

Linguistic Landscape in Cebu City Higher Education offering Communication programs

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Abstract - *This study aimed to investigate the linguistic landscape of Cebu City, Philippines Higher Education Institutions (HEIs) through bulletin board displays of Communication Departments. Descriptive-qualitative method as well as frequency counts were utilized in analyzing the photographed visual languages and survey questionnaires. Evidently, although few instances of bilingual signages occur, English language dominates the 51 displays from 5 participating universities. Likewise, the text content reflects more on invitation, instruction and announcement. Coming from an authoritative figure addressed to the public particularly the students, the text is purely written with very low reader interaction. Despite available online media platforms, informative and creative bulletin board displays were still considered extremely important and useful. The study concluded that HEI's linguistic landscape represents current news and information in a formal tone and context as it caters to mature audience.*

Keywords: *bulletin boards, communication, HEIs, linguistic landscape*

INTRODUCTION

These days, sociolinguistics do not just walk around the world carrying field notebooks and sound recording equipment; they also carry digital photo cameras with which they take snapshots of what has in the meantime become known as 'linguistic landscapes.' [1]

Language is visible everywhere as it is "displayed in textual form" [2] on commercial signs, government notices, posters, traffic signs, graffiti, advertisements, etc. With continuous development of researches that focused on visible languages in public spaces [3]-[6], this growing interest in linguistic landscape provides an avenue for interpreting and understanding multilingualism and the community. The most widely quoted definition for Linguistic Landscape (LL) was conceptualized by Landry and Bourhis [7] when they conducted their study on the ethnolinguistic vitality of French in Quebec. From then on, the term becomes prominent as the "visibility and salience of languages on public and commercial signs in a given territory or region" [7]. Ben-Rafael, Shohamy, Amara, & Trumper-Hecht [6] also provided a similar definition as it refers to LL as "any sign announcement located outside or inside a public institution or a private business in a given geographical location".

Singhasiri [8] expressed that "the public space is the excellence [sic] place where different languages come into contact". This platform for discourse may be in form of different signs and signages that are used to "disseminate message of general public interest such topographic information, directions, warnings, etc." [9]. Moreover, Jaworski [10] pointed that LL showcases the linguistic practices in the community, status of language and how such language is situated in the modern and global arena. Specifically, he describes the contexts that LL constitutes:

Texts servicing apparently mundane communicative functions, such as explaining parking restrictions or giving directions, can also be assertions of minority language rights, or instruments of official language policy, or markers of changing power relations between languages or language groups [10]

In analyzing LL, one factor to consider is the LL actors. This term refers to actors responsible for the creation, placement and choice of linguistic landscape [6]. Consequently, these actors represent two separate LL elements which are divided into top-down and bottom-up categories. These categories espoused by Shohamy and Gorter [11] mean items issued by the government or 'institutional agencies which in one

way or another act under the control of local or central policies” (Top-Down) and private individuals or “associative or cooperative actors who enjoy autonomy of action within legal limits” (Down-up) [6]. For this study, these categories were utilized in investigating the bulletin board displays of both government and private higher educational institutions (HEIs) offering communication programs.

Further, LL attempts to “understand the motives, uses, ideologies, language varieties and contestations of multiple forms of ‘languages’ as they are displayed in public spaces” [12]. Researches on LL [8]-[9] have established the importance of English language as a tool for international communication. Because of its dynamic role in globalization, English has enjoyed privilege and status not only in European countries but also in Asia.

According to Kasanga [3], “The languages used in public signs indicate what languages are locally relevant, or give evidence of what languages are becoming locally relevant. Although the Department of Education (DepEd) in the Philippines has already institutionalized the mother tongue-based multilingual education (MTBMLE) [13] mobilizing the community to promote the use of first language (L1) in instruction and literacy, Cebuano language still lagged behind compared with Filipino and English, the official languages of the Philippines, in terms of formal communication and documentation.

