stakeholders, specifically the students, are addressed'(p.21).

3.5.2 Language Minoritization and Language Otherization

The Filipino language is minoritized and otherized in the schoolscape, as evidenced by Figure 3, where only .87% of the signage gathered in the present investigation utilizes the language. Table 4 below indicates the ideas and notions of the stakeholders in the interviews conducted.

Table 4
Language minoritization and language otherization in UST's schoolscape

Themes	Sub-themes	Illustrative Quotation
1. The Filipino language being relegated to the background	1.1 College students are expected to be well-versed in English	<p>"My take po, ma'am, on that kung bakit po dominantly signs are written in English language is... well because most of the students are college students so expected po siguro na at least maalam sa English ang mga students and may foreigners na magvivisit sa campus. Syempre hindi naman po natin maeexpect na maiintindihan nila yung Filipino yung Tagalog so they benefit from the use of English din po."</p> <p>(My take on that, Ma'am, on why dominantly the signs are written in the English language is because most of the students are in college, and it is expected that they understand English, and there are foreigners who visit the campus as well. Definitely, we do not expect that these foreigners will understand Filipino, so they will benefit because English is used). (Participant 13)</p>
	1.2 English is easier to understand than Filipino	<p>"Pag ako pinagbasa mo po ng Tagalog or Filipino, may mga points na parang kailangan kong ulit-ulitin kasi di ko siya naiintindihan, especially kapag yung mga mahahabang salita. Unlike pag English, mabilis tayong magbasa. Pag kasi ang studyante pinagbasa niyo on the spot ng Filipino, makikita mo na may struggle pag nagbabasa. As compared sa English, pag binasa mo, dere-derecho lang."</p> <p>(If I am required to read Tagalog or Filipino material, there are parts that I need to read repeatedly because I cannot comprehend, especially the long words. Unlike if in English, we tend to read faster. If students are asked to read materails in Filipino on the spot, they seem to struggle, as compared when they are asked to read in English). (Participant 16)</p>

Table 4 continued...

Themes	Sub-themes	Illustrative Quotation
		<p>“We teach our students to devise educational materials for our patients— yung mga ibibigay po nila, o kaya the pharmacist’s care plan, etc. So it’s English, standard English. O kunwari kasama niya caregiver niya pero di naman nakakaintindi ng English. So ita-Tagalog mo talaga siya.</p> <p>(We teach students to devise educational materials for the patients, like the Pharmacist’s Care Plan, so this is English, standard English. If the patient is with a caregiver who may not understand English, the tendency is to translate in Filipino).</p> <p>(Participant 25)</p> <p>But I’ve seen the others in the parish displays in Filipino. I appreciate that because community members are not all, I mean, we’re not demeaning anybody, but the thing is they may not be proficient in English and they much appreciate it, like seeing things in Filipino. So, that’s it. Right? in Filipino.</p> <p>(Participant 29)</p>

Language minoritization and language otherization refer to the concept where a language or languages are relegated to a subordinate position compared to a dominant language. These concepts also involve the process of treating a language(s) as different, marginalized, and excluded from society. Further, a minoritized language may indicate that it may be marginalized, persecuted, or banned. In the schoolscape, a language may be deemed minoritized or otherized, if relegated to the periphery. Indeed, the Filipino language is minoritized and otherized in the schoolscape as evidenced by the participants’ notion (see Table 2) that college students are expected to be well-versed in English, thus giving the impression that the English language is afforded more importance than Filipino and the other languages. One surprising revelation from the interview transcript is the fact that English is perceived to be easier to understand compared to the Filipino language, as shown in Table 2. An examination of the schoolscape of the University reveals that English pervades and dominates all three areas involved in the present investigation and, in this sense, has otherized, peripheralized, and silenced the Filipino and other languages. Below is a sample transcript from a participant expressing his views on language otherization.

