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A Linguistic Landscape of Two Hispanic-Serving Institutions: Miami, Florida and Fresno, California

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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

A LINGUISTIC LANDSCAPE OF TWO HISPANIC-SERVING INSTITUTIONS:
MIAMI, FLORIDA AND FRESNO, CALIFORNIA

A master's project submitted in partial fulfillment of the
requirements for the degree

MASTER OF ART

in

LINGUISTICS

by

Gina Marie Ailanjian

2017

To: Dean Michael R. Heithaus
College of Arts, Sciences and Education

This master's project, written by Gina Marie Ailanjian, and entitled, A Linguistic Landscape or Two Hispanic-Serving Institutions: Miami, Florida and Fresno, California, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this project and recommend that it be approved.

Dr. Melissa Baralt

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Date of Defense: April 12, 2017

The project of Gina Marie Ailanjian is approved.

Dean Michael R. Heithaus
College of Arts, Sciences and Education

Andrés G. Gil
Vice President for Research and Economic Development
and Dean of the University Graduate School

Florida International University, 2017

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DEDICATION

This Master's project is dedicated to my parents, sister, and brother. Thank you for all the unwavering support and continuous love throughout the years. I could have not done this without you guys.

ACKNOWLEDGMENTS

I would like to thank and acknowledge my major Professor, Dr. Phillip Carter, for his guidance and support throughout this project. I would also like to thank my committee members, Dr. Ellen Thompson and Dr. Melissa Baralt for their advice and help with this project. Thank you to all the other professors in the department as well as my colleagues in the linguistics cohort.

ABSTRACT OF THE PROJECT

A LINGUISTIC LANDSCAPE OF TWO HISPANIC-SERVING INSTITUTIONS:

MIAMI, FLORIDA AND FRESNO, CALIFORNIA

by

Gina Marie Ailanjian

Florida International University, 2017

Miami, Florida

Professor Phillip Carter, Major Professor

Linguistic Landscape (LL) is the study of public signage. Landry & Bourhis (1997) defined LL as “the visibility and salience of languages on public and commercial signs in a given territory or region.” These signs can be billboards, street signs, warnings, notices, public road signs, government signs, commercial shop signs, etc. The present study explores the LL of Florida International University (FIU) in Miami, Florida versus the LL of California State University, Fresno (Fresno State) in Fresno, California. Both of these universities are Hispanic Serving Institutions (HSI), with a Hispanic population of 63% and of 45.7% respectively (FIU is in fact the largest HSI in the United States of America). The aims of this study were 1) to gain insight as to if the signage reflects the background of the students who attend the universities and 2) to see if the signs were displayed more in Spanish, which would serve the majority population, or the dominant language in the United States, English. The LL of the university should be an actual representation of the students that it serves. Spanish is the predominant language in Miami, Florida with about 70% of children five years and older speaking Spanish. However, in Fresno, California there is a Hispanic

population of 46.8% but only 29% of the population speak Spanish. An extra aspect to this study was to examine the signage in the surrounding area of FIU, the Sweetwater neighborhood. 95% of this neighborhood speaks Spanish. I believe that there will be more signage in Spanish at FIU than Fresno State because of the difference in the amount of people that speak Spanish in each city. I also believe that there will be more English signage than Spanish at Fresno State. My last hypothesis is that there will be more signage in Sweetwater than either of the HSIs.

The results that were found included that there was in fact more Spanish signage at Florida International University than at Fresno State. There was also more English than Spanish at Fresno State. Finally, there was more Spanish signage in the Sweetwater neighborhood than either university.

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I. INTRODUCTION

The purpose of this project is to analyze the English and Spanish signage of two Hispanic-serving institutions and with quantitative data, confirm if they serve the communities they claim to serve. In particular, if there is more signage in Spanish or English on each campus. I will examine the extent to which these claims support the hypothesis that the signage serves these particular communities. The main issue to be addressed is the language use on signs in a bilingual community, where the two languages are of different prestige but at the same time the more commonly used language is of lower prestige. In particular, I will address the language and signage policies in and around the campuses, the use of Spanish and English on each sign, and the analysis of each language used on these signs. The reason these questions are important is it can signify if signage throughout Hispanic-serving institutions are actually supporting the Hispanic majority student's population. Also, this research can be influential in each university's administration because with actual quantitative data, there is evidence if the communities are being served equally and fairly.

II. LITERATURE REVIEW

LINGUISTIC LANDSCAPE

The study of linguistic landscaping (LL) is a recent field of sociolinguistics as well as applied linguistics. LL is concerned with the “written form” of languages in public space (Gorter, 2006, p. 2). Ben-Rafeal clarifies that a public space is “every community or the society that is not private property such as streets, parks or public institutions” (Ben-Rafeal, 2009, p. 41). According to Landry and Bourhis, “a linguistic landscape refers to the visibility and salience of languages on public and commercial signs in a given territory or region” (Landry & Bourhis, 1997, p.23). Silvia Dal Negro states that, “LL is a marker of sociolinguistic dynamism: the presence of new language, the usual gradual disappearance of others, and the overt sometimes aggressive appearance of language varieties that are not commonly found in public contexts” (Dal Negro, 2009, p. 206). LL has been referred to as a “symbolic construction of the public space” (Ben-Rafael, 2006, p. 7).

Signs can be nearly anything that is written down, from a post-it note on a desk to a billboard in Times Square to a street sign to a job advertisement. The possibilities of sign types are endless. They can also be produced for economic benefit or to plainly ask for volunteers in a research study. Signs can be distinguished based on information and communication such as selling products and advertising, or the function that the sign is playing in the public space, such as showing the status the language plays in society. Leeman and Modan’s study focus on the commodification of signs in Chinatown in Washington D.C, and how they are no longer used for communication but for an aesthetic purpose. English is shown on most signs around the world now, whether it is in a huge metropolitan city such as Paris, or a simple provincial town (Cenoz and Gorter, 2009, p.

57). This is attributed to English being the language of globalization and the economic markets. English is associated with “international orientation, modernity, success, sophistication or fun” (Cenoz and Gorter, 2009, p. 57).

LINGUISTIC LANDSCAPE METHODOLOGY

Data that is collected in a linguistic landscape study is based on taking pictures of signage in a certain area. Now that digital cameras have come into play, there are unlimited amounts of pictures that can be taken (Gorter, 2006, p. 2). The areas that are most used for research in LL are: outdoor shopping malls, indoor shopping malls, train stations, campuses, beaches, offices, schools, plazas, etc. The areas include any space where there is a plethora of foot traffic, which is usually “large urban centers” (Moriarty, 2012, p. 75). Abongdia and Foncha (2014) took pictures of signs at a University in South Africa, Leeman and Modan surveyed the bustling Chinatown of Washington D.C, and Cenoz and Gorter looked at shopping centers in Basque Country and the Netherlands. Abongdia and Foncha’s study is most similar to the present one because it is examining the signage of a more powerful language and a less powerful language in the university setting.

Researching linguistic landscape can pose the problem of how to categorize signs. Many pioneers in this field have different ways of describing their method. Gorter organized them by “how language appears on the sign, the location of the sign, the size of the font used, the number of languages on the sign, the order of languages on multilingual signs, the relative importance of languages, whether a text has been translated, etc.” (Gorter, 2006, p. 3). Another pioneer, Spolsky and Cooper grouped theirs into “street signs, advertising signs, warning notices and prohibitions, building names, informative signs,

commemorative plaques, objects and graffiti (Spolsky and Cooper, 1991, pg. 76). Finally, Ben-Rafael divided her signs into two larger categories and within those larger categories there were smaller ones. The private signs were broken up into “clothing and leisure, food, house-ware, and private offices” while the government signs were divided into “religious, governmental, municipal, cultural, educational, and public health” (Ben-Rafael et al, 2006, pg. 15). My study best reflects the categorization of Spolsky and Cooper’s method for putting each sign in a different group.

The sign maker is also another important aspect to take into consideration. Putting each sign into a top-down or bottom-up category will demonstrate the prestige of the sign. Top-down signs are produced by “national and public bureaucracies, public institutions, signs on public sites, public announcements, and street names” (Ben-Rafael et al, 2006, p. 10). Bottom-up signs are those produced by “individual social actors, shop owners, and companies like named of shops, signs on businesses and personal announcements” (Ben-Rafael et al, 2006, p. 10). Both the top-down and bottom up play a role and function together in the image due to a psychological principle called “gestalt.” This is defined by Ben-Rafael as, “items appearing together and all of the items appearing as one whole (Ben-Rafael, 2009, p. 43).

Linguistic landscape studies also show the power and prestige of a language in a given context. Thoughts have been proposed that the linguistic landscape of a particular area can have informative and symbolic purposes when looking at power and status of language relations in a given community. When there is signage, whether it is government or commercial, that is written in one’s language they can identify as part of the in-group (being within that group.) If there isn’t any signage written in one’s own language, then

those people are part of the outgroup (not being within the in-group) and then feelings of personal frustration can be experienced. Having signage that reflects the in-group establishes the power, prestige, and ethnolinguistic vitality of the language within the community. Public signage of the in-group also implies the demographics of the area. The reader of the signs can see who controls what within the community (i.e. mass media, politics, economy, education, defense, civil administration, health, and so on.) Public signs in areas can be unilingual, bilingual, and multilingual and usually reflect the areal region they represent. Landry and Bourhis study concluded that “the linguistic landscaped emerged as a distinct factor separate from other measures of linguistic contacts” (Landry & Bourhis, 1997, p.23). Language awareness is used to “highlight the social functions of language in a given area” (Dagenais et al, 2009, p. 258). Frequency and importance of signs can show how languages are valued or devalued.

LANGUAGE POLICY

Language policy is a recent addition to LL research. Dal Negro says that LL is an instrument that language policy is reflected (Dal Negro, 2009, p. 206). Cenoz and Gorter state that policies related to the LL i.e. the languages that should be used on signs, go side by side with language policies for the use of language in education, the media, and other domains (Cenoz & Gorter, 2009, p.56). Language policies that promote a minority language cause there to be more signage of that language, as in Cenoz and Gorter’s Basque Country study demonstrated. When a language policy does not implement laws to include the minority language then the signs will be engulfed with the majority language. In most cases and in most societies, this is the globalized English language.

Top-down signs and bottom-up signs have also been discussed pertaining to the issue of language policy. “Top-down signs show authorities’ language preference, bottom-up signs show whether this preference is accepted and implemented by the general population” (Puzey, 2002, p. 141). Ben-Rafeal has a slightly different view in that “top-down signs serve official policies and bottom-up signs are designed much more freely” (Ben Rafeal, 2009, p. 49). Languages that are used for formal education permeate the students and teach them that this “official language” is more suitable in formal settings than a substrate language. Shohamy states that language tests are also a way to implement the language policy. Language tests are given in the formal language, which imposes this language policy in a subtle but convincing way. It shows which languages or varieties are important in the country and which are less valued (Shohamy, 2006). Standardization is also a way to implement language policies. This is when a set of precedents is used to define how a language should be used but in fact is not actually used this way (Shohamy, 2006, p. 64). Finally, Shohamy says, “Policy makers introduce policies through top-down forces, but those who resist, introduce their language ideologies through bottom-up forces.” (Shohamy 2006: 51).

UNITED STATES LANGUAGE POLICIES

The United States in the late 1700’s was mainly comprised of English speakers as the majority and scattered populations of German speaking enclaves. Once the Louisiana Purchase happened and the US won the Mexican-American war, French and Spanish flooded into the US as well. The US mandated English to be used in schools and in public office. With this requirement as well as English speakers migrating to the former French

and Mexican settlements, the minority languages were eliminated. This occurred once again in the late 1800s and early 1900s with the influx of Europeans migrating to the US. They formed ethnic enclaves and used their native tongue to communicate in those tight knit community. However, English again began to infiltrate these communities from the top down. Many culturally elites and intellects in the US spoke English. If these new immigrants wanted to rise up the social ladder or be able to unionize with other workers, it was necessary to learn English for communicative purposes. “Theodore Roosevelt and Woodrow Wilson who made no bones about immigrants’ responsibility to learn English, assimilate, and reassign their political loyalty to their adopted country” (K.C. McAlpin, pg. 3.) The last two reasons why English grew during this time was that many of these immigrants wanted to create a new American identity and assimilate, if they were unable to they made sure their children would. This brings us to the final point. The US cut off immigration from the Balkans as well as Eastern-European countries. With the stoppage of immigrants from these regions, there were no new speakers coming in and this forced the children of immigrants to be more proficient in English. These children went to American schools, joined armed forces, married outside of the community, and took government jobs that all required them to know English.

Policies changed again from the 1970s up until today. Government used to discourage multilingualism and now they embrace it and almost demand it. In schools, children and young adults are now required to take at least two years of foreign language classes. The 1968 Bilingual Education Act required schools to give attention to students lacking English language ability. Proposition 227 was passed in California in 1998 and this “called for elimination of bilingual education programs and replace them with assisted

English-immersion style classrooms” (History of US Language Policy, pg. 8.) This went along with Ron Unz and his encouragement of the English only movement. This was a political movement in the 1990s that called for the US government to establish English as the official language of the United States.

According to the Center for Applied Linguistics (CAL), the United States does not have an official national language policy. “Educational language policy in the country is largely the result of widely held beliefs and values about immigrants and patriotism” (US Educational Language Policy). States are allowed to have their own language policy; however, a majority of states in the US have English as their designated language of education and government. “New Mexico and the Commonwealth of Puerto Rico have designated both English and Spanish as co-official languages. The state of Hawaii also has two official languages, English and Hawaiian (‘Ōlelo Hawai‘i)” (US Educational Language Policy).

LINGUISTIC LANDSCAPING STUDIES

Jane-Francis Abongdia and John Wankah Foncha conducted a study about language ideologies of a university in South Africa by constructing a linguistic landscape of signs, billboards, notice boards, and buildings. Their findings determined that the language policy at the university was not a match with the language practice of the university. The authors decided to conduct a longitudinal study. Although there were eleven official languages of South Africa, English was the most dominant language. The university’s language policy was to “ensure equity, social development and a respect for South Africa’s multilingual heritage” (Abongdia & Foncha, 2014, p.623). Some of their

other findings showed that when looking at the main buildings of the university, all of the notices and warnings, such as not taking food into the library, were displayed in English. The only translation of words into English, Afrikaans and isiXhosa were the words “welcome” and other greetings. In the Afrikaans department at the university, there were numerous displays on the bulletin board in Afrikaans only. There were some lectures that were displayed in the department that encouraged Afrikaans only. When the researchers looked at the isiXhosa department, it was gravely different that the Afrikaans department. Almost every notice and signage there was in monolingual English. When students and faculty in the isiXhosa were asked to translate an isiXhosa message they were unable to do so. The researchers made a prediction that in the future, English would completely take over the isiXhosa department and that isiXhosa would most probably be terminated.

Another article focused on the minority languages in Friesland, the Netherlands, and Basque Country, Spain. Cenoz and Gorter analyzed the linguistic landscape of the minority languages, Basque and Frisian, the state languages, Dutch and Spanish, and the international language, English. They found then in Ljouwert that Dutch was the most prominent language, and then English, and Frisian was used scarcely. In Donostia (San Sebastián), Spain they found that Spanish was most common, then Basque, and English. This showed that the minority language in the Basque Country, Basque, was considered of higher status than Frisian. The language policy was stronger when urging the people to protect the minority language in Basque Country than in Friesland. They also found out that Basque was written on signs more than Frisian; however, Frisian was used for more oral communication than Basque. Another interesting conclusion was that the linguistic landscape of these two cities showed symbolic and informative functions. An example was

“the use of Basque in bilingual signs in Donostia is not only informative, because everybody can get the information in Spanish, but it has an important symbolic function which is related to affective factors and the feeling of Basque as a symbol of identity” (Cenoz & Gorter, 2006, p.79). The prestige of language was also shown in many linguistic landscapes. The languages that were used the most often were the ones that were considered more prestigious than the other languages that are not seen as frequently. The authors made sure to conclude that this was just an analysis of one street in each city. They also wanted to point out that a linguistic landscape was purely based on the written communication and did not account for oral communication in the area.

Another study by Akindele 2011 focused on the linguistic situation in Gaborone, Botswana. Akindele looked at the linguistic landscape of the capital city of Botswana and was concentrated on “the common patterns of language usage, official language policies, prevalent language attitudes, and the long-term consequences of the language contact” (Akindele, 2011, p.1). Signs were used to advertise things such as products, companies, or services. Signage in all areas served an informative and symbolic function. Informative signs were used for communication purposes, while symbolic signs were used to show the value or status of a language in a community compared to other languages. In Botswana, there was no language policy; however, the languages most common there were English, Setswana, and Chinese. Akindele found that English was the primary language used on signs across Gaborone; however most of the people who lived there communicated orally in Setswana. English was a language of globalization that was replacing many other languages. Most businesses communicated in English worldwide and children all around the world (including Gaborone, Botswana) were educated in English in order for them to

have better job opportunities in the future. Akindele also stated that “those who are good in the language (English) are respected as educated people and exercise a great deal of influence in the society compared to those who are not proficient in it” (Akindele, 2011, p.4). The researcher looked at the Main Mall, Bus Station, and Broadhurst Shopping mall in Gaborone to collect his LL data. His findings were that 61% of the signs he saw were in English only, 9% in Setswana only, 9% in English and Setswana, 9% in Chinese only, 8% in English and Chinese, and 2% in other languages. The Chinese language had been growing in Gaborone because of all the foreign business that was being conducted by Chinese businessmen and clientele in the area. Akindele also found that in all of the languages across the board, bottom-up language distribution of signage was more common. Bottom-up was known as signage that was posted by shop owners, businesses, and personal announcements. Top-down was signage that was posted by the national and public bureaucracies (i.e. public sites, public announcements, and street signs). One of the main points that the author concluded was that “English is more of an index of globalization than a means of communication” (Akindele, 2011, p.9). As stated earlier, only a small portion of the population in Gaborone actually spoke in English, yet more than half of the signs were in English. Finally, Akindele stated, “economic factors such as immigration and tourism have influenced the development of multilingualism and multiculturalism in Botswana” (Akindele, 2011, p.9).

SOCIOLINGUISTIC [LL] STUDIES

Leeman and Modan (2009), focused on the sociohistorical aspect of the linguistic landscape in Washington D.C.’s Chinatown. The commodification of Chinatown in D.C.

was the main focus. The authors analyzed the history of the area and how the signage was used to turn a profit. Chinatown was intended to be an area for the Chinese to live and reside in their own community. Since the price of living went up, many of the Chinese people who lived in the nation's capital were no longer able to afford to reside there. Chinatown attracted tourists to have a true "ethnic" experience. The area was used to make a profit off tourists. Many signs were not used for communication at all; rather, they were there to show the so-called "authenticity" of the area as well as a symbolic design element. The writing was more aesthetic than anything else. The Chinese symbols were no longer used for communication because most people who visited the area did not speak a word of Chinese. "Chineseness works as spectacle, on display largely for the benefit of outgroup individuals and the linguistic landscape is a key site of this commodified display of ethnicity" (Leeman & Modan, 2009, p.359). The authors discussed the first wave and the second wave of the redevelopment of Chinatown in D.C. The first wave in the 1970's was when stores were small family-owned businesses. The Chinese language was used there for communication rather than for show like it is now. The menus and help wanted signs were all in Chinese. Then they discussed the second wave of redevelopment, which occurred in the 1990s. Businesses in Chinatown during the second wave had shifted to corporate ownership. There was also a regulation on design in the area, put into effect, stating that buildings had to be decorated with Chinese banners, street lamps displayed Chinese architecture, and sidewalks contained visual Chinese culture. In conclusion, Chinatown in D.C. was not made for the Chinese people, but rather to make a profit off the unique culture that was put on display. The government let big corporate companies, such as Starbucks, establish themselves in the area and this in turn caused numerous small private owned

companies to go out of business.

Ben-Rafael, Shohamay, Amara, and Trumper-Hecht (2006) researched the linguistic landscape of cities in Israel. They looked at homogenous cities, mixed cities and the city of East Jerusalem, which was previously Palestinian territory that was annexed by the State of Israel in 1967 (Ben-Rafael et al., 2006). The groups that they studied were Israeli Jews, Palestinian-Israelis, and non-Israeli Palestinians. The authors' major concentration was on the public and private signage of three main languages in Israel, Hebrew, Arabic, and English (Ben-Rafael et al., 2006). Hebrew was the national and dominant language of Israel. Arabic was the second official language of Israel because of the political history in the region. English was not an official language of Israel, but was spoken because English had grown as such a global language. The authors also made the distinction in their findings between top down (signage by the national and public bureaucracies) and bottom up (signage by individual people, shops, companies, etc.) The findings in that study were fascinating. Hebrew only was found most frequently in Jewish localities 49.6% of the time. Arabic only signs were most prominent in East Jerusalem localities 20.9% of the time. Hebrew-English bilingual signs were most prominent in Jewish localities 44.6% of the time. Hebrew-Arabic bilingual signs were found mostly in Palestinian Jewish localities 39.4% of the time. Arabic-English bilingual signs were found mainly in East Jerusalem localities 55.8% of the time. Finally, Hebrew-Arabic-English trilingual signs were found mainly in Palestinian Israeli localities 24.1% of the time. The authors also broke down the Jewish, Palestinian-Israeli, and East Jerusalem localities by city to analyze each city's linguistic landscape. They found the more affluent the city, the more English was used, even if it were a small city or town (Ben-Rafael et al., 2006). An

additional finding was that Hebrew was prominently bottom up in Jewish and Israeli-Palestinian areas. English is most commonly found on signs with Hebrew, although English was also common in East Jerusalem and Hebrew was rarely found in their linguistic landscape. One of the final and most interesting conclusions that the authors made was that if a person had no knowledge of the Israeli-Palestinian conflict, one could view the signage in the different locations and see that there was an issue between the two nations. For example, this LL analysis allowed them “to point out patterns representing different ways in which people, groups, associations, institutions and governmental agencies cope with the game of symbols within a complex reality” (Ben-Rafael et al., 2006, pg. 27).

