

From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon

Persieus S. Balog¹ and Emmanuel S. Gonzales¹

¹Far Eastern University, Manila, Philippines

Abstract: The study of linguistic landscape (LL) is a sociolinguistic approach that could be used to understand the diversity and power relations in a multilingual context. In the Philippines, there is a growing body of literature on describing the LL of certain local areas. However, the potentials of this LL as teaching resources have not yet been explored. This is one of the research goals of this study. Using Ben-Rafael et al.'s (2006) notion of top-down and bottom-up categorization of signs, Scollon and Scollon's (2003) concept of place semiotics and Borg's (2009) teaching cognition theory, this paper examines the LL of two rural areas in Quezon province and the underlying beliefs of teachers in the utilization of LL as teaching resources. Findings reveal that English occupies a hegemonic position in the LL of two rural areas in Quezon province. It indicates that both the government and private sectors give more value to English which poses challenges to the country's national language. Furthermore, the interview responses of teachers reveal positive and important insights in the utilization of LL as teaching resources. Overall, the linguistic landscape reflects the need to learn English to function in some rural areas in the province of Quezon.

Keywords: *Linguistic landscape, signs, multilingualism, place semiotics, teaching cognition*

1. INTRODUCTION

English as a global language “has unprecedentedly spread and steadily become entrenched in different parts of the world” (De Los Reyes, 2014, p. 25). The dominance of English in the Philippines has a very long history, particularly when the country has generally embraced a bilingual policy in which the languages of the government, education, media, and commerce are Filipino and English. In addition, Martin (2012) presents that Filipino, although widely perceived as Tagalog, is considered as a language of unity and a symbol of national identity, while English is not only recognized by Filipinos as global language but is also deeply rooted in their past as the language of colonial America (as cited in De Los Reyes, 2014). Hence, the linguistic landscape of the Philippines would be dominantly, “bilingual” (Landry & Borhis, 1997, p. 26), since the studies of Lock (2003), Curtin (2009), Lanza and Woldermarian (2009), Rosendal (2009), Stroud and Mpendukana (2009), Lin (2010), Papen (2012), Taylor-Leech (2012) reveal that the use of English in linguistic landscapes may be robust, but the dominant local languages in the focused areas in these studies also show “active competition” with English (De Los Reyes, 2014).

The implementation of Mother Tongue-Based Multilingual Education (MTBMLE) and K-12 Curriculum in 2012 has created dilemmas to teachers' instructional practices. There had been

Corresponding author: persieus1989@gmail.com

Published by IJASE

<https://ijase.org>

several debates in the Philippines as to whether it is justifiable to revise the basic education curriculum.

The “disadvantages” (Alberto, Gabinete, & Ranola, 2014) of the implementation of the MTBMLE are all linked to the scarcity of instructional materials which hinder the enhancement of the teaching of the macro-skills (listening, speaking, reading and writing) of the learners. These instructional materials are teaching resources that may include not only textbooks utilized inside the classrooms, but also “out-of-school texts” (Hewitt-Bradshaw, 2014). Linguistic Landscapes can be sources of these “out-of-school” texts as they are found everywhere and include language used in a community – the heard and spoken word, as well as the represented and displayed (Shohamy & Gorter, 2009, as cited in Hewitt-Bradshaw, 2014). As Hewitt-Bradshaw (2014) discusses that “incorporating linguistic landscapes... in the process of education provides diverse opportunities to link language and culture, and indigenize educational resources to motivate and extend student learning (p. 172).

1.1 Linguistic Landscapes in the Philippines

Few studies have contributed to the existing literature on the dominance of English in the Philippines through a nuanced understanding of the position of the language in the country using conceptual lenses of linguistic landscape (LL) studies.

Ambion (2013) studied the linguistic landscape of Amadeo, a place in Cavite known as the Coffee Capital of the Philippines. His analysis revealed that English was prominent in the LL of Amadeo, and it was used alongside Amadeo dialect, Tagalog and Spanish. Further, people use the combination of Tagalog, Spanish and English in their product labels to attract not just the locals, but also the international markets. This practice gives sophistication to the coffee brand of Amadeo. Moreover, Ambion (2013) concluded that the use of Amadeo dialect in the signs and products is a way to preserve the town’s culture.

Furthermore, De Los Reyes (2014) investigated the LL of two train stations in Metro Manila. Findings reveal that English is used to exact two forms of “order” one that makes readers “follow order” such as proper behaviors in train stations, and another that encourages readers to “make order” like buying of food in commercial establishments in the areas. The effectiveness of English in purporting these “orders” (p. 44) among Filipinos may be explained by the positive attitude of Filipinos toward Americans.

Additionally, Astillero (2017) investigates the LL of one public secondary school in Irosin, Sorsogon, Philippines. The study reveals that 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 linguistic landscapes. Though evidences show that there are spaces for bilingual and mixed languages in the schoolscape, the findings reveal 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.