Is it because of the fact that our students are more exposed to the English language, so they now have some sort of difficulty comprehending, understanding, even writing in the Filipino language nowadays?

Unlike in Filipino, it may take much longer, or in other instances, what I notice it's still English, but they use the *abakada* so I don't see much difference. I would prefer really to use English because it is more precise. ”
(Participant 8)

Language minoritization and language otherization were also evident in the study of Catabay (2019) that involved 582 images from the HEIs' bulletin board postings, tarpaulin announcements, and signages, where images were divided into T-units referred to as “utterances.” The study revealed that English is the preferred language of the HEIs in Tuguegarao City, while the Filipino and Ilocano languages were not given much preference. Further, the study explains that the English language was the most dominant language utilized in the HEIs involved because these colleges and universities have foreign students enrolled in the various programs that they offer, and the use of the English language in the linguistic landscape suggests that English is the language of international communication (Cenoz & Gorter, 2006).

3.6 Linguistic Beliefs

Monolingual English dominates the schoolscape of the University as evidenced in Figure 3. In the present investigation, where a total of 1709 photos of signage were gathered for analysis, monolingual English abounded in the schoolscape. It may be gleaned from the investigation that there is a mismatch between the language (s) utilized in the signage and the linguistic beliefs of the University stakeholders (academic staff, students, administrators, etc.). As the schoolscape is teeming with signage utilizing monolingual English, stakeholders are advocating for bilingualism as exemplified in Table 5 below. As Vizconde (2011) explained in a study that involved students and teachers in the University, teachers and students have language practices where they both rely on their first language when they are in their ‘comfort zone’, and they rely on the English language when confronted with their academic requirements (p. 20). Vizconde (2011) further argued that there is an apparent need to provide an avenue where the English and Filipino languages can be utilized without sacrificing the value of language in school communication. The mismatch between the language(s) used in the signage and the linguistic beliefs of the stakeholders may imply that there may be a need to reflect critically on language and society (Gorter & Cenoz, 2023).

Table 5
Linguistic beliefs projected in UST's schoolscape

Themes	Sub-themes	Illustrative Quotations
1. Adherence to both English and Filipino language (Bilingualism)	1.1 English and Filipino are both important	<p>Dapat din meron ding English at saka Tagalog. Hindi puro English... Parang ano e nakalimutan mo na yung Filipino, nawawala na yung pagka-Pilipino mo.</p> <p>(There should be English and Filipino, and not solely English. As if you have forgotten your roots as a Filipino). (Participant 7)</p>
	1.2 The use of Filipino shows sense of love for the country (nationalism/patriotism)	<p>So it is my suggestion that... the signages should be... should have two languages, should be either in English or in Tagalog so that the visitors are not that adequate in the English language, at least they would be able to understand well these signages.</p> <p>We are Filipinos, we have to patronize the Filipino language. (Participant 9)</p> <p>I've had studies about language policies. Much as I would like to say that we should give equal opportunity to the mother tongue But if given the choice, I would like to offer other languages in the university. (Participant 19, Assistant Dean, Female, 55)</p> <p>For me, distinguish which ones will be for code, for communicating administrative matters, and which ones will be for ceremonial matters. I think the first I think the 1st place or the first spot that Filipino can get into. It's the ceremonies. (Hindi ikasisira ng operasyon ng university ang paggamit ng Filipino sa ating mga palatuntunan). (The University operation will not be hampered if the Filipino language is used in programs or other ceremonies). (Participant 34)</p>

Allwood (1981) emphasizes that beliefs may be manifested, expressed, and communicated through language. In the schoolscape, linguistic beliefs may be unknowingly conveyed through the utilization of a language or languages in signs that a stakeholder deems significant. Dressler (2015) posits that schools are public spaces, where the visible language choice on signs may have the capacity to reveal the status of that language. The participants in the present investigation have varied views concerning language and language use. At least two interview participants believe that the English and Filipino languages must be afforded equal importance, while another participant expressed that the use of the Filipino language implies one's nationalistic fervor. Below is a transcript that showcases the linguistic beliefs of one of the participants.

