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Introducing and Conceptualizing the Linguistic Landscape of Hispanic-Serving Institutions

Rob Troyer, Professor of Linguistics
Western Oregon University

Aug 2023

Organization

1) Linguistic Landscapes

Definition & Background

Example: Independence, Oregon



2) Schoolsapes

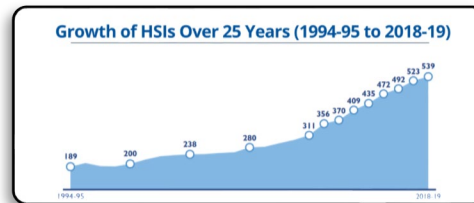
Definition & Background

Examples: K-12 School District,
Public 4-year University



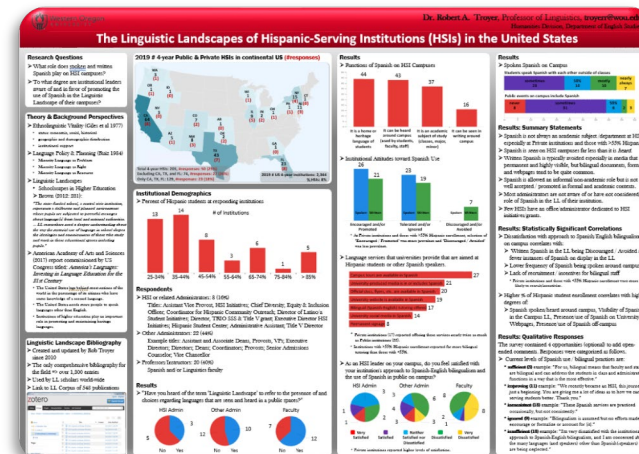
3) Hispanic-Serving Institutions

Definition & Background



4) Current Research

2022-23 Survey of HSIs



Linguistic Landscapes



the language/s emplaced and visible in public spaces:

advertisements, place names, shop signs, protest posters, warning labels, graffiti, bulletin boards, and online spaces



Linguistic Landscapes



multidisciplinary approaches to the functional and symbolic purposes and semiotic construction of linguistic landscapes

Linguistic Landscapes



Common approaches and topics

- Multilingual settings; Urban environments; Schoolscapes
- Ethnolinguistic vitality of minority languages
- Language Policy and Planning
- Minority Languages / International Languages
- Semiotic role of language in the public sphere
- Language ideologies
- Language teaching and learning



A brief history

**Linguistic
Landscapes
to LL**

- 1977-1997 Early work on public signage, not using the term ‘Linguistic Landscape’
- 1997-2006 Landry and Bourhis’ (1997) seminal article coining the term ‘Linguistic Landscape’ followed by other early studies
- 2006 Publication of special issue of *International Journal of Multilingualism* devoted to LL subsequently published as *Linguistic Landscape: A New Approach to Multilingualism*. Multilingual Matters
- 2008 First International LL Workshop, which subsequently grew into an influential annual conference resulting in several edited collections (2009, 2010, 2016, 2020, forthcoming)
- 2010 Publication of Jaworski and Thurlow’s collection *Semiotic Landscapes: Language, Image, Space*, which broadened the semiotic scope of the field
- 2015 Launch of *Linguistic Landscape: An International Journal* published by John Benjamins
- 2015-2022 Exponential growth in the field with an average of approximately 125 publications (articles, chapters, dissertations, monographs) per year

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¿Dónde Está el Español?

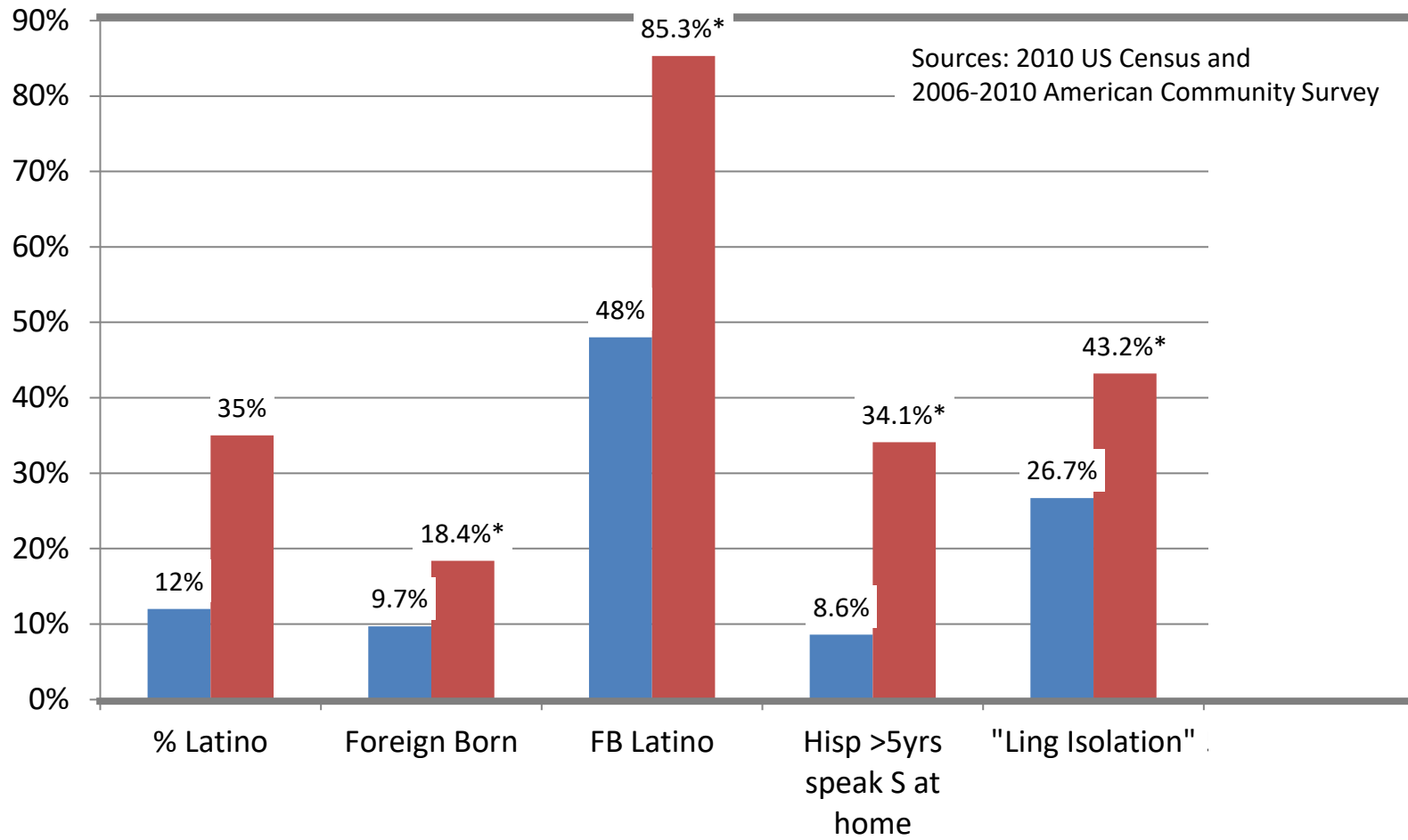
The Linguistic Landscape of Small-town America

Dr. Rob Troyer
troyerr@wou.edu
Dept of English, Writing, & Linguistics
Western Oregon University

American Association for Applied Linguistics
Conference: Dallas, TX
March 17, 2013

Dr. Carmen Caceda, Teacher Ed. Dept.; Dr. Patricia Gimenez, Spanish Dept.

■ Oregon
 ■ **Independence, Oregon** (pop. 8,590)



* Oregon statistics reliability values are +/- less than 0.1%, Independence statistics marked with * have greater variation.

Methodology

Quantitative

? What languages constitute the LL?