The above-reviewed studies Ben-Rafael, Leeman, Modan, etc. show that linguistic landscaping is a very unique and new way of looking at signage in a community. However, there is a gap in the literature when it comes to researching and examining Hispanic-serving institutions of higher education in the United States. There is virtually no research on the signage on any of the campuses or sociolinguistic interviews with students or faculty members who work at these institutions. A study like mine is needed, because with Hispanics being the number one minority in the United States, with a population of 16.3% and growing, they should be paid more attention to. The two cities I focused on in particular, Miami, Florida and Fresno, California, have a majority population of Hispanics. With these two cities depicting some of the highest totals of Hispanic people in the country, it will show a good representation of what we are dealing with. Also, considering the new administration the US has elected recently, it will be interesting to see what new policies will be enacted in the future to help or hinder the most popular minority in the country.

LANGUAGE SITUATIONS

LANGUAGE SITUATION IN MIAMI, FL

According to the US Census report from July of 2014, Miami had a Hispanic or Latino population of 66.2%. The white only (non-Hispanic) population was 14.8%, and the African American population was 18.9%. The second most popular neighborhood that spoke Spanish at home was Sweetwater, where the FIU main campus is located, and 95.3% of the population in Sweetwater spoke Spanish. Hialeah Gardens followed closely behind. It is predominantly Cuban neighborhood where 94.6% of the population speaks Spanish at home. A census in Miami in 2016 found that about 64% of the Miami population spoke Spanish at home while only about 27% of the population spoke English only at home. Then this was compared to a census of the state of Florida and found that about 72% of the population whole Florida population spoke only English at home, while only 20% spoke Spanish at home. These results reflect a difference in the population of Miami versus the remainder of the state of Florida. In 2008, an article was published by the Associated Press on NBC News titled *“In Miami, Spanish becoming Primary Language: 58.5% speak Spanish, some English speakers feel marginalized.”* Although this article was a few years old and the percentage of Spanish speakers had risen about 5%, the feelings in the article still remain true to most Anglo whites living in Miami. English speakers in Miami felt helpless and had a difficult time getting a job because of the fierce competition with Spanish speakers. Some felt a prejudice existed for those who did not speak Spanish. A florist was mentioned and she was frustrated because she lost business because she couldn't speak Spanish, or she had to call her friends to translate for customers. The article

mentioned how the advertisements, news, and politicians all catered to the Spanish speaking population. The Anglo population in 2006 in Miami was 18.5%, as I mentioned earlier, it is 14.8% today. The Anglo white population has been migrating north toward counties where Spanish was not the predominant language. They felt that work was too hard to obtain in Miami given the language situation. The white flight began in the 1980s and continued to exist today.

FLORIDA INTERNATIONAL UNIVERSITY DEMOGRAPHICS

FIU is a Hispanic Serving Institution (HSI), which has a Hispanic population of 63%. Non-Hispanic Whites: 11%. African Americans: 14%. Asian: 3.4%. International Students: 6.7%. Native Americans <1%. These percentages match the demographics in Miami fairly closely. Hispanic serving is a designation set up by the Federal government in the Higher Education Act in order to meet the needs of U.S. Latino students. With a student body of nearly 60,000, FIU is the largest Hispanic Serving Institution in the United States.

LANGUAGE SITUATION IN FRESNO, CA

Now let us turn our attention to the language situation in Fresno, California. The US Census reported in 2015, that the population of Fresno was 52.4% Hispanic, and 30.4% White (non-Hispanic). 58% of the population speaks English and 29% speaks Spanish. This almost mirrors the total percentages of the state of California. In the state, 56% speak English and 29% speak Spanish. In contrast to surrounding municipalities such as, where the use of Spanish in the home exceeds 80%, as shown on the screen, the use of Spanish in

Fresno is much lower. In Huron, 97.4% (5,622) people speak Spanish at home. In Mendota, 87.2% (8,792) people speak Spanish and home, and in Parlier, 81.9% (10,700) people speak Spanish at home. In the city of Fresno, 128,000 speak Spanish at home. Fresno State, like FIU, is a commuter school. Therefore, a lot of students from the greater Fresno area come to Fresno every day to attend classes. Being a former student at Fresno State I can say that walking around campus you barely hear any Spanish. There are minimal languages other than English that are spoken there. There are minimal languages other than English that are spoken there. If you travel to north and northwest Fresno, you will not hear any Spanish whatsoever. It is a strictly Anglo, English-only area. Like Fresno, language in Miami is also stratified. In the northwestern area of Miami-Dade County, such as North Miami Beach, Key Biscayne, and Miami Beach, there is more English spoken than anywhere else. This is also true for the southeast area of Miami-Dade, in Homestead and Florida City.

Both FIU and Fresno state are Hispanic-serving institutions. FIU has a majority Hispanic population of 63% and Fresno State is nearly 46%. FIU is situated in a Hispanic majority city (66% Hispanic) it reflects those numbers. Fresno is newly a Hispanic majority city with 52% Hispanic population. This comparison will be interesting because there has never been a study like this done comparing two HSI's to one another. Also, it will bring light to the struggles students can potentially face on campuses around the US due to signage, or lack thereof in their native language.

FRESNO STATE DEMOGRAPHICS

FSU is also a Hispanic Serving Institution, which has a Hispanic population of 45.7%. Non-Hispanic Whites: 22.4%, Asian: 14%, Non-Resident Aliens: 5.7%, Unknown: 5.4%, African American: 3.2%, Two or more races: 2.8%, Native American: .3% and Pacific Islander: .18%. The total population of Fresno State is 24,136 students. In Fresno, CA, 46.8% of people are of Hispanic or Latino origin. Therefore, the Hispanic population of the city of Fresno matches fairly closely to that of Fresno State.

SWEETWATER DEMOGRAPHICS

Sweetwater is a neighborhood in Miami that is a highly Hispanic populated area. It is the second or third most densely populated Hispanic area in the greater Miami Dade county. There are about 20,850 people. According to the US census, the Hispanic population is 95.5%, White alone: 3.5%, Two or more races: 2.1%, African American: 1.8%, Asian: 0.5%, and American Indian: 0.2%.

UNIVERSITY SIGNAGE POLICIES

Each state in the United States has their own language policy, granted many of them are the same, but they are required to have one. I will be discussing the language policies for the state of Florida as well as the state of California. Each of the universities under observation has a language policy as well, and they have a policy about signage that is allowed to be posted on campus.

FLORIDA SIGNAGE/LANGUAGE POLICIES

According to the Florida Constitution, Article II, Section 9 (1998), “English is the official language of the state of Florida, and the legislature shall have power to enforce this section by appropriate legislation” (Official English Laws—Florida).

CALIFORNIA SIGNAGE/LANGUAGE POLICIES

According to the California State Constitution, Article III, Section 6 (Proposition 63, 1986) “English is the official language of California.” Also, “the Legislature shall enforce this section by appropriate legislation. The Legislature and officials of the State of California shall take all steps necessary to ensure that the role of English as the common language of the State of California is preserved and enhanced. The Legislature shall make no law which diminishes or ignores the role of English as the common language of the State of California” (Official English Laws-- California).

The regulations for promotions and postings at Florida International University are as follows:

“1. Solicitation (i.e., passing or handing out flyers/promotional material, etc.) On Campus, including On-Campus housing facilities, without prior approval from the appropriate University Officials. This includes, but is not limited to, the disbursement of any forms of promotional/informational material on University Premises or objects (e.g., motor vehicles) on University Premises.

2. Posting of flyers, posters, banners, cards or any promotional/informational material on On-Campus Premises, including, but not limited to, the exterior and interior of On-Campus housing facilities, buildings, trees, walls, sidewalks, vehicles, windows, stairwells, stairs, display cases, vending machines, doors, classrooms, departmental and unauthorized

bulletin boards, railings, elevators, bathrooms, art/sculptures.

3. Use of chalk or powder-like substance on the sidewalks, grass, exterior or interior of any University facility, or any public area.

4. Use of “A” signs or free standing signs in public areas, sidewalks, grass, exterior of any University facility without prior approval from the appropriate University Officials.”

(Code of Student Conduct, pg. 9)

The Fresno State Signage policy is stated in Appendix A.

III. METHODOLOGY

The methodological approach of the LL relayed on the photographs and visual images of the places that were examined for research. A sign is defined according to Backhaus’ definition as “any piece of written text within a spatially definable frame [...] including anything from the small handwritten sticker attached to a lamp-post to huge commercial billboards” (2007: 66) The main areas that are chosen to survey are popular areas in a certain place. A lot of the time, malls, train stations, bus stations, and specific neighborhoods are the areas to focus on. According to Backhaus and Shohamy in 2006, by interpreting quantitative data, researchers can begin to draw implications about societal issues related to the niches of specific languages, including ethnic/social conflicts and solidarity expressed through language choices, power dynamics of official or unofficial signage, and hidden agenda represented by disparities between language policies and realities of daily language use (Backhaus, 2006, Shohamy, 2006). The prominent language that is displayed is usually the language that is regarded as the more powerful language, while languages that are shown scarcely are in a position of less power.

The photograph data for this study were collected by using the Samsung-WB380 16.3-Megapixel Digital Camera. The invention of the digital camera has made linguistic landscape studies much more convenient in the recent years. The researcher is now able to take a plethora of pictures and upload them to a computer and analyze them. I then uploaded these images to a MacBook Pro and separated them into buildings, universities, sign writer, and type of language on the sign.

DATA COLLECTION

The data for this project were gathered during the spring semester of 2016 at the Modesto Maidique Campus of Florida International University. At the time that FIU began fifty years ago, the idea was to name each building in a different language, in a nod to the diversity of South Florida, and in a nod to the “international” nature of Florida International. The first such building was named “Primera Casa,” or “First House” in Spanish. The university abandoned its commitment to multilingual building-naming after the fourth building *Viertes Haus* was named in German. All subsequent buildings were named in English only and in a particularly telling twist, “Primera Casa” was eventually renamed “Charles Perry Building.” That building is a four-story building that houses classrooms as well as most of the administration offices such as, financial aid, the office of undergraduate admissions, and the office of graduate admissions. *Deuxieme Maison*, or “second house” in French, and is known on campus not by its French name, but by its English initials “DM.” (DM.) This four-story building was home to classrooms, women’s studies, the school of math and sciences, modern languages, English/ linguistics, and many more. Another last building, I focused on was constructed well after the multilingual

naming policy, and was thus known as the Ernest R. Graham Center (GC), which is the student union. This building housed most of the on-campus food, some classrooms, and many student organization's offices. There was also a barbershop, nail salon, and the Barnes and Noble Bookstore.

The data that were collected from Fresno State was collected in the summer of 2016. I focused on the academic buildings on campus, which did not include the dormitories since they are closed in the summer. Also, dormitories were not included in either analysis of the universities because these are commuter schools. This means that most of the students who attend each university are from the immediate surrounding areas around the university. The students who live in the dormitories are from the immediate areas and would not have the Spanish exposure that the commuter students would have. The first buildings that I collected preliminary data for was the Joyal Administrative building, which housed financial aid, payments, and many academic advising offices. Then I moved on to the Science I building, or old science. This has all of the biology, chemistry, geology, and many other sciences there. It is a large building that has multiple stories and rooms. Then I moved on to the Craig School of Business building. This is one of the most famous buildings at Fresno State. It is home to the business department, which is known nationwide as an excellent program. It is also home to the Linguistics department and many others. This building is very large and has four stories, a café, a conference room, and an auditorium. It also is home to the ROTC offices. Next, I went on to look at the Grosse Industrial Technology building. A lot of agricultural business classes and linguistics are held here, but it is not home to any particular department. Following this I moved to the McKee Fisk building. This is a very important building at Fresno State. This houses the

political science and the women's studies program along with many more departments. The main student union, which is undergoing an expansive remodel, is the next place I collected data from. There is an underground food court and bowling alley, many study tables on the main floor and then conference rooms and official offices on the remaining floors. The Kremen Education is the next building I traveled to. This is where the liberal studies, education, and teaching credential programs are housed. This building has four floors and is very sizeable. The next building was the Music Building and this is home to all of the musical majors as well as the marching band. This building has a lot of practice rooms as well as a concert hall. The final building I visited to collect data was the Speech Arts Building. This is home to the communications department at Fresno State. It also has some theatre offices in there as well as an auditorium.

The data that was collected in the Sweetwater neighborhood was gathered in the fall semester of 2016. There was a one-block radius around the Modesto Madique campus that was examined. Many places were busy plazas and strip malls.

CATEGORIZING DATA

I first grouped each picture into one of four categories: English only signs, Spanish only signs, English and Spanish signs, and English and another language (not Spanish) signs. I also grouped them into the building in which they were found. After I analyzed these results I compared them as a whole against the total amount of signage that was collected. The goal was to aim for 600 signs on each campus.

Next I categorized each sign. I divided each campus' signs into six categories that was adapted from Yavari 2012: advertisements (events, buying and selling, and job

vacancies), information (course information and miscellaneous information), instructions (printing, registering, forms, how to apply, throwing away garbage, and buying items), services (health-care services, career services, and services by different departments), signs (building signage, direction signage, warning notices, prohibitions, and posters), and jokes/newspapers (newspaper clippings, jokes, and memes). I analyzed these based on the same criteria as above, English only, Spanish only, English and Spanish, and English and another language. I separated these into buildings as well.

I also grouped each sign into categories to see if they were top-down signs or bottom up signs. Appendix B shows the categories.

Categorizing the data can be a challenge in itself. There are many signs that could potentially fall into more than one category and the researcher must set specific guidelines and parameters for putting them in a category. Signs that were posted about programs at other universities were categorized as top-down signs and placed in the information category because they were ‘course materials.’ Signs that were posted to recycle were placed in the instructions category. Lastly, events such as ROTC recruitment was placed in top-down category because it is sponsored by the university, while events from a club was placed in the bottom-up category because it is a student organization.

SIGN WRITER

Next, I looked at the sign writers. Sign writers are who writes the sign, whether it is the university (top down signs) or the students (bottom up signs). “Top-down signs include all the signs posted by the university staff such as warning notes, direction signs, university rules, class schedules, application forms and the like. All the other signs, which

were not inscribed by the university personnel, are considered as bottom-up, such as job vacancies offered by private companies, or event announcements put up by students” (Yavari, 2012 p. 31). There can be many interpretations of who writes which sign. That is where a problem can occur. It is up to the researcher to decide which can be top-down or bottom-up in certain circumstances. Signs that had the logo of the university were classified in this study at top-down. As Yavari states, if there are sign postings from a student club that a particular student is not a member of then that can be considered top-down; however, if you are a student in that club it can be regarded as a bottom-up sign. All club signs in the present study were regarded as bottom-up.

VI. RESULTS

I conducted a quantitative description of the findings of the study. In total I gathered data over 1,400 signs. There were 604 total signs that were analyzed at Florida International University, 587 at Fresno State, and 249 in the surrounding Sweetwater neighborhoods.

I grouped each data into specific buildings for the purpose of seeing which area each campus had the most English or Spanish signage. For example, would the buildings that housed the foreign languages department (DM at FIU) and (CSB at Fresno State) have more Spanish signage than other buildings on campus. Also, would the buildings that housed the international business major have more bilingual signage as well? I also broke them down into ads, instructions, information, student services offered, signs, and newspapers/ jokes because it shows the types of signs that are more likely to be bilingual

versus just monolingual. This information can be relayed to the administration so that they can implement new policies to accommodate all students. I compared the two universities because FIU is located in a more densely populated Spanish speaking area, while Fresno State is not. Even though they are both Hispanic Serving institutions, they have a vastly different student body. You hear Spanish constantly at FIU; however, you rarely hear it at Fresno State. They are both have a majority of Hispanic students. I wanted to examine the difference between the two universities because of the geographical and demographic differences of the immediate surrounding areas. The results for FIU are shown below.

Table 1(a) Florida International University Ads

	DM	GC	GL	Grad Business	PC	Ryder Business	Ziff	VH	TOTAL
English Only	17	21	27	6	10	10	10	6	107
Spanish Only	4	1	1	0	0	0	0	1	7
English and Spanish	1	0	1	0	0	0	0	1	3
English and Other	1	0	0	0	0	0	0	0	1

Table 1(b) Florida International University Instructions

	DM	GC	GL	Grad Business	PC	Ryder Business	Ziff	VH	TOTAL
English Only	8	1	7	3	6	9	12	8	54
Spanish Only	0	0	0	0	0	0	1	1	2
English and Spanish	1	0	0	0	0	0	0	0	1
English and Other	0	0	0	0	0	0	0	0	0

Table 1(c) Florida International University Information

	DM	GC	GL	Grad Business	PC	Ryder Business	Ziff	VH	TOTAL
English Only	14	7	48	12	10	11	29	12	143
Spanish Only	1	0	0	0	0	0	0	0	1
English and Spanish	1	0	0	0	1	0	0	1	3
English and Other	0	0	0	0	0	0	0	0	0

Table 1 (d) Florida International University Student Services Offered

	DM	GC	GL	Grad Business	PC	Ryder Business	Ziff	VH	TOTAL
English Only	1	6	2	0	3	2	2	0	16
Spanish Only	0	0	0	0	0	0	0	0	0
English and Spanish	0	0	2	0	0	0	0	0	2
English and Other	0	0	0	0	0	0	0	0	0

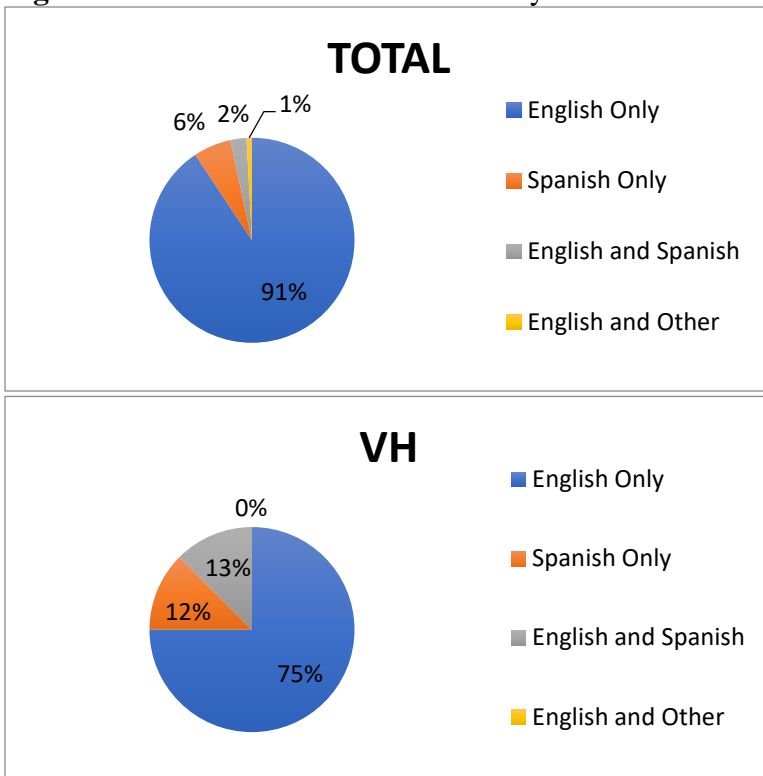
Table 1(e) Florida International University Signs/ Posters

	DM	GC	GL	Grad Business	PC	Ryder Business	Ziff	VH	TOTAL
English Only	15	22	46	28	29	27	24	4	195
Spanish Only	0	0	2	0	4	0	0	0	6
English and Spanish	4	0	2	1	2	1	1	1	12
English and Other	0	0	3	0	0	0	0	0	3

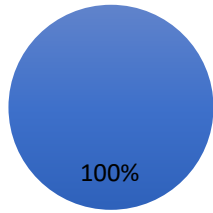
Table 1(f) Florida International University Jokes/ Newspapers/ Memes

	DM	GC	GL	Grad Business	PC	Ryder Business	Ziff	VH	TOTAL
English Only	0	6	15	0	0	0	42	6	69
Spanish Only	0	0	0	0	0	0	1	0	1
English and Spanish	0	0	0	0	0	0	0	0	0
English and Other	0	0	0	0	0	0	1	0	1

Figure 1: Florida International University Ads

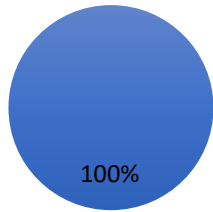


Ziff Education



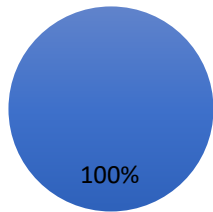
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- Spanish Only
- English and Spanish
- English and Other

Ryder Business



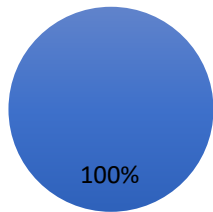
- English Only
- Spanish Only
- English and Spanish
- English and Other