By the same token, Magno (2017) explored and analyzed the LL of five universities offering communication programs in Cebu City, Philippines. Analysis shows that despite the use of bilingual signage, English dominates the LL of the five institutions, hence creating a more reserve and formal ambiance.

Moreover, Jazul and Bernardo's (2017) study which examined the LL of Binondo, Manila's Chinatown found that English occupies a hegemonic position in the LL of Binondo Chinatown, and this dominance challenges the presence of Filipino, the National Language. Additionally, the use of Chinese is not primarily for communication but for commercial purposes to engender some sense of authenticity and cultural identity in relation to the Chinese culture, thus creating a transnational space for Binondo Chinatown to function as a cultural destination.

Correspondingly, Eclipse and Tenedero (2018) investigated the LL of Manila Central Post Office. Findings reveal that despite the existence of Executive Order 335 mandating the use of Filipino language in government offices, English remains the dominant language of the signs. Therefore, researchers suggest the need to revisit the government language policy.

Based on the mentioned studies, it is suggested that future undertakings in the LL of the Philippines could observe those residential areas where LL research is limited. It would be of great interest to do a comparative study as the investigation of LL in the Philippines is still fertile.

1.2 Linguistic Landscape as Teaching Resources

Due to several studies conducted in LL, researchers have been interested in investigating how LL can be used as teaching resources in language learning.

Hewitt-Bradshaw's (2014) paper applies aspects of the concept of LL to Caribbean Creole language environments, and discusses a range of texts that can inform teacher classroom pedagogy and the design of teaching resources in language and literacy education. More specifically, the paper explores how public, out-of-school texts can be utilized in school settings to develop students' critical language awareness and increase their communicative competence. An important part of the process is a pedagogical approach that allows students to recognize public space as an arena in which different players, such as advertisers, politicians, and businessmen, exercise influence in ways that are often hidden or covert.

Moreover, Aladjem and Jou's (2016) paper describes an approach for contextual informal foreign language learning supported by mobile devices and social media. The findings suggest that this approach holds the potential to increase learner awareness of language learning opportunities, thus supplementing formal learning and encouraging continuous learning. They discuss that using the linguistic landscape as a learning space, may facilitate language learning.

Mahemuti's (2018) study examined the impact of LL on international students, and students' perceptions of their own and other cultures, motivation and needs. It was found that international students are aware of the multilingual LL around them, and believe it can be used as a tool to increase their language awareness, improve social interaction, and represent their identities. Lastly, it was discovered that multilingual LL has a positive impact on the students in an educational setting.

Furthermore, Dumanig (2015) examined the use of LL as pedagogical resource in teaching and learning English in Al Buraimi, Oman. Findings show that classroom activities specifically

learning English can be extended to the streets of the learners' community because learning does not only happen within the four corners of the classroom.

Ahmad (2016) discussed how LL can be used in teaching linguistic diversity. In his paper, he explained how ordinary public signs collected by some students and teachers can be used as teaching resources in discussing linguistic diversity, socio-cultural aspects of language and language policies. He highlighted that the use of LL in teaching could help in creating a student centered learning environment and enhance the critical thinking skills of the students.

Additionally, Barrs (2020) investigates how Japanese linguistic landscape could help in learning English and generating topics for a graduation thesis. Framed within Project-Based Learning Approach to education, students were engaged directly in examining critically their LL. Results of the study showed that students became more aware of their LL and its use in their pursuit of language learning. Barrs (2020) concluded that LL offers a rich learning space beyond the walls of the classroom.

In the Philippines, there is a growing body of literature on describing the LL and functions of a language in certain local areas. However, the potentials of LL as teaching resources have not yet been explored. This is the research gap that the present study would like to address.

1.3 Theoretical Framework

In order to address the research questions in this study, this paper employed the notion of Top-Down and Bottom-up signs distinguished by Ben-Rafael et al. (2006). According to Ben-Rafael et al. (2006), all government signs are considered as *top-down signs*; whereas commercial signs are classified as *bottom-up signs* (p. 10).

Moreover, this study utilized Scollon and Scollon's (2003) *Notion of Place Semiotics* in examining the signs in the chosen area. This framework is constituted by some key elements, i.e., *code preference*, *inscription*, and *emplacement*.

Code preference may be exhibited through the following—center-margin, top-bottom, left-right, and earlier-later, or other semiotic conventions (Ogasawara, 2005). Furthermore, *inscription* refers to the “physical materiality” (Ogasawara, 2005, p. 4) of language including the fonts and materials. Additionally, *emplacement* deals with the place where signs or images are located.

To determine the potentials of LL as teaching resources, Borg's (2009) *Teaching Cognition Theory* was applied. Teacher Cognition framework is divided into four parts—schooling, professional work, contextual factors, and classroom practice including practice teaching. These factors play a pivotal role in teachers' life, mainly because teachers are decision makers responsible for learning processes inside the classroom (Borg, 2005). Drawing from this theory, the present study seeks to determine teachers' language teaching resources and familiarity with linguistic landscape and its potential in language teaching. This is done by interviewing some teachers in a private school Quezon.