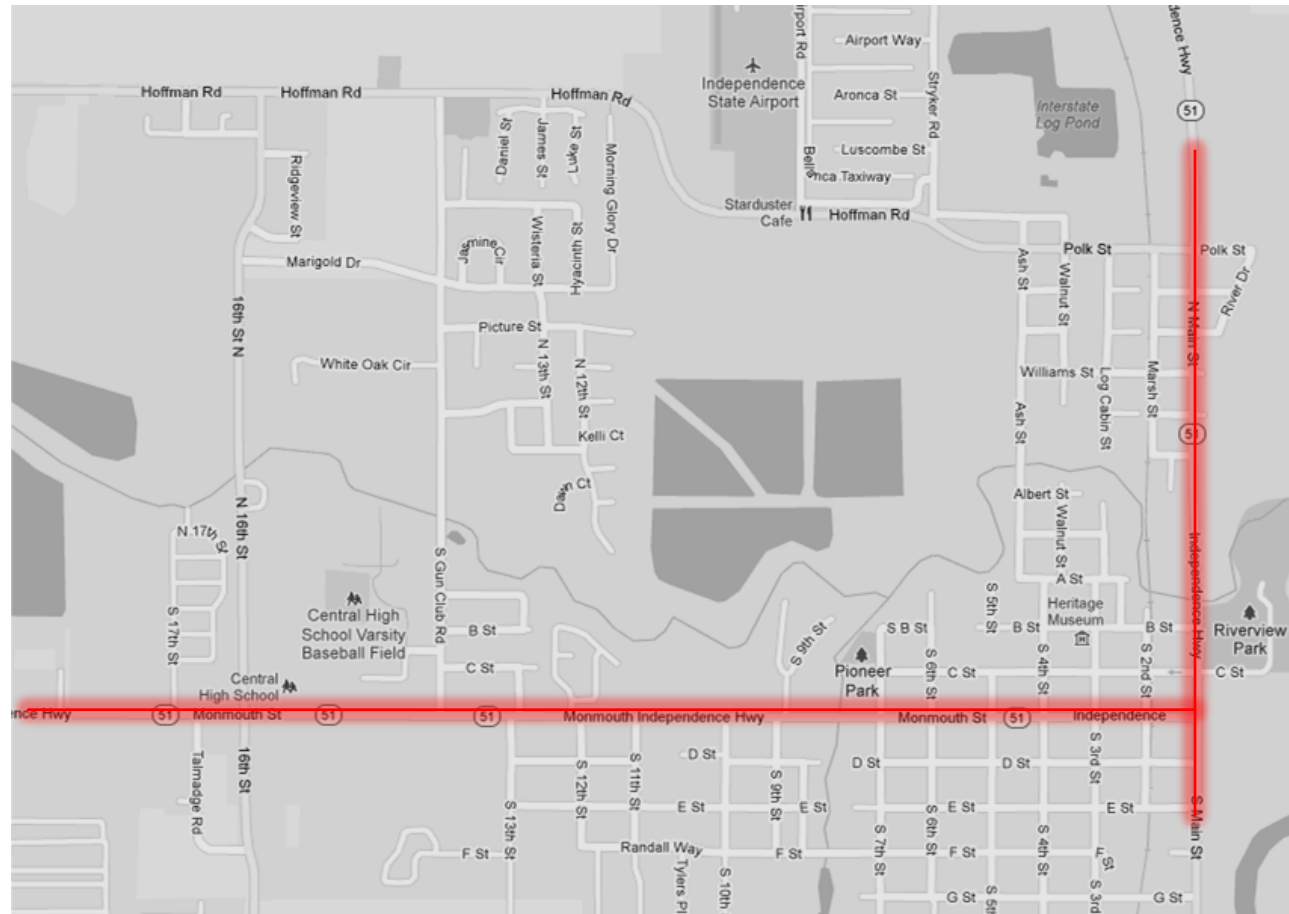
Photographed all signage along the two main streets

Qualitative

? How do different LL agents understand the role of Spanish in the LL?

8 Interviews: 4 Latino business owners,
2 non-Latino owners/managers (display Spanish),
1 non-Latino manager (no display of Spanish),
1 City Official

Independence, Oregon (pop. 8,590)



Quantitative Results

Total signage

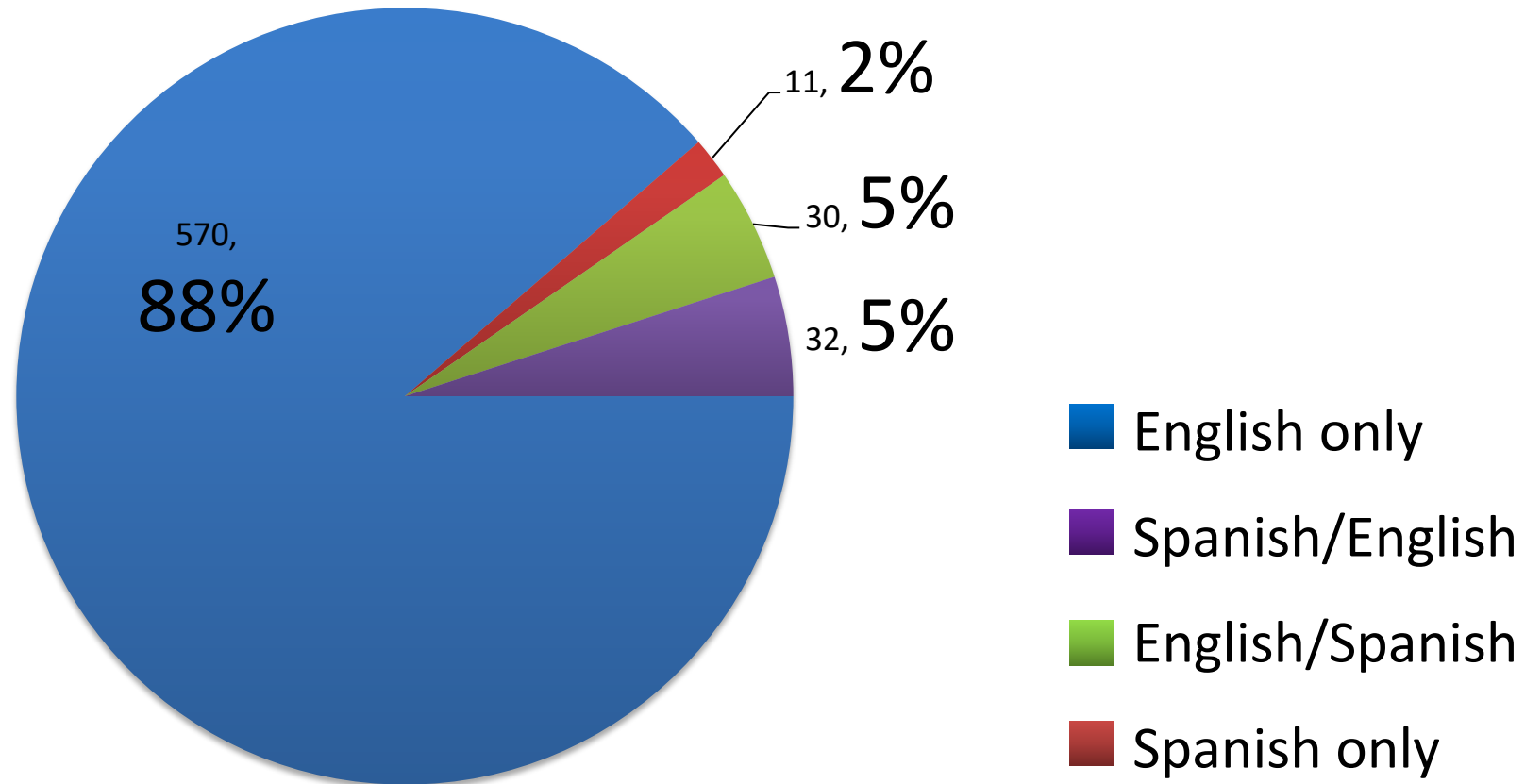
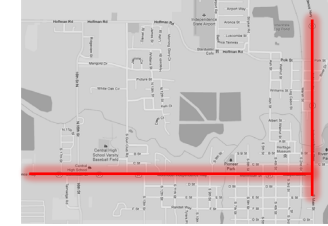
646 total signs, 457 unique signs, 187 entities



Quantitative Results

Total signage

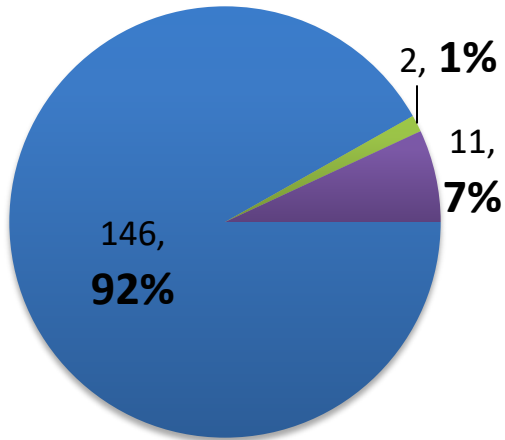
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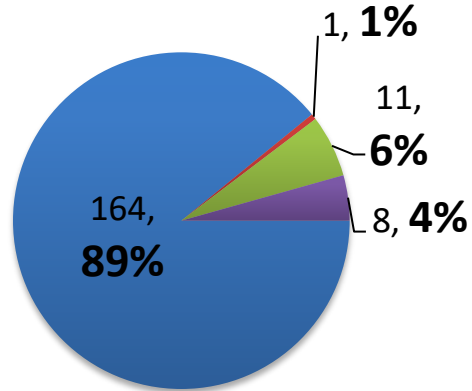
Language choice by type of entity



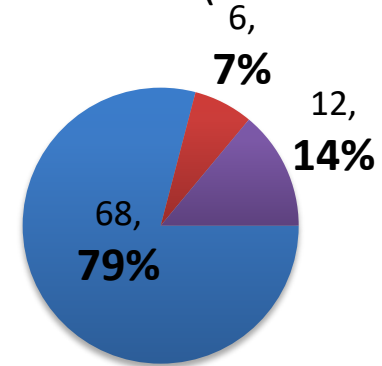
Services (58 entities)



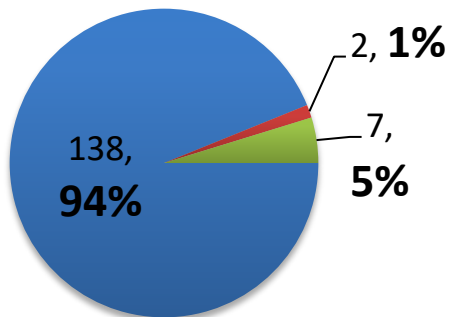
General Goods (39 entities)



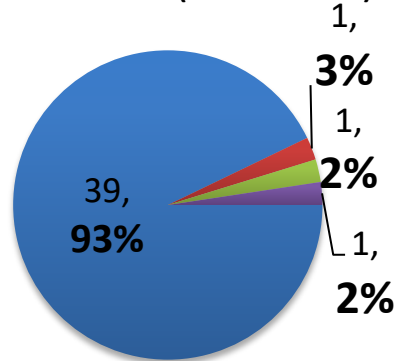
Restaurants (30 entities)



