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Trabajo de Fin de Grado

Representation of Institutional Identities
in the Linguistic Landscape
of Spanish Schools

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La Representación de las Identidades
Institucionales en el Paisaje Lingüístico
de las Escuelas Españolas

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Abstract

This study examines how the linguistic landscape of selected educational institutions in the city of Salamanca, Spain, contributes to the construction of their linguistic identities. The study highlights the relationship between multilingualism and identity in school environments. Using a qualitative approach, the present research project analyzes the distribution and typology of signs in educational institutions. The findings show a prevalence of signs promoting bilingual education and language certification, thus pointing to the importance of the linguistic landscape's crucial role in shaping the identity of schools as bilingual institutions. The thesis concludes with the implications of the study's findings and a claim for further research in the field of linguistic landscape research of educational institutions.

Keywords: linguistic landscape, bilingualism, educational institutions, identity, Spanish schools.

Resumen

Este estudio examina cómo el paisaje lingüístico de determinados centros educativos de la ciudad de Salamanca, España, contribuye a la construcción de sus identidades lingüísticas. El estudio pone de relieve la relación entre multilingüismo e identidad en los entornos escolares. Mediante un enfoque cualitativo, el presente proyecto de investigación analiza la distribución y tipología de los signos en los centros educativos. Los resultados muestran un predominio de señales que promueven la educación bilingüe y la certificación lingüística, señalando así la importancia del papel crucial del paisaje lingüístico en la configuración de la identidad de los centros escolares como instituciones bilingües. La tesis concluye con las implicaciones de los resultados del estudio y una reivindicación de nuevas investigaciones en el campo de la investigación del paisaje lingüístico de las instituciones educativas.

Palabras clave: paisaje lingüístico, bilingüismo, instituciones educativas, identidad, escuelas Españolas.

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1. Introduction

The linguistic landscape, as a window into the intersection between language and the social environment, has grown as a field of study that sheds light on the representation and identity of bilingual educational institutions. This paper explores how language diversity and language learning, specifically English, contribute to the construction of selected Spanish schools' identity. This study, following the footsteps of previous research, examines the linguistic landscape of educational institutions, with a special focus on those offering bilingual programs.

The first section of the present thesis reviews the existing literature on the study of linguistic landscape, exploring its origin, definition and development over time. The symbolic and informative nature of linguistic landscapes is highlighted, as well as their capacity to reflect the linguistic repertoires of a place and to serve as a context for learning. The study then explores the relationship between linguistic landscapes, multilingualism and identity, examining how the signs and messages present in the school environment contribute to the construction of learners' linguistic and cultural identity. It highlights the importance of educational institutions as spaces of socialization and identity construction, where the linguistic landscape plays a crucial role.

The methodology employed in this study is based on a qualitative approach, using observation, analysis and interpretation of data collected from signs and messages present on school façades and in school environments. An ethnographic approach is used to capture the richness and complexity of the linguistic landscape in educational contexts.

Next, the results section demonstrates how the signage of bilingual schools communicates key information about their services and educational methodologies. They create a visual identity that emphasizes their commitment to language education and excellence, attracting students and families and boosting the schools' reputation.

The strategic use of prestigious language certification brands and the inclusion of bilingual and multilingual program details in their signage effectively showcase the schools linguistic landscape and identity. This research study offers new insights into the importance of the linguistic landscape for the construction of educational institutions' identities.