1.4 Research Questions

Corresponding author: persieus1989@gmail.com

Published by IJASE

<https://ijase.org>

This study seeks to investigate and examine the potentials of linguistic landscapes as resources in English Language Teaching in some rural areas in the Province of Quezon.

Specifically, this study attempts to answer the following questions:

1. What language is dominant in the signs found in the public space of two rural areas in Quezon?
2. What are the underlying beliefs of teachers in some rural areas in Quezon in the utilization of linguistic landscapes as teaching resources?

II. METHODOLOGY

Study Locale

Lucena Grand Central Terminal and Atimonan Feeder Port are the study locale of the present research. Lucena Grand Central Terminal is located in Barangay Ilayang Dupay Lucena, City. It is home to several lines of buses that carry commuters over Quezon Province and neighboring towns and cities in the CALABARZON and Bicol regions (Lucena Grand Central Terminal: Transport and Fares, 2019). Atimonan Feeder Port is located in Atimonan, a coastal municipality of Quezon Province, and it is home to several shipping lines that carry commuters in different parts of the country (FindGlocal, n.d.).

These two places have been purposively chosen as the locale of the study due to the fact that they are considered as the melting pot of the area where local and foreign tourists and natives interact. Due to thousands of commuters and tourists arriving and leaving, it makes the bus station and seaport populated everyday and people in turn are exposed to the LL of the areas. More so, Quezon Province has more Tagalog language speakers than the nearby provinces, hence making it an interesting place to investigate regarding the language hegemony in LL.

Research Design

This study employs quantitative and qualitative method in analyzing the data. The primary data for this research are photos of public signs in the bus terminal and sea port in Quezon and the teachers' answers from the interview. The quantitative aspect focuses on the number and frequency distribution of signs based on the language use. Meanwhile, the qualitative approach is used in content analysis of the signs and answers of some teachers from the interview.

Data Gathering

The public signs from the two rural areas (bus terminal and port area) in Quezon were photographed. A total of 30 signs were collected. To systematize the data collection, the following criteria for choosing the signs were followed: (1) the signs are posted at a location where a passerby could see; (2) the signs are in area in a standard definable signs or could be easily seen; (3) if same signs are posted in different locations, they will be counted as one. Additionally, following Cenoz and Gorter's (2006) categorization of commercial establishments, commercial establishment is taken as one unit of analysis regardless of the number of signs posted.

Interviews are vital in determining the teachers' underlying beliefs on the utilization of linguistic landscapes as teaching resources. Therefore, the researchers seek the permission to conduct an interview in International School for Better Beginnings located near Lucena Grand Central Terminal. Prior to interview, a letter of request for interview was provided. The respondents of the interview were English teachers who have been in teaching profession for several years.

Data Analysis

To answer the first research question, the collected signs were categorized according to top-down and bottom-up following Ben-Rafael et al.'s (2006) distinction, i.e., government or official for the former and private, nonofficial, commercial signs for the latter. After categorizing, they are classified according to the languages used: *Filipino Only*, *English Only*, and *English-Filipino Codemixing*. It should also be noted that all Roman script with English lexicon, syntax, and orthography are considered English.

The second categorization of signs was according to their textual genre or type of sign and was classified according to language used. This was done to identify what language is often attributed to each type of text. Then, the signs were evaluated using Scollon and Scollon's (2003) Place Semiotics. The predominant language and secondary language in English-Filipino Codemixing signs were identified and subsequently counted according to the number of occurrences.

Furthermore, to answer the second research question, the sample linguistic landscapes were shown to the teachers, and they were asked about their familiarity with linguistic landscape, language teaching resources, and underlying beliefs about linguistic landscapes as teaching resources in English Language Teaching in some rural areas in the Philippines.

III. RESULTS AND DISCUSSION

In this section, the language used evident in the signs in two rural areas, i.e., bus terminal and port area, in Quezon Province is presented. Additionally, it shows the findings on the underlying beliefs of teachers in the utilizations of linguistic landscapes as teaching resources.

3.1 Language used in Top-down and Bottom-up Signs

Corresponding author: persieus1989@gmail.com

Published by IJASE

<https://ijase.org>

The overall frequency of language used evident in the signs in two rural areas in Quezon is presented in table 1.

Table 1

Language used in signs in two rural areas in Quezon Province

Category	Top-Down	Bottom-Up	Total
Filipino Only	2	1	3
English Only	12	8	20
English-Filipino Codemixing	4	3	7
Total	18	12	30

Table 1 shows that the frequency of top-down signs is slightly higher than the bottom-up signs. This may indicate that the government and private sectors almost share the same amount of power in the LL. Nevertheless, despite the minimal differences between the frequencies of top-down and bottom-up signs, it could be inferred that government sector still emerges as more powerful than private sectors as shown in table 1. This is probably due to the fact that the government still has to manage rules and regulations in bus terminal and sea port investigated in the study to keep the peace and order. Correspondingly, the significant frequency of bottom-up signs may be due to the fact that within the bus station and sea port, there is much space for commercial establishments that sell foods and refreshments providing the needs of hungry people in the area which is evident in Picture 1.