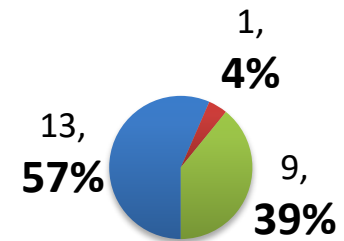
Non-commercial (29 entities)



Real Estate (28 entities)



Convenience Stores (3 entities)



English only

Spanish only

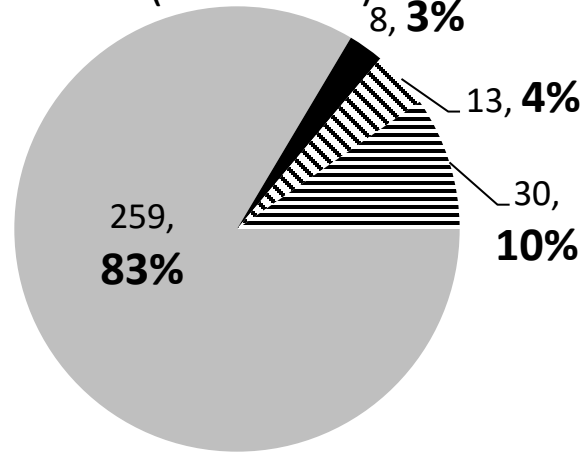
English/Spanish

Spanish/English

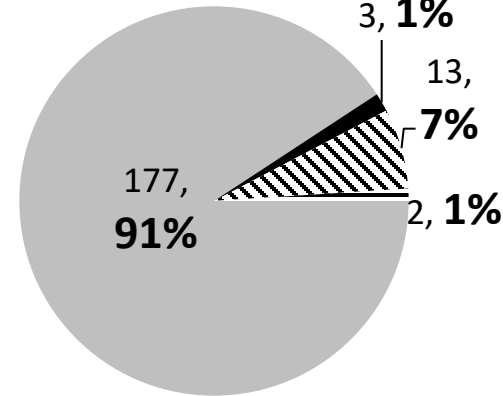
Language choice by power flow



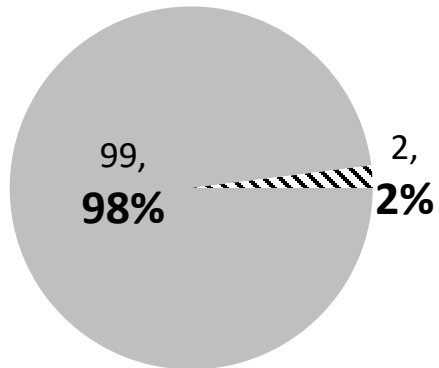
Local Business (121 entities)



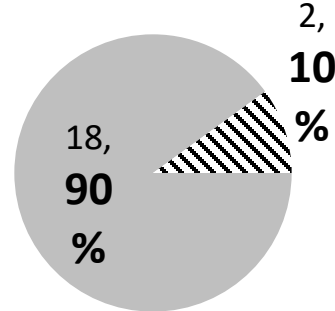
Companies/Franchises (42 entities)



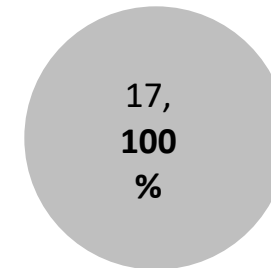
Government (1 entity)



Organizations (13 entities)



Individuals (10 entities)



English only
 Spanish only
 English/Spanish
 Spanish/English

Qualitative Results

Latino business owners

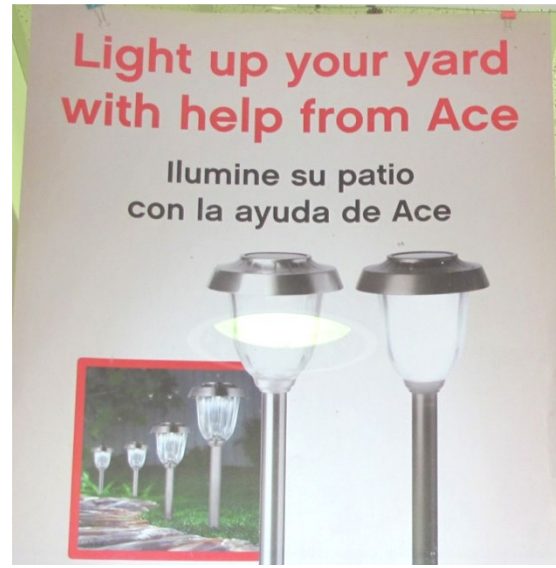
- Very conscious of the functional role of Spanish signs
- Very conscious of their symbolic role
- Unaware of the constitutive nature of the LL
- Reticence and fear of authority
- Denial vs. acknowledgement of discrimination against public Spanish



Qualitative Results

Non-Latino business owners/managers w/Spanish

- Very conscious of the function of Spanish signs
- Aware of the symbolic aspect of Spanish signs
- No consideration of the contribution of the LL to the town as a whole
- Waning discrimination against public Spanish



Qualitative Results

Non-Latino business manager w/o Spanish displayed

- Aware of the demographics
- Somewhat aware of functional role of Spanish
- Unaware of symbolic aspect
- Unaware of Spanish in the LL



Qualitative Results

City Government Official

- Very conscious of demographics
- Bilingual staff
- Bilingual mailings
- Actively seeking Latino community involvement
- Spanish in the media
- No awareness of Spanish in the LL

The only 2 government signs w/Spanish



Summary

- 11% of public signage included Spanish
- 17% of entities posting signage included Spanish
- Spanish primarily in 2 small geographic magnets/
sites of engagement (Norris and Jones 2005, Scollon 2001)
- Mexican restaurants, convenience stores, shops
selling Mexican goods
- Local business owners and national advertising vs.
local government and individuals

Conclusions

- LL reflects socioeconomic disparity
- LL agents perceive the functional and symbolic nature of the LL in very different ways
- LL agents are largely unaware of the role that the LL plays in shaping the public sphere and lived environment of the community
- Lingering presence of linguistic intolerance and racial and social prejudice combined with Hispanic's fear of immigration issues
- Optimism for and acceptance of multilingualism

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Children in the Linguistic Landscape

“[The linguistic] landscape provides [children] with information about the population of their neighborhood, it signals what languages are prominent and valued in public and private spaces and indexes the social positioning of people who identify with particular languages.”

“As children begin to move around their communities, interact with others and learn to read the signs that surround them, they attribute meaning to the public/authoritative discourses of their cities. They appropriate these discourses, transforming them to make them their own...”

Dagenais, Moore, Sabatier, Lamarre & Armand (2009)

Dagenais, Diane, et al. “Linguistic Landscape and Language Awareness.” *Linguistic Landscape: Expanding the Scenery*, edited by Elana Shohamy and Durk Gorter, Routledge, 2009, pp. 253–69.

Schoolscapes

“...an important educational factor in shaping identities and dispositions toward a regional culture that I term the ‘schoolscape.’ The schoolscape comprises the physical and social setting in which teaching and learning take place. It is the vital, symbolic context in which the curriculum unfolds and specific ideas and messages are officially sanctioned and socially supported in the school.”

Brown (2005)

“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.”

Brown (2012)

Brown, Kara D. (2005). Estonian schoolsapes and the marginalization of regional identity in education. *European Education*, 37(3), 78–89.

Brown, Kara D. (2012). The Linguistic Landscape of Educational Spaces: Language Revitalization and Schools in Southeastern Estonia. Gorter et al (Eds.). *Minority Languages in the Linguistic Landscape*, Palgrave Macmillan. pp. 281–98.

Schoolscapes

Recent collections

- Laihonen, Petteri, and Tamás Péter Szabó (Eds.). 2018. Special Issue of *Linguistics and Education*, vol. 44.
- Malinowski, David, et al., (Eds.). 2020. *Language Teaching in the Linguistic Landscape: Mobilizing Pedagogy in Public Space*. Springer Cham.
- Krompák, E., Fernández-Mallat, V., & Meyer, S. (Eds.). 2021. *Linguistic Landscapes and Educational Spaces*. Multilingual Matters.
- Niedt, G., & Seals, C. A. (Eds.). 2021. *Linguistic Landscapes Beyond the Language Classroom*. Bloomsbury.
- Malinowski, David, et al., (Eds.). 2023. *Spatializing Language Studies: Pedagogical Approaches in the Linguistic Landscape*. Springer.

Theme of LL13: Semiotic landscapes in educational spaces

Schoolscapes



Universität Hamburg

DER FORSCHUNG | DER LEHRE | DER BILDUNG

PROJEKT

KARTE

FORSCHUNG

VERANSTALTUNGEN

BERICHTE

TEAM

LL13



The 13th

Linguistic Landscape Workshop

semiotic landscapes in educational spaces

7 - 9 September 2022 | Universität Hamburg

2017: The American Academy of Arts and Sciences (AAAS) issued a report commissioned by the US Congress titled:

“America’s Languages: Investing in Language Education for the 21st Century”

- The ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century.
- The United States needs more people to speak languages other than English in order to provide social and legal services for a changing population.
- The study of a second language has been linked to improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills. The use of a second language has been linked to a delay in certain manifestations of aging.
- The United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language.