PC

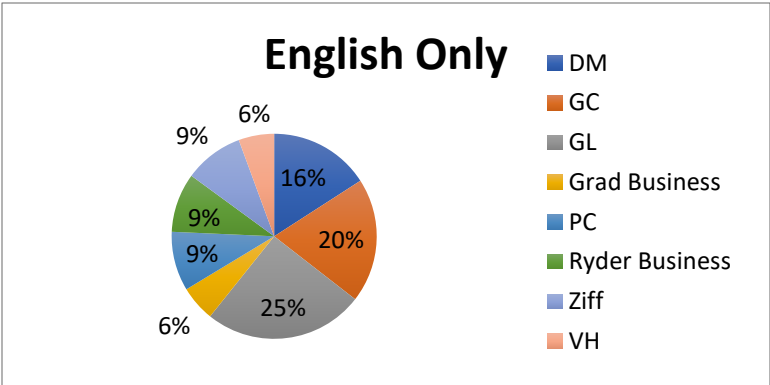
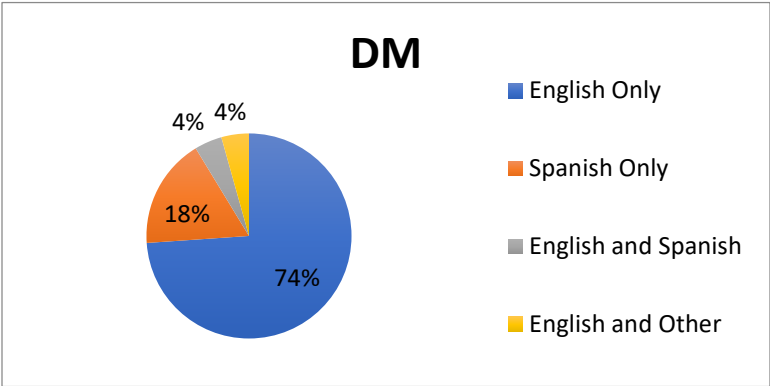
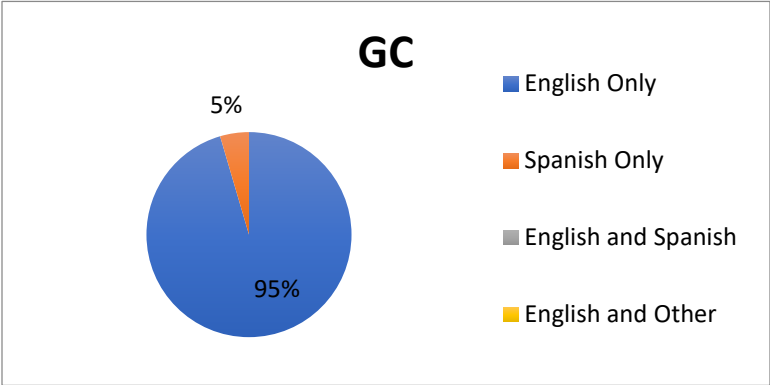
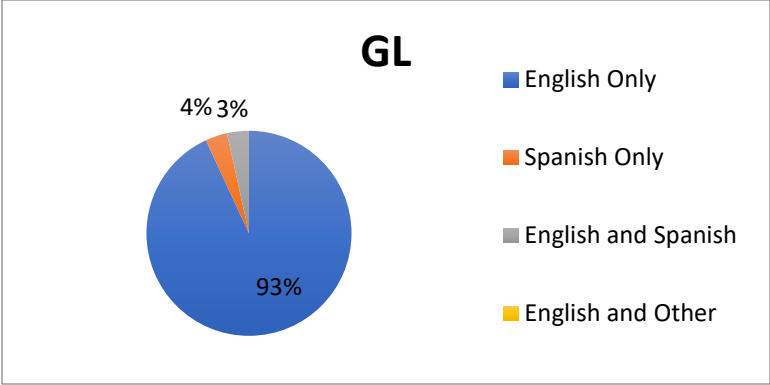


- English Only
- Spanish Only
- English and Spanish
- English and Other

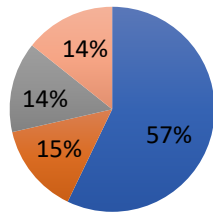
Grad Business



- English Only
- Spanish Only
- English and Spanish
- English and Other

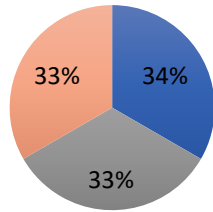


Spanish Only



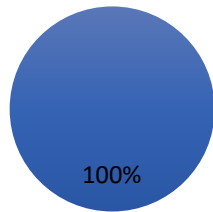
- DM
- GC
- GL
- Grad Business
- PC
- Ryder Business
- Ziff
- VH

English and Spanish



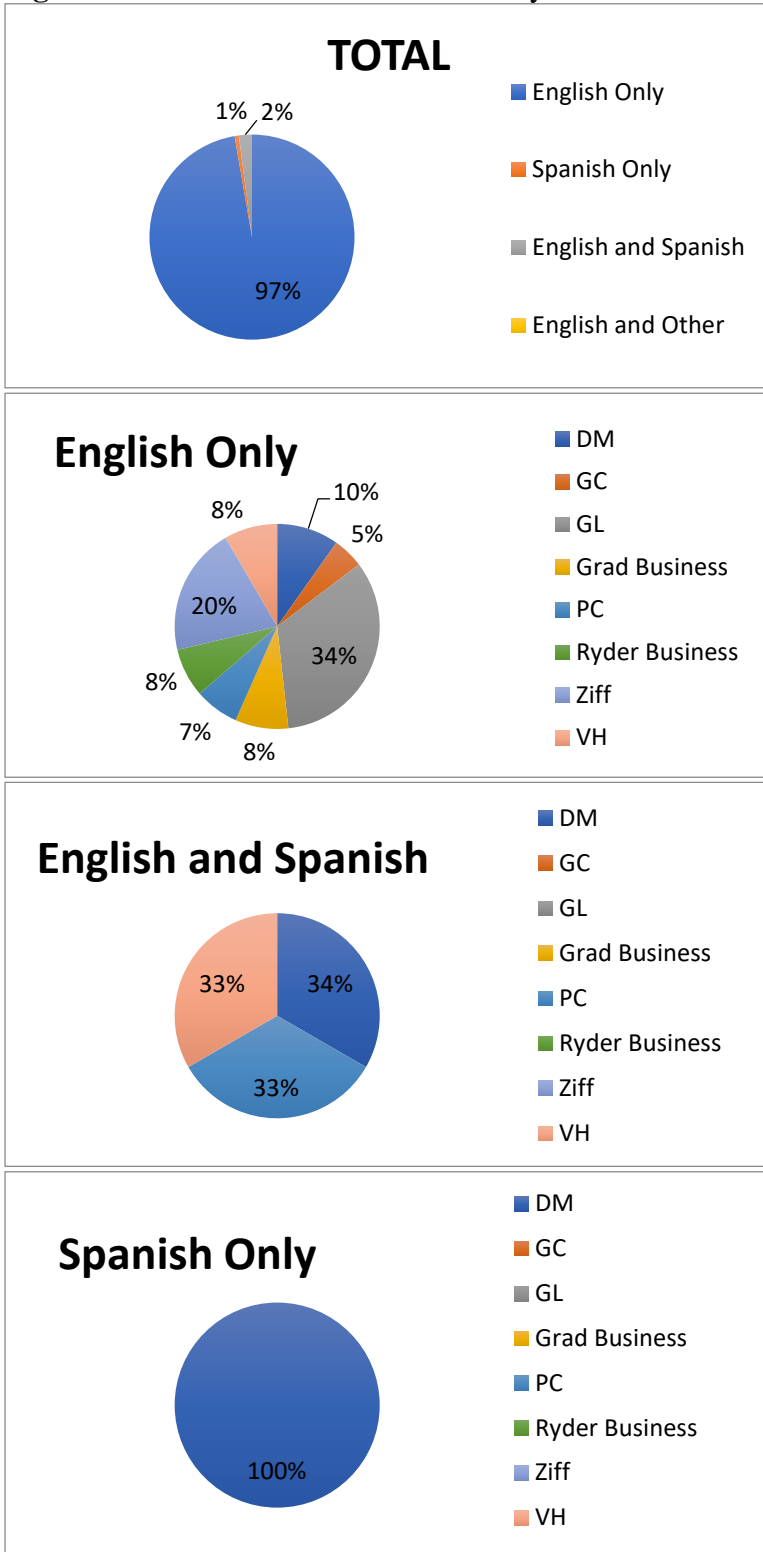
- DM
- GC
- GL
- Grad Business
- PC
- Ryder Business
- Ziff
- VH

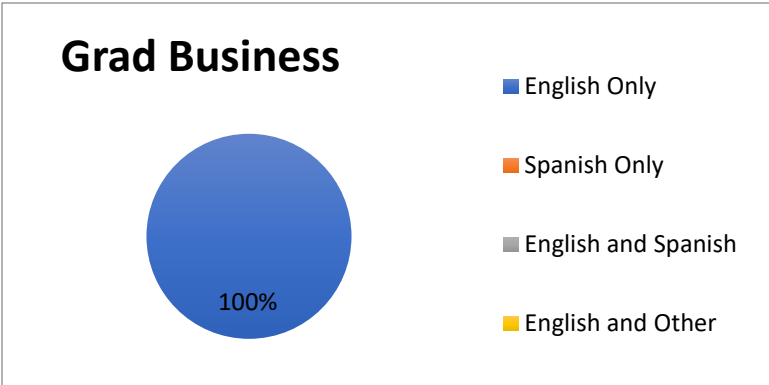
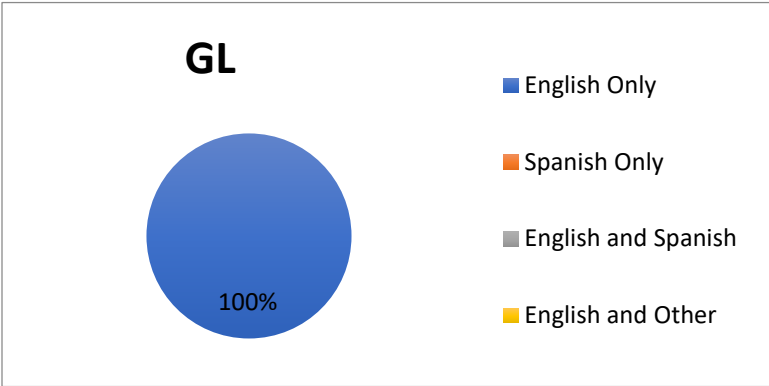
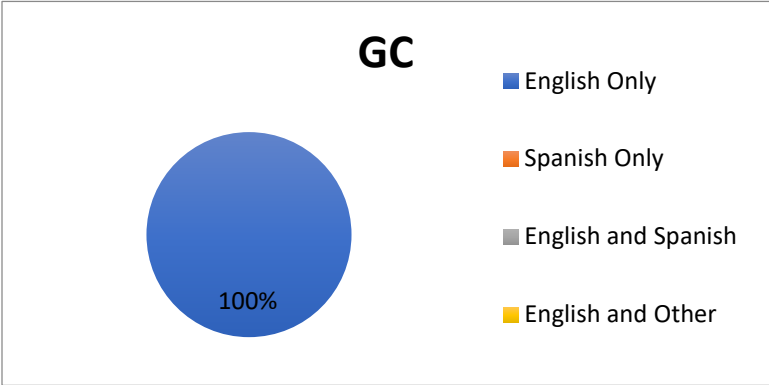
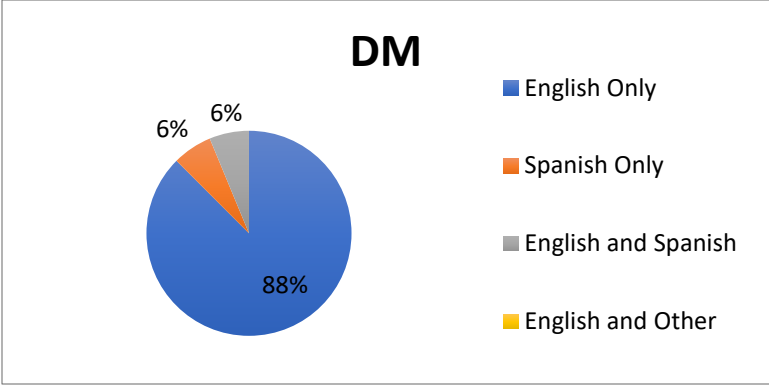
English and Other



- DM
- GC
- GL
- Grad Business
- PC
- Ryder Business
- Ziff
- VH

Figure 2: Florida International University Information





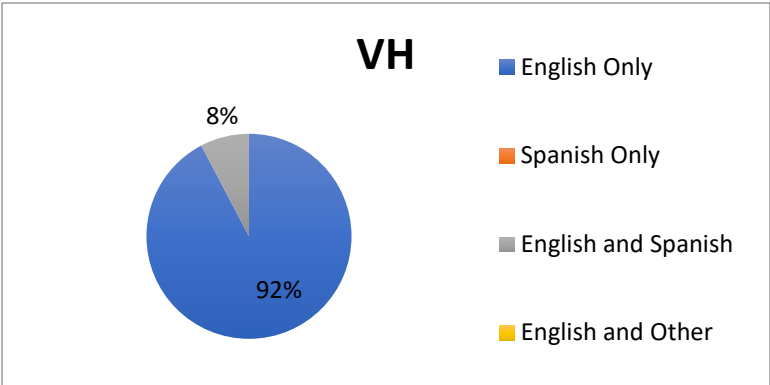
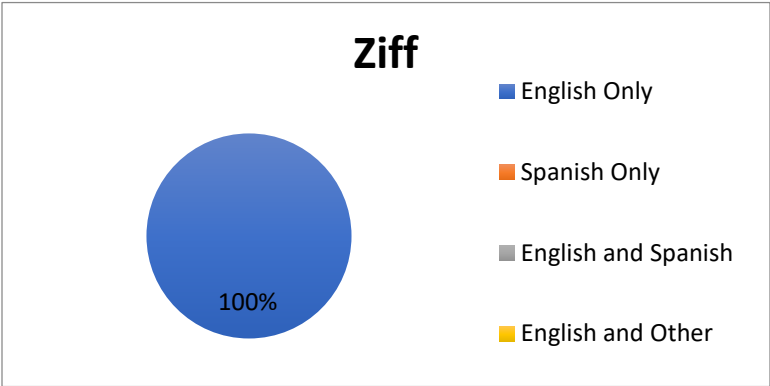
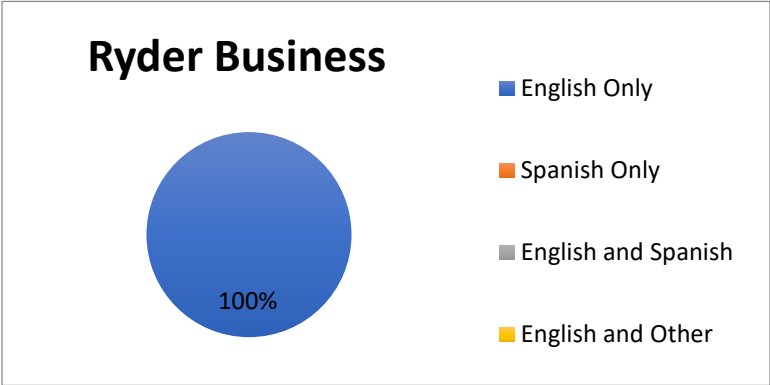
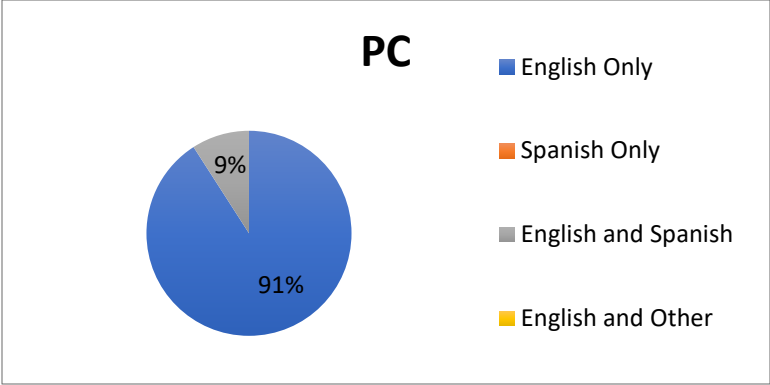
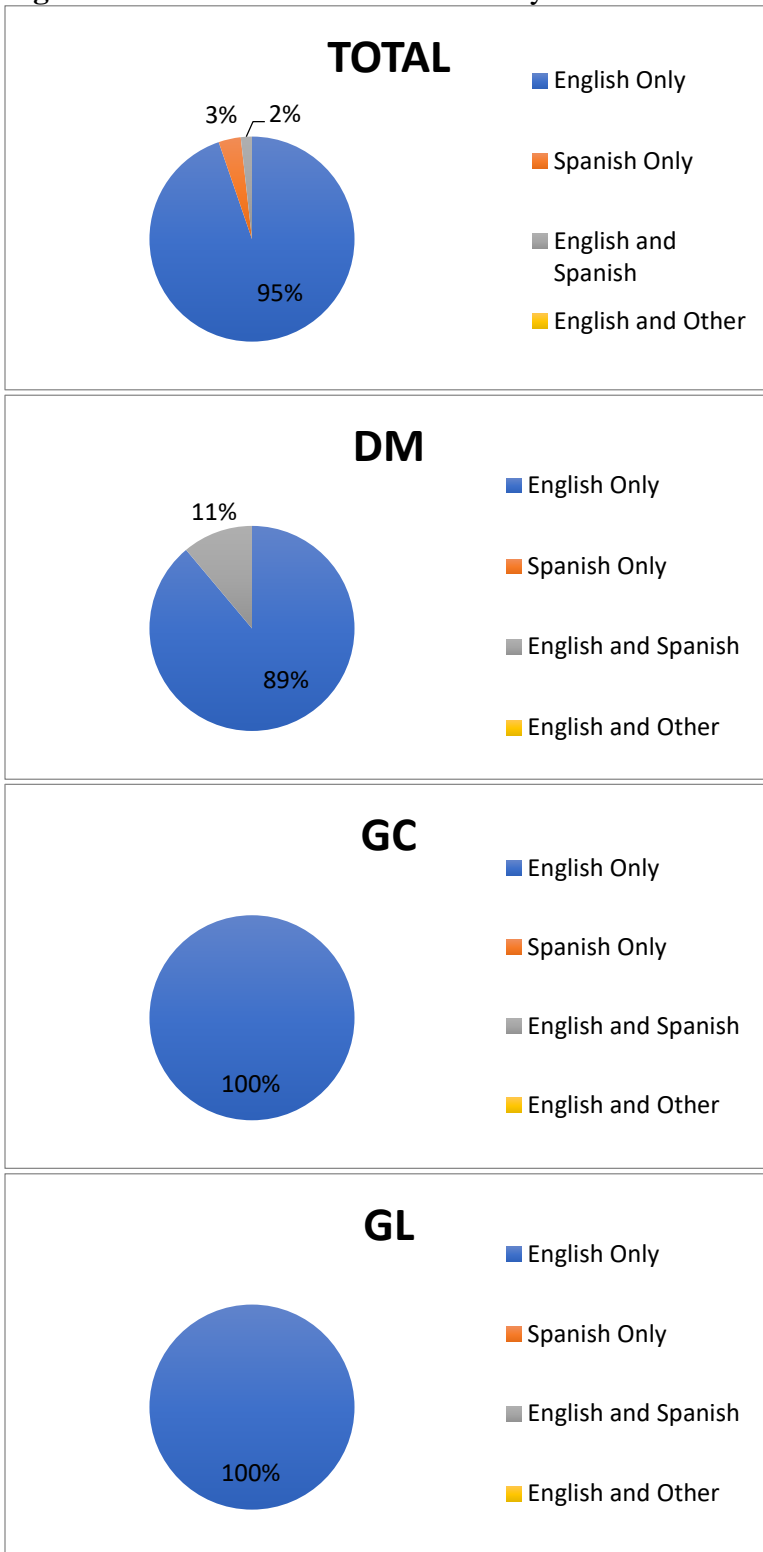
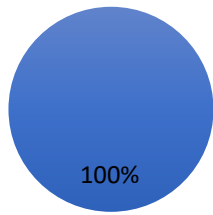


Figure 3: Florida International University Instructions

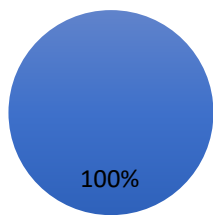


Grad Business



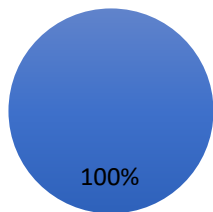
- English Only
- Spanish Only
- English and Spanish
- English and Other

PC



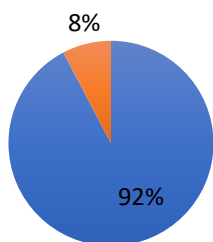
- English Only
- Spanish Only
- English and Spanish
- English and Other