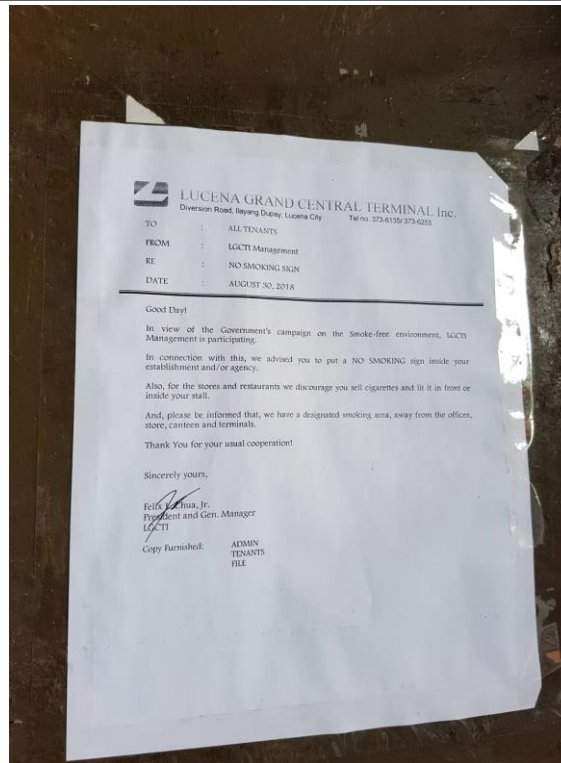
Picture 1

Moreover, results of the study reveal that English is the most preferred language used both in top-down and bottom-up signs in the LL of Quezon, which are also reflected in the related local studies (Ambion, 2013; De Los Reyes, 2014; Astillero, 2017; Magno, 2017; Jazul & Bernardo, 2017; Eclipse & Tenedero, 2018). Additionally, table 1 shows that English-Filipino codemixing signs ranked second, while Filipino only signs ranked third. The dominance of English in bottom-up and top-down signs indicates that English holds a hegemonic position in the LL. It is not a surprise because English has been part of Filipino culture and educational system since the country had been colonized by the Americans.

Furthermore, the analysis shows that English in top-down signs has been used in giving instructions, reminders and announcements, thus creating a more formal and serious tone in the LL. This is evident the pictures below.



Picture 2



Picture 3



Picture 4

In pictures 2, 3 and 4, English is used to convey important messages to the readers or audiences of the LL. In picture 2, the no smoking sign is accompanied by EO No. 26 highlighting the law and penalty. By the same token, picture 3 shows a memorandum from Lucena Grand Terminal Inc. stipulating the Government's campaign on Smoke-free environment. Lastly, picture 4 shows the exact date when the sea port in Atimonan Quezon was inaugurated. In the given samples, they show that English is deemed as the language of the government and a powerful tool to give order and inform people. Findings of the analysis yield the same results with the studies of De Los Reyes (2014), Astillero (2017), Magno (2017), Eclipse and Tenedero (2018) where they highlighted the power of English in giving instructions and reminders.

In addition, English is deemed as the preferred language in bottom-up signs which can be seen in pictures 5 and 6. Perhaps, the owners of commercial establishments would like to use the function of English to attract possible local and foreign customers. Ambion (2013) stated in his study that many entrepreneurs use English in marketing and advertisements purposes to add sophistication to their products (p. 225). This may explain the dominance of English in bottom up signs in Quezon Province.



Picture 5

Also, it is interesting to note the presence of Philippine English (PE) in picture 6 where it says CR or comfort room, the local term of toilet in the Philippine variety of English. The presence of PE in bottom up signs reflects how English evolves in Philippine soil. In many years, Filipinos embraced English and created their own variety to adapt to their own context. Hence, PE emerged which is evident in the LL of Quezon Province.



Picture 6

Furthermore, English-Filipino codemixing sign is also present in top-down and bottom-up signs which ranks second to English only signs as presented in table 1. The occurrence of bilingual signs is common in countries where English is one of the official languages such as the Philippines (Jazul & Bernardo, 2017). Examples are given below.



Picture 7



Picture 8

Additionally, analysis reveals that Filipino is the least preferred language in top-down and bottom-up signs. This may indicate that both the government and private sectors give much importance to English than Filipino. This can be seen in the given pictures below.



Picture 9

It says taking a shower and washing of feet are not allowed.



Picture 10

Picture 10 displays the name of some famous Filipino foods – Goto (Filipino version of Congee, Mami (Filipino noodle soup), Lugaw (Filipino porridge).

3.2 Place Semiotics

To further analyze the language preference in the LL of two rural areas in Quezon, Scollon and Scollon's (2003) place semiotics was used.