2. Literature Review

2.1. The concept of linguistic landscape: origin, definition and development

We are constantly surrounded by the linguistic landscape in all kinds of fields, although we are often not fully aware of it. We perceive it through labels, signs or simply written information that catches our attention, either because of its format or content or because of the language in which it is written. The vast majority of the research on the linguistic landscape is relatively recent and based on public spaces. One of the most relevant studies in the field was conducted by Landry and Bourhis (1997), who affirmed that the linguistic landscape of a given place is formed by the combination of the language used on posters or signs and other texts on public roads. In spite of the fact that Landry and Bourhis (1997) research was far from exhaustive, they were the first to offer a clear definition of the term linguistic landscape as “the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combine to form the linguistic landscape of a given territory, region, or urban agglomeration” (p. 25). Linguistic landscapes (henceforth referred as LL) have symbolic and informational functions and are multimodal in nature, combining visual and printed texts. At the same time, they are multilingual in nature because usually different languages are involved. Because of this fact, studying linguistic landscapes enables us to understand the linguistic repertoires of a given place. Furthermore, the linguistic landscape is also a learning context (Cenoz & Gorter, 2006), since it allows us to learn more about the language, the culture, and also the social thinking of a particular place. On this note, LukVan Mensel et al. (2016) focus on visual representations of language(s) in public space to show that LL can be a prime research locus to explore new phenomena and interdisciplinary methodological paths. We can claim, therefore, that research on linguistic landscapes moves away from modernist perspectives on language and society by exploring issues related to multilingualism and translanguaging.

Connected to the above, this research project will address the linguistic landscape of educational institutions that is explicitly made visible to the public. The aim is to shed light on how multilingualism and language learning, especially related to the English language, contribute to the construction of the identity of educational institutions in a

Spanish city. Shohamy and Waksman (2009) advocate for the use of the linguistic landscape “as a powerful tool for education, meaningful language learning, [and] towards activism” (p. 326). Educational places, both public and private, are very important spaces for children and teenagers, since they play a paramount role in their socialization process. They are the place where they do not only acquire knowledge but also where students affirm their identities as individuals. Part of that separate identity is their linguistic identity as speakers and/or learners of one or more languages. In relation to this, de Kock et al. (2018) point to the importance of language for identity-related issues in education by focusing on the ways in which different school cultures influence learners's identities in three South African educational institutions. Similarly, Van Mensel, et al. (2016) have theorized about the potentialities of the linguistic landscape and concluded that “LL can be used as a descriptive tool that provides a sociolinguistic diagnostic of a particular site of inquiry” (p. 19). As the authors state, LL can be used to analyze and comprehend the sociolinguistic aspects of a particular place.

2.2. Linguistic Landscapes, multilingualism, and identity

Linguistic landscapes also provide information about the identity of language groups. On this note, Bullock (2020) focuses on teaching pupils to look critically at the linguistic landscape around them. The author offers a vision of how changes in the linguistic landscape of a school can have a major impact on the linguistic and cultural identities of pupils, which translates into striving for a more equitable school environment. Bernardo-Hinesley (2020) defends the usefulness of educational institutions as a cultural meeting place and the importance of these spaces for the development of the individual. The author establishes a relationship between the linguistic landscape and the schoolscape and offers an insight into the effect that the linguistic landscapes of schools can have on the pupils who attend them. Through the linguistic landscape in the classroom, students forge their identity in many ways. The signs or messages convey not only linguistic information, but also social and cultural values. When students interact with them, they acquire practices related to identity and language. On the other hand, the linguistic landscape of a school represents the linguistic and cultural diversity of that community, allowing children to relate to and assert their own identity in relation to different languages and cultures. On this note,

Gorter and Cenoz (2015) reveal the presence of different communicative intentions in school signs, reflecting a network of meanings where teachings which are, in essence, values that shape the identity of the individual, are embodied.

Connected to the above, Arocena et al. (2015) focus on the field of education and its relevance for the study of linguistic landscapes, particularly in educational spaces where more than one language is used. The authors conducted a study in multilingual schools in the Basque Country in which they examined the authorship and functions of the linguistic landscape. The findings of his study revealed the importance of the Basque language in signs and signals. They also discovered that English is not a marginal language in Donostia and Basque does not serve as an informative language, as the inhabitants understand Spanish and Basque on the signs, but rather as a symbol of the region's identity. Despite being limited to the analysis of linguistic signs in just two streets, this study shows the important role of the linguistic landscape and its relationship to language policy in multilingual contexts. In a similar vein, Gorter (2018) conducted a systematic review of studies on linguistic landscapes focusing on research in educational contexts and school linguistic landscapes for the study of English as a foreign language. As emphasized in recent research, English is the *de facto* foreign language taught in Spanish schools:

“in spite of the absolute prevalence of English as the preferred (and often the only) foreign language taught and learned in Spanish schools, official documents regulating the curriculum at all levels of education (from kindergarten to higher education) do not name the language and instead use the generic term ‘foreign language’” (Llurda & Mocanu, 2024, p. 318)

The results of his research show how the linguistic landscape in an educational context aligns with a particular way of teaching languages, multilingualism, language knowledge, and literacy practices. Taking into account the existing research, the present study aims to advance understanding on the extent to which schools offering a bilingual programme promote bilingualism through their linguistic landscape. Bilingual programs in schools “have been gaining terrain within the Spanish education system because they were initially understood as a solution to the low English proficiency of the population. However, they have not come without criticism” (Llurda & Mocanu, 2024, p.319). In addition, it aims to open up a debate about the possible critique by educators and

researchers of practices that limit bilingualism. As many scholars acknowledge, research on the linguistic landscape still requires an important amount of theoretical and methodological development.

Overall, this study demonstrates the importance of the linguistic landscape of educational institutions due its impact on students' identity, looking specifically into the effects the linguistic landscape of an educational entity can have on the linguistic and cultural identities of students.

In spite of the burgeoning research of linguistic landscapes that have provided enlightening answers about the linguistic landscape in classrooms and bilingualism, further research is needed. The study of signage in school settings can lead to a better understanding of what goes on inside the classroom, and how it contributes to the construction of students'. Thus, some of the questions that this study seeks to address are: how does the external linguistic landscape of the school influence how the identity of a school is understood (in linguistic terms), and therefore what kind of individuals will these pupils allegedly become (especially in relation to their linguistic development).

3 . Methodology

3.1. Qualitative research

The aim of this research project is to understand how the linguistic landscape of schools can influence the way people understand the identity of educational institutions. For this aim, a qualitative approach was adopted. Qualitative research “focuses on the characteristics of language as communication with attention to the content or contextual meaning of the texts” (Hsieh & Shannon, 2005, p.1278). The data obtained will be expressed in words. Furthermore, it allows “for interpretation of the context associated with the use of the word or phrase since researchers try to explore word usage or discover the range of meanings that a word can have in normal use” (Hsieh & Shannon, 2005, p.1285). In accordance with the above, this research project relies on the analysis, evaluation, and interpretation of data gathered from signs, images, and records. The role of the researcher in this investigation is that of an observer, there is not a true separation between reality and the subjects who experience it. This research pays attention to the

way social agents interact with reality, or social and symbolic practices. The data obtained will be analyzed and classified, following qualitative analysis which “is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns.” (Hsieh & Shannon, 2005, p. 1278).

Qualitative research is considered the most appropriate method for this project because the theoretical body is the study of reality. Observation, analysis, and interpretation are the tools I need to demonstrate how signs can contribute or not to the creation of the identity of an educational institution. The methodological process of this approach allows us to describe and reflect on the phenomenon to be examined. Therefore, the resulting hypothesis is deductive in nature, as it refers to the meaning of the reality under study.

3.2. Linguistic landscape research as a qualitative method

The study of the linguistic landscape is situated within the qualitative methodology field, since it “implies observation, description and analysis” (Moore & Dooly, 2017: 18). Its observation is also highly interpretive (Moore & Dooly, 2017) because it provides us an interpretation of how the social world is perceived by individuals.