It may be a stretch to propose Latin or Spanish, but I think it will be. Yeah, it's a toss. It's a toss between the two. It's a toss between the two languages, but I think ever since naman, it's always been to. But if there's going to be a language policy on the matter, then I think it will be. You know, because Filipino is on the losing end, so to speak, Filipino has the shorter end of the stick. Will the language policy simply legislate what is already being practiced, or is it going to be a policy that will counter the practice or temper the practice to give Filipino more space? (Participant 34)

Bernardo (2021) conducted an initial attempt to characterize the linguistic landscape of the University of Santo Tomas (UST). In his investigation, he emphasized that although private educational institutions such as UST may have an entirely different linguistic landscape compared to commercial establishments, they utilize language in various ways that may also transmit diverse meanings. His investigation likewise revealed that the English language dominated the schoolscape of UST.

3.7 Linguistic Identity

In the present investigation, results show that the schoolscape is geared towards monolingual English, with more than 90% of the signs produced and created using the English language. Table 6 below discloses the linguistic identity of the stakeholders of the University.

Linguistic identity pertains to the perception as regards the capacity to use a language, both in the written and the spoken aspect. Further, it may also pertain to an individual's capacity to communicate and engage in a language community. As emphasized by Ben-Rafael et al. (2006) and Cenoz and Gorter (2008), the use of the English language in the signage in a school-based environment is to familiarize the students with the vocabulary of the language.

Table 6
Linguistic identity projected in UST's schoolscape

Theme	Sub-theme	Illustrative Quotation
1. Learners as multilingual speakers	1.1 Multilingualism and bilingualism are evident among the students	<p>“The students are also free to express themselves in their own native language and dialect because we don’t only have Filipino students here. We have a variety of students. Yes they are all multilingual and they are free to use their own mother tongue. Whatever they are comfortable with and convenient with but of course they have to bear in mind that when they communicate they have to use the English language.” (Participant 1)</p> <p>“In fact, we promote the biased use of English and Filipino. In the recent announcements that we posted about different information like enrollment procedures even the different enrollment-related procedures like adding, dropping, etcetera, they always had to be in both languages. So we have a complete version in English and Filipino.” (Participant 5)</p> <p>“So we may initially at minimum ensure that they are proficient in both English and Filipino. So at least they can communicate with most of our stakeholders inside and outside the university. But that should not prevent them from expanding further their knowledge in the other language and they would be able to translate the learnings that they have gathered in the university for them to be able to be of help to the community in particular.” (Participant 33)</p>

An investigation that delved into issues regarding the relationships of local, national, and global identities in the schoolscape was conducted by Laihonon and Todor (2017). This study revealed that the schoolscape helps in forming and developing the children’s concepts and ideas on what it means to be a Szekler, a Hungarian speaker, and a citizen of Romania.

4. Conclusion

This paper attempted to characterize the schoolscape of the oldest University in Asia and the Philippines through the analysis of the functional categories of signs, sign categorizations, languages, and varieties of English used and endeavored to explore the language ideologies it projects, proving that the rich school-based environment that includes signage and visual images plastered around the campus, on the walls, on the bulletin boards, and in foyers can give a clear understanding of what goes on inside schools which will eventually lead to and contribute to research in education. As Brown (2012) asserts, school-based environments often expose covert or hidden practices that may create certain language values or educational policies, which the present investigation unraveled, where the disparity between the language (s) in the schoolscape and the language preferences of the University stakeholders was unfolded. As Troyer (2023) also avers, the schoolscape may have an impact on students' language awareness as they are exposed to various signage in the school, which may possibly promote multilingualism and reinforce the significance of the language(s) around them.