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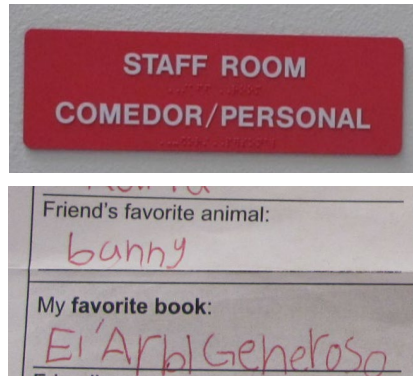
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Definition & Background

Examples: K-12 School District,



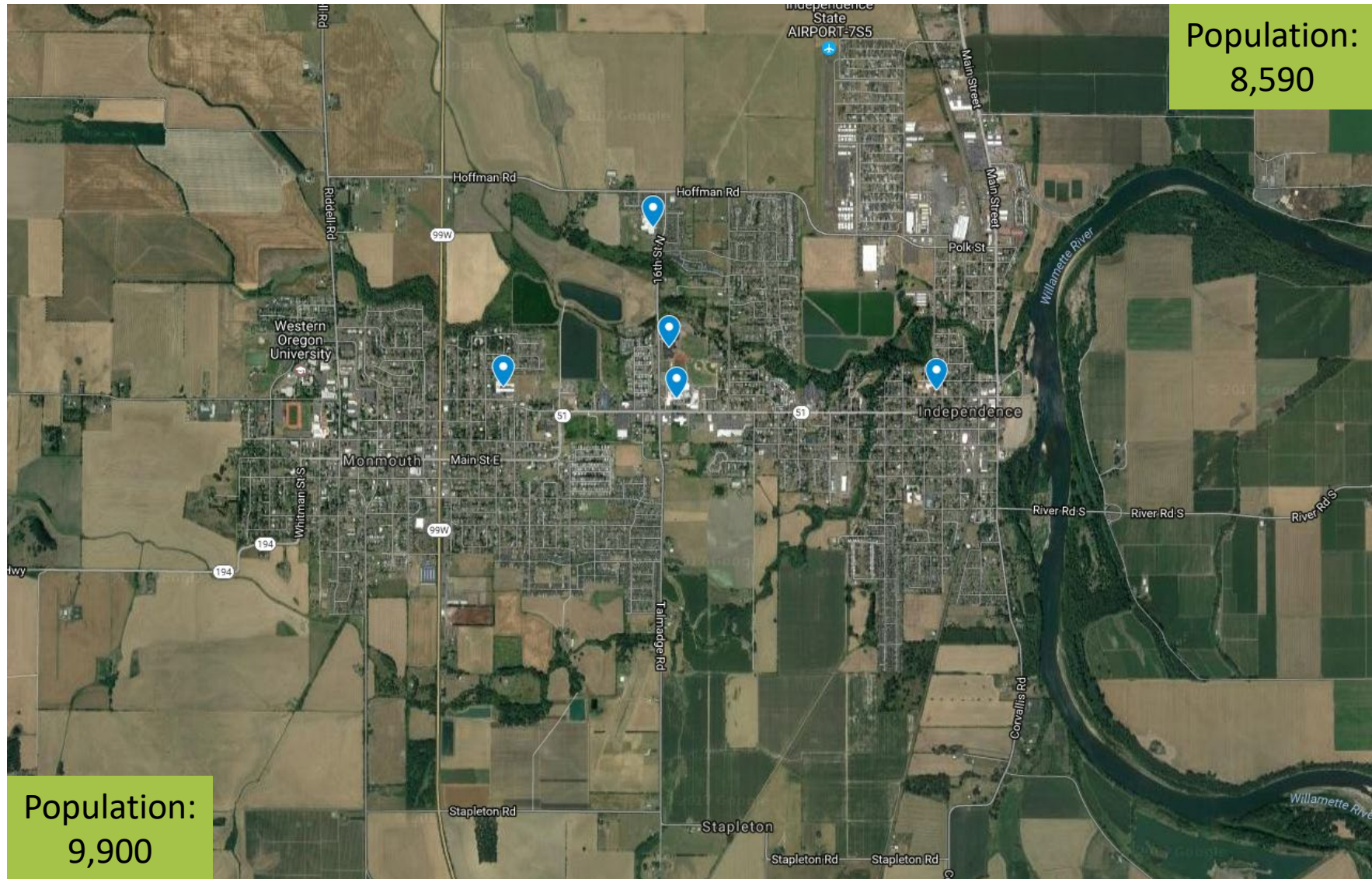
Spanish Across the Linguistic Schoolscape of an Oregon School District



Rob Troyer

Western Oregon University

Background: Central School District



Background: Central School District

Demographics (2014-15)

Total enrollment (5 schools): 3,480

Economically disadvantaged: 2,025

Ethnic Diversity

White: 2,862 (82%)

American Indian/Alaskan: 536

Black: 77

Asian: 65

Hawaiian/Pacific Islander: 34

English Learners (2014-15)

Elementary 1: 168 (28%)

Elementary 2: 170 (28%)

Elementary 3: 105 (17%)

Middle School: 103 (17%)

High School: 61 (10%)

ELD Program

K-3: Formerly, Early exit bilingual Now, English sheltered instruct.

4-5: Sheltered instruction (& ELD)

6-12: Sheltered instruction (& ELD)

Research Questions

- What is the functional distribution of items posted in the schoolscapes?
- How are different types of agency for shaping the LL of the schoolscape distributed among administrators, teachers, staff, parents, and students?
- What languages are used and how does this vary across functions, classrooms, and schools?
- How do the functions interact with language choice and agency to convey language ideologies and hierarchies that affect identity construction?

Methodology

Quantitative: Photographic overview of signage (fall 2016)

Elementary School 1:	225
Elementary School 2:	177
Elementary School 3:	122
Middle School:	63
High School:	460
Total:	1,047 signs

Qualitative: Interviews (audio and/or video) (fall 2016-winter 2017)

Teachers

Elementary 1: Kelsie (video tour of classroom and hall, 17 min)

Middle School: Linda (audio, 16 min)

Middle School: Betsy (video tour of classroom, 15 min)

Administrators

Elementary 2: Tracy (audio, 25 min)

High School: Kandice (audio, 31 min)

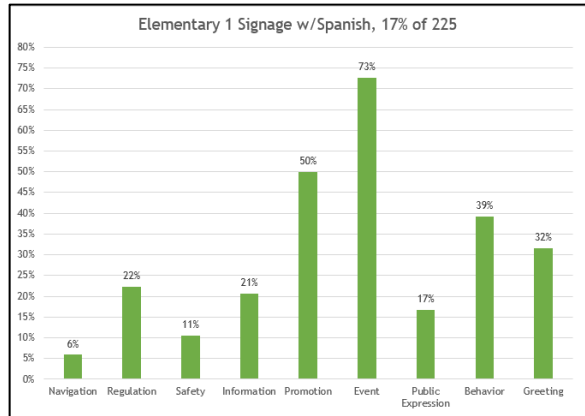
District Office: Elaine & Barbara (audio, 55min)

Functional Categories of Schoolscape Signage

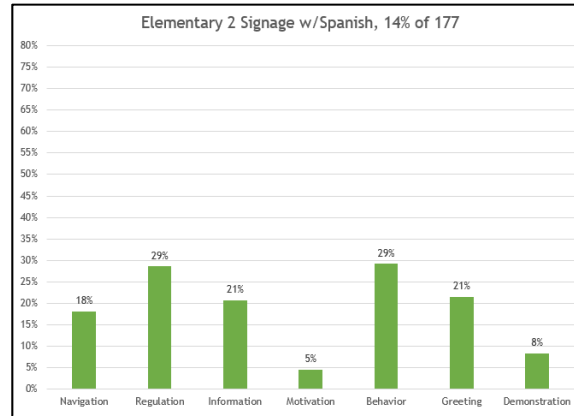
<u>Required</u>	<u>Interactive</u>	<u>Educational</u>	<u>Identity-marking</u>
Accessibility	Advertisement	Behavior	Award
Navigation	Event	Demonstration	Decoration
Regulation	Greeting	Information (S) (A)	Place-marking
Safety	+implicit Regulation	Instruction	Personal Expression
Warning	Promotion	Motivation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

Results: Overview signage w/Spanish

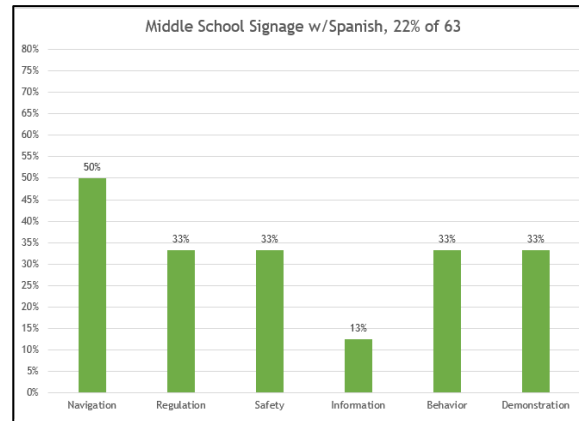
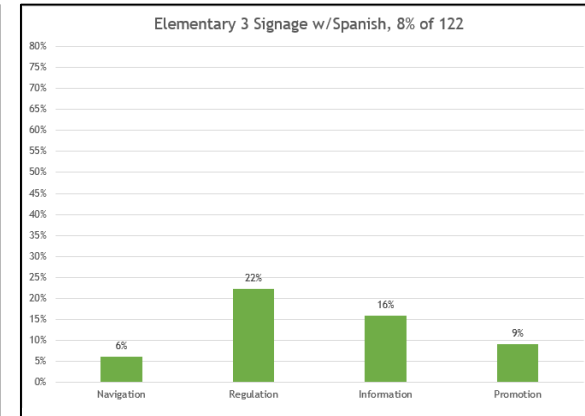
Elementary 1: 39 of 225 (17%)