Analysis of code-preference reveals that English is given much importance in top-down and bottom-up signs not just in English only signs, but also in English-Filipino codemixing signs. In English only signs, English words, phrases and sentences are written in the center and almost cover the entire signs. Moreover, the preference of English is also present in English-Filipino codemixing signs where English words dominate the Filipino words in terms of number of words and placement of words in the signs. By the same token, the analysis of inscription, i.e., “physical materiality” (Ogasawara, 2005), shows that English is the preferred language both in the English only signs and English-Filipino codemixing signs where English words are written in different colors, big font sizes and bold letters (See Pictures 5,6,7,8). In terms of materials used, most of English top-down and bottom-up signs were made of tarpaulin, plastic and metal. The use of durable materials in English only signs indicates that these signs are intended to be displayed for a long period of time. However, when it comes to bulletin boards where memos and news are to be displayed (See Picture 3), they only use papers. Hence, they can easily change the information in bulletin boards for some updates. In terms of emplacement, most of the English only signs and some English-Filipino codemixing signs are placed in conspicuous locations. This shows the dominance of English in the LL of bus terminal and sea port in Quezon.

Corresponding author: persieus1989@gmail.com

Published by IJASE

<https://ijase.org>

Divulged by Bangayan- Manera (2020), on the other hand, most of the Filipino only signs are written in papers, cartons and other short-lived materials. Additionally, they are posted in inconspicuous places such as toilet and table alongside foods (See Pictures 9 and 10), thus making Filipino language appear less important in the LL.

Overall, results of the study reveal that English dominates the LL of two rural areas in Quezon Province. Since the two areas investigated are considered as melting pot, where local and foreign tourists and natives interact, the use of English in bottom-up and top-down signs is needed. This indicates that the linguistic landscape reflects the need to learn English to function in some rural areas in the province of Quezon especially when dealing with local and foreign tourists due to its global power (Tupas, 2008). Nonetheless, this phenomenon poses challenges to Filipino, the country's national and official language, as it appeared to be "devalued and undermined" (Jazul & Bernardo, 2017) in the LL of two rural areas of Quezon. This is evident in the low frequency, material used and location of signs written in Filipino.

Two factors could be cited to explain the language hegemony of English. The first is the bilingual policy of the country making Filipino and English as the official languages of the government, education, media and commerce (De Los Reyes, 2014). The second is President Gloria Macapagal Arroyo's English-only bill to make English as the primary medium of instruction in all schools (Jazul & Bernardo, 2017). These two language policies may have strengthened the position of English in the country; hence, the dominance of English is evident not just in the LL of Quezon province, but also in other parts of the country as stated in the related literatures cited in this study. At present, the government has implemented the Mother-Tongue Based Multilingual Education (MTB-MLE) to empower local languages in the Philippines (Malone, 2007). With its implementation, there could be a possibility that other local languages will be given equal opportunity or position with English in the LL of the country in the coming years.

3.3 Underlying Beliefs of Teachers in some Rural Areas in Quezon in the Utilization of Linguistic Landscapes as Teaching Resources

Drawing from Borg's (2009) Teaching Cognition Theory, the present study seeks to determine teachers' language teaching resources and familiarity with linguistic landscape and its potential in language teaching. This is done by interviewing some teachers. The first question asked was to determine teachers' familiarity with linguistic landscape. Below are the responses of teachers.

Teacher 1

The English language has been considered as the universal language of the world, thus making a large proportion of the planet to be either bilingual or multilingual. As a language teacher, the term linguistic landscape is new to me. It is a new face of language acquisition.

Teacher 2

I am not very familiar with the use of Linguistic Landscape in teaching language. Maybe I am using it already, but I am not labeling it as teaching resource.

Teacher 3

I am not that familiar with linguistic landscapes. However, reading your background of the study and some related literature, I think that it has something to do with the use of English language in various landscapes/settings in the community which somehow cross-over with their cultural understanding.

Teacher 4

Linguistic landscapes are signage, especially, in public places, wherein we use translations for easy understanding.

Teacher 5

I'm not that familiar with linguistic landscapes. Maybe, I'm using it already, but I don't know that I'm using it.

Teacher 6

I am not really familiar with Linguistic Landscapes. This is the first time I heard of these terms. From what I have read, linguistic landscapes refer to the use of the English language as the medium of signs inside and outside the classroom.

The given answers of teachers show that they are not familiar with LL. All of them heard this concept for the first time. As stated by De Los Reyes (2014), Jazul and Bernardo (2017), and Eclipse and Tenedero (2018), the concept of LL in the Philippines is relatively new. This could explain the reason why teachers are not familiar with LL.

The second question asked was to know the sources of their language teaching, e.g. textbooks, research articles, internet data, and other teaching resources. Answers are given below.

Teacher 1

Teaching the language is a very tasky job for it requires a lot of preparations. There are many sources that a teacher may utilize in order to present the topic. It could either be in a form of written texts like textbooks or magazines or multimedia like video clips or audio clips.