However, movements regaining Cebuano language’s status and usage in the local community have been ongoing such as the Sangguniang Panlalawigan Resolution no. 1292-2010 requesting consideration of the previous referral made on the proposed ordinance mandating the use of Cebuano (Bisaya) as the basic language of learning and medium of instruction from primary through high school [14] as well as the recently passed ordinance, authored by Julian Daan, designating the last week of February of every year as *Semana sa Pinulongang Bisaya (Cebuano Language Week)* [15]. Such initiatives prove the local government’s drive to continuously promote the language.

Most of the studies in LL centered in on documenting and analyzing signs visible in the cities and public domain such as road signs, street names, train/bus stations, public notices, market/business establishment signs, shop names and logos, and advertisements. With issues related to multilingualism, literacy, multimodality, language policy, linguistic diversity and minority languages [16], LL is

continuously growing as a pedagogical resource, data, and theory used in various nations. Since no studies have been observed in the local context, there is a pressing need to investigate the linguistic landscape within the local community concentrating first in the academic sphere as this represents an influential agent in proliferating language exposure, usage, and appreciation among the young generation.

With the available technology and the advancement of social media, institutions such as higher educations have maximized these resources to disseminate information and ameliorate communication. School administrators have utilized web-based email services such as YahooMail and Gmail to send announcements, pertinent documents, messages, memos, and reports within and beyond the academic community. Teachers have resorted to Facebook and text messages as means to conveying instructions and information. Students have taken advantaged of their gadgets, automatically downloading PDF files for their reports, reading current events and getting the latest updates. Nevertheless, the absence and speed of internet and WIFI connection, and availability of computers and gadgets may also prove daunting if all communication rely on digital world.

This concern demands the necessity to still make use of informational bulletin boards for various school stakeholders. Exposure to organizational chart, invitations, activities, memos and the like improves chances of retaining the information than just a click-and-delete option. In addition, considering that Communication departments are experts in communication since they focused on creating, distributing and interpreting messages, the communication channels between the department and its students are compelling. The linguistic landscape of this department serves as a visual representation of their identity that could be emulated by other departments.

Unlike basic education set up, the tertiary level caters a more mature and independent audience who are aware of the theories, principles and application of their program; thus, knowing the type, tone, and style of messages and language that appeal to them may augment open communication, cooperation and active participation.

OBJECTIVES OF THE STUDY

Specifically, the study aimed to investigate the language distribution (i.e. *monolingual or bilingual*

languages) and language functions (e.g. *providing instructions, giving directions, etc*) of displayed messages on the bulletin boards of HEIs' Communication Department. Halliday's [17] situational variables (i.e. *field, tenor, and mode*) in this context as well as the communication majors' perception in terms of *language preference, their awareness, usefulness, and patronage* of bulletin board and its messages were also looked into.

REVIEW OF LITERATURE

With growing interest in LL, a number of researches have utilized this concept in explaining the language situation in their countries [5], [8], [18].

Akindele [5] aimed at illustrating the importance of LL in the linguistic arena of Gaborone Botswana. Common patterns of language usage, official language policies, language attitudes and language contact were looked into. The data, composed of 270 pictures, were collected in 2009 and 2010 and examined according to language and visual representations. These signs, names, prohibitions, notices, directives, and advertisements were taken from public domain specifically bus stations and malls/shopping centers in Gaborone. Twenty business shop owners were also interviewed regarding their choice of language in putting up signs. Findings showed that English only dominated the LL in Gaborone possibly since it carries prestige, power, status, and economic development. Evidences of English and Setswana (National Language) bilingual signs were also evident. However, despite the overwhelming presence of English, signs of growing multilingualism (inclusive of Chinese) are visible in the Gaborone's public sphere.