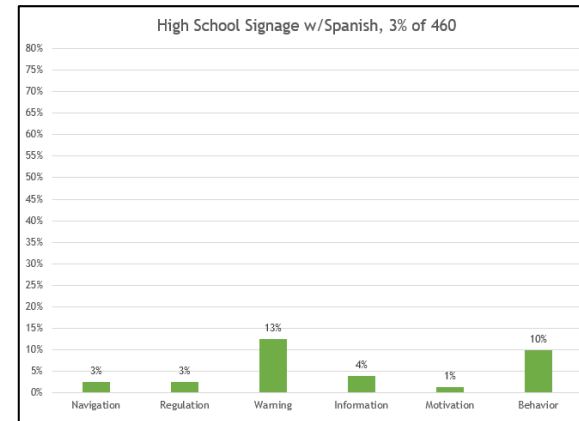
Elementary 2: 24 of 177 (14%)



Elementary 3: 10 of 122 (8%)



Middle School: 14 of 63 (22%)



High School: 13 of 460 (13%)

From interview with high school administrator:
Influence of Administrative policies

“And an interesting piece for this high school is that when it was being rebuilt, there was a different Superintendent, and, um, the project manager, um, believed strongly that English is the language. And so there was a lot of debate about whether our signage should be in Spanish and English. And the decision was made by the people in charge of the project that we were doing



only English. It was a big controversy. ... Since then, of course, there have been quite a bit of signage change, like our POWER signs are in both English and Spanish.”

Results: Factors affecting the schoolscape

Architecture

Policies & Administrative decisions

Orientation: Accessible & Welcoming vs. Symbolic & Educational

Awareness of LL

Perceived salience of LL

Agency

Discussion

Agency

Proactive agency is in the hands of building administrators

Teachers and staff exercise reactive agency in light of district policies

Students have almost no agency

Orientation

Accessible & Welcoming (acknowledged and promoted)

vs. Symbolic (somewhat acknowledged: *token / banner* Spanish)

& Educational (not acknowledged: Spanish lg. maintenance, literacy promotion, Spanish as 2nd lg.)

Language ideology

Institutionally, Spanish is an afterthought, something that plays an important role in the community, but is not woven into the curriculum or mission of the school.

Conclusions

- Little district-wide coordination of the schoolscape
- Multiple intersecting factors affect each site
- Building administrators have high degree of control
- Individual's attitudes toward language, LL, and their agency affect their actions
- The visible LL does not reflect the complete LL
- Individuals endorse multilingualism and the valuing of home languages—however, orientation is toward being accessible & welcoming, not the symbolic and ideological or promotion of bilingualism
- Schoolscape studies can raise awareness and potentially lead to positive cooperation between researchers and school agents

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Attitudes Toward a University Schoolscape

**Rob Troyer, Associate Professor of Linguistics
Western Oregon University**

**XIScapes LL Workshop
6-8 June 2019, Bangkok, Thailand**

Context: Western Oregon University

Monmouth, Oregon , population 10,000



Monmouth Reservoir

Monmouth

© 2018 Google

Google Earth

1994

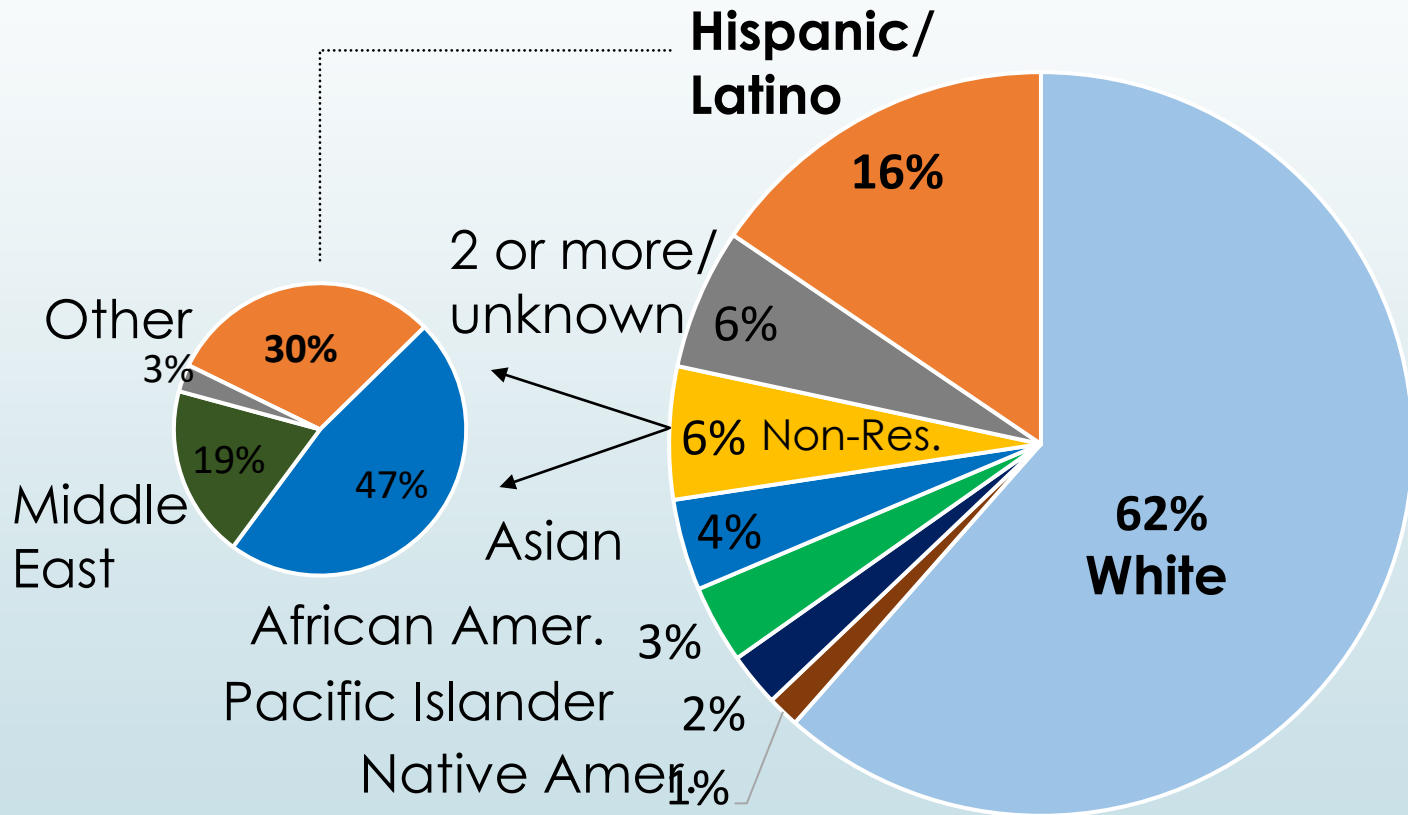
44°51'31.97" N 123°14'24.09" W elev 192 ft eye alt 7134 ft

Context: WOU



Context: WOU Demographics (Fall 2018)

Students: 5,185 Oregon residents: 3,965,
Out of state: 1,220 (Non-US Residents: 299)



Context: Languages at WOU

Students: 5,185

(estimates based on demographics
and languages studied)

	<u>L1</u>	<u>L2</u>
Spanish	800	<2000
Chinese	130	<20
Arabic	58	<5
ASL	<20	<400
French	<10	<300
German	<10	<100
Japanese	<10	<80
Hawaiian	<10	<40

10 other language (at least) are
student L1s

Background: Changes to the Schoolscape

Winter 2018, LING 399H: **Language in Place**

- Campus survey (multilingual signs)
- Consultation with Dean of the College of Education and representative from Facilities Services (re: additional of multilingual signage)
- Class exploration of RWEC building & recommendations for signage