Extending these studies, the present investigation responds to the call to conduct more research that utilizes school-based environments, as this kind of research proves to be beneficial in "increasing students' awareness of language, helping students' incidental learning, serving as an important resource for English language teaching, fostering students' critical thinking abilities, and providing an authentic English environment for English learners" (Cenoz & Gorter, 2023, p. 316). The findings provide further evidence that schoolscape research contributes to increasing the awareness of multilingualism and understanding of the hierarchies of language use and the perceived prestige and power bestowed upon certain languages (Gorter & Cenoz, 2023).

In examining the schoolscape of the University, the majority of the signs were found to be in English, most of which were informational and required in terms of functional categories and top-down in terms of sign categorization. The quantitative data suggest that English is given utmost importance in the schoolscape, as the dominant language to convey details about recent research findings, to provide navigational information, and to explain safety information. Interestingly, the qualitative data suggest that University stakeholders aim to propagate the Filipino language as they aspire to promote bilingualism, but the results say otherwise. Thus, it may be gleaned that there may be an apparent neglect of the imposition of the multilingual policies advocated in the country.

Finally, the language ideologies of an academic institution may be projected by the signage in the physical environment. Further, language ideology may legitimize, regulate, and advocate a particular language, as evidenced by the data set presented in this investigation. The presence or absence of a language in the schoolscape may reflect the idea that a particular language dominates the other languages. Thus, the other languages are relegated to the periphery. By foregrounding the language ideologies projected in and by the school-based environments, this study asserts that the schoolscape is a potent and authentic device in the teaching and learning of history, political and social issues, values, identities, ideologies, and cultures.

References

- Abousnnouga, G. & Machin, D. (2011). War monuments and the changing discourses of nation and soldiery. In A. Jaworski and C. Thurlow (Eds.) *Semiotic landscapes: Language, image, space* (pp. 219-240). Continuum International Publishing Group.
- Aisteran, J., Cenoz, J., & Gorter, D. (2010). Multilingual cityscapes: Perceptions and preference of the inhabitants of the city of Donostia San Sebastian. In E. Shohamy, E. Ben-Rafael, & M. Barni (Eds.), *Linguistic landscape in the city*, (pp. 219-234). Multilingual Process
- Astillerio, S.F. (2017). Linguistic schoolscape: Studying the place of English and Philippine languages of Irosin Secondary School. *Asia Pacific Journal of Education, Arts and Sciences*, 4(4), 30-37.
- Backhaus, P. (2006). Multilingualism in Tokyo: A look into the linguistic landscape. *International Journal of Multilingualism*, 3(1), 52-66. <https://doi.org/10.1080/14790710608668385>
- Barni, M., & Bagna, C. (2009). A mapping technique and the linguistic landscape. In E. Shohamy, & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 126-140). Routledge.
- Barni, M. & Bagna, C. (2015). The critical turn in LL: New methodologies and new items in LL. *Linguistic Landscape*, 1(1-2), 6-18. <https://doi.org/10.1975/11.1.1-2.01>
- Ben-Rafael, E. (2009). A sociological approach to the study of linguistic landscapes. In E. Shohamy, & D. Gorter (Eds.), *Linguistic landscapes: Expanding the scenery* (pp. 40-54). Routledge.
- Ben-Rafael, E., Shohamy, E., Amara, M. H., & Trumper-Hecht, N. (2006). Linguistic landscape as symbolic construction of the public space: The case of Israel. *International Journal of Multilingualism*, 3(1), 7-30. <https://doi.org/10.1080/14790710608668383>
- Bernardo, A.S. (2021). The position of languages in the schoolscape: The case of the oldest university in the Philippines and in Asia. *Pedagogy, Culture & Society*, 32(1), 97-124. <https://doi.org/10.1080/14681366.2021.2012240>
- Bernardo-Hinesly, S. (2020). Linguistic landscape in educational spaces. *Journal of Culture and Values Education*, 3(2), 13-23. <https://doi.org/10.46303/jcve.2020.10>
- Biro, E. (2016). Learning schoolscape in a minority setting. *Acta Universitatis Sapientiae, Philologica*, 8(2), 109-121. <https://doi.org/10.1515/ausp-2016-0021>
- Biro, E. (2018). More than a Facebook share: Exploring virtual linguistic landscape. *Acta Universitatis Sapientiae. Philologica*, 10(2), 181-192. <https://doi.org/10.2478/ausp-2018-0022>