Linguistic landscape research “has experienced more than 20 years of development since 1997, and has made remarkable achievements” (Hu, 2022: 1). It has been used in the field of applied linguistics as “one of the hot topics in sociolinguistic research in recent years, and it has received more and more attention” (Hu, 2022: 2). It is, therefore, becoming increasingly common to find research in this field. According to Gorter (2006) linguistic landscape has been used previously in our research field (applied linguistics) with the purpose of studying languages used in signs, but also how the representation of languages relates with identity and cultural globalization. The principal function and purpose of qualitative research in LL is that:

It allows researchers to understand values and norms, to discover how participants construct their individual and collective identities through the way they use the communicative resources available to them (verbal and non-verbal), and to uncover the ways in which participants categorize those resources – which normally include several languages and language varieties – and their users. (Moore & Dooly, 2017: 18)

Linguistic Landscape research experienced an increase around 2006 with the aim of offering insights into multilingualism in public places, a topic in applied linguistics that had not been given much attention before (Shohamy, 2019). The first approaches to this research were quantitative in nature and were interested in the representation of certain languages in public spaces (Shohamy, 2019). Years later, around 2016, the study of linguistic landscape began to be related to other types of disciplines such as multilingualism, language learning, identities, gender, etc. The area of linguistic landscape is still in constant development and in recent years this research has opened up even more, since "LL can be defined as any display in public spaces which communicates varied types of messages." (Shohamy, 2019, p.1882), embracing not only texts displayed in public spaces, but also smells, colours, and even tattoos.

When collecting data in the qualitative LL method, the steps to follow are as follows: firstly, to collect data by observing the specific space and at the same time, ideally, to take notes of what is perceived, taking into account the first impressions and thoughts about the first encounter with the linguistic landscape (Hsieh & Shannon, 2005). Subsequently, once the data has been collected, it is then classified, either in tables or in diagrams, according to a previously stipulated classification.

3.3. Procedure

The present study is based on a qualitative, ethnographic approach. It consists of the observation of the linguistic landscape of educational institutions and the collection of data by means of photographs of the signs. The steps followed to collect the data were the following:

- 1) study of the existence and location of bilingual schools in Salamanca (English and Spanish)
- 2) elaboration of a list of the schools and classification of their location
- 3) walking route through the schools selected and collection of data by means of photographs of signs that constituted the public linguistic landscape of the institutions. In terms of the choice and selection of schools, were examined both public and semi-private schools in Salamanca in order to cover in depth the linguistic landscape of a variety of educational spaces and how they differ according to their typology.

Since the schools were located in different, and sometimes distant neighborhoods, the photos were taken for several days. In order to collect the data, the facades of the schools, corks with advertisements and publicity, and informative posters, as well as any other sign considered to contribute to the identity of the school were scrutinized (see Annex). The photos were taken with the researcher's mobile phone, later transferred to a computer and classified according to the classification in Amorós & Mocanu (2023).

3.4. Research Instrument

For the analysis of the data, the present study follows the classification of linguistic signs that appears in Calvet's study (1994), as included in Amorós & Mocanu, (2023) which distributes signs according to the following rationale:

1. Linguistic distribution of signs: classified into 1) homophonic signs, which provide the same content in different languages content in different languages;
- 2) polyphonic signs, signs that include different content in different languages; and
- 3) mixed signs, characterized by including both partially identical and different content in different languages.
2. The authorship of signs: three categories 1) public, 2) private and 3) semi-public.
3. The audience: to whom the images are addressed, i.e. to a specific audience.
4. The function and location of the signs.
5. The durability of the signs: temporary or timeless.

4. Results

This section reports on the results of how the identity of bilingual schools in Salamanca is represented through their linguistic landscape. Most of the language environment consists of enduring signs, whether of private, public or mixed authorship, with a clear function to draw the attention of parents or guardians to the choice of school for their children. This section is divided into two parts, according to the type of signs, on the one hand private, and on the other hand public and "semi-public".

4.1. Private signs

There are several private signs presented on the facades of the schools. Normally, they belong to private language certification institutions, such as Trinity, Cambridge, Rock school or Oxford, as it can be seen in Images 1, 2, 3, 4 and 5.



Image 1: Sign of Oxford University Press Approved Centre. San Juan Bosco School.