Results

Summer 2018: Multilingual Welcome banners

Winter 2019: Departmental Office signs

Elevators, Restrooms, Lactation rooms

Spring 2019: Commencement signs



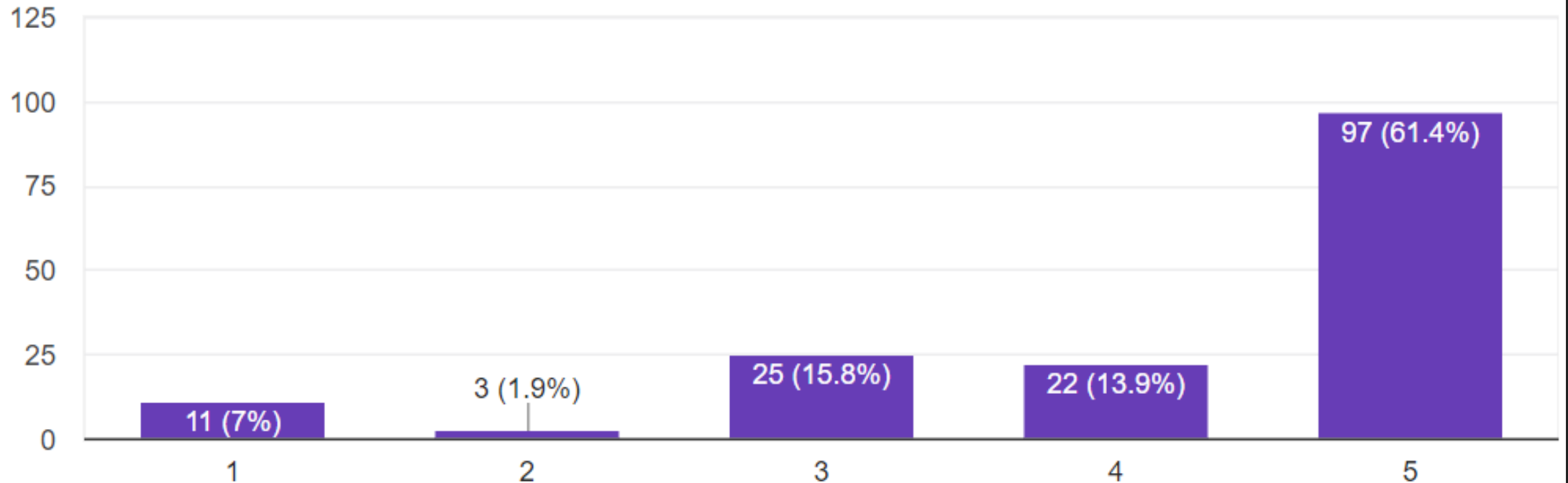
Background: Attitude survey

WOU Survey: The Languages that Surround Us

March 7-18, 2018, Faculty and Staff: 158 responses

Logistics aside, how would you feel, in principle, about adding one or more languages aside from English to some of the signage on campus?

158 responses



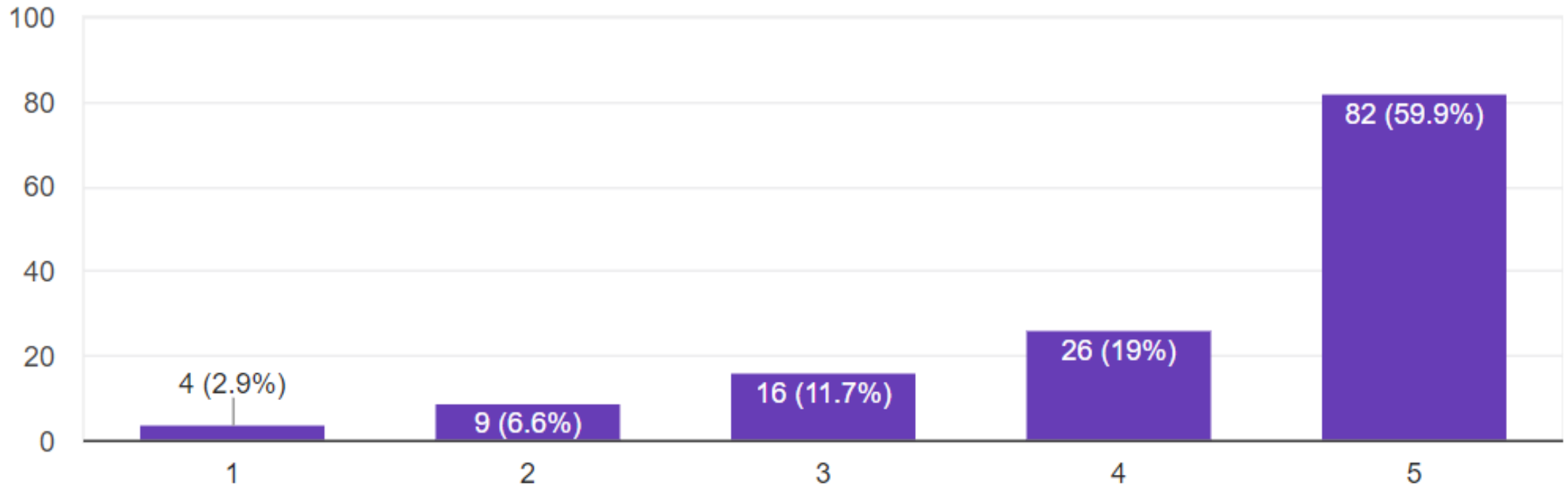
Background: Attitude survey

WOU Survey: The Languages that Surround Us

March 7-30, 2018, student emails and social media: 137 responses

Logistics aside, how would you feel, in principle, about adding one or more languages aside from English to some of the signage on campus?

137 responses



Research Questions

1. What attitudes do different L1 groups have toward multilingual signage in an institutional building?
2. Do attitudes differ among the following groups:
 - L1s of the majority language
 - L1s of minority languages (emplaced)
 - L1s of minority languages (not emplaced)

Concepts included in 'attitudes'

- saliency of signs and languages
- affective responses to language choice and design
- assumptions about the purpose of multilingual signs
- advantages and disadvantages of the signs

Theoretical approach: Nexus Analysis

multi-level theory of situated social action; language in all forms is one of the mediational resources (cultural tools and knowledge) that affords social action and the construction of social identities. Our social actions, which are mediated by the conglomerate of semiotic resources, are part and parcel of multiple discourses that intersect in a given place and time.

Cycles/overlapping currents

Discourses in Place: the widely circulating ideas and beliefs that shape people's actions (includes but is not limited to the language on signs)

The Interaction Order: the types, norms, and expectations for social interaction (cf., Goffman)

The Historical Body: the sum of an individual's lifetime of experiences and practices (cf., Bourdieu's 1979 *habitus*)

Methodology

13 Walking Interviews in the RWECC building

- Feb 28 to April 9, 2019
- Led by researcher, semi-structured format
- 10-20 minutes (not including info and consent form discussion)
- audio/video recorded by student media group (QLoop)
- edited videos sent to participants for comments

Participants

- 2 L1 English users (1 bilingual w/Spanish)
- 3 L1 Spanish users (US resident students)
- 2 L1 Arabic users (International students)
- 2 L1 Chinese users (International students)
- 4 International students with L1s that are not on the signs

Methodology: Example Questions

Salience: When did you first notice the multilingual signs?

Affective responses: What do you feel and think about when you see your language represented on these signs?

other languages?

How do you think people with non-represented L1s might respond?

Assumptions about purpose: Why do you think these particular four languages were chosen?

What do you think are the purposes of the multilingual signs?

Advantages and Disadvantages: What do you think are the benefits of having multilingual signs? What are the disadvantages?

Additional topics: Should there be multilingual signs in additional buildings?

Data Analysis

Coding of transcripts according to question / topic category

Coding of type of response for each category

- **Salience** (degree of salience)
- **Affective Responses** (favorable, not-favorable, no opinion)
- **Assumptions about Purpose** (access, inclusion, lg. learning, modelling)
- **Advantages** (access, inclusion, lg. learning, modelling, none)
- **Disadvantages** (none, hinder English acq., too little-too late)
- **Additional topics** (ad hoc)

Coding of arguments for each (Ziegler, Schmitz, & Uslucan, 2018)

- Pragmatic argument
- Argument from self-reference
- Feeling-at-home argument
- Facticity argument
- Integration argument
- Normative argument

Results: Affective Responses



Yes, I noticed this, this, Chinese word the first day I came in WOU,
and I feel welcome.

affective_revised

Results: Spontaneous Walking Tour comments



Conclusions

R1. What attitudes do different L1 groups have?

- The signage is very salient—students noticed it
- 12/13 participants had very favorable attitudes: welcoming, inclusive, feeling “at home”
- Perceived Purposes: accessibility, inclusion, language learning, multilingualism, modelling of K-12 educational contexts
- Advantages: see purposes
- Disadvantages: (3) might hinder English acquisition, unnecessary (1)
- 12/13 In favor of signage in other buildings

R2. Group differences?

Very few except for

- hypothesizing how others would feel if their language is not represented
- English L1s only group to express limits of # of languages on signs
- Spanish L1s only group to express surprise if Spanish is not present

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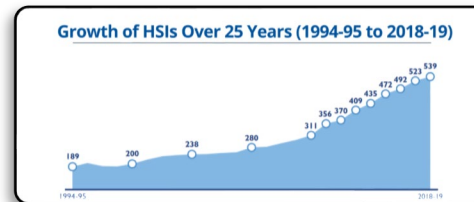
Definition & Background

Examples: K-12 School District,
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3) Hispanic-Serving Institutions

Definition & Background



US Demographics

2020 Census

Hispanic/Latinx population = 65.3 million = **24% of US population**

2021 American Community Survey

Population foreign born = 45.3 million = **13.6% of US population** (50.1% from Latin America)

Language Spoken at Home (people over 5 years of age)

English only = 245.5 million = **78.4%**

Spanish = 41.3 million* = **13.2%**

*** +7.6 million = 48.9 million**

Other languages = 26.5 million = **8.4%**

* including the approximately 7-8 million undocumented Spanish speakers in the US (Jan 2021 US Dept of Homeland Security data), the US is the second most populous Spanish speaking country in the world

Hispanic Serving Institutions History

1978 Latinx advocacy organizations form Hispanic Higher Education Coalition (HHEC)

1986 Leaders of universities with large Latinx enrollment form Hispanic Association of Colleges and Universities (HACU) and coin the term *Hispanic-Serving Institutions*

1992 The HSI designation and 25% Latinx enrollment level is established

1998 The Developing HSIs program was added as Title V of the Higher Education Act

Garcia (2019)

Currently US Dept of Ed => Office of Postsecondary Ed => HSI Division => 3 grant programs

- Developing Hispanic-Serving Institutions (DHSI) – Title V, Part A
- Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA) – Title V, Part B
- Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics and Articulation (HSI STEM) – Title III, Part F

<https://www2.ed.gov/about/offices/list/ope/idades/hsidivision.html>

Comparison to other racially minoritized institutions

HBCU (Historically Black Colleges and Universities)

- “...any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans”
- began to be established in the mid-19th Century, intended as racialized institutions separate from white universities until the end of segregation in 1954
- 2021: 99 HBCUs in 19 states <https://nces.ed.gov/fastfacts/display.asp?id=667>

Contrasts

HSIs have developed from traditionally white Anglo institutions, thus...