Ryder Business



- English Only
- Spanish Only
- English and Spanish
- English and Other

Ziff



- English Only
- Spanish Only
- English and Spanish
- English and Other

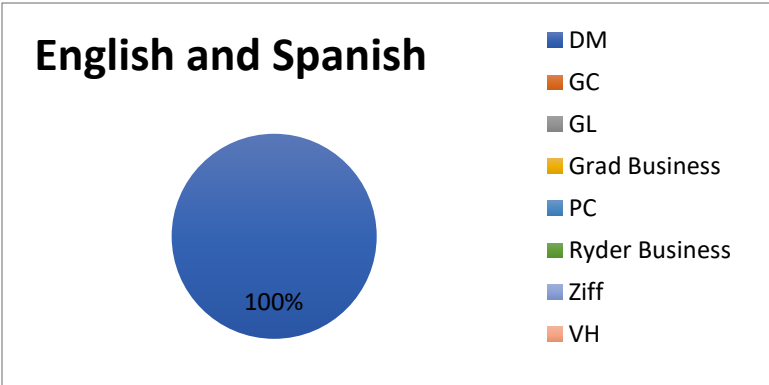
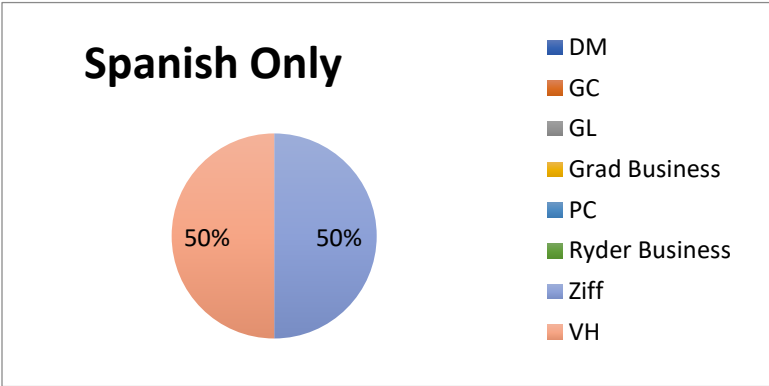
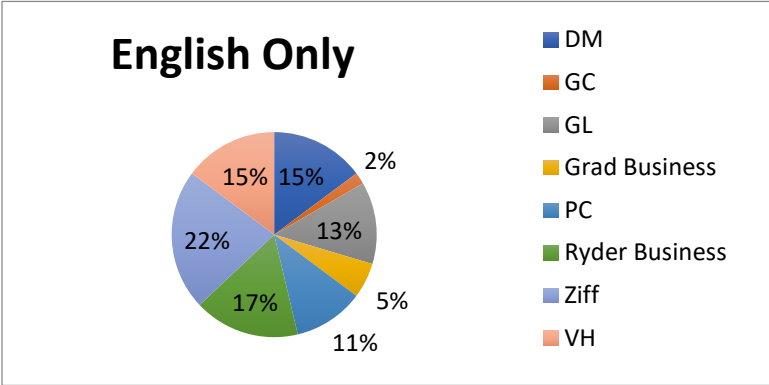
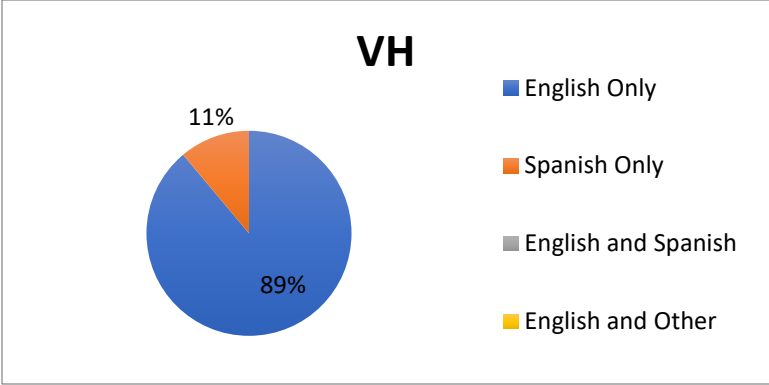
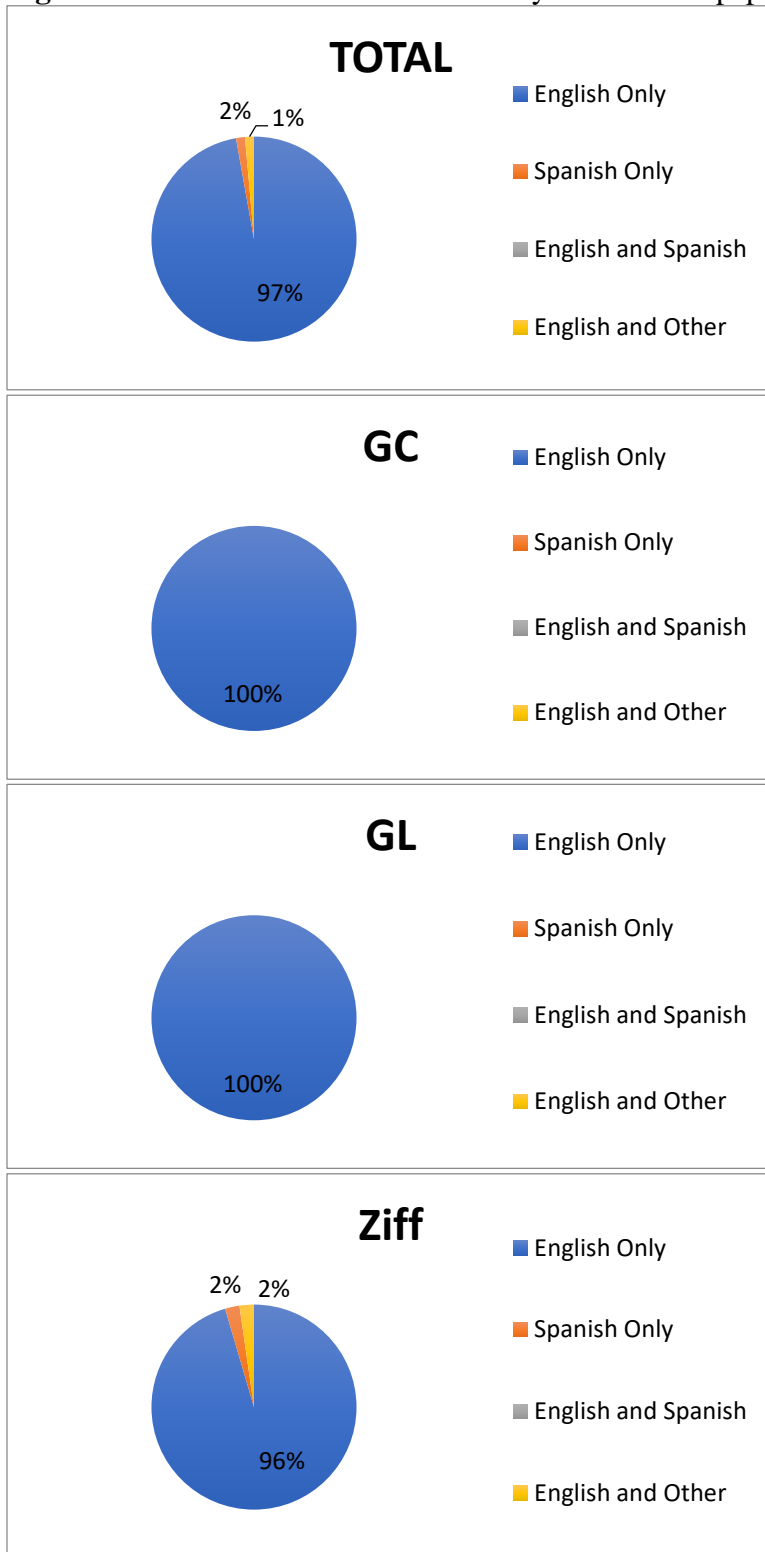


Figure 4: Florida International University Jokes/ Newspapers/ Memes



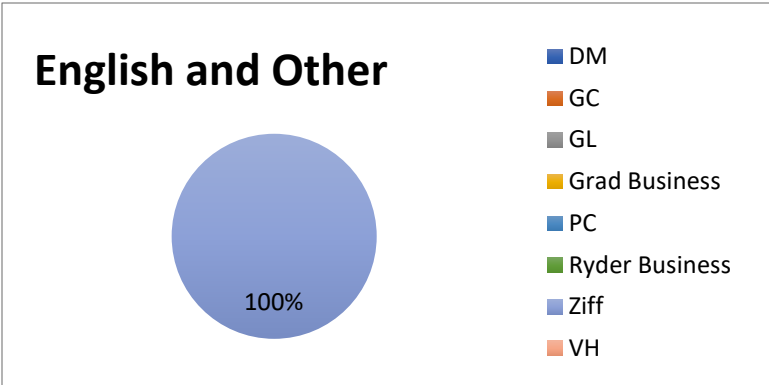
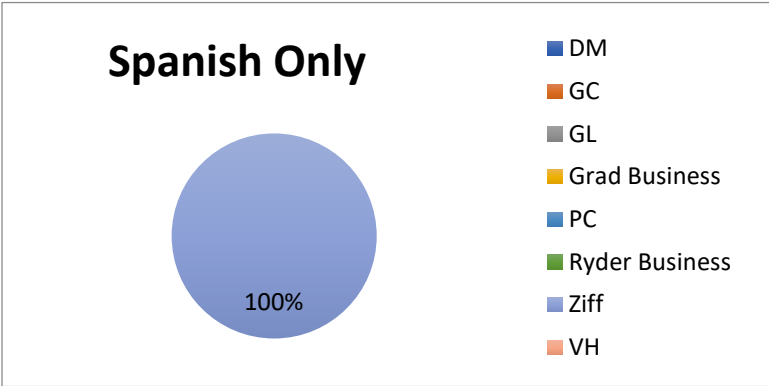
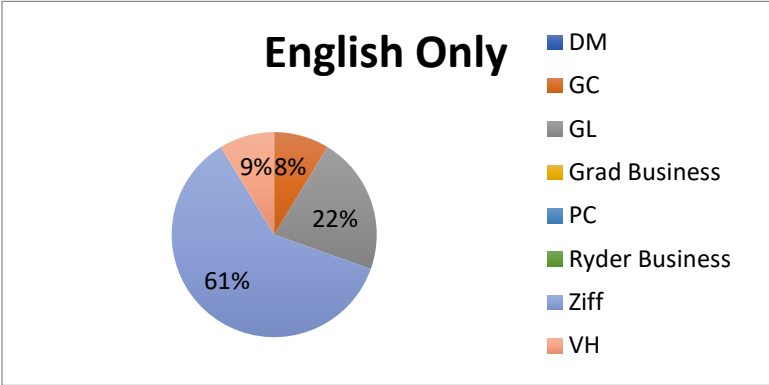
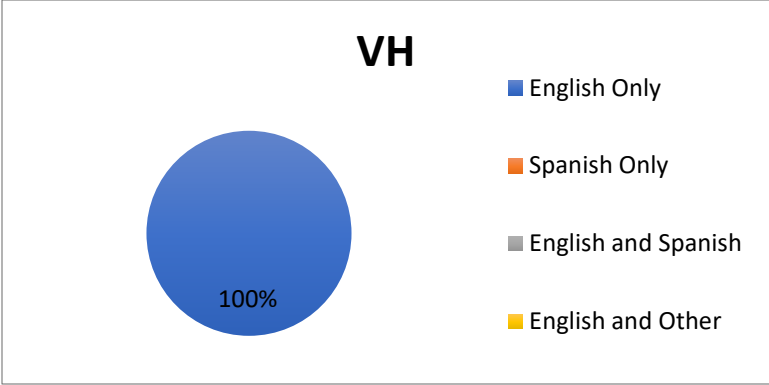
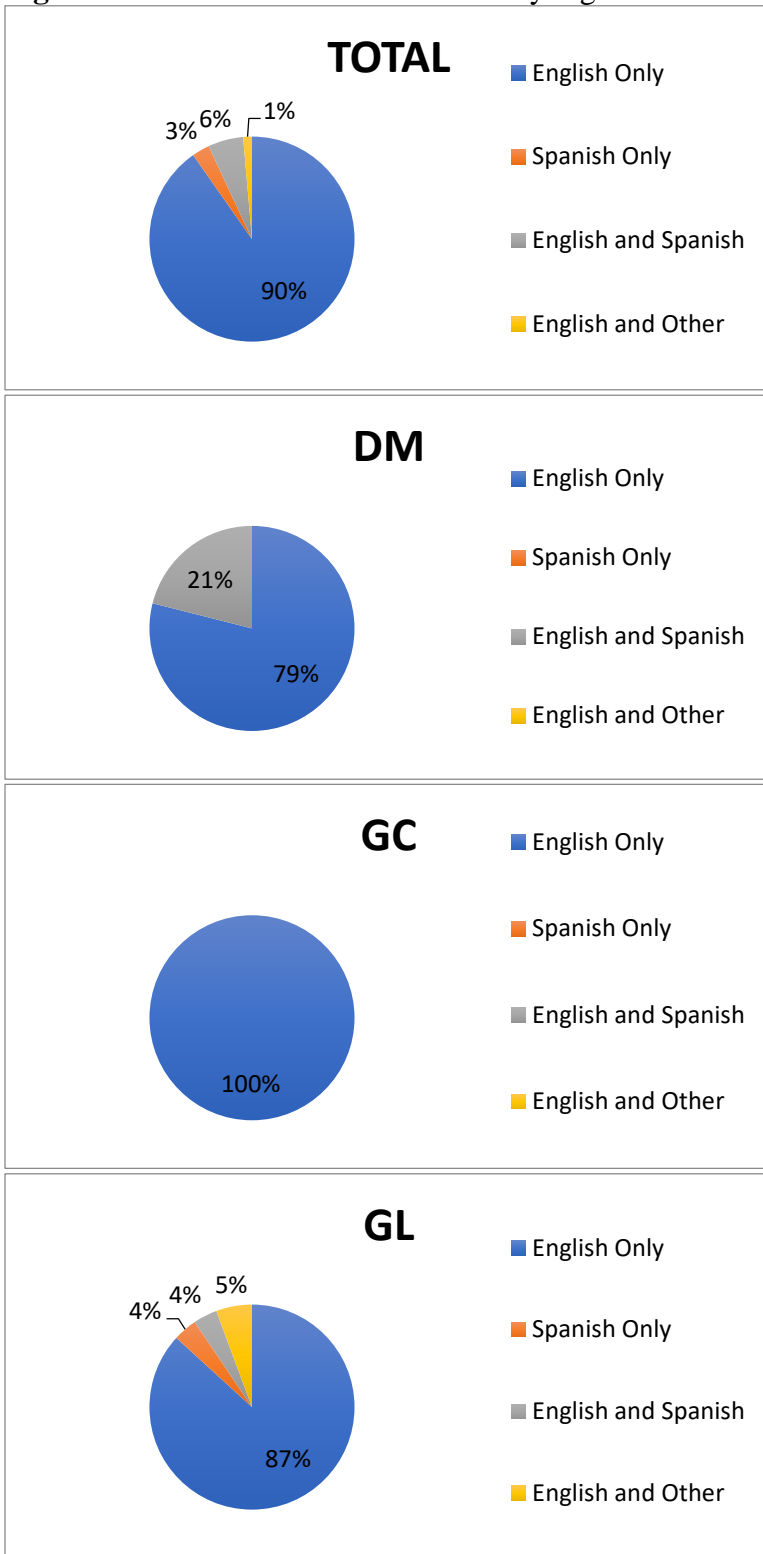
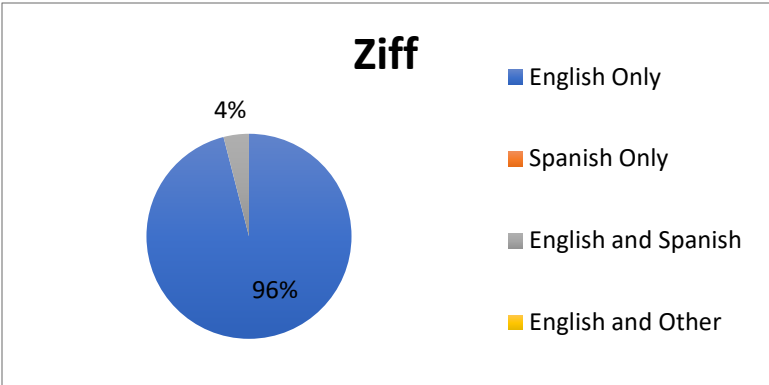
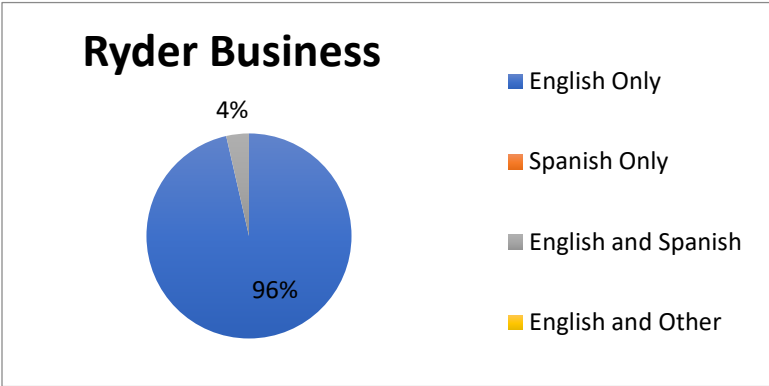
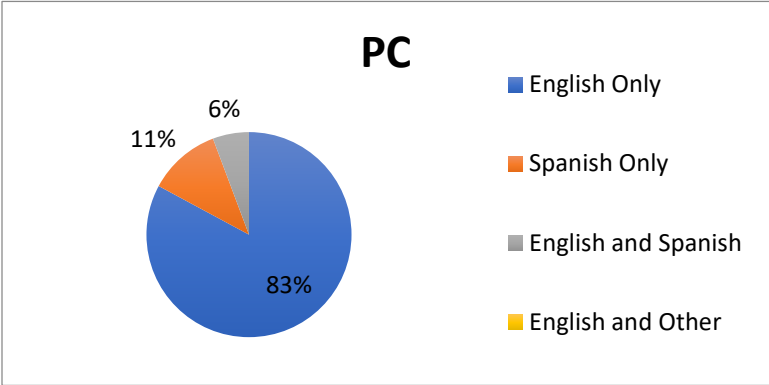
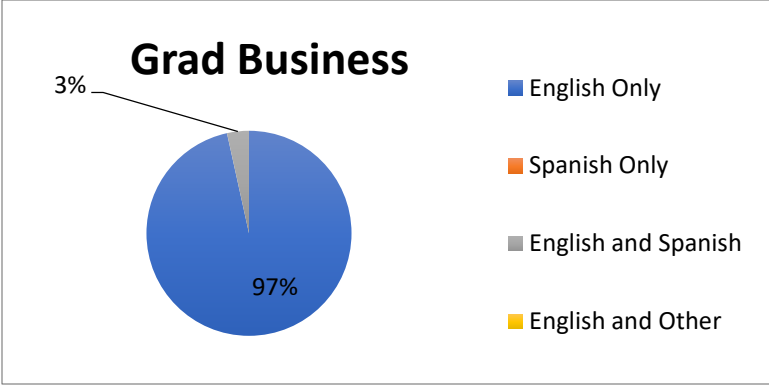
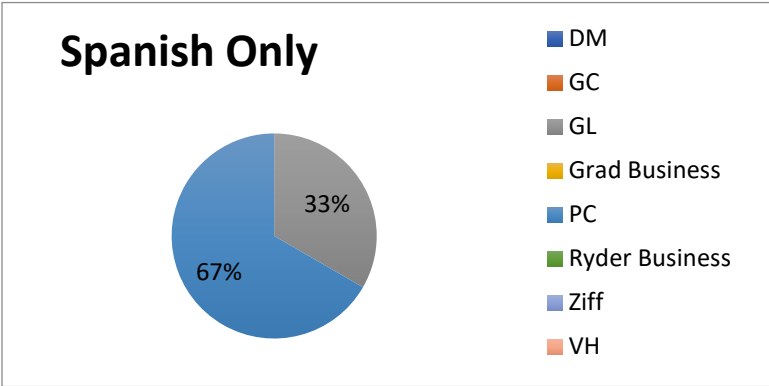
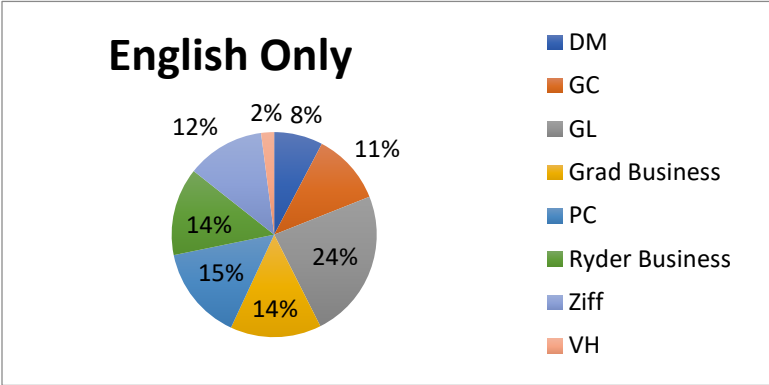
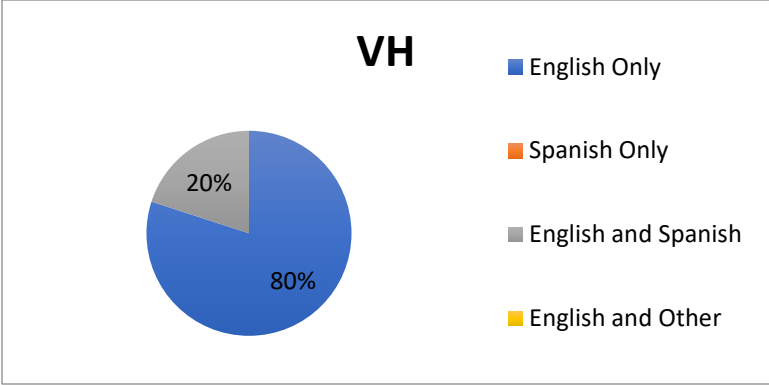


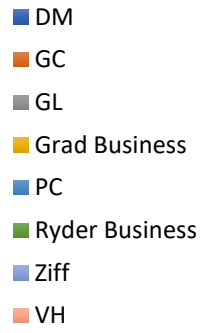
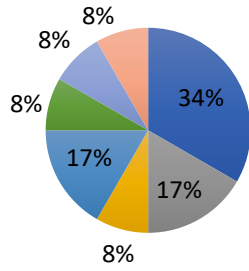
Figure 5: Florida International University Signs/ Posters