Consequently, bilingual signages were evident in public spaces in Thailand. Singhasiri [8] verified locals' awareness and understanding of English's role in economic growth and tourism aside from the presence of the different languages (i.e. Thai and Bahasa Melayu) which also reflected power, status and importance within the locality. With reliance on visual languages for analysis, photos of signs, names on buildings, advertisements, commercial shop signs and public signs on State Railways Station of Thailand (SRT) buildings were photographed and categorized according to LL actors, languages, functions and patterns of language displayed. Findings indicate that in top-down contexts, the bilingual pair Thai and English is used in five language functions namely, *in providing general information, greetings and farewell*

messages, giving directions, warning, and prohibitions. This growing integration with other nations generates the need for institutional agencies and private individuals to cater to other nationalities [8].

Both studies illustrate LL's dynamic and engaging role between people and visual languages found in public spaces. Numerous researchers abroad have already paved way in establishing the importance of LL in explaining language status and aiding pedagogical practices. With this in mind, it is but timely that the present research in the local context was conducted.

Most researches on bulletin boards are focused on its online interactive capacity. One such study was conducted by Taboada [18] where she used Halliday's [17] framework and characterized bulletin board messages in terms of genre and further analyzed these as requests for advice, argumentation, pumping and bashing a company, and attacks on other posters within financial boards.

In sum, these studies have supported the contention that LL is important in urban or public spaces [5], strengthens multilingual literacy [8], provides and promotes opportunities for language learning evident in pedagogical contexts such as in HEIs as evident in bulletin board displays [18]. These studies were used as references in examining and understanding linguistic landscape in the local academic contexts.

METHODS

Descriptive-qualitative method was particularly used and content analysis of its functions was employed in documenting and analyzing the bulletin board displays and messages found in the bulletin boards. Language distribution refers to the specific language (i.e. monolingual or bilingual) used in providing a specific purpose (i.e. language function) such as providing instructions, giving directions, prohibiting, etc. In addition situational variables [17] and survey questionnaires distributed to selected communication majors complemented the analysis of this genre.

Bulletin board displays of Communication Programs mounted near the department office or within the vicinity of the university or institutions served as the source of data. Since eleven higher education institutions (HEIs) are offering communication programs within Cebu City, they were identified as part of the study.

Visual languages found in the bulletin boards were photographed using a Samsung Tablet. A researcher-made questionnaire on LL awareness and perception was also distributed to 110 Communication majors from different institutions. A transmittal letter was distributed to HEIs' administrators asking for permission to gather data from their vicinity. With their approval, bulletin board displays were photographed. These pictures were then sorted out according to language distribution, function, and situational variables. Moreover, the communication majors' awareness and perception were also identified.

Out of 11 Cebu City HEIs offering communication programs identified in the study, only 5 responded. Given the time constraint, only the available data were included in the analysis i.e. 51 bulletin board displays and 115 student participants' answered questionnaire. These data were retrieved from the following universities: University of Visayas (UV) offering Journalism and Broadcasting, Cebu Eastern College (CEC) offering Development Communication, University of the Philippines (UP) offering Mass Communication, University of San Jose Recoletos (USJR) offering Communication and LIACOM Major in Communication and Marketing, and University of San Carlos (USC) offering Media Communication and Corporate Communication.

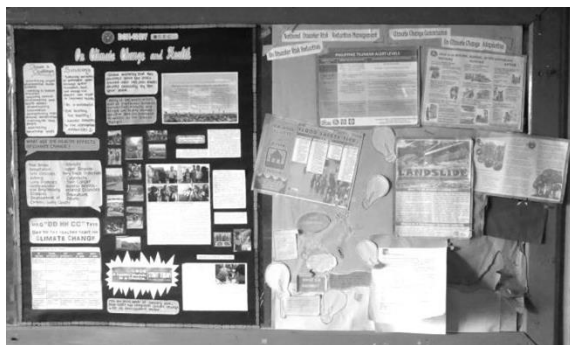


Photo A. Sample Linguistic Landscape within an HEI

RESULTS AND DISCUSSION

Aside from photos which are excluded in the data, invitations received the most number of posts followed by news article/clipping then imperatives/instructions as exhibited in Table 1. Communication departments vary in their LL but have utilized English in almost all their messages. Choosing English language over other languages proves the remarkable influence of English as well as the prestige it currently carries in HEIs.