- relatively few curricular offerings that center racial/ethnic/minority experiences
- university experience reflects white Anglo expectations

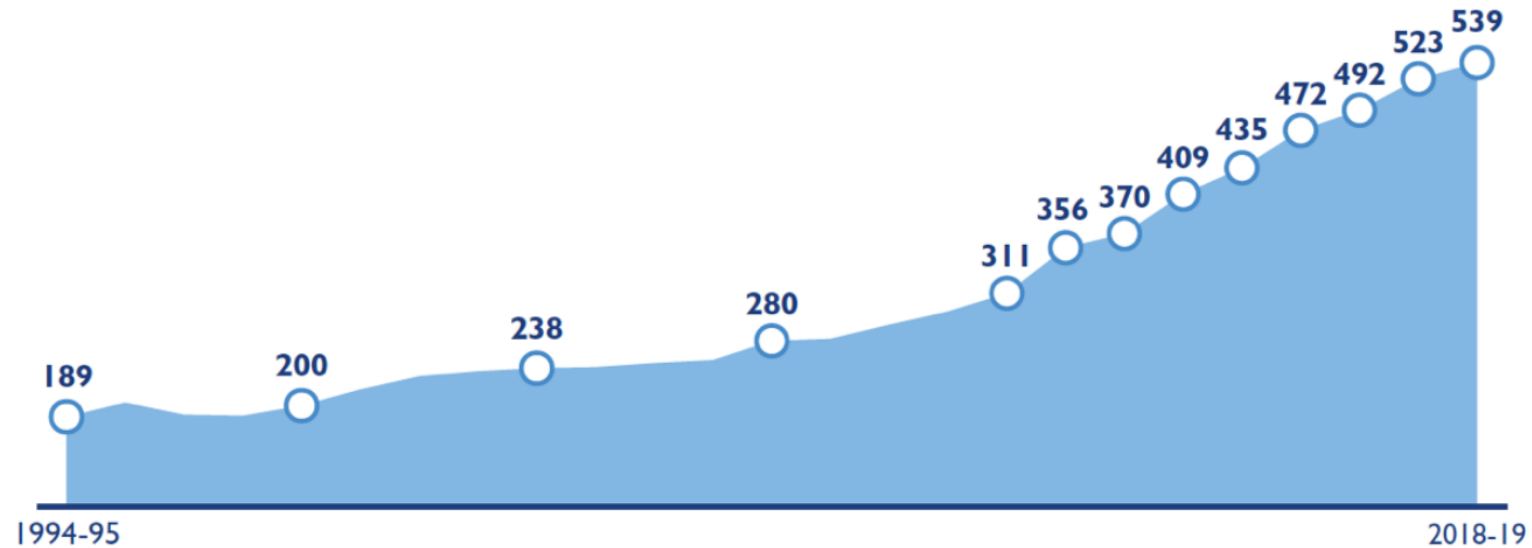
Similarities

- institutional success based on traditional measures (persistence and graduation rates)
- marked as “inferior and less desirable” (Garcia, 2019)

Excelencia in Education

25 Years of HSIs <https://www.edexcelencia.org/research/series/25-years-hispanic-serving-institutions-hsi-glance-progress>

Growth of HSIs Over 25 Years (1994-95 to 2018-19)



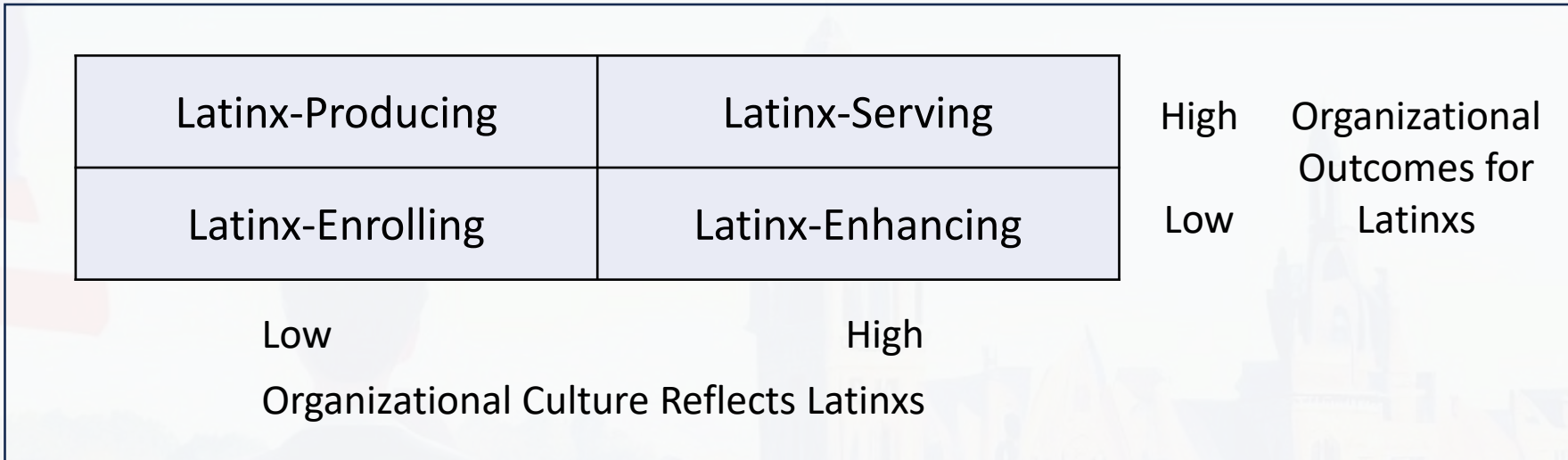
Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 1994-2018 Fall Enrollment and Institutional Characteristics Surveys

HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with **25 percent or more** total undergraduate Hispanic full-time equivalent student enrollment.

28 Years of HSIs <https://storymaps.arcgis.com/stories/fc9d2e2e2274405c866ce3bd59dd17c4>

HSI Analyses

Garcia (2017) Typology of Hispanic-Serving Institution Organizational Identities



Issues and Challenges

- What does it mean to be an HSI?
- Assessing success of HSIs
- Balancing career preparation with wider future opportunities
- Providing cultural and **linguistic** support and enhancement
- Adding curriculum that centers minority experiences (Latinx, BIPOC, LGBTQ+ studies, etc.)
- Avoiding deficit ideologies; embracing diversity

HSIs and the Linguistic Landscape

Various schoolscapes

- Public campus areas (mostly outdoor)
- Semi-public areas (mostly indoor)
- Instructional rooms
- Online

Modality

- Visual
- Spoken

Curriculum

- Bilingual courses, degrees, programs
- English Language Support
- Spanish Language Development
- Spanish Language courses, degrees, programs
- Minority-centered courses, degrees, programs

Organization

1) Linguistic Landscapes

Definition & Background

Example: Independence, Oregon



2) Schoolsapes

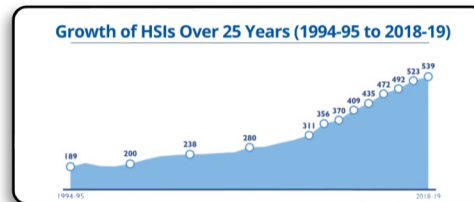
Definition & Background

Examples: K-12 School District,
Public 4-year University



3) Hispanic-Serving Institutions

Definition & Background



Research Questions

- What role does policy and media play in the use of Spanish in HSIs?
- To what degree are institutional leaders aware of and/or responsive to the linguistic landscape of their campuses?

Theory & Background Perspectives

- Language Policy (Linguistic Ideology)
- Linguistic Landscapes
- Language as a Resource
- Language as a Barrier
- Language as a Bridge
- Language as a Barrier
- Language as a Bridge

Methodological Demographics

- Number of HSIs: 10
- Number of Institutions: 10
- Number of Institutions: 10

Results

- Number of HSIs by State: CA (4), TX (3), AZ (2), NV (1), UT (1)
- Number of Institutions: 10
- Number of Institutions: 10

Conclusions

- HSIs are not just a monolithic category.
- Language policy and media play a significant role in the linguistic landscape of HSIs.
- HSIs are not just a monolithic category.

4) Current Research

2022-23 Survey of HSIs

The LL of HSIs in the United States

Recent Presentations of Current Research

Troyer, R. (March 2023). **The Linguistic Landscape of Hispanic-Serving Universities in the United States**. Poster presentation at the American Association of Applied Linguistics (AAAL) Conference. Portland, OR.

Troyer, R. (Sept 2022). **The Linguistic Landscape of Hispanic-Serving Universities in the United States**. Presentation at the 13th annual Linguistic Landscape Workshop. Hamburg, Germany.

Introduction

Languages (2019 American Community Survey)

13.5% of Americans speak Spanish at home

5 to 17-year-olds who speak Spanish at home: 2.8%

2017: The American Academy of Arts and Sciences (AAAS) issued a report commissioned by the US Congress titled:

“America’s Languages: Investing in Language Education for the 21st Century”

- The report specifically addresses the important role that institutions of higher education play in promoting and maintaining heritage languages.