English and Spanish



English and Other

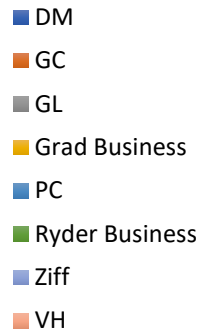
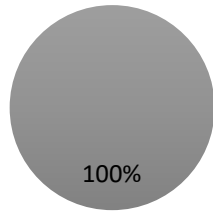
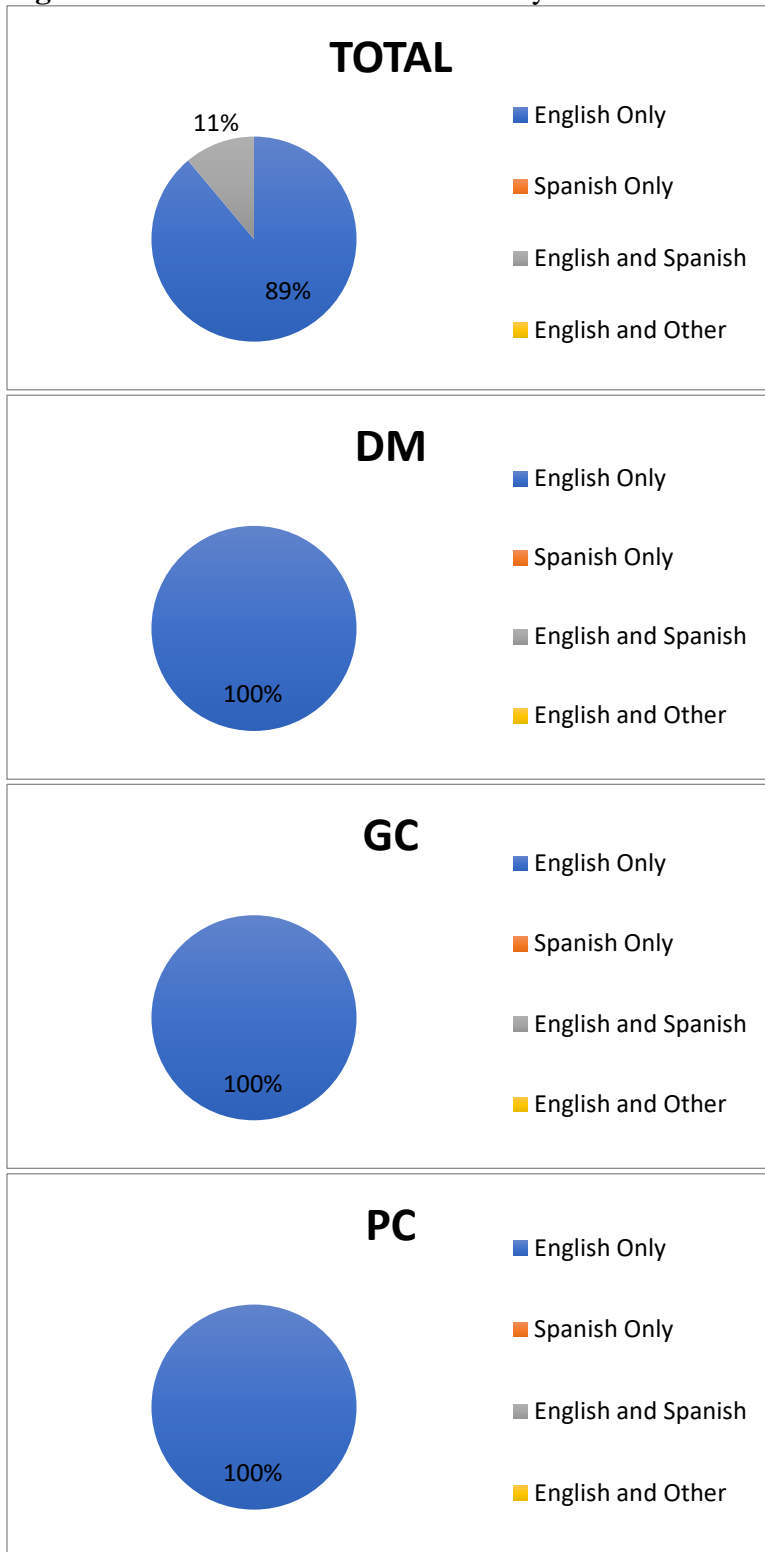
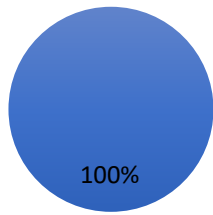


Figure 6: Florida International University Student Services Offered

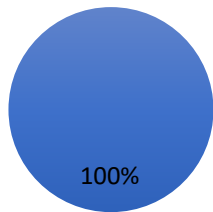


Ryder Business



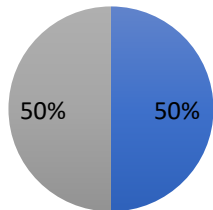
- English Only
- Spanish Only
- English and Spanish
- English and Other

Ziff



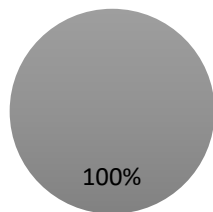
- English Only
- Spanish Only
- English and Spanish
- English and Other

GL

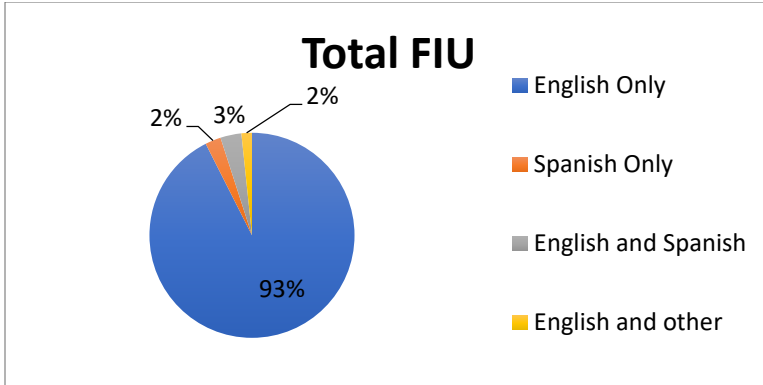


- English Only
- Spanish Only
- English and Spanish
- English and Other

English and Spanish



- DM
- GC
- GL
- Grad Business
- PC
- Ryder Business
- Ziff
- VH



There were 587 total signs that were analyzed at Fresno State. The results are shown below.

Table 2(a) Fresno State Ads

	CSB	IT	JL	MC F	S1	SSU	SU	KR	MU S	SA	TOTA L
English Only	14	0	8	27	19	1	1	14	16	9	109
Spanish Only	0	0	0	1	0	0	0	1	0	0	2
English and Spanish	0	0	0	0	2	0	0	0	0	0	2
English and Other	0	0	0	1	1	0	0	1	0	0	3

Table 2(b) Fresno State Instructions

	CSB	IT	JL	MC F	S1	SSU	SU	KR	MU S	SA	TOTA L
English Only	2	6	7	4	4	2	11	4	12	0	52
Spanish Only	0	0	0	0	0	0	1	0	0	0	1
English and Spanish	0	0	0	0	0	0	0	0	0	0	0
English and Other	0	0	0	0	0	0	0	0	0	0	0

Table 2(c) Fresno State Information

	CSB	IT	JL	MC F	S1	SSU	SU	KR	MU S	SA	TOTA L
English Only	15	3	27	35	27	6	10	25	22	25	195
Spanish Only	0	1	0	1	0	0	0	0	0	0	2
English and Spanish	0	0	0	0	0	0	0	0	0	0	0
English and Other	0	0	0	0	0	0	0	0	0	0	0

Table 2(d) Fresno State Student Services Offered

	CSB	IT	JL	MC F	S1	SSU	SU	KR	MU S	SA	TOTA L
English Only	0	1	3	2	2	0	0	3	1	1	13
Spanish Only	0	0	0	0	0	0	0	0	0	0	0
English and Spanish	0	0	0	0	0	0	0	0	0	0	0
English and Other	0	0	0	0	0	0	0	0	0	0	0

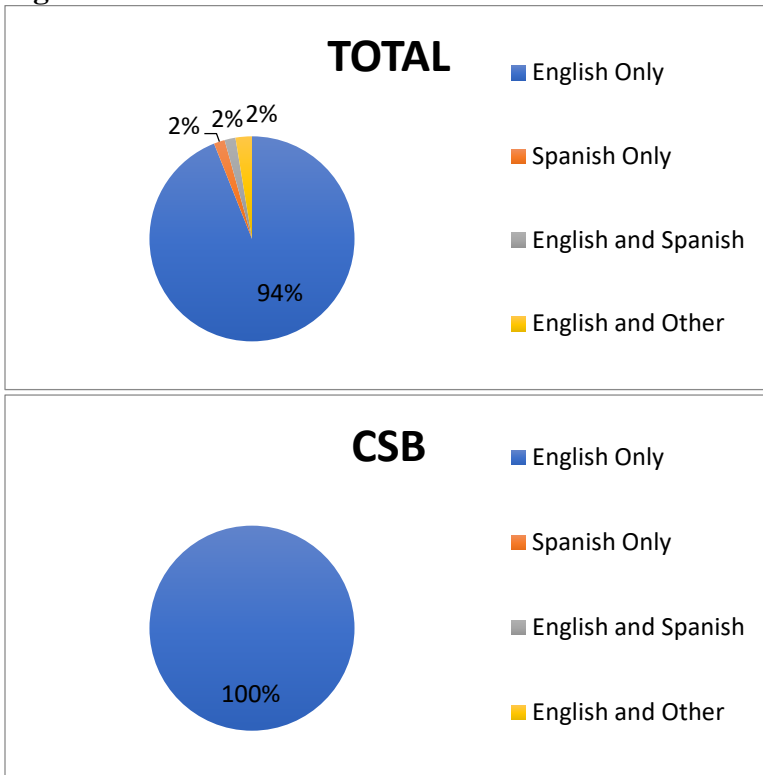
Table 2(e) Fresno State Signs and Posters

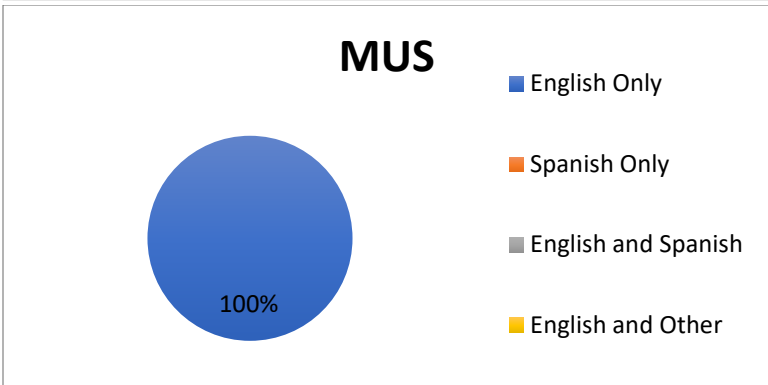
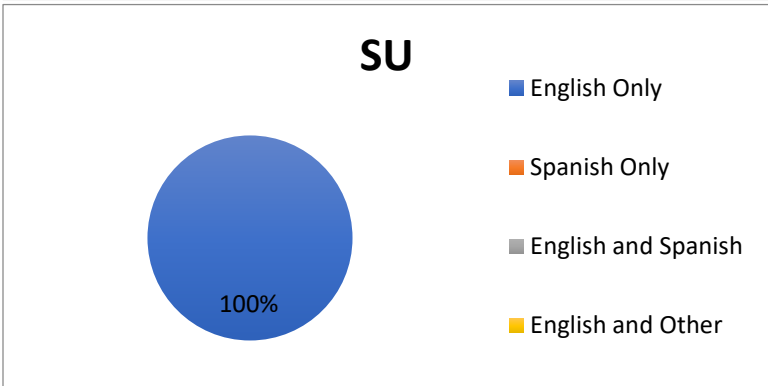
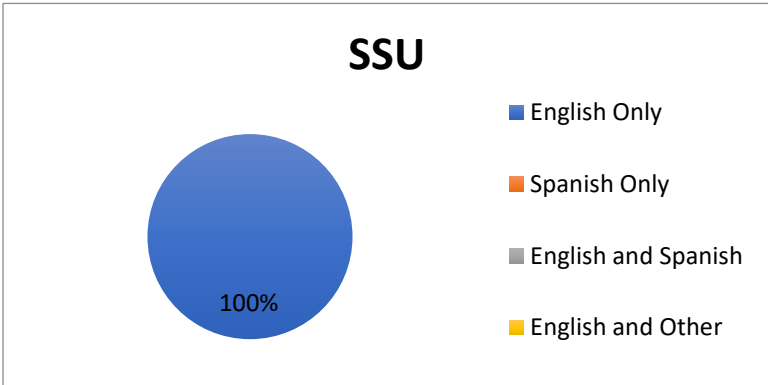
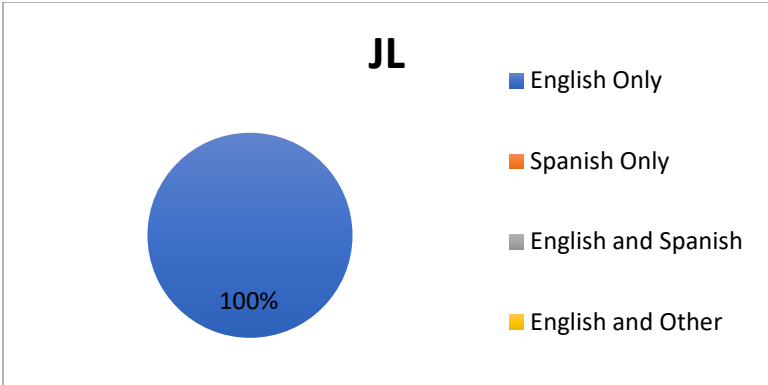
	CSB	IT	JL	MC F	S1	SSU	SU	KR	MU S	SA	TOTA L
English Only	14	23	11	10	13	10	25	16	18	4	144
Spanish Only	0	0	0	0	0	0	0	0	0	0	0
English and Spanish	0	0	0	0	0	0	0	0	0	2	2
English and Other	0	0	0	0	0	0	0	0	0	0	0

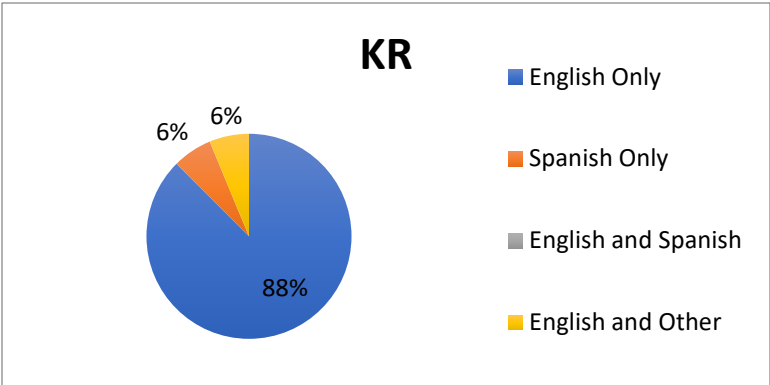
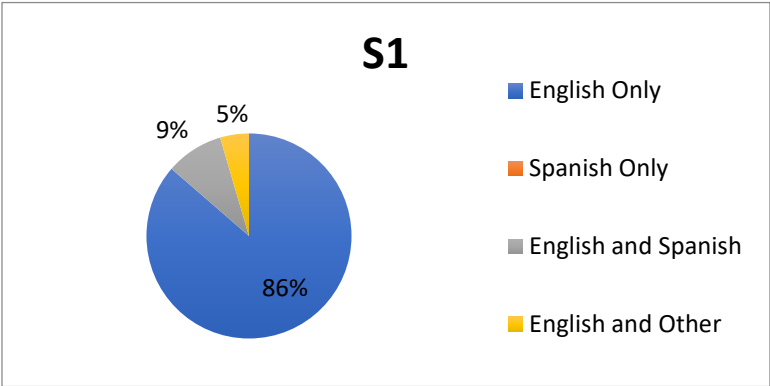
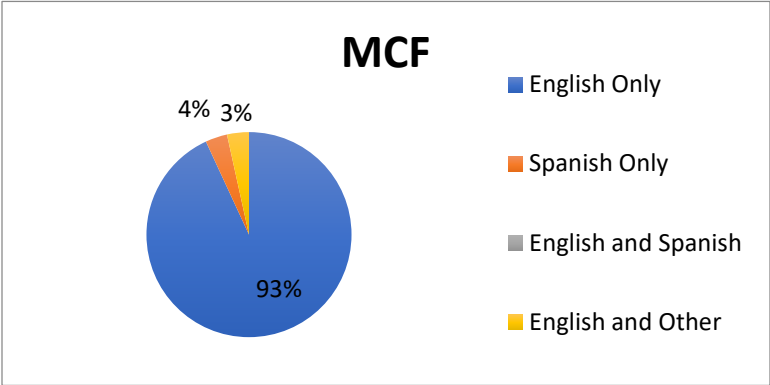
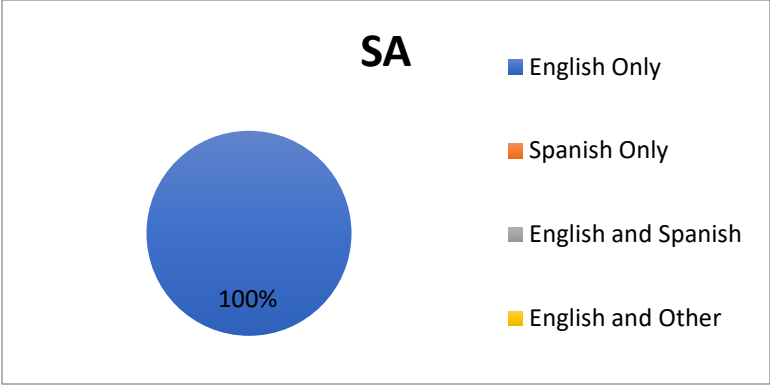
Table 2(f) Fresno State Jokes/ Newspapers/ Memes

	CSB	IT	JL	MC F	S1	SSU	SU	KR	MU S	SA	TOTA L
English Only	4	0	0	4	2	0	6	16	13	14	59
Spanish Only	0	0	0	2	0	0	0	0	0	0	2
English and Spanish	0	0	0	0	0	0	0	0	0	0	0
English and Other	0	0	0	0	0	0	0	0	1	0	1