Teacher 2

The sources of my language teaching are textbooks, seminars, research articles, internet sources, authentic resources, videos and other multimedia.

Teacher 3

I am teaching the English language using textbooks, research journals, texts coming from the media, and other materials such as newspaper and magazine.

Teacher 4

I am using textbooks and internet data.

Teacher 5

Textbooks, seminars and workshops.

Teacher 6

I use as much as every source I have because I believe that I'm still not a master of the English language.

All respondents stated that they use textbooks, research journals, internet, multimedia, and other teaching resources available to them. No one mentioned LL as teaching resources. Correspondingly, the third question asked was whether they use LL as linguistic resources or not and their underlying beliefs regarding the utilization of LL as teaching resources.

Teacher 1

I may (unconsciously) or may not (I have actually no idea what it is though.) use it inside the classroom. However, I believe that using LL as linguistic resources would be really helpful for my students.

Teacher 2

I believe it can be a good way to teach language and nowadays it can be easily adapted by teachers and learners. "Multilingualism" is an essential tool in learning language and culture within locality. I may not be aware that I'm using it already.

Teacher 3

I don't think I am already using it because I am not that familiar with linguistic landscape. However, I believe that it can be a good resource to teach the English language for it may provide contextualized knowledge among the learners based on their setting/situational context.

Teacher 4

Just for few times since I started teaching last 2017. But I think LL is an effective way to teach language to students.

Teacher 5

No. I'm not that familiar, but I'm willing to learn and use LL in my classes. It has a lot of potentials.

Teacher 6

I may use the LL unconsciously, but I am not familiar with the term. I'd like to learn more about LL and use it as linguistic and teaching resources.

The answers of teachers from first to third questions are consistent. It shows that they have limited knowledge of the concept of LL. In the third question, some teachers said that they might have already used it; however, they were just not conscious or aware of it. Nevertheless, based on the interview, teachers have positive insights regarding the utilization of LL as teaching resources. Teacher 2 emphasized that LL could be a good way to teach language because it can easily be adapted in school setting. She further explained that multilingualism in LL could help in learning language and culture in a specific context. Additionally, teacher 3 highlighted the potentials of using LL as teaching resources, for it may provide contextualized knowledge among the learners based on their setting.

Multilingualism and contextualized knowledge were given emphasis in the responses of some teachers. They are important in teaching, so that students may have authentic learning experiences in their classes. Furthermore, the responses of teachers indicate that despite having limited knowledge of the concept, these teachers are aware of the potentials of LL as linguistic and teaching resources. Based on Borg's (2009) Teaching Cognition Theory, the positive view of teachers regarding the utilization of LL in language teaching is important mainly because teachers, being thinking decision-makers, play a pivotal role in planning and designing their lessons in class. Hence, teachers may adopt the concept of LL and use it in planning the lessons and activities for their students which may also address the "disadvantages" (Alberto et al. 2014) of the implementation of the MTBMLE that are linked to the scarcity of instructional materials specifically designed for the students' context.

Furthermore, several studies (Hewitt-Bradshaw, 2014; Dumanig, 2015; Aladjem & Jou, 2016; Ahmad, 2016; Mahemuti, 2018; Barrs, 2020) have shown the potentials and significance of LL as linguistic and teaching resources. They have stated that learning a language particularly English is not limited in four corners of a classroom. Activities may be extended to the streets of the learners' community for them to be able to have contextualized knowledge of the target language or L2 that they are learning and expose themselves to multilingualism present in their context.

Similarly, to show how students can learn and benefit from signs posted in their area, Hewitt-Bradshaw (2014) elucidates in her paper the significance of LL as language learning and literacy resources. According to her, (a) LL as an educational tool engages students in authentic literacy activities that extend beyond the classroom; (b) the use of environmental print and signage

is classrooms has the potential to increase effectiveness of programs aimed at improving literacy levels on national scale; (c) it fosters a culture of inquiry and innovation in teaching contexts where indigenous languages compete with global language such as English; (d) LL helps the students learn to understand their history and culture, of which their indigenous language is a part; (e) it develops students awareness of the role that different languages or dialects play in the social communication network; and lastly, (f) it helps the students develop their critical thinking skill.

In addition, teachers may use language awareness approach in their classes to help students learn and benefit from signs posted in their environment. According to Hewitt-Bradshaw (2014), “language awareness refers to the consciousness about language form, structure, and function” (p. 162). This approach may help students be conscious about the language diversity and hegemony in their community. Perhaps, what teachers can do to use language awareness approach in their classes is they may ask their students to take pictures of signs in their community and give students divergent questions that would require them use their higher order thinking skills. In this regard, students could develop not just their language skills, but also their analytical and critical thinking skills.