Table 1. Language Distribution and Function (N=51)

Displays	Monolingual (English)	Bilingual (Filipino-English)
Invitations	16	-
News Article	11	2
Imperatives/Instructions	7	-
Announcements/Notice	6	-
Suggestions	2	-
Job Ads	2	-
Organizational Charts	2	-
Recognition	1	-
List of Courses	1	-
Guidelines	1	-
Total	49	2

As illustrated in Photo B, only one post is presented in Tagalog with English technical terms to explain the meaning of ozone layer. Further, another clipping (Photo C) illustrates a bilingual message to strengthen the importance of flood safety tips. Other bilingual posts show translation of French to English (Photo D) and provide the date and time of the Japanese Language Proficiency Test.

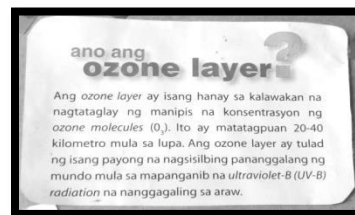


Photo B. Information on Ozone Layer



Photo C. Flood Safety Tips



Photo D. Review Note on French

Bilingual signages are very minimal perhaps because the LL actors do not see the need to translate the language since the messages aimed to address mostly college students who understand perfectly well the English language, which serves as the official language for correspondence of these universities.

Table 2. Language Preference (N=115)

Language	f	%
English only	46	40
Filipino only	9	7.82
Cebuano-Bisaya Only	5	4.34
English and Filipino	30	26.08
English Filipino and English	75	65.21
Local Languages	5	4.34
Foreign Languages	7	6.0

*multiple responses

Regarding the preferred language, 75 out of 115 (65.21%) respondents indicated their interest in reading bulletin board messages that contain English, Filipino and Cebuano languages compared to just individual languages: English only (40%), Filipino only (7.82%), and Cebuano-Bisaya only (4.34%) as illustrated in Table 2. Among the three, English garnered the most number of choices supporting the findings that English language enjoyed privilege and status in Asia due to its relevance in international communication and globalization [8] and [9]. Exposure to English, Filipino and Cebuano-Bisaya in the academe, home, and social environment and the comfort of using these in everyday communication and interaction could have prompted the students' preference. The fact that these languages are mandated by the Philippine law may also constitute their favorable attitude. Moreover, the communication program they are enrolled in could have offered and provided more opportunities to appreciate the usage and application of these languages. Even with the proliferation of MTBMLE, the students still appreciate and find multilingual posts more appropriate than just using the local language. No statistical analysis was employed to find out the significant difference in the responses of communication majors.

Contrary to their preference, all messages except for 5 posts contain only English since the content and LL actors evidently come mostly from the administration or person of authority (i.e. registrar, faculty, dean) who sees English as an official instrument of communication dissemination. Bulletin boards may also represent a formal means of

communication owned by the department; hence, a reserved tone is recognized and utilized by the message consumer. Consequently, Waray, Korean and Japanese languages were also suggested as some respondents are probably using Waray or have background in foreign languages. Evidently, one announcement on the Japanese Language Proficiency Test has both English and Japanese messages. In addition, five review notes posted also consist of foreign languages other than English such as French. It is noteworthy to point out that these review notes are posted in a department which also offers an Applied Linguistics program and where French language is one of the courses taught.

