



Curtin University

*8th International Conference on TESOL:
ELT IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES*

Date: **Friday, Aug 11, 2017**

Time: **14:40-15:10**

Presenter/s: **Assistant Professor Susan Fresnido ASTILLERO**

Bio:

Ms. Susan Fresnido ASTILLERO is an Assistant Professor I at Sorsogon State College, Sorsogon City, Philippines. Currently, she is taking up Doctor of Philosophy major in English Language and Literature (Ph.D. ELL) at Ateneo de Manila University under scholarship grant of the Faculty Development Program- Phase II of the Commission on Higher Education (CHED). Her research interests include Teacher Education, English Language Teaching, Language Policy and Linguistic Landscape. Email: susane317@yahoo.com

Title: **Linguistic Schoolscape: Studying the Place of English and Philippine Languages in Irosin Secondary School**

Abstract:

This paper reports on an investigation into the linguistic landscape of one public secondary school in Irosin, Sorsogon, Philippines. In particular, it identifies what language/s are displayed in the signs, who produced the signs, what materials are used, and who the intended audience is. It also determines how the languages are used, displayed and regulated in the school premise. Based on the 90 signs collected, the paper shows that English dominates in the linguistic schoolscape followed by Filipino while Bikol is scantily visible. It also illustrates that English functions in different spaces of the school - in the 'center' (or top-down), English is used for formal communication while in the 'periphery' (or bottom-up), it is used as the language of youth, language of fashion and language of fetishization. On the other hand, Filipino, Bikol languages and mixed languages are mostly observed in bottom-up signs which are mostly used informally such as to impose particular order, to express transgressive personal feelings and emotions, political choices, or individual and group identity. These findings may connote that these languages especially the Bikol language are only relegated at the periphery of the school premise. The high preference of English in the school top-down signs is shown by capitalizing, highlighting and using vivid inks or paints as well as using durable materials for long lasting presence of English in the LL. Though evidences show that there are spaces for bilingual and mixed languages in the schoolscape, the findings show that the general institutional infrastructure and the stakeholders through their language practices do not fully support and strengthen the multilingual speakers of the area as well as the general goal of language policy on multilingualism promoted by the Department of Education.