IV. CONCLUSION AND RECOMMENDATIONS

Overall, results of the study reveal that English occupies a hegemonic position in the LL of two rural areas in Quezon province. It indicates that both the government and private sectors give more value to English which poses challenges to the country’s national language. More so, the linguistic landscape reflects the need to learn English to function in some rural areas in the province of Quezon. Furthermore, the interview responses of teachers reveal important insights in the utilization of LL as teaching resources. Despite having limited knowledge of LL due to the fact that this concept and area of research are relatively new in the Philippines, teachers recognize its potential as linguistic and teaching resources.

Nonetheless, the findings of the study have some limitations. Results of the analysis would have been better, if there had been more teachers participated in the study. In this research, only six teachers were interviewed primarily because preparation for school accreditation was ongoing when the interview was conducted. Perhaps, bigger number of participants and the use of survey questionnaire for statistical treatment of data may be considered for the future study. Hence, more varied insights could be elicited to enrich the discussion.

Findings of the study may have some implications to language policy and planning, ELT in the Philippines, and teacher education. In using LL as a resource for multilingual schemes of language policies, the language management agencies may be informed about contemporary methods in using public signs as an educational resource. Also, using LL as a pedagogical resource may also be instructive in determining the direct educational values of the public signs as well as their implicative nature in embodying the language policies. Further, some practical realizations that can be drawn from the study may present some implications in developing language teaching strategies. Lastly, language experts and curriculum designers may collaborate in designing and

integrating LL in the curriculum of college and university students pursuing language education and linguistics, so that they will have more knowledge on how to use LL as language and teaching resources in their classes.

This study shows that there is a need to further explore the use of LL as language and teaching resources in wider and bigger scale. In addition, ELT practitioners not just in Quezon province, but also in other parts of the Philippines, may start incorporating LL as teaching resources in their classes to examine the multilingualism and language hegemony in their environment. Hence, they may use this data for future studies using the lenses of LL and apply the results of their research to improve the language education in their area.

References

- [1] Ahmad, R. (2016). Teaching linguistic diversity through linguistic landscape. *Language and Language Teaching*, 5(9), 1-7.
- [2] Aladjem, R., & Jou, B. (2016). The linguistic landscape as a learning space for contextual language learning. *Journal of Learning Spaces*, 5.
- [3] Alberto, Rosario and Gabinete, Sunny and Rañola, Vanessa, Issues and Challenges in Teaching Mother Tongue-Based Multilingual Education in Grades II and III: The Philippine Experience (April 22, 2016). Available at SSRN: <https://ssrn.com/abstract=22768558> or <http://dx.doi.org/10.2139/ssrn.2768558>
- [4] Ambion, L. J. (2013). The linguistic landscape of Amadeo: A study of the presence of different languages in the public space. *Humanities and Social Sciences Review*, 2(2), 223-238.
- [5] Astillero, S. F. (2017). Linguistic schoolscape: Studying the place of English and Philippine languages of Irosin Secondary School. Retrieved from http://www.vnseameo.org/TESOLConference2017/materials/11_Susan%20Fresnido%20ASTILLERO_LINGUISTIC%20SCHOOLSCAPE.pdf
- [6] Bangayan- Manera, A. (2020) Doodle: Towards a Hermeneutical Appreciations of Jacques Derrida's Deconstruction. *The Asian EFL Journal*. 24(4.2) 191-204
- [7] Barrs, K. (2020). Learning from the linguistic landscape: A project-based learning approach to investigating English in Japan. *Electronic Journal of Foreign Language Teaching*, 17(1), 7-15.
- [8] Ben-Rafael, E., Shohamy, E., Hasan Amara, M., & 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.
- [9] Borg, S. (2009). Introducing language teacher cognition. Retrieved from