- Brown, K. D. (2005). Estonian schoolsapes and the marginalization of regional identity in education. *European Education*, 37, 78–89. <https://doi.org/10.1080/10564934.2005.11042390>
- Brown, K.D. (2012). The linguistic landscape of educational spaces: Language revitalization and schools in southeastern Estonia. In H. Marten, D. Gorter, & L. van Mensel (Eds.), *Linguistic landscapes and minority languages* (pp. 281– 298). Palgrave.
- Brown, K.D. (2018). Shifts and stability in schoolsapes; Diachronic considerations of southeastern Estonian schools. *Linguistics and Education*, 44, 12-19. <https://doi.org/10.1016/j.linged.2017.10.007>
- Catabay, M. (2019). Linguistic landscape of higher educational institutions. *The Asian EFL Journal*, 21(2.4), 252-284.
- Cenoz, J., & Gorter, D. (2006). Linguistic landscape and minority languages. *Linguistic Landscape: A New Approach to Multilingualism*, 3(1), 67-80. <https://doi.org/10.1080/14790710608668386>
- Cenoz, J., & Gorter, D. (2008). Linguistic landscape as an additional source of input in second language acquisition. *International Review of Applied Linguistics in Language Teaching*, 46, 257–276. <https://doi.org/10.1515/IRAL.2008.012>
- Chimirala, U. (2018). Appropriating to the Schoolscape: A Study of Reference of Linguistic landscape in Dyad Text Construction. *Indian Journal of Applied Linguistics*, 44 (1-2), 38-65.
- Dayag, D. (2012). Philippine English. In E. Ling-Low & A. Hashim (Eds.), *English in Southeast Asia: Features, policy, and language in use* (pp. 91-99). John Benjamins Publishing.
- De Los Reyes, R. (2014). Language of ‘order’: English in the linguistic landscape of two major train stations in the Philippines. *Asian Journal of English Language Studies*. 2(1), 21-49. <https://doi.org/10.59960/2.a2>
- Dressler, R. (2015). Signgeist: Promoting bilingualism through the linguistic landscape of school signage. *International Journal of Multilingualism*, 12(1), 128–145. <https://doi.org/10.1080/14790718.2014.912282>
- Eberly, R. (1999). From writers, audiences, and communities to publics: Writing classrooms as protopublic spaces. *Rhetoric Review*, 18(1), 165-178. <https://doi.org/10.1080/07350199909359262>
- Floralde, R. & Valdez, P. (2017). Linguistic landscapes as resources in ELT: The case of a rural community in the Philippines. *The Journal of Asia TEFL*, 14(4), 793-801.