Table 3. Displays' Situational Variables

Displays	Field	Tenor
Invitations	Contest, Competitions, Scholarships, Forum, Conferences	Organizer to Public
News Articles /Clippings	Environment	Author to Public
Imperatives /Instructions	Safety Tips during Natural disasters	Author to Public
Announcements /Notices	General Orientation, I.Q. Diagnostic Test, Program Representative Election, School Activities/ Requirements	Department/Unit head to Students
Suggestions	Elective Courses	Department to Comm Majors
Job Ads	Job Position/Opening	Employer to Applicants
Organizational Charts	Faculty Profile	Department to Students
Recognition	Recognition of students' exemplary achievement	Department to Students
List of Courses	Course Offerings	Department to Comm Majors
Guidelines	Guidelines on proper usage	Department to Comm Majors

*The Mode is *Text written to be read*

Field refers to what the language is used to talk about; *tenor* refers to the role relationships between the interactants; and *mode* indicates the role language is playing in the interaction [18]. Table 3 illustrates that the field covers a wide range of texts and content, in varied format and style, that provides department/university announcements or public information, invites interested applicants, instructs

safety precautions e.g. in preparation for natural calamities, recognizes achievers, and asks for suggestions that target not only communication majors but also other students. Given its one-way mode of communication, except when one post requires students to write suggested course electives, all posts do not require an avenue for discussion. Since the tenor shows that the messages are from an authoritative figure that mostly just provides information to the public, there is low interaction and reader involvement. In terms of mode, the communication is purely written with only one written feedback i.e. suggested course. Oral feedback was excluded in the study.

These findings contrast with Taboada's [18] on the genre structure of bulletin board messages since the contexts differ. Her data taken from an online bulletin board revealed that a specialized discussion about stocks and company performance dominated the conversation which occurs between specialist-to-specialist and sometimes novice to specialist (especially when requesting for advice). Also evident was the low affective involvement among participants because they were not well acquainted yet. Further, since the channel was online, the mode was computer-mediated communication which elicited rapid feedback. Nevertheless, despite the disparity, the main purpose of bulletin board messages which is to carry functional roles i.e. to convey specific information/request/question to target audience is explicit

Invitations which carry the most number of postings include the following items: *contests*, *competitions*, *forum*, *conferences*, and *scholarships* since these require applicants and interested individuals who are not exclusive to the Communication program to participate in the said activity or event. Moreover, most invitations posted indicate the qualifications and requirements that applicants need to accomplish. Varied invitations are exhibited as follows:



Photo E. Essay Writing Contest



Photo F. Scholarship

Safety tips or measures are labeled as instructions although some of these messages are taken from news clippings such as Photo G. Other postings include the following:

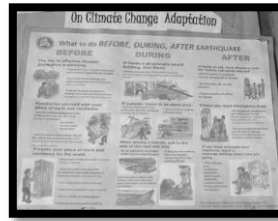


Photo G. Safety Measures

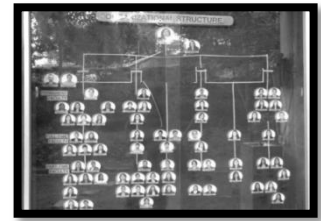


Photo H. Org Chart



Photo I. List of Course



Photo J. Prohibition

One prohibition was also posted as exhibited in Photo J. Below the message was a handwritten comment 'That means you, Wes', which this Wes replied with "Okay -Wes" followed by a frowned face. Such instance is interesting as it engages the reader to provide feedback which is an important communication process; hence, the message which is intended not only for a specific individual but for anyone who finds herself/himself in similar situations/occasions is positively relayed.

One department, however, has general bulletin boards catering signages that illustrate other programs and university functions. As observed, their linguistics landscape is not only exclusive to their department-university but also reflects their identity as environment conscious (e.g. *How do trees fight Global Warming*), health conscious (e.g. *Leptospirosis break in Olongapo*), well-prepared (e.g. *What to do before, during and after earthquake*), competitively-driven (e.g. *The 48th Shell National Students, Art Competition, Gawad Pangulo Contests*) and research oriented (e.g. *The Benilde Prize: Innovation for exclusion*) that encourages new knowledge. Given the contents of their bulletin board displays, the department-university molds its students to be competitive, resourceful, ingenious and socially aware/responsible individuals. Moreover, their LL

also contains informative instructions on what to do before, during and after natural disasters such as earthquake, tsunami, landslide and flood.