Corresponding author: persieus1989@gmail.com

Published by IJASE

<https://ijase.org>

<http://www.education.leeds.ac.uk/research/files/145.pdf>

- [10] Borgs, S. (2005). Teacher cognition in language teaching. In K. Johnson (Ed.) *Expertise in second language learning and teaching* (pp. 190-209).
- [11] Butac, S. (2021). A Comparative Study of Faculty Communication Satisfaction, Job Satisfaction and Productivity of Sectarian and Nonsectarian Private HEI's in Manila. *International Journal of Arts, Sciences and Education*, 1(1), 29–41. Retrieved from <https://www.ijase.org/index.php/ijase/article/view/4>
- [12] Calanoga, MC et al.(2020). English Performance of Students and their Participation to Extra Curricular Activities: Bases for Intervention Programs. *The Asian EFL Journal*. 27 (5.1), 415-429.
- [13] Cenoz, J., &Gorter, D. (2008). The linguistic landscape as an additional source of input in second language acquisition. *International Review of Applied Linguistics in Language Teaching*, 46, 267-287. doi:10.1515/IRAL.2008.012
- [14] Curtin, M. L. (2009). Language on display: Indexical signs, identities and the linguistic landscape of Taipei. In E. Shohamy, E. & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 221-237). New York, NY: Routledge.
- [16] 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 (AJELS)*. 2, 24-51.
- [16] DepEd Order 16, S. 2. (2012). Guidelines on the Implementation of Mother Tongue-Based Multilingual Education (MTB-MLE). Retrieved <https://www.deped.gov.ph/2012/02/17/do-16-s-2012-guidelines-on-the-implementation-of-the-mother-tongue-based-multilingual-education-mtb-mle/>
- [17] Dumanig, F. P. (2015). *Linguistic landscape as pedagogical resource in learning English as a foreign language*. Oman ELT Conference.
- [18] Eclipse, A. N., &Tenedero, P. P. P. (2018). The linguistic landscape of Manila central post office: A macro-linguistic analysis. *Asian Journal of English Language Studies (AJELS)*, 6, 157-176. Retrieved from <https://ajels.ust.edu.ph/wp-content/uploads/2019/01/6-The-linguistic-landscape-of-Manila-Central-Post-Office....pdf>
- [19] Gorter, D. (2013). Linguistic landscapes in multilingual world. *Annual Review of Applied Linguistics*, 31, 190-212.
- [20] Hewitt-Bradshaw, I. (2014). Linguistic landscape as a language learning and literary resources in Caribbean Creole contexts. *Caribbean Curriculum*, 22, 157-173.
- [21] Jazul, M. E. M.A., & Bernardo, A. S. B. (2017). A look into Manila Chinatown's linguistic

- landscape: The role of language and language ideologies. *Philippine Journal of Linguistics*. 48.
- [22] Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16(23), 23-49. Doi:10.1177/0261927X970161002
- [23] Lanza, E., & Woldermaria, H. (2009). Language ideology and linguistic landscape. In E. Shohamy, E. & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp.189-205). New York: Routledge.
- [24] Lin, P. (2010). Dissecting multilingual Beijing: The space and scale of vernacular globalization. *Visual Communication*, 9(67), 167-190.
- [25] Lock, G. (2003). Being international, local and Chinese: Advertisements on the Hong Kong Mass Transit Railway. *Visual Communication*, 2(2), 195-214.
- [26] Lucena Grand Terminal: Transport and Fares. (2019). Retrieved from <http://www.lucenahin.com.ph/lucena-grand-central-terminal-transport-and-fares/>
- [27] Magno, J. M. (2017). Linguistic landscape in Cebu city higher education offering communication programs. *Asian Pacific Journal of Multidisciplinary Research*, 5(1), 94-103. Retrieved from <http://www.apjmr.com/wp-content/uploads/2017/02/APJMR-2017.5.1.2.11.pdf>
- [28] Mahemuti, M. (2018). Linguistic landscape on campus: Asian college students' perceptions of multilingual learning environments. MA Thesis. State University of New York, Fredonia.
- [29] Malone, S. (2007). Mother tongue-based multilingual education: Implications for education. Retrieved from https://www.sil.org/sites/default/files/files/mtbmle_implications_for_policy.pdf
- [30] Martin, I. P. (2012). Diffusion and directions: English language policy in the Philippines. In E. Low & A. Hashim (Eds.) *English in Southeast Asia: Features, policy and language in use* (pp. 189-206). Doi: 10.1075/veaw/g42.16mar
- [31] Maryline, D. (2021). Enhancing The Reading Comprehension Skills Of Grade 4 Through Sandwich Approach. *International Journal of Arts, Sciences and Education*, 1(1), 1-14. Retrieved from <https://www.ijase.org/index.php/ijase/article/view/3>
- [32] Ogasawara, N. (2005). Review: Discourse/applied linguistics: Scollon & Scollon (2004). *linguist.org*. Retrieved from <http://linguistlist.org/issues/16/16-2276.html>



- [33] Olivera, L. C. (2021). Code-Switching In English Class: A Strategy In Boosting Learners' Confidence And Engagement. *International Journal of Arts, Sciences and Education*, 1(1), 15–28. Retrieved from <https://www.ijase.org/index.php/ijase/article/view/10>
- [34] Papen, U. (2012). Commercial discourses, gentrification and citizens' protest: The linguistic landscape of Prenzlauer Berg, Berlin. *Journal of Sociolinguistics*, 16(1), 56-80.
- [35] Rosendal, T. (2009). Linguistic markets in Rwanda: Language use in advertisements and on signs. *Journal of Multilingual and Multicultural Development*, 30(1), 19-39.
- [36] Scollon, R., & Scollon, S. (2003). *Discourse in place: Language in the material world*. London: Routledge.
- [37] Stroud, C., & Mpendukana, S. (2009). Towards a material ethnography of linguistic landscape: Multilingualism, mobility and space in a South African township. *Journal of Sociolinguistics*, 13(3), 363-386.
- [38] Taylor-Leech, K. (2012). Language choice as an index of identity: Linguistic landscape in Dili, Timor-Leste. *International Journal of Multilingualism*, 9(1), 15-34.
- [39] Tupas, R. (2008). Bourdieu, historical forgetting, and the problem of English in the Philippines. *Philippine Studies*, 56, 47-67.