Image 2: Sign of Cambridge English School. San Estanislao de Kostka Jesuitas School.



Image 3: Poster of Cambridge preparation for official exams. San Estanislao de Kostka School.



Image 4: Sign of Oxford University, Rock School, Calidad eTwinning and American High Authorized School; Jesuitas Esclavas del Sagrado Corazón de Jesús School.



Image 5: Sign of Oxford University. Press
Approved Centre. Calasanz School.

Having the plaques of these institutions on the façades portrays the school as an institution that is connected to a prestigious center that certifies (and thus, legitimizes) English proficiency. At the same time, the signage also acts as a form of publicity, both for the certification institution itself and for the school. Through the official exams, the academic institution gives international recognition to students' effort and dedication to achieve a good command of the English language. In addition, institutions such as Oxford are very prestigious, which adds even more value to this qualification: having the possibility for your English level to be certified by one of the most important examining institutions in the world appears as a clear advantage of studying in this particular school. At the same time, institutions such as Oxford, Trinity etc. are proud to be recognised by a large number of educational centres. The schools, through their collaboration with institutions such as Trinity or Oxford, supported by the tradition of very important universities, increase their value and recognition. Apart from being known worldwide, these institutions have highly developed and up to date programmes that claim to guarantee the learning and language English skills of the students. Therefore, if the parent or guardian of a child is looking for a school, they will pay attention to the characteristics of the schools presented through the linguistic landscape, which, in this case, show their bilingual identity.

The colours used on the plaques and signs that decorate the facades of the schools tend to have the same characteristics, representing the colours of the most typical

English-speaking flag: the American and the British flag. Therefore the colours blue, white and red are very present, which shows an alignment of the schools with the idea of native-speakerism as norm-providers for English language learning.

Below **Images 6** and **7** are the only that show an educational centre (Colegio Padre Manjón) in its interior, being homophonic, private and aimed at a child audience that frequents these corridors every day.



Image 6: Entrance to Padre Manjón School. "Exit. Salida" Poster.



Image 7: Entrance to Padre Manjón School. "Welcome" Poster.

In **Image 6**, a sign on a door reads "Exit" in English and below it "Salida" in Spanish in a smaller size, thus prioritizing the English language. This prioritization may reflect the dominant language of instruction or the cultural context of the centre, and it can signify an emphasis on English language proficiency. **Image 7** shows colourful drawings, aimed at attracting the attention of young children, with a homophonic and public character. The informative content of these posters shows the words "bienvenidos" in Spanish and "welcome" in English, in the same size, thus giving equal importance to both languages. By doing so, the school communicates a welcoming and inclusive atmosphere where Spanish and English speakers are valued. These approaches to language representation contribute to shaping the identity of institutions; prioritizing one language over another or giving equal importance to different languages

communicates the cultural identity and values of the school. It also could projects the educational objectives of the school like promoting diversity and bilingualism and their compromise with teaching English, given its significant presence despite the fact it is not the first language of the students that attend this school.

4.2. Public signs

Public signs are the most prominent in this research project. There are some that indicate that the schools offer a bilingual program. Expressions such as "Sección Bilingüe en Inglés" are used in **Image 8**, "Bilingüe concertado" in **Image 9** and **10**, "Colegio Concertado Bilingüe" in **Image 11** or "Sección Bilingüe (Inglés)" in **Image 12**. A bilingual system refers to an educational approach where the students learn academic content in two languages. In our country, bilingual schools usually refer to programs that offer subjects from the curricula in English, though to different extents (Llurda & Mocanu, 2024). The main characteristics of these schools include: language immersion, access to school subjects in two languages, cultural integration, etc. They result attractive for several reasons such as giving global opportunities for students to communicate, cognitive benefits or career advantages. As seen in **Image 13** we also find signs that announce the nature of bilingual schools where French is taught. These images are public and permanent, and have the function to inform people in the street on their bilingual educational offer.