Figure 7: Fresno State Ads







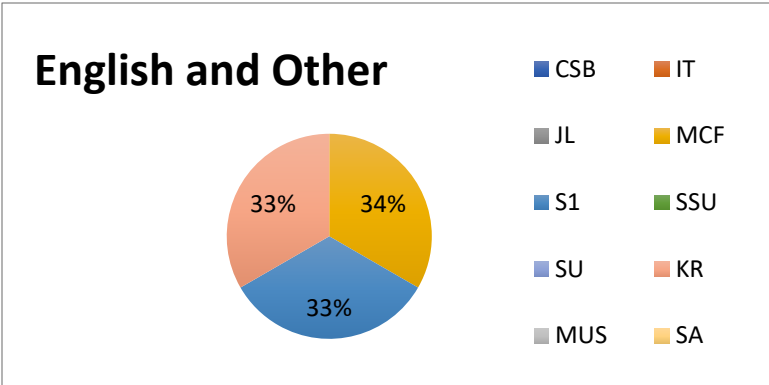
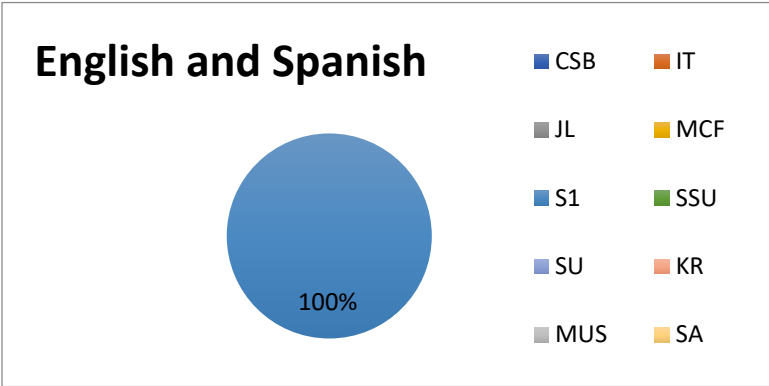
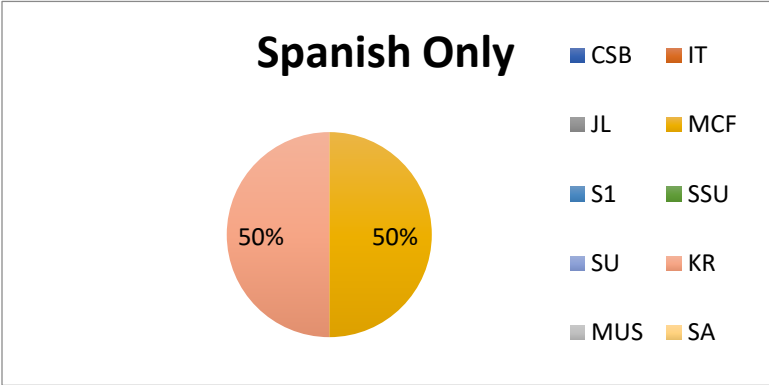
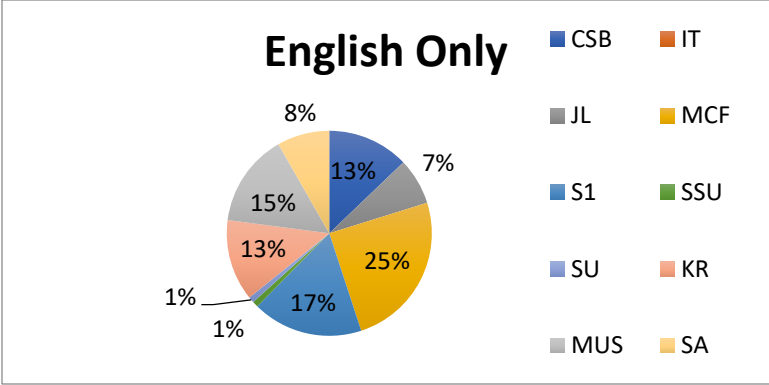
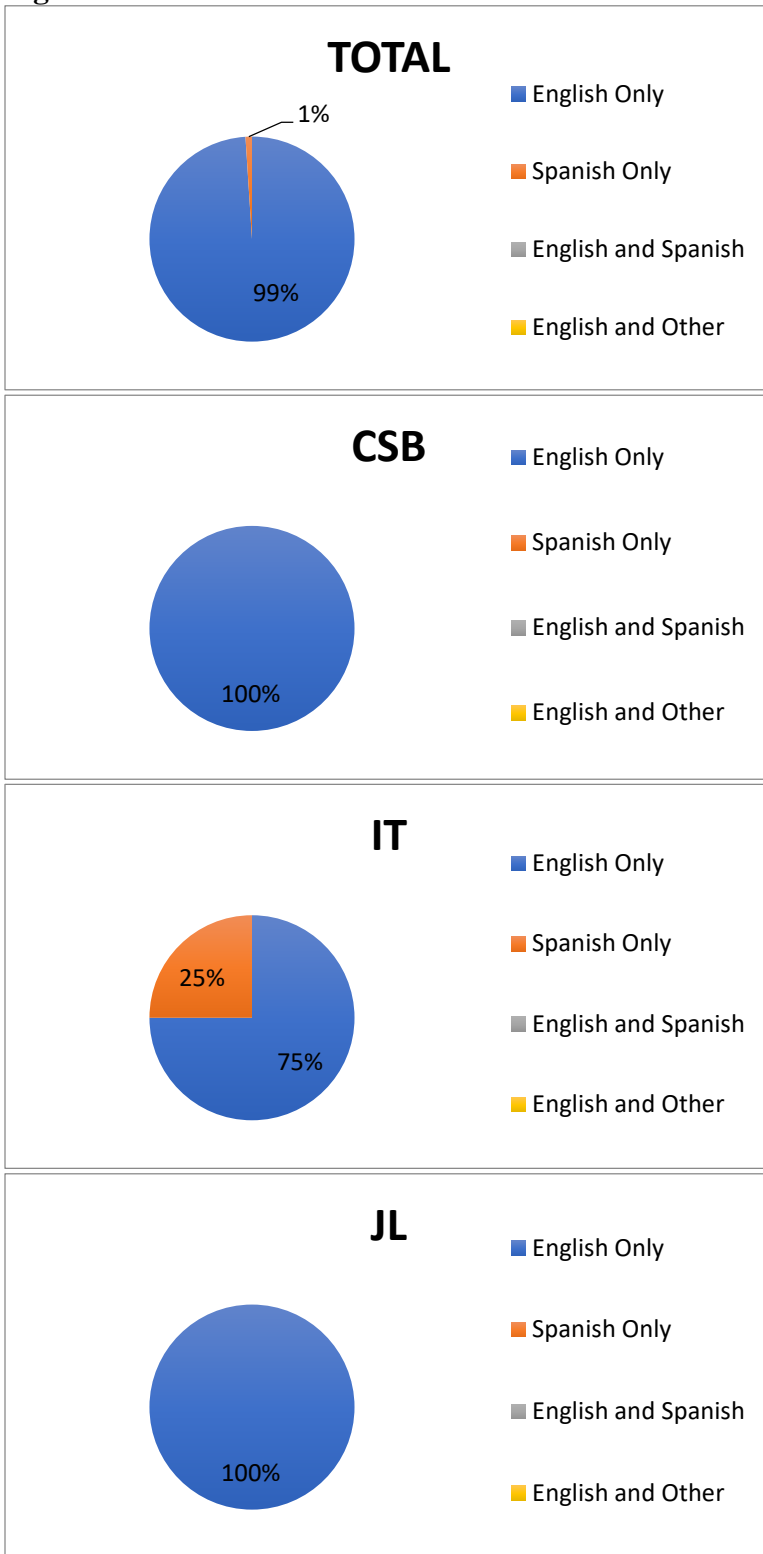
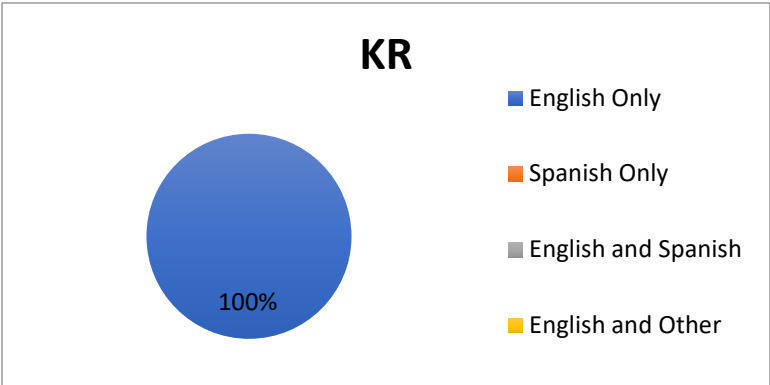
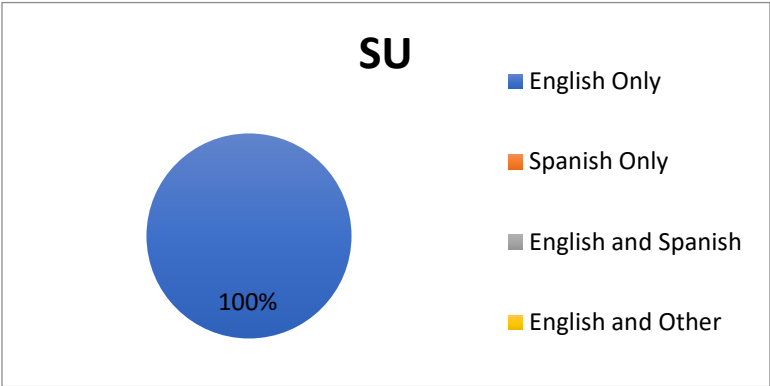
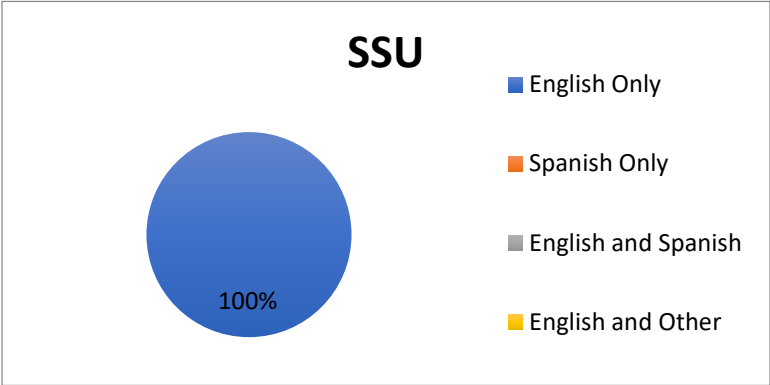
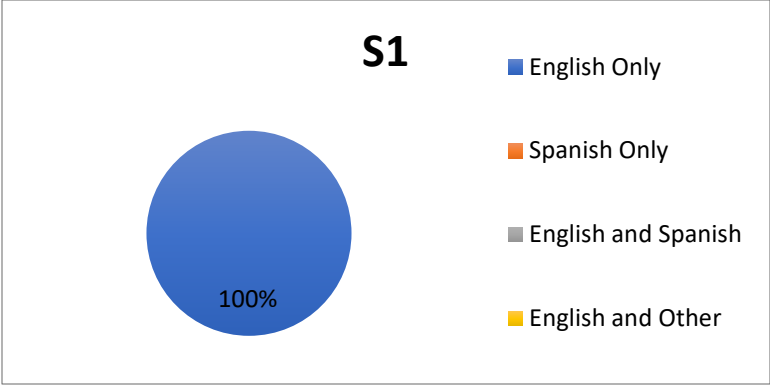
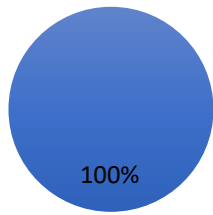


Figure 8: Fresno State Information



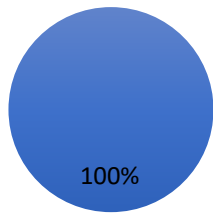


MUS



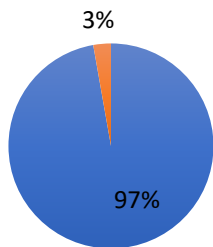
- English Only
- Spanish Only
- English and Spanish
- English and Other

SA



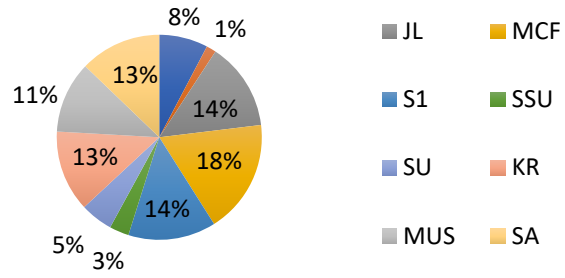
- English Only
- Spanish Only
- English and Spanish
- English and Other

MCF



- English Only
- Spanish Only
- English and Spanish
- English and Other

English Only



Spanish Only

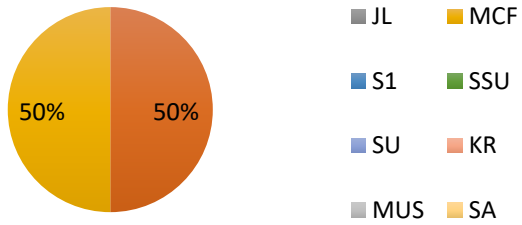
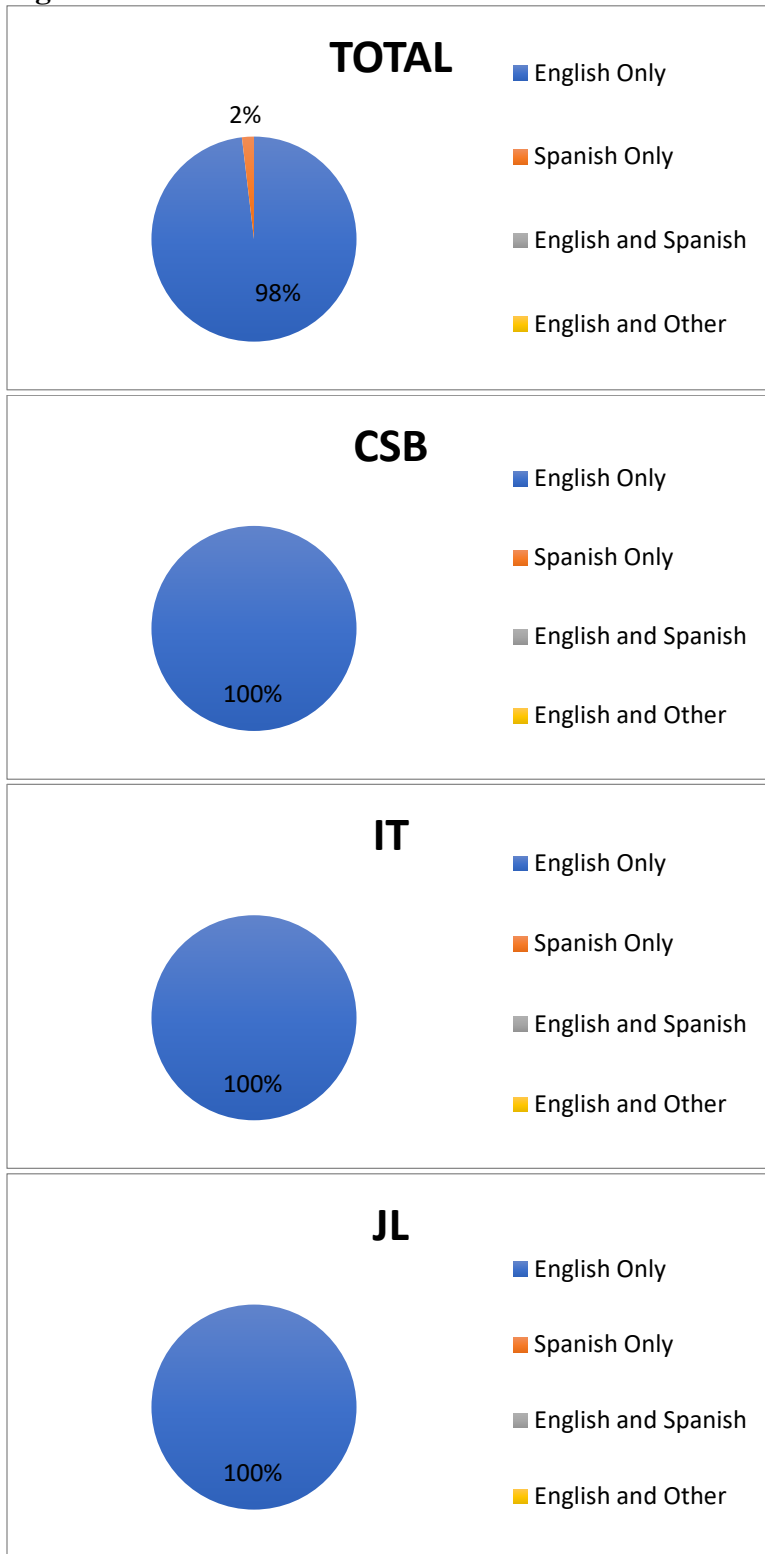
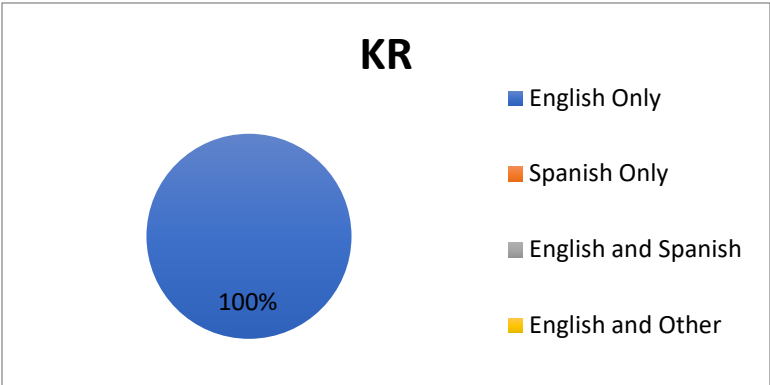
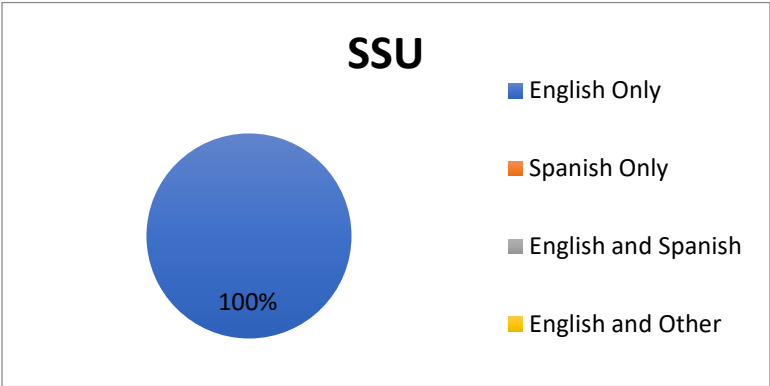
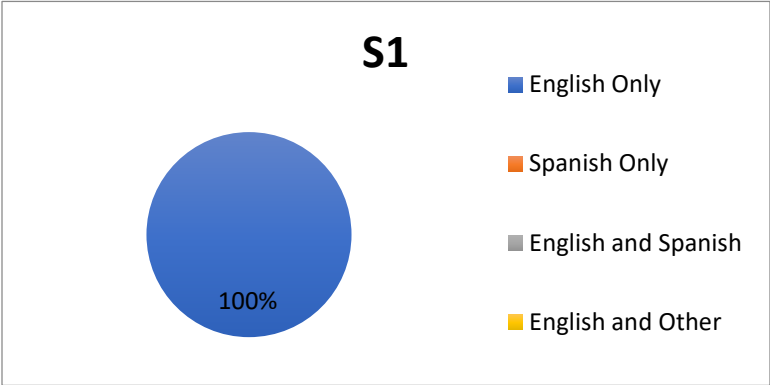
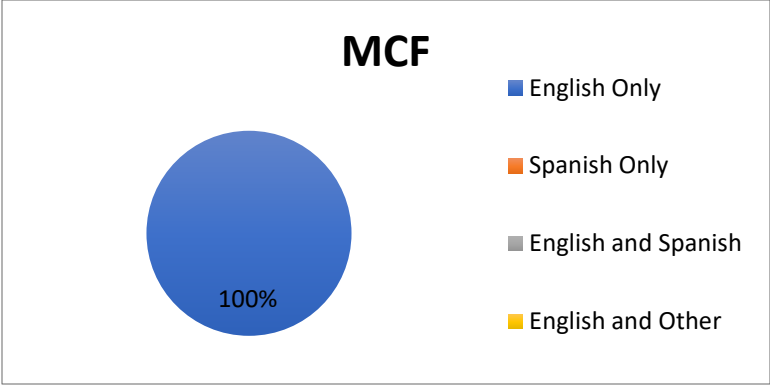


Figure 9: Fresno State Instructions





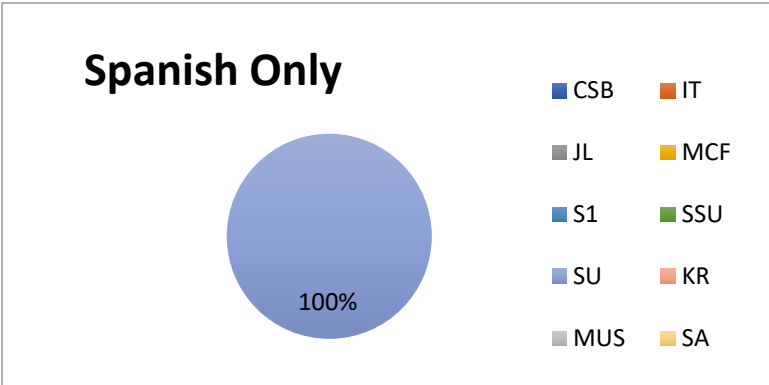
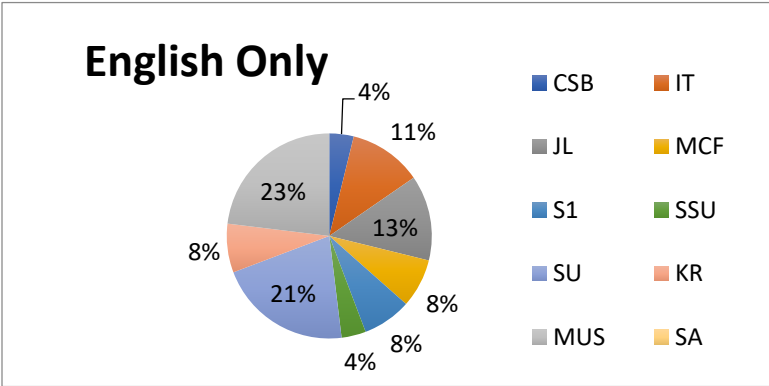
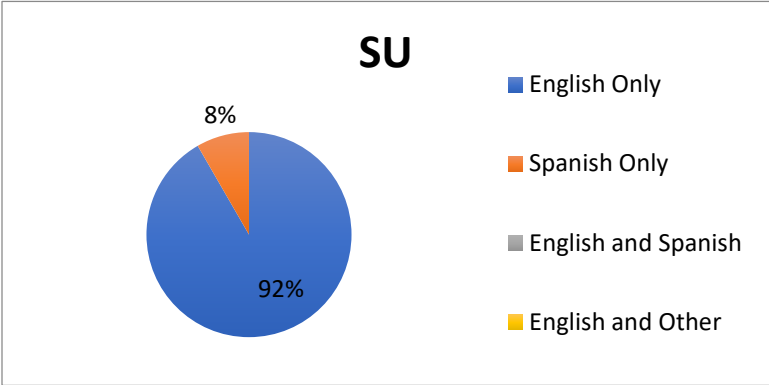
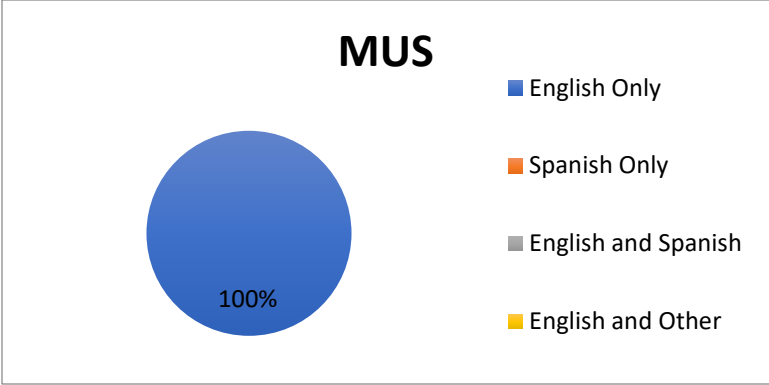
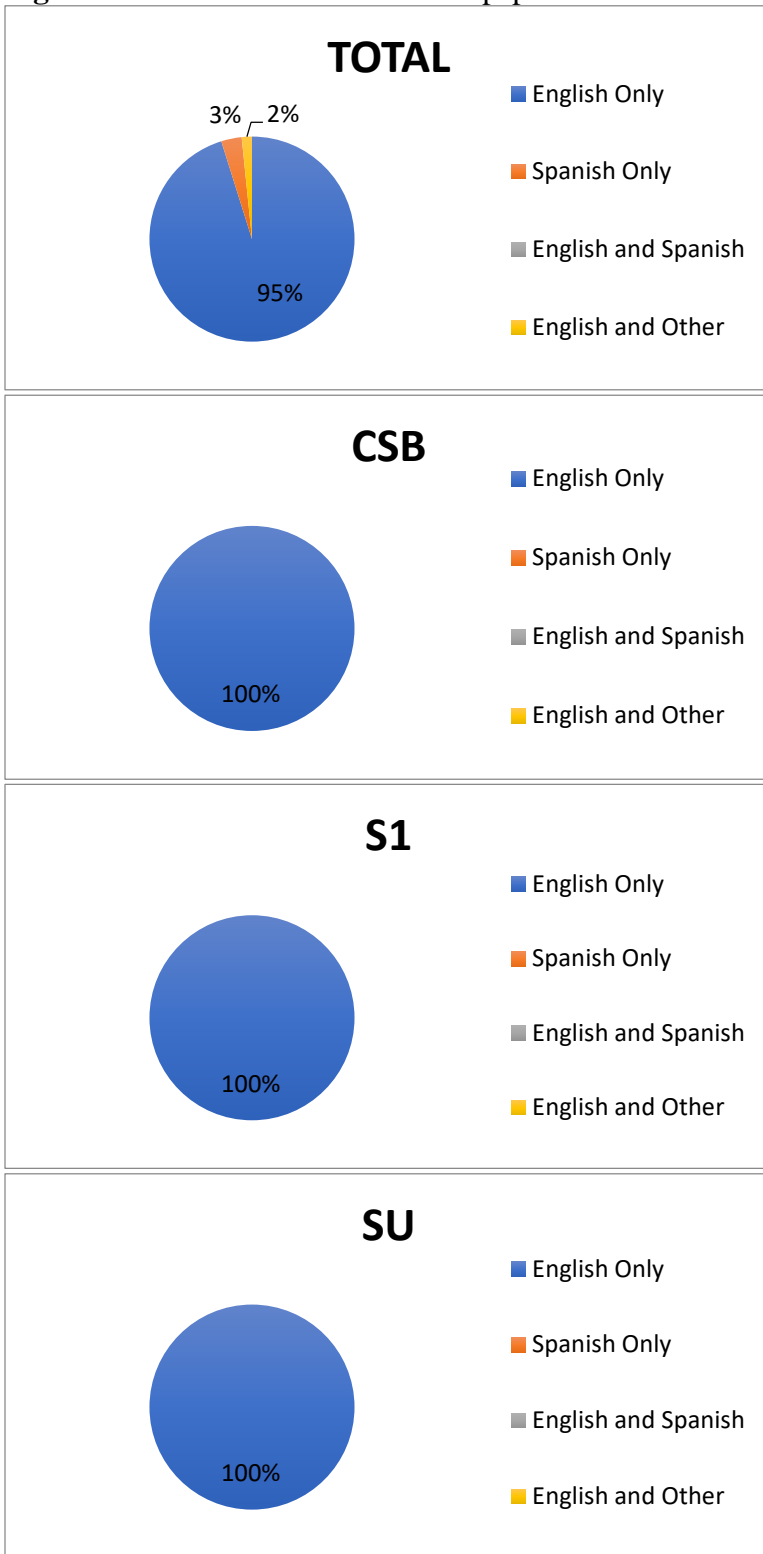
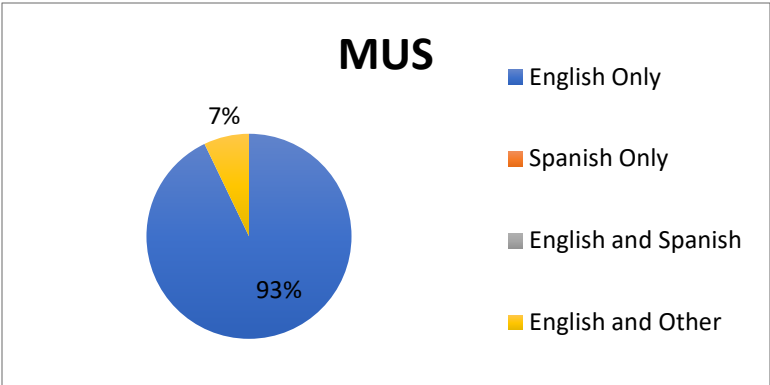
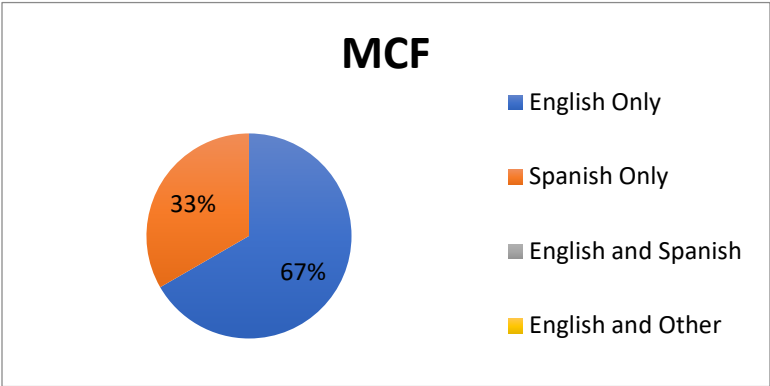
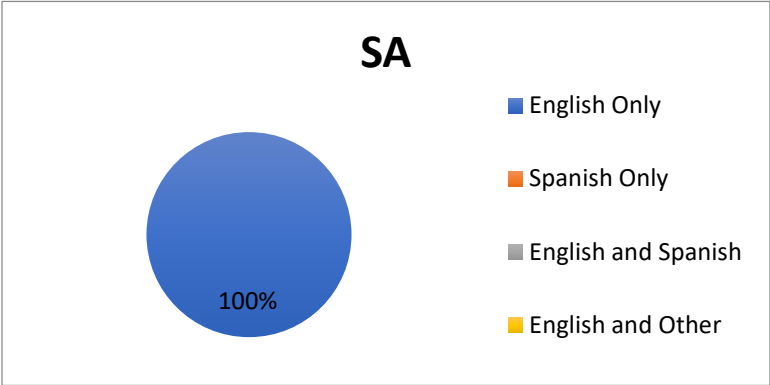
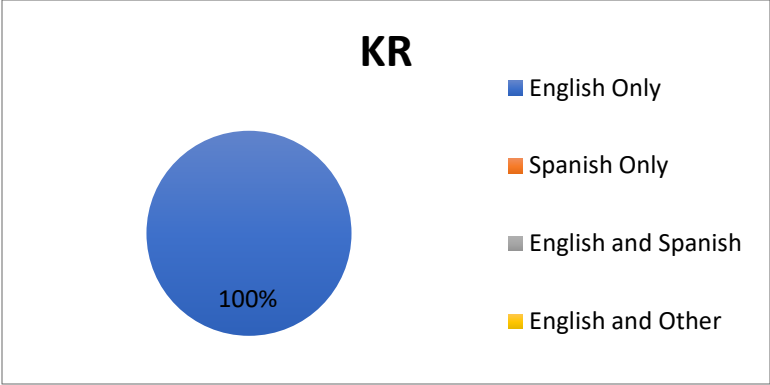