- Garvin, R., & Eisenhower, K. (2016). A comparative study of linguistic landscapes in middle schools in Korea and Texas: Contrasting signs of learning and identity Construction. In R. Blackwood, E. Lanza, & H. Woldemariam (Eds.), *Negotiating and contesting identities in linguistic landscapes* (pp. 215–231). Bloomsbury.
- Gendelman, G. & Aiello, G. (2011). Faces of places: Facades as global communication in post-Eastern Bloc urban renewal. In A. Jaworski & C. Thurlow (Eds.) *Semiotic landscapes: Language, image, space* (pp. 241-255). Continuum International Publishing Group.
- Gorter, D. (2018). Linguistic landscapes and trends in the study of schoolsapes. *Linguistics and Education*, 44, 20-30. <https://doi.org/10.1016/j.linged.2017.10.001>
- Gorter, D. & Cenoz, J. (2014). Linguistic landscapes inside multilingual schools. In B. Spolsky, M. Tannenbaum, O. Inbar (Eds.), *Challenges for language education and policy: Making space for people* (pp. 151–169). Routledge.
- Gorter, D. & Cenoz, J. (2015). Translanguaging and linguistic landscapes. *Linguistic Landscape*. 1(1-2), 54-74. <https://doi.org/10.1075/11.1.1-2.04gor>
- Gorter, D. & Cenoz, J. (2021). *Pedagogical translanguaging*. Cambridge University Press <https://doi.org/10.1017/9781009029384>
- Gorter, D. & Cenoz, J. (2023). *A Panorama of Linguistic Landscape Studies*. Multilingual Matters. <https://doi.org/10.21832/GORTER7144>
- Hanauer, D. (2009). Science and the linguistic landscape: A genre analysis of representational wall space in a microbiology laboratory. In E. Shohamy, & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 287–301). Routledge.
- Huebner, T. (2016). Linguistic landscape: History, trajectory and pedagogy. *MANUSYA: Journal of Humanities (Special Issue)*, 22, 1-11.
- Ivkovic, D. & Lotherington, H. (2009). Multilingualism in cyberspace: Conceptualising the virtual linguistic landscape. *International Journal of Multilingualism*, 6(1), 17-36. <https://doi.org/10.1080/14790710802582436>
- Jakonen, T. (2018). The environment of a bilingual classroom as an interactional resource *Linguistics and Education*, 44, 20-30. <https://doi.org/10.1016/j.linged.2017.09.005>
- Jaworski, A. (2010). Linguistic landscapes on postcards: Tourist mediation and the sociolinguistic communities of contact. *Sociolinguistic Studies* 4(3), 469- 594. <https://doi.org/10.1558/SOLS.V4I3.569>
- Kalekin-Fishman, D. (2004). *Ideology, Policy, and Practice: Education for Immigrants and Minorities in Israel Today*. Kluwer Academic Publishers.
- Kasanga, L.A. (2012). Mapping the linguistic landscape of a commercial neighborhood in Central Phnom Penh. *Journal of Multilingual and Multicultural Development*, 33(6), 553-567.

- Laihonen, P., & Tódor, E. -M. (2017). The changing schoolscape in a Szekler village in Romania: Signs of diversity in rehungarization. *International Journal of Bilingual Education and Bilingualism*, 20(3), 362-379.
- Laihonen, P., & Szabó, T. P. (2017). Investigating visual practices in educational settings: Schoolscapes, language ideologies, and organizational cultures. In M. Martin-Jones, & D. Martin (Eds.), *Researching multilingualism: Critical and ethnographic approaches* (pp. 121–138). Routledge.
- Landry, R. & Bourhis, R.Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*. 16, 23- 49. <https://doi.org/10.1177/0261927X970161002>
- Legge, N. (2015). *A survey of the linguistic landscape of Stockholm University* [Master's degree project]. Department of English, Stockholm University.
- Magno, J.M. (2017). Linguistic landscape in Cebu City higher education offering communication programs. *Asia Pacific Journal of Multidisciplinary Research*, 5(1), 94-103. <http://www.apjmr.com/wp-content/uploads/2017/02/APJMR-2017.5.1.2.11.pdf>
- Mahemuti, M. (2018). *Linguistic landscape on campus: Asian college students' perceptions of multilingual learning environments*. [Master's Thesis]. Department of Language, Learning & Leadership, State University of New York.
- Malinowski, D. (2015). Opening spaces of learning in the linguistic landscape. *Linguistic Landscape An International Journal*, 1, 95–113. <https://doi.org/10.1075/ll.1.1-2.06mal>
- Monaghan, F. (2016). (F)anfield: Football fan banners and the reclaiming of the linguistic landscape. [Paper presentation]. *Linguistic Landscapes Workshop 8: Regeneration, Revitalization, Reterritorialization*. University of Liverpool, April 26-30.
- Pennycook, A. (2010). *Language as a local practice*. London, UK: Routledge.
- Santos, R. (2023). Community pantry, ECQ, and social distancing: Linguistic innovations in Philippine English during the COVID-19 health crisis. *Philippine Journal of Linguistics*, (53), 91-109. <https://www.researchgate.net/publication/369236503>
- Shohamy, E., & Gorter, D. (2009). *Linguistic landscape: Expanding the scenery*. Routledge.
- Shohamy, E., & Waksman, S. (2009). Linguistic landscape as an ecological arena: Modalities, meanings, negotiations, education. In E. Shohamy & D. Gorter (Eds.) *Linguistic landscape: Expanding the scenery* (pp. 313-331). Routledge.
- Shohamy, E., Ben-Rafael, E., & Barni, M. (Eds.) (2010). *Linguistic landscape in the city*. Multilingual Matters.