Table 4. Perception of Bulletin Board Displays (N=115)

Response	Aware-ness	%	Useful-ness	%	Patron-age	%
Positive	108	93.91	115	100	115	100
Negative	7	6.08	0	-	0	-
Total	115	100	115	100	115	100

Table 4 illustrates that majority of the respondents are aware of the existence of this communication platform. Only 6.08% note that they do not have a department/organization bulletin board. Further, all respondents are in agreement of the boards' usefulness and express the need to continue the usage of this platform.

Despite online media platform and other communication tools utilized by some universities as evident in available websites, students still consider bulletin board information important and necessary in disseminating not only organization, department or university-related memo, concerns, and announcements but also companies and other stakeholders' scholarships, job offers, invitations, and the like. The visual presence of this linguistic landscape is also accessible, convenient and more practical giving students the responsibility to be informed and updated. The findings support Singhasiri's [8] study indicating the local's awareness of their linguistic landscape. Although its utilitarian purpose was not explicitly explained, displays are considered useful in orienting readers the requirements for particular invites (e.g. scholarships, competitions), details of a forum or seminar, students' exemplary work worth emulating, familiarizing department faculty and staff, and so on.

Table 5. Importance of Bulletin Board Displays (N=114)

Degree	f	%	Rank
Extremely Important	75	65.78	1
Important	39	34.21	2
Not Important	-	-	-
Total	114		

Despite the difference in the level of importance with 65.78% expressing the bulletin board displays' extreme importance as presented in Table 5, the student respondents all approve of its pragmatic value. One participant forgot to answer this item; hence, the decrease in N.

Announcements are the most important post identified followed by department-related memo and university-related memo in contrast to the departments' postings which present more invites (e.g. contests, scholarships, forum and the like). However, this result may not be that significant since there was no orientation conducted on the descriptions and differences of the items in the questionnaire, and invites could also be labeled as announcements. Moreover, job ads are not as highly needed as those top three mentioned. Since these universities have linkages and alumni offices, posting job ads in department bulletins might overlap the job placement function of these offices. Nevertheless, a list of possible companies where communication majors can choose from might aid them in their trainings, and actual job application and linkages.

Other signages which received attention include notices, instructions, warnings, news articles, invitations, organizational chart, student's exemplary works, review notes, lost and found post, personal comments/messages/suggestions and a list of courses offered. One respondent added the need to include the liquidation of membership fee. A number of research purported the importance of bulletin board displays inside the classroom as these provide teacher feedback, teaching and learning a particular course [19], enhance online learning [20], and involve participation [21] but no research has been known yet to highlight the visual languages outside the classroom. Given their contribution to the reader's learning process, these displays and contents cannot be unjustly dismissed as they serve an innovative way of teaching diverse learners.

Table 6. Frequency in Reading and Changing Contents/Displays (N=115)

Response	Checking/Reading Info		Changing the contents	
	f	%	f	%
Everyday	43	37.39	1	0.89
Once a week/ Weekly	10	8.69	71	63.39
Monthly	-	-	29	25.89
Once every semester	-	-	3	2.67
Occasionally (Thematic)	31	26.95	8	7.14
Seldom	26	22.60	-	-
Never	5	4.34	-	-
Total	115	100		112

Table 6 reveals that majority checks/reads information posted on bulletin boards every day with 37.39% while majority prefers to have new or updated contents or displays every week with 63.39%.

Unless they have appointments, business or required to visit their departments, not all are active participants when it comes to checking out information displayed on their respective department bulletin boards as every day and occasional viewing has a slight difference. While only 37 out of 115 students signified that they have helped prepare their department's bulletin board, statistics show that majority opt to change the contents weekly and pointed out the need to update sections on announcements/notices, instructions, job ads, recognition of students' exemplary works, news articles and even personal comments/messages and suggestions. Frequent updates might also show the reason for students' sustainability and involvement in checking and reading bulletin board information; hence, the need for departments and organizations to consider looking into this matter.