Figure 10: Fresno State Jokes/ Newspapers/ Memes





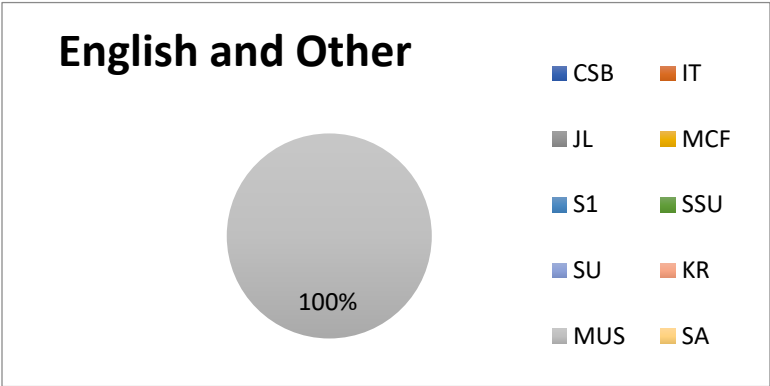
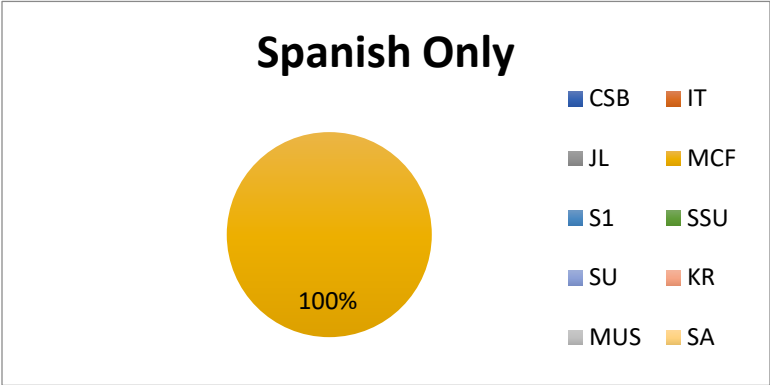
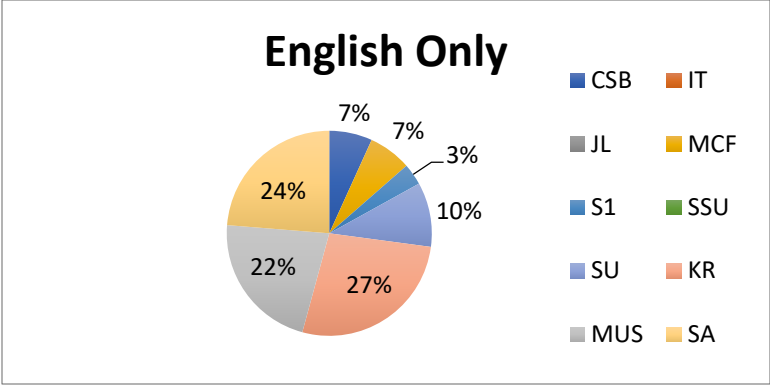
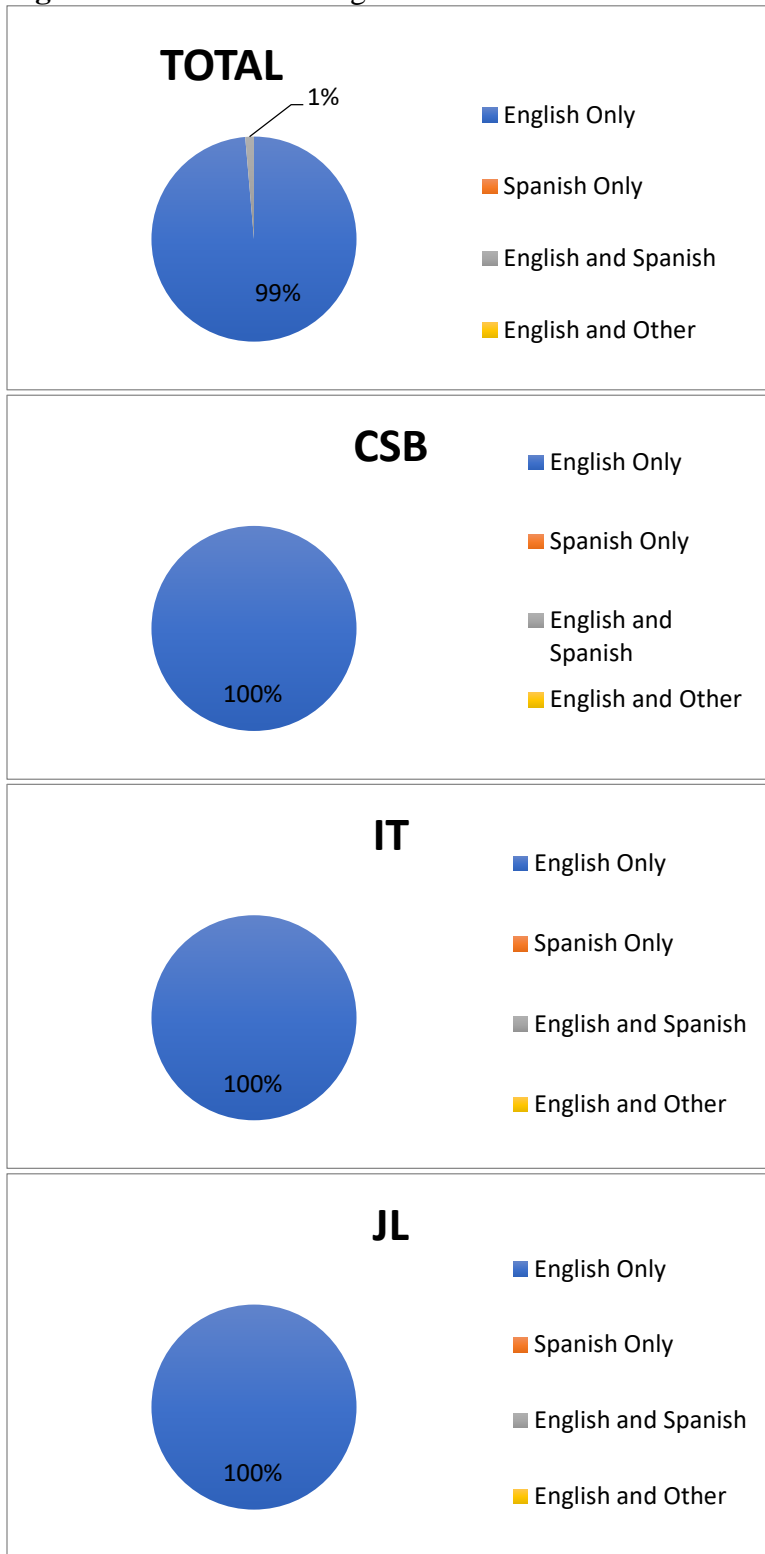
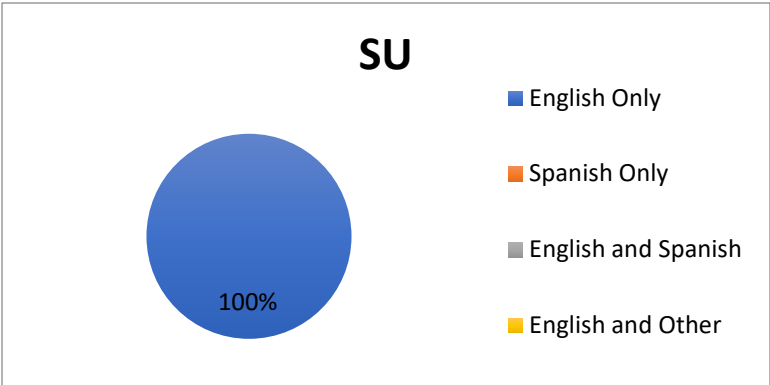
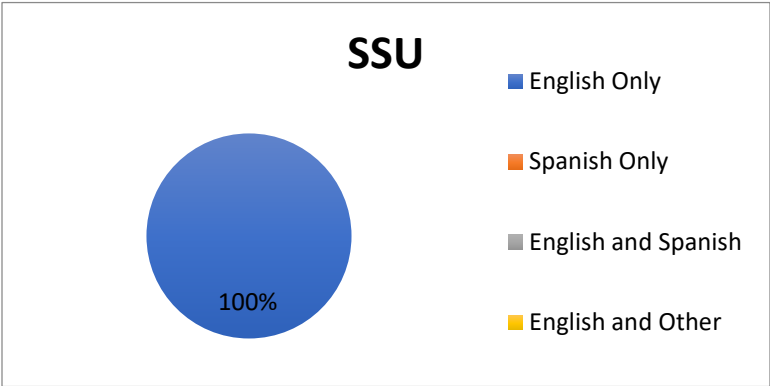
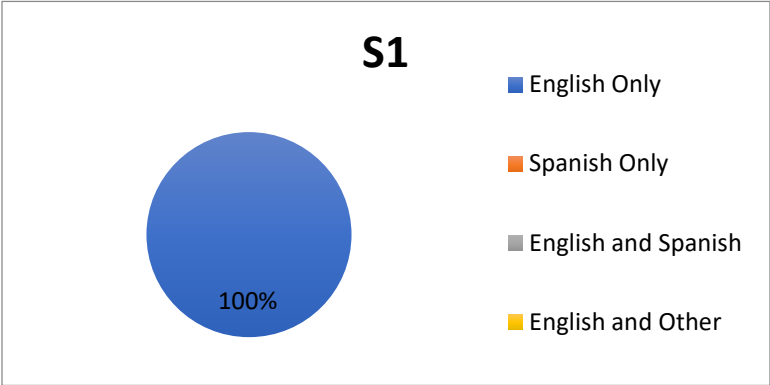
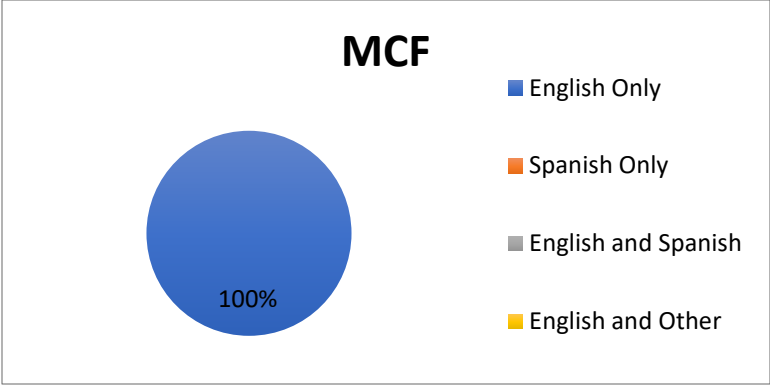
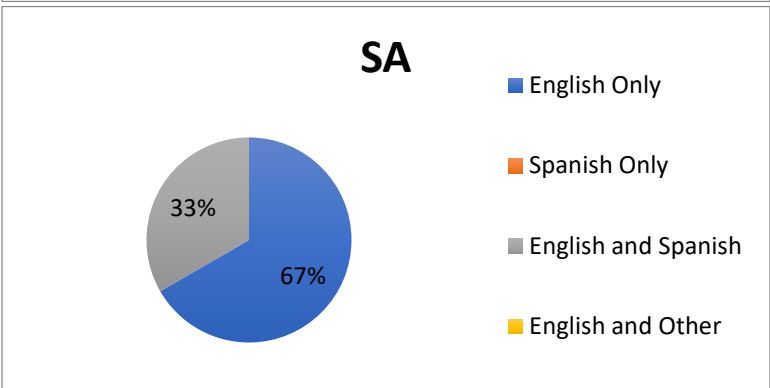
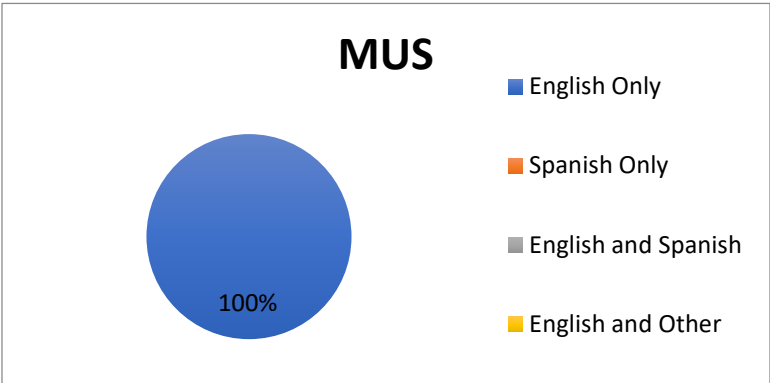
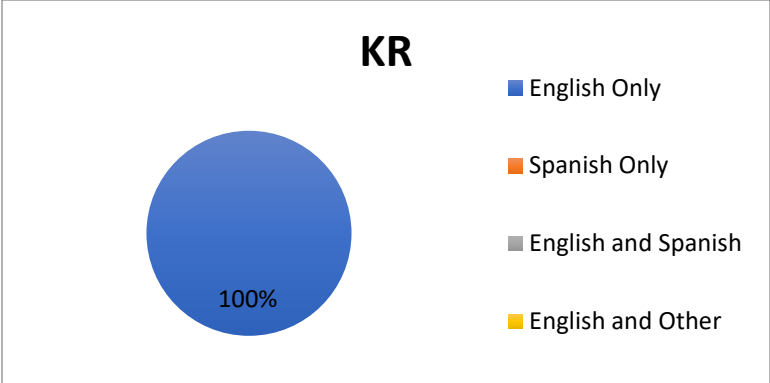


Figure 11: Fresno State Signs/ Posters







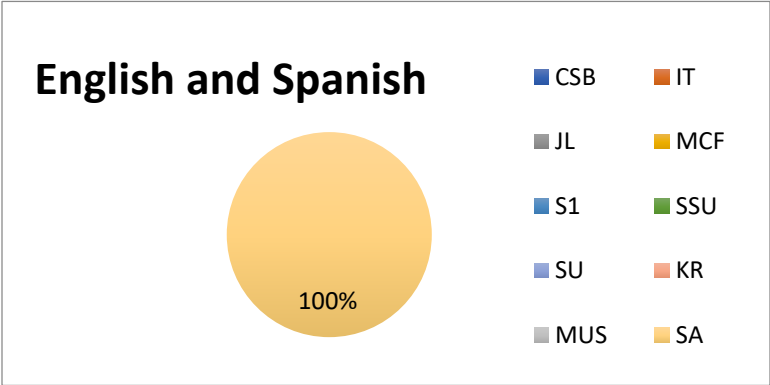
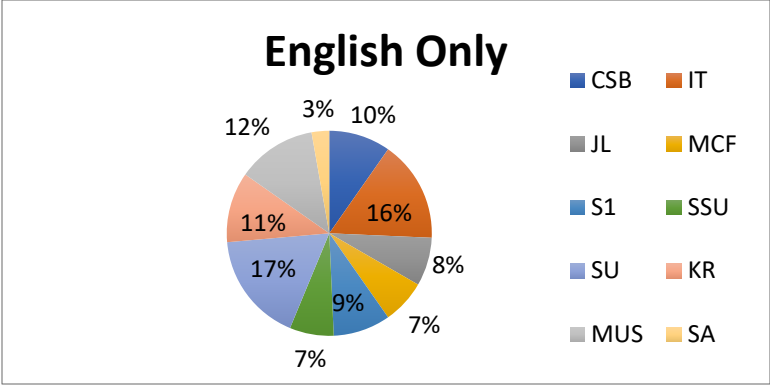
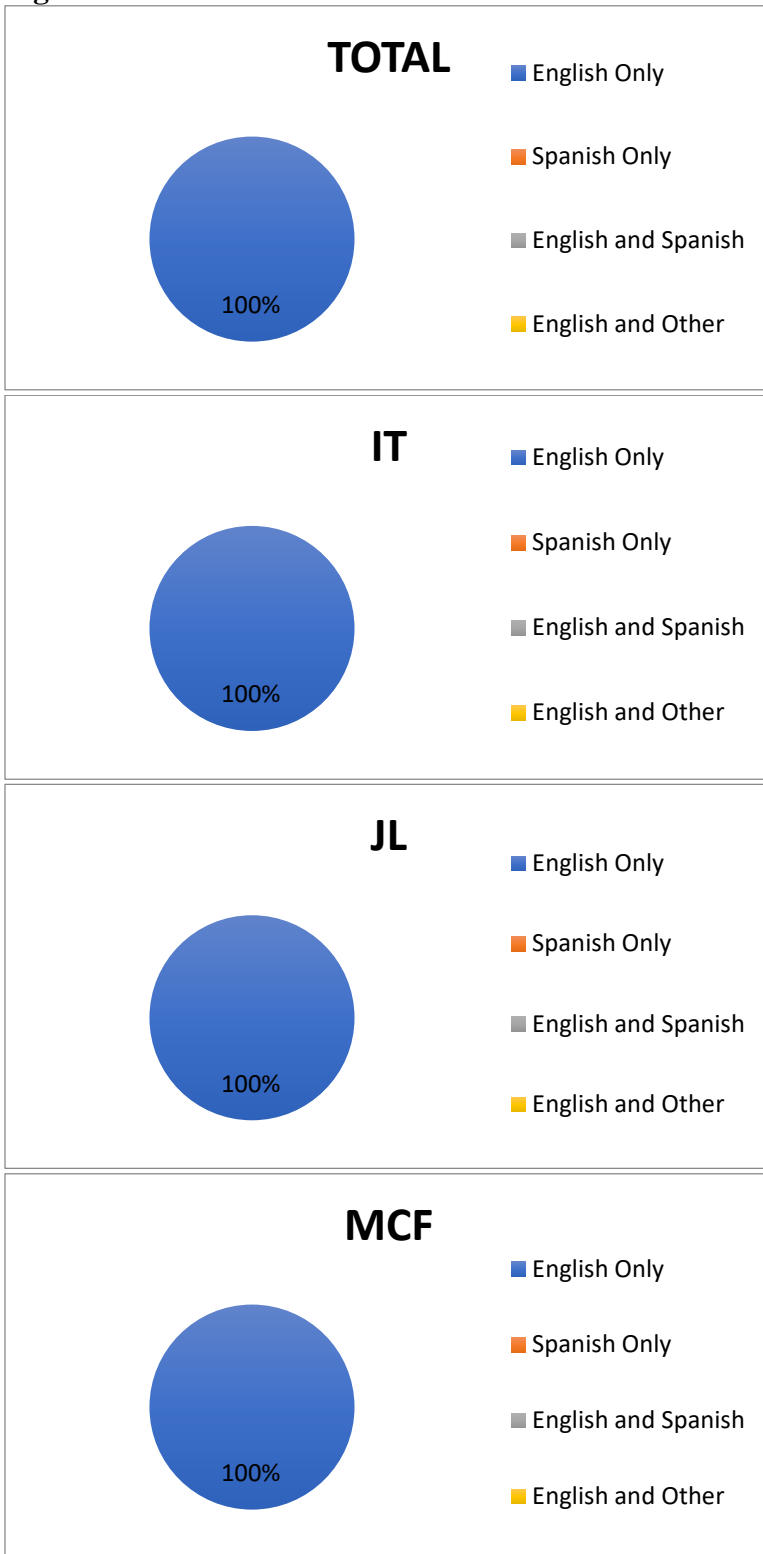
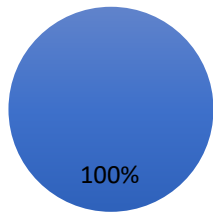