Image 8: Informative plate Amor de Dios School. Bilingual in English.



Image 9: Informative plate Calasanz Bilingual School.



Image 10: Informative plate San Juan Bosco Bilingual School.



Image 11: San Estanislao de Kostka Jesuitas Bilingual School.



Image 12: Rufino Blanco School.
informative plate. Bilingual
section in English.



Image 13: Francisco de Vitoria poster.
Bilingual centre in French.

It was also very common to find signs announcing Language Immersion/Trilingualism Programmes (**Image 14**), and Multilingual Deepening and Bilingual Education Programmes (**Image 15**) on the facades. These programmes are institutional approaches to language education that give students opportunities to develop proficiency in multiple languages. These signs attract attention because they go beyond the bilingual

programmes to which Spanish society has already become accustomed and signal their differential approach to language learning: in these schools you can learn English faster or you can learn two foreign languages (trilingualism).

A semi-public sign, polyphonic and permanent, is one free and flexible programme that enhances and improves language teaching in schools, called PIPE (Plan Integral de Plurilingüismo Educativo), and can be seen in a plaque in Images **15**, **16** and **17**. PIPE has the aim of promoting, improving and standardizing language teaching. It is promoted by Escuelas Católicas de Castilla y León. These types of programs provide students with direct, natural and continuous contact with languages. A similar program is seen in **Image 15** BIBE (Bases Integradoras del Bilingüismo escolar), which is an initiative by Escuelas Católicas de Castilla y León to provide a solid foundation in English from an early age, promotes bilingualism. Some students might choose to utilize their newfound language skills to delve deeper into religious texts or connect with faith-based communities that speak a different language. This interplay between language learning and religion is praised as a powerful tool for personal growth and understanding. It has the same characteristics as PIPE, a programme to improve and standardise language teaching in different educational fields with results certified by world-renowned organizations, and is oriented by the same institution Escuelas Católicas de Castilla y León. This programme is aimed at early childhood, from 0 to 6 years of age.



Image 14: Wall informative mural of Amor de Dios School. Trilingualism in English, Spanish and French.



Image 15: Sign of BIBE and PIPE plan. San Juan Bosco School. (Plurilingualism).

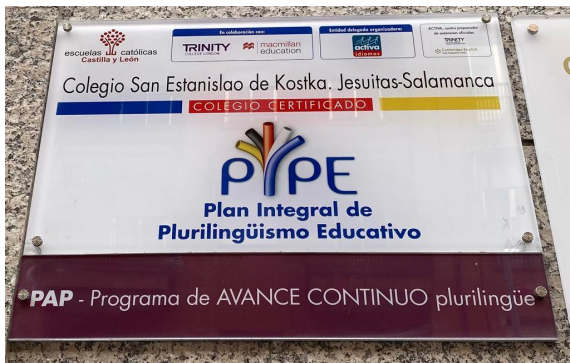


Image 16: PIPE plan sign.
Colegio San Estanislao de Kostka.
(Plurilingualism)



Image 17: PIPE plan sign. Colegio
Amor de Dios. (Plurilingualism)

The signs displayed on the facades of bilingual schools have the intention to communicate key information about the institution's services, characteristics and methodologies. Thus, signs contribute to creating the identity of the schools through different aspects; the signs announce languages taught inside the schools, indicating the school's linguistic identity so that parents can choose. The signs showing collaboration with institutions like Trinity and Cambridge enhance credibility and prestige. Bilingual schools, by displaying these signs transmit to the public an identity, based on commitment to language education excellence, thus appealing to their target audience and boosting their reputation at the same time.