This finding is supported by Shmania [22] as she suggested the need to change the bulletin board system to make it easier for college community to find interesting campus events and advertisements on bulletin boards aside from online information received from Facebook and department emails. Moreover, despite this online communication, bulletin boards, in which postings were changed weekly, were still used occasionally suggesting that students respond to information targeted at them as well as posters that catch their eyes.

Table 7. Concept for Bulletin Board Displays (N=115)

Concept	<i>f</i>	%	Rank
Informative	92	80	1
Creative	69	60	2
Interactive	18	15.65	3
Engaging	15	13.04	4
Thematic	9	7.8	5
Colorful	1	0.8	6

**multiple responses*

As presented in Table 7, informative and creative are the appropriate combinations in bulletin board displays with 80% and 60%, respectively. These are followed by other less preferred descriptions such as interactive with 18%, engaging with 15%, thematic with 9% and colorful as the least identified bulletin board concept with 1%.

Informational bulletin boards “provide students with key pieces of information that can be narrow (i.e. specific classroom events) or broad (i.e. current events happening in various parts of the country or world) in scope” [23]. Due to its function of bridging communication between academic and other stakeholders: students, teachers, school administration, parents, and community members, this information hub allows the readers to know the ‘what’s in’ and ‘what’s going on’ in the (academic) community.

Colorful displays may have attracted passersby but these are not sufficient to sustain readers’ interest as posts that have relevance and impact are more preferred. In the same manner, thematic, engaging and interactive concepts received few positive points since these may not initially address the needs and attention of the readers. Although Taboada’s [18] study focused on online interactive board, she found out that there was rather a low affective interaction among users because they were not acquainted with each other. This might also be similar in the present study. Given its nature of visual language that does not engage readers to respond, bulletin board displays are simply meant to be a source of information.

CONCLUSION AND RECOMMENDATION

Based on the findings, aside from snippets of code switching, monolingual English was the prevalent language utilized in the linguistic landscape. Top-down and bottom-up dichotomy was not differentiated due to only one participating university that is run by the government. Nevertheless, there is no significant difference since the contents displayed in this university’s bulletin boards show the department and university’s identity and not necessarily that of the local government. Consequently, from an administrator’s point of view, the displays present a reserved tone with less interaction which is complemented by students’ preference for more informative and creative displays that require less participation.

As observed, some departments still have to maximize their bulletin boards to display timely and relevant information because these are still considered useful and worth patronizing. Since all students are aware of its existence and are expected to be well-informed of the latest updates not only of their specific courses or organizations, but also of the department-university activities, memos, announcements, and the like as well as current issues

in the local, national and international arena, bulletin boards are the ideal place to communicate these messages and announcements as students are on campus almost every day, excluding those in open universities or distance education where learners are expected to check the happenstance online.

Finally, bulletin boards are also considered powerful teaching and community-building tools [24]. Unlike primary and secondary schools which load bulletin boards with student work, “add personality to school hallways, speak volumes about what teachers value most” [24] and make parents proud of their kid’s achievements, HEI’s linguistics landscape presents a more formal and reserved tone, display current events/issues, encourage involvement for personal growth and development, and cater a more mature audience.

Despite the influx of interactive media and social media, bulletin board displays are highly encouraged as these continue to reflect the thrust of the department-university and are still important, functional and convenient for spreading information to students and passersby. Moreover, languages used in these displays should also include local languages and foreign languages aside from Filipino and English.

Active linkages with industries and other stakeholders could augment (graduating) students' chances of associating and highlighting their competencies with prospective employers' needs. When students are aware of essential requirements, they will be motivated to become competitive and improve their competence and knowledge through independent/collaborative studies and experiences, aside from the contributing factors in the academe, to prepare themselves for more challenging tasks in the real workforce.

Since this research only focuses on HEIs, future studies could explore the linguistic landscape of public schools particularly in the basic education level which evidently covers more linguistic displays that serve as information means and educational tools.

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