Figure 12: Fresno State Student Services Offered

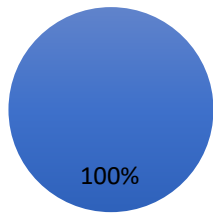


S1



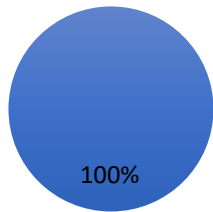
- English Only
- Spanish Only
- English and Spanish
- English and Other

KR

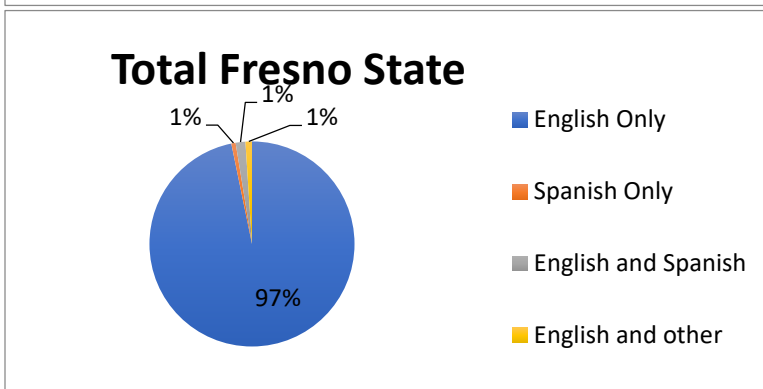
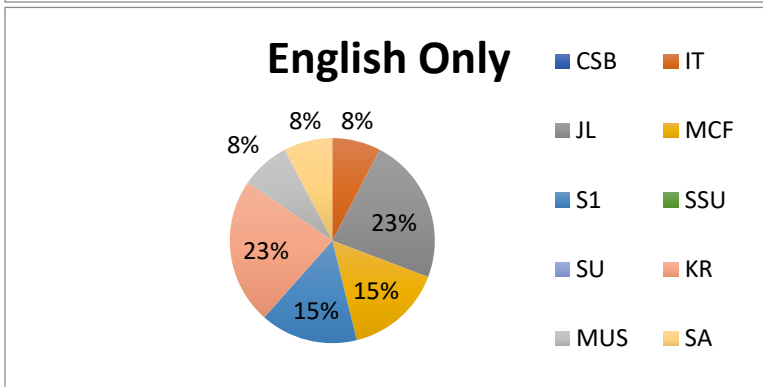
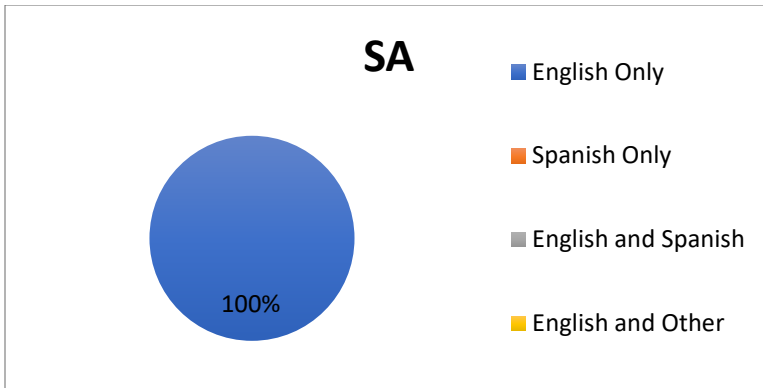


- English Only
- Spanish Only
- English and Spanish
- English and Other

MUS



- English Only
- Spanish Only
- English and Spanish
- English and Other



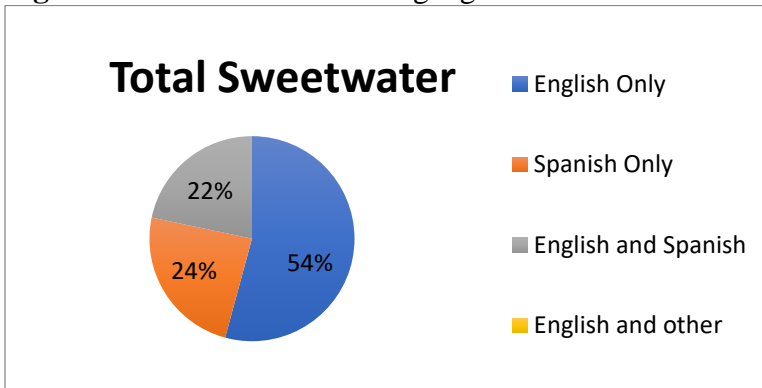
In Sweetwater, I gathered 238 signs. The results in Sweetwater were much more expected than those at each university. Results are shown below.

Table 3: Sweetwater Signage

	Number	Percentage
English Only	135	54.2%

Spanish Only	60	24.1%
English and Spanish	54	21.7%
English and other	0	0%
Total	249	100%

Figure 13: Total Sweetwater Signage



Below I will show the total results for top down and bottom up signs at each university.

Table 4(a) Florida International University Student Signs (bottom up)

English Only	250
Spanish Only	15
English and Spanish	6
English and Other	7
Total	278

Table 4(b) Florida International University, University Signs (top down)

English Only	325
Spanish Only	5
English and Spanish	12
English and Other	1
Total	343

Table 5(a) Fresno State Student Signs (bottom up)

English Only	329
Spanish Only	5
English and Spanish	6
English and Other	8
Total	348

Table 5(b) Fresno State University Signs (top down)

English Only	251
Spanish Only	0
English and Spanish	2
English and Other	0
Total	253

Table 6(a) Florida International University Student Signs (bottom up) Percentages

English Only	89.9%
Spanish Only	5.4%
English and Spanish	2.2%
English and Other	2.5%
Total Percentage of FIU Signs	44.8%

Table 6(b) Florida International University, University Signs (top down) Percentages

English Only	94.8%
Spanish Only	1.5%
English and Spanish	3.5%
English and Other	.3%
Total Percentage of FIU Signs	55.2%

Table 7(a) Fresno State Student Signs (bottom up) Percentages

English Only	94.5%
Spanish Only	1.4%
English and Spanish	1.7%
English and Other	2.3%
Total Percentage of Fresno State Signs	57.9%

Table 7(b) Fresno State University Signs (top down) Percentages

English Only	99.2%
Spanish Only	0%
English and Spanish	.8%
English and Other	0%
Total Percentage of Fresno State Signs	41.2%

Figure 14: Florida International University Bottom-Up

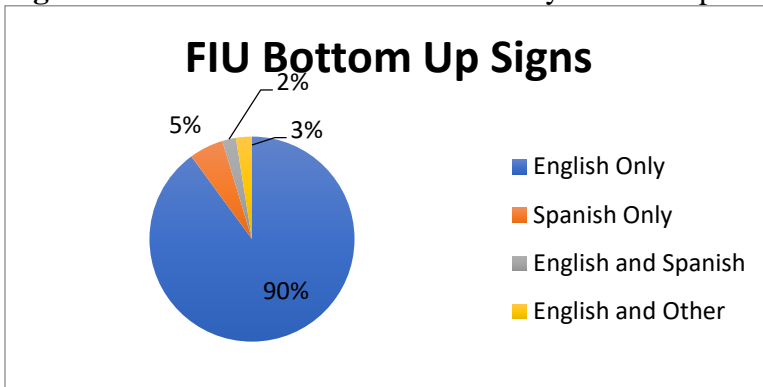


Figure 15: Florida International University Top Down

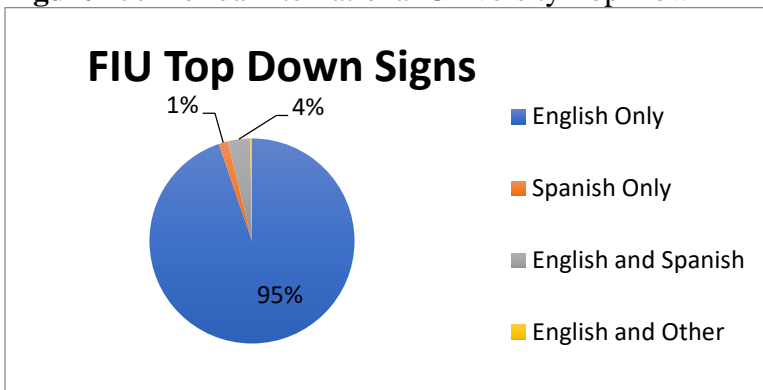


Figure 16: Fresno State Bottom-Up

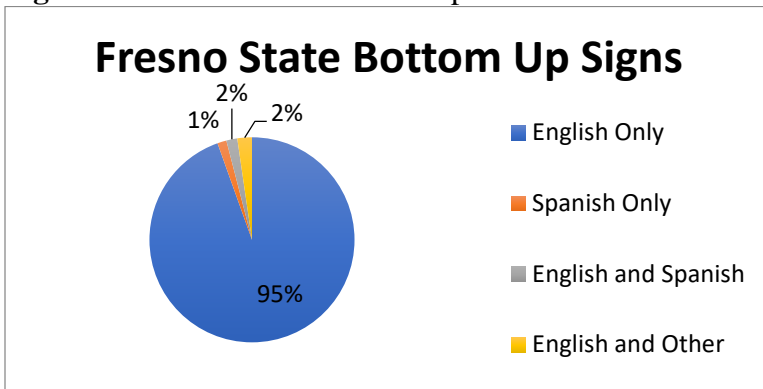
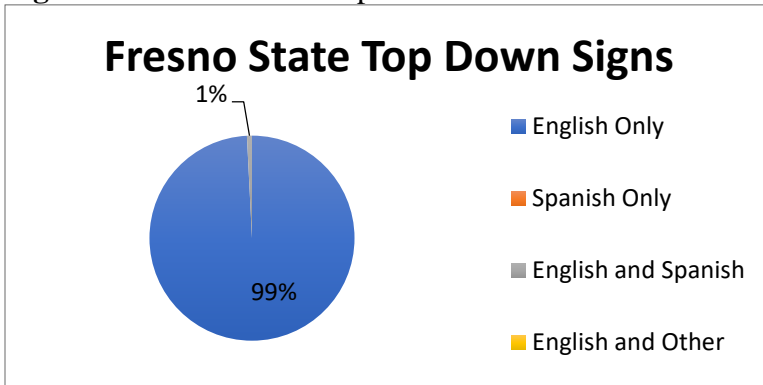


Figure 17: Fresno State Top Down



I also ran T-Tests to show if each of the Spanish only signs were statistically significant when compared to one another and found that they were. This is shown below.

FIU AND FRESNO STATE SPANISH ONLY T-TEST

P value and statistical significance:

The two-tailed P value equals 0.0409

By conventional criteria, this difference *is* considered to be statistically significant.

Confidence interval:

The mean of FIU minus FSU equals 1.48

95% confidence interval of this difference: From 0.07 to 2.88

Intermediate values used in calculations:

$t = 2.2241$

$df = 16$

standard error of difference = 0.663

Table 8: FIU and Fresno State Spanish-Only T-Test

Group	FIU	Fresno State
Mean	1.88	0.40
SD	1.81	0.97
SEM	0.64	0.31
N	8	10

FIU AND SWEETWATER SPANISH ONLY T-TEST

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference *is* considered to be extremely statistically significant.

Confidence interval:

The mean of FIU minus Sweetwater equals -28.13

95% confidence interval of this difference: From -36.04 to -20.21

Intermediate values used in calculations:

$t = 8.1920$

$df = 8$

standard error of difference = 3.433

Table 9: FIU and Sweetwater Spanish-Only T-Test

Group	FIU	Sweetwater
Mean	1.88	30.00
SD	1.81	11.31
SEM	0.64	8.00
N	8	2

FRESNO STATE AND SWEETWATER SPANISH ONLY T-TEST

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of FSU minus Sweetwater equals -29.60

95% confidence interval of this difference: From -35.97 to -23.23

Intermediate values used in calculations:

$t = 10.3469$

$df = 10$

standard error of difference = 2.861

Table 10: Fresno State ad Sweetwater Spanish-Only T-Test

Group	Fresno State	Sweetwater
Mean	0.40	30.00
SD	0.97	11.31
SEM	0.31	8.00
N	10	2

V. DISCUSSION AND CONCLUSION

DISCUSSION

CHI-SQUARED ANALYSIS

A one-way chi-square was conducted to see if Fresno State and FIU's English only and Spanish only signs were statistically significant. The chi-square statistic was 6.4368. The p-value is .011178. This result is significant at $p < .05$.

Next, another one-way chi-square of English and Spanish vs. English and another language was performed. The chi-square statistic was 0.194 and the p-value was .659636. The result was *not* significant at $p < .05$.

The chi-square analysis of Spanish only and English and Spanish at each university was: the chi-square statistic being .05792 and the p-value being .446639. This result was *not* significant at $p < .05$.

Another one-way chi-square analysis was done, this one being Spanish only vs. English and other at each university was: the chi-square statistic is 1.1513 and the p-value is .283274. This result was *not* significant at $p < .05$.

The chi-square analysis of English only vs. English and Spanish at each university was: the chi-square statistic is 4.2408 and the p-value was .039463. This result was significant at the $p < .05$.

Finally, the chi-square analysis of English only and English and other at each university was: the chi-square statistic being 1.05 and the p-value being .305502. The result was *not* significant at $p < .05$.

The first hypothesis was that I would find more English than Spanish at Fresno State, which was confirmed. There was 96.8% English and only .69% Spanish at Fresno

State. The second hypothesis was that considering university and local demographics, I would find more Spanish signage at FIU than Fresno State. Also because of the difference in the amount of people that speak Spanish in Miami vs. Fresno. This hypothesis was confirmed as well with 2.5% Spanish at FIU and .69% at Fresno State. Finally, the last hypothesis, that there would be more Spanish in Sweetwater than any of the HSI's, was correct. There was 24.4% of signage in Spanish in Sweetwater as compared to FIU: 2.5% and Fresno State: .69%. This is almost 10 times as much Spanish in Sweetwater than at FIU and about 35 times as much Spanish in Sweetwater than at Fresno State.

The T-Tests showed that FIU and Fresno State Spanish only are statistically significant when run against one another. FIU and Sweetwater Spanish only are statistically significant and FSU and Sweetwater Spanish only are statistically significant at the $P < .05$ level.

CONCLUSION

The analysis shows that there was more signage in Spanish at FIU (2.5%) than Fresno State (.69%) and more signage in English (96.8%) than Spanish (.69%) at Fresno State. The overwhelming English monolingualism of the signage at FIU and Fresno State raises important questions about the role of bilingualism and Spanish at Hispanic serving institutions of higher education and the role that community languages should play at the university. On the one hand, English is the global language of science and higher education, but on the other hand we know that valuing the community language in educational contexts has positive psychological, affective, and educational effects for students. The English only-ness of the signage on these campuses is not surprising given the English-

centered curricula that the universities make available, which follows the mostly English-only curricula that the overwhelming majority of Miami-Dade and Fresno Unified public school students receive from kindergarten through twelfth grade. The English-onlyness of the signage on the FIU campus is surprising in light of the fact that there are some 35,000 Heritage language speakers of Spanish who attend FIU any given semester, again, the most in the country.

I would like to gather more signage in the neighborhood of Sweetwater, at least 200 more signs. I would also like to conduct sociolinguistic interviews with students at each university. I want to see what their perspective is and their feelings towards the signage they see on campus. I would also like to interview administration and gather their opinions on the signage as well as the policies that are implemented on campus regarding the signage.

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APPENDIX A Fresno State Signage Policies



Interim Signage Policy (Temporary and Permanent)

Effective: December 9, 2016

Policy No. D-17

Responsible Official (Title): Vice President for Administration Responsible Office: Office of the VP for Administration Responsible Division: Division of Administrative Services
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Interim Signage Policy (Temporary and Permanent)

1. Policy Statement

This policy provides general guidelines for signage on the grounds and on the buildings of California State University, Fresno.

2. Authority

This policy is issued pursuant to Sections of Title 5, Part V, Chapter 1, Subchapter 5 of the California Education Code and amendments and additions to Article 9, related to the use of California State University buildings and grounds.

3. Scope/Applicability

This policy covers all temporary and permanent signs, banners, postings, and displays on the grounds and buildings of California State University, Fresno.

4. Exceptions/Exclusions

The University President has designated the Vice President for Administration the authority to approve any exceptions or deviations to this policy.

5. Supersedes

This policy supersedes Section 13.0 of the Policy on the Use of University Buildings and Grounds (D-08).

6. Definitions

- 6.1. **University:** For purposes of this document, "University" shall be defined as any property or program associated with any organizational unit of California State University, Fresno at the main campus and any off-campus sites. This includes property and programs administered by the Auxiliaries.
- 6.2. **Recognized Campus Organizations:** includes all recognized employee, student, department and University organizations.

7. Policy Procedures

7.1. Free Expression

- 7.1.1. Freedom of expression is a cornerstone of a democratic society and is essential to the educational process. Universities have an obligation to encourage and support the free expression of ideas, values and opinions, even where they may be unpopular or controversial. Fresno State accepts and embraces this obligation, recognizing that such expression may take a variety of forms, such as signs. See the *Policy on Time, Place and Manner of Free Expression (# D-19)* for additional details.
- 7.1.2. Fresno State will maintain control of its grounds and facilities in a manner that will not censor communication based on its content. If you need additional information, please consult with the Office of the Vice President for Administration.

7.2. Off-Campus Entities

- 7.2.1. Off-campus entities are only permitted to display flyers, posters, notices, or advertisements on designated posting kiosks. The University retains the right to remove postings made by off-campus entities at any time, for any reason. Parties wishing to display materials on campus should contact University Communications for more information.
- 7.2.2. Off-campus entities wishing to display larger scale postings such as banners or newspaper kiosks, must obtain the approval of the Associate Vice President for University Communications.

7.3. On-Campus Entities

On-campus departments and recognized campus organizations are authorized to utilize posting kiosks, bulletin boards, temporary yard signs, and temporary banners.

7.3.1. Posting Kiosks

- 7.3.1.1. On-campus departments and recognized campus organizations are authorized to utilize the campus' outdoor posting kiosks for posting documents that are 24" x 36" or smaller in size.

7.3.2. Bulletin Boards

- 7.3.2.1. Bulletin boards are intended for the use of University personnel and recognized campus organizations only.
- 7.3.2.2. Restricted posting areas include bulletin boards and display areas that require approval or authorization for posts. Restricted posting areas are identified by signs posted on or near the boards identifying the party responsible for the board. The owners of these boards are responsible for controlling the content.
- 7.3.2.3. Many classrooms feature small bulletin boards next to their doors. Unless otherwise indicated, these boards are reserved for class/campus announcements. Commercial postings are prohibited.

7.3.3. Temporary "Yard Signs"

- 7.3.3.1. Department offices and recognized campus organizations may place temporary yard signs around campus to advertise programs and events.
- 7.3.3.2. Signs should not obstruct preexisting temporary or permanent signage, be placed on grass, or disrupt existing plant life or foliage. Yard signs should be made out of aluminum or a corrugated material and attached to a compatible thin frame to reduce their impact on University grounds. Wooden stakes shall not be used. Yard signs must be removed no more than three (3) business days after the event or deadline has passed.
- 7.3.3.3. Departments are encouraged to make conservative use of this type of sign and limit their location to areas of high pedestrian traffic. All content must comply with University branding standards.

7.3.4. Temporary Banners

- 7.3.4.1. Temporary banners may be placed on indoor and outdoor walls by University departments and recognized student organizations. Banners may only be attached with sturdy plastic "zip ties" and cannot obstruct any preexisting signage, temporary or permanent. Facilities Management must hang any banners placed above eye level on state owned property; a charge may apply.
- 7.3.4.2. Banners must be made out of plastic or vinyl and conform to University branding standards. Banners must be removed no more than three (3) business days after they become out of date. Banners applied to fences on and around parking lots must be approved by the Parking and Transportation Manager.
- 7.3.4.3. This section shall not apply to banners hung in and around the University Student Union.

7.4. Permanent Signage

- 7.4.1. Facilities Management is responsible for building, maintaining, and revising permanent signage on University grounds, including the University Agricultural Laboratory. This signage includes, but is not limited to:
- Vehicle signage (e.g., street and parking lot signage)
 - Pedestrian signage (e.g., designated smoking areas and accessibility information)
 - Directional signage