Theoretical Perspectives

Ethnolinguistic Vitality (Giles et al 1977)

- status: economic, social, historical
- geographic and demographic distribution
- **institutional support**

Language Policy and Planning (Ruiz 1984)

- Minority Language as Problem
- Minority Language as Right
- Minority Language as Resource

Linguistic Landscapes

- Schoolscapes in Higher Education

Research Questions

- What role does spoken and written Spanish play on HSI campuses?
- To what degree are institutional leaders aware of and in favor of promoting the use of Spanish in the Linguistic Landscape of their campuses?

Method and Design

At each institution we **contacted** (phone and email)

- A relevant administrator (Directors of HSI, Title V, TRIO Support Services, Diversity, Equity and Inclusion offices; Provost, Dean of Students)
- or-
- A faculty member in the Spanish or Linguistics Dept.

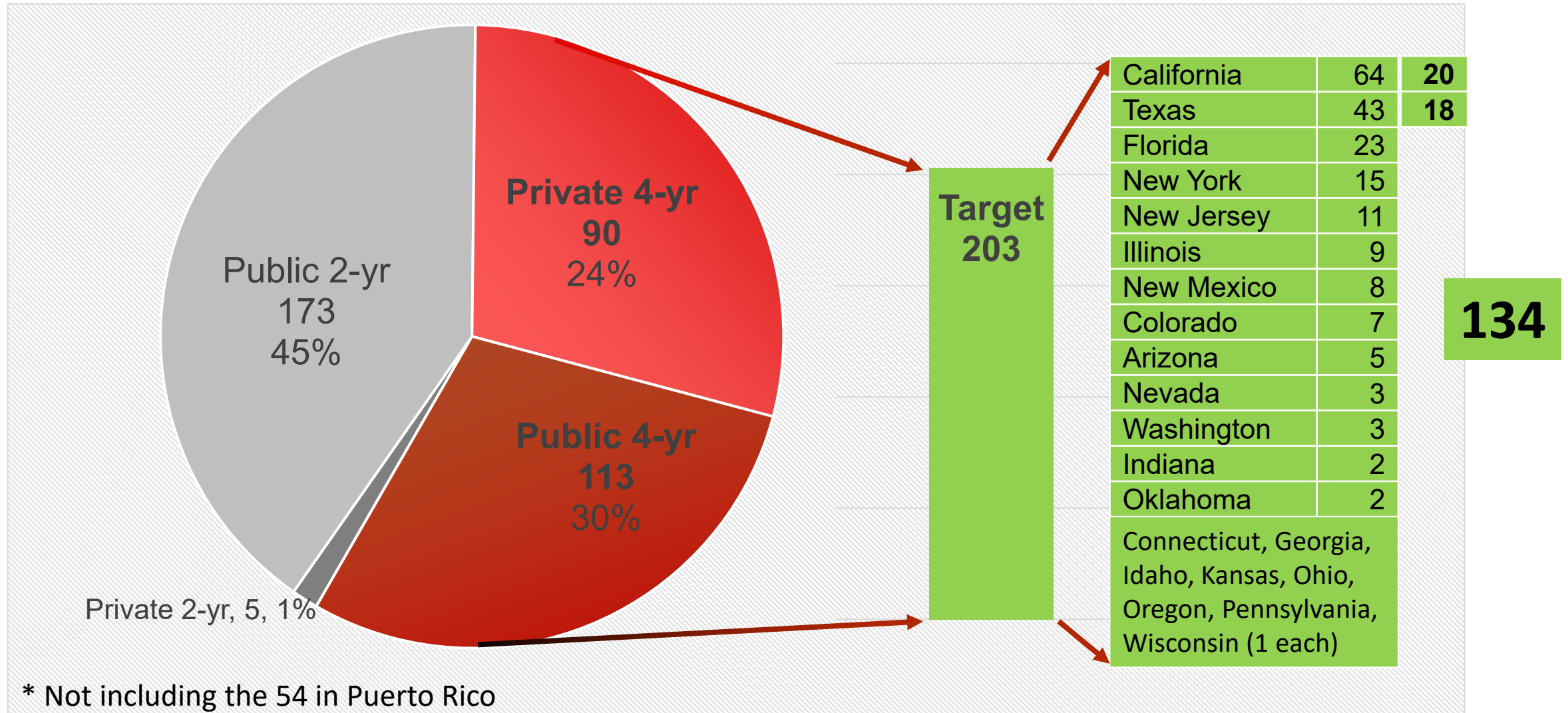
Qualtrics Online Survey

Introduction and Informed Consent

- | | |
|--|---------------------------------|
| 1. Participant's name, institution, title | 2. Institution demographics |
| 3. The role/s of Spanish at your institution | 4. Attitudes toward Spanish |
| 5. Spanish services | 6. Comments for 3-5 |
| 7-23. Spanish in the Linguistic Landscape | 24. Comments for 7-23 |
| 25-26. Spoken Spanish | 27. Spanish documents |
| 28. LL Policies | 29. Satisfaction |
| 30. Comments for 28-29 | 31. Request for sharing results |

Method and Design

US Department of Education: list of HSI (2019): 381 institutions *



* Not including the 54 in Puerto Rico

Troyer 2022-23 Survey of HSIs

2019

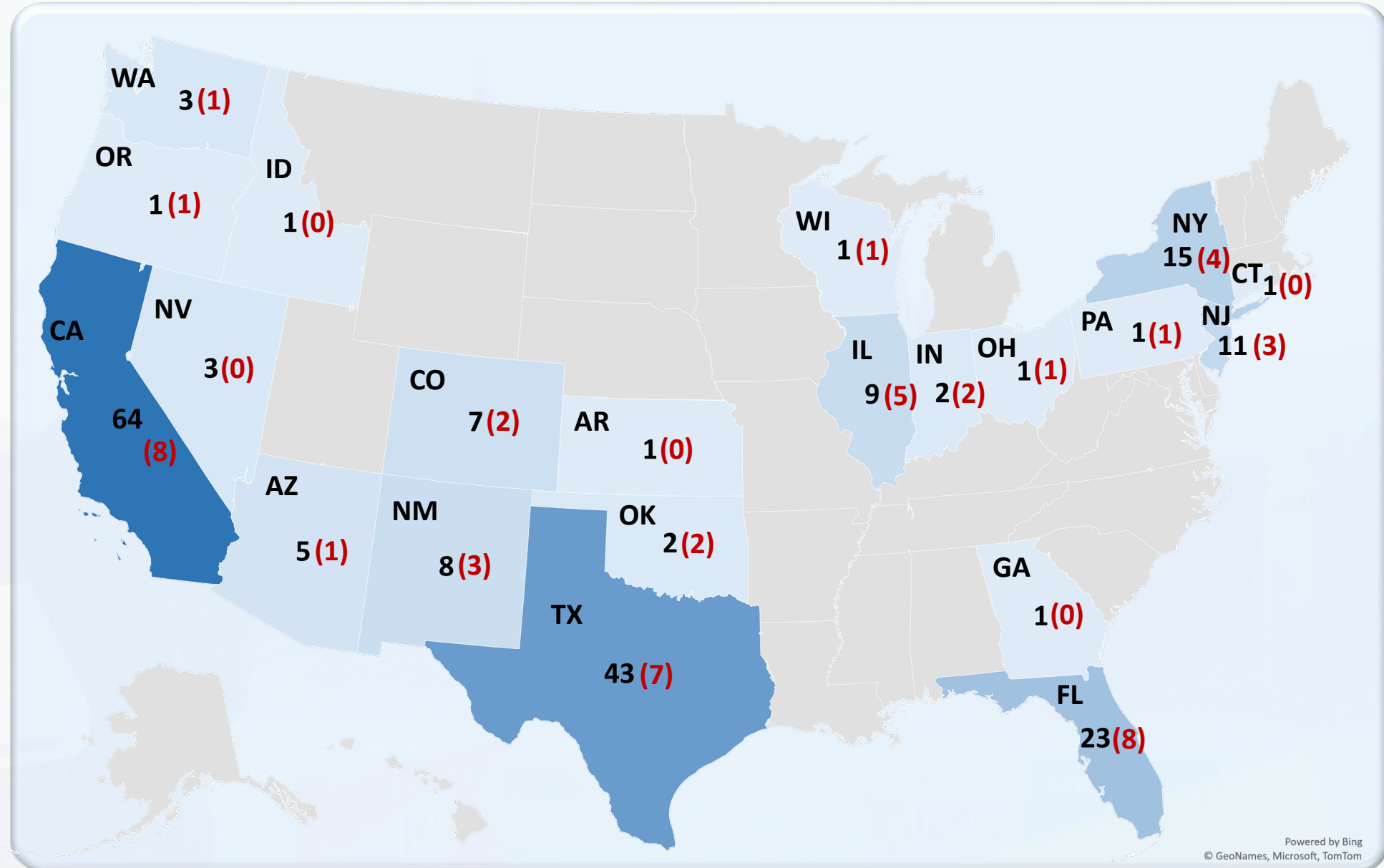
Total US 4-year institutions: 2,344

HSIs: 203 (8%)

4-year HSIs: 203
responses: **50** (25%)

Breakdown
CA, TX, FL HSIs: 129
responses: **23** (18%)

All other states: 74
responses: **27** (36%)



Results

<https://wou.edu/linguistic-landscape/ll-of-hsis-results/>