- Szabó, T. P. (2015). The management of diversity in schoolsapes: An analysis of Hungarian practices. *Apples Journal of Applied Language Studies*, 9(1), 25–51.
- Szabo, T.P. & Troyer, R. (2020). Parents interpreting their children's schoolsapes: Building an insider's perspective. In D. Malinowski & S. Tufi (Eds.), *Reterritorializing linguistic landscapes: Questioning boundaries and opening spaces* (pp. 387-411). Bloomsbury Academic.
- Tabajunda, D. (2018). Linguistic landscape as public communication: A study of announcements and signages in de La Salle University-Dasmarinas. *Proceedings of the 32nd Pacific Asia Conference on Language, Information and Computation*. 1-3 December Hongkong.
- Troyer, R.A. (2012). English in the Thai linguistic netscape. *World Englishes*, 31(1), 93-112.
<https://doi.org/10.1111/j.1467-971X.2011.01742.x>
- Troyer, R.A. (2023). Agency and policy: Who controls the linguistic landscape of a school? In D. Malinowski, H. Maxim, & S. Dubriel (Eds.), *Spatializing language studies: Pedagogical approaches in the linguistic landscape*. New York: Springer.
- Trumper-Hecht, N. (2010). Linguistic landscape in mixed cities in Israel from the perspective of 'walkers': The case of Arabic. In E. Shohamy, E. Ben-Rafael & M. Barni (Eds.), *Linguistic landscape in the city* p. 235-251. Bristol, UK: Multilingual Matters.
- Van Dijk, T. (1998). *Ideology: A Multidisciplinary Approach*. Sage Publications
- Villaroel, F. (1982). The University of Santo Tomas: A Historical Outline. *Philippiniana Sacra*, 42 (49): 76-93.
- Vizconde, C. (2011). When language use doesn't see eye to eye: Language practices of teachers and students in a Philippine comprehensive university. *KEDI Journal of Educational Policy*. 8(1), 123-141.
- Weber, J., & Homer, K. (2012). *Introducing multilingualism: A social approach*. Routledge.
- Yavari, S. (2012). *Linguistic landscape and language policies: A comparative study of Linköping University and ETH Zurich* [Master's Thesis]. Department of Culture and Communication, Linköping University.

Jean I. Reintegrado-Celino is an assistant professor in the Department of English at the University of Santo Tomas. Her research interests include linguistic landscape, second language learning and teaching, Philippine English, and forensic linguistics. She is a candidate for a Doctor of Philosophy major in English Language Studies at the University of Santo Tomas Graduate School.

Alejandro Sapitan Bernardo, Ph.D. is a Professor in the Department of English at the University of Santo Tomas. He has a doctoral degree in English and a master's degree in education, major in English. He is a research associate at the UST Research Center for Social Sciences and Education and a professorial lecturer at the UST Graduate School. He has published widely on Philippine English and linguistic landscapes, particularly schoolsapes.