5. Discussion

The research problem investigated in this study was the representation of Spanish schools' identity through their linguistic landscape. In the literature review, Landry and Bourhis (1997) seminal work is cited to define the linguistic landscape as the language present in public spaces, including signs, billboards, and street names. This definition is echoed in the findings, which reveal that the linguistic landscape of bilingual schools consists of enduring signs aimed at attracting parents' attention and determine their school choice. The major findings of the study revealed that the language environment of these schools predominantly consists of enduring signs, both private and public, aimed at drawing the attention of parents or guardians to the choice of school for their

child. Private signs, such as those from language certification institutions like Trinity, Cambridge, Rock School or Oxford, were found to contribute significantly to the recognition and prestige of the schools. Public signs, on the other hand, prominently advertised the schools' bilingual system and language education programs.

The connection between linguistic landscapes and identity formation, as discussed in the literature review by Gorter and Cenoz (2015), is further explored in the findings. The literature review suggests that linguistic landscapes can influence students' linguistic and cultural identities, providing findings for language learning and cultural integration. Similarly to Bernardo-Hinesley (2020), the results illustrate how the linguistic landscape of bilingual schools shapes students' perceptions of language and culture, with signs conveying social and cultural values, and different opportunities for language learning.

The findings of this study hold several implications for understanding the role of language representation in shaping the identity of bilingual schools. Private signs from renowned language certification institutions not only enhance the perceived quality of the education they offer, but also signal the schools commitment to providing students with international recognition for their language proficiency. These signs serve as a form of propaganda, attracting parents who prioritize bilingualism and cultural diversity in their children's education. Similarly, public signs advertising bilingual systems and language education programs communicate the schools dedication to fostering language proficiency and cultural integration among students.

These findings are consistent with previous research that highlights the importance of language certification programs in validating students' language skills and enhancing the reputation of educational institutions. Additionally, the emphasis on bilingual systems and language education programs aligns with the growing body of literature on the benefits of bilingual education for students' cognitive development and academic achievement. By relating the findings to similar studies, this research contributes to a broader understanding of language policy and educational practice in bilingual settings. Additionally, the literature review acknowledges the importance of educational spaces in identity construction and language learning, a theme echoed in the findings. By examining the linguistic landscape of educational institutions, the research project contributes to understanding how multilingualism and language learning contribute to the construction of school identity and how this identity is transmitted to the public

through the linguistic landscape.

It is important to consider alternative explanations for the study results, such as the possibility that the prominence of language certification institutions on school facades may reflect market demand rather than educational quality. Additionally, the equal representation of English and Spanish in some public signs may point to a strategic decision to appeal to a diverse student population rather than a genuine commitment to linguistic inclusivity.

One limitation of this study is its focus on a specific geographic area, Salamanca, which may limit the generalizability of the findings to other contexts. Additionally, the study's reliance on visual analysis of signs may overlook other aspects of the linguistic landscape, such as verbal interactions or written texts within the school environment. Future research could address these limitations by conducting comparative studies across different regions and employing a more comprehensive approach to analyzing the linguistic landscape.

Despite its limitations, this study provides important insights into the representation of bilingual schools' identity through their linguistic landscape. Future research could build upon these findings by investigating the impact of language representation on parental decision-making processes and student outcomes. Additionally, other studies could examine how changes in language policy and educational practices affect the linguistic landscape of bilingual schools over time. By making suggestions for further research, this study contributes to engaging discussions about language policy and educational equity in multilingual contexts.

Overall, the findings of the research project complement and extend the insights provided in the literature review, demonstrating the importance of the linguistic landscape in sharing the identity of bilingual schools.

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Annex**Research Instrument.**

Classification of Calvet's study (1994) in Amorós & Mocanu (2023)

1. Linguistic distribution of signs: are classified into homophonic signs, which provide the same content in different languages; polyphonic signs, signs that include different content in different languages; and mixed signs, characterized by including both partially identical and different content in different languages.
2. The authorship of signs: three categories; public, private and semi-public.
3. The audience: to whom the images are addressed, i.e. to a specific audience.
4. The function and location of the signs.
5. Durability of signs: temporary or timeless images or signs. (Amorós & Mocanu)

Classification of Signs	Linguistic distribution of signs	The authorship of signs	The audience	The function and location of the sign(s)	Durability of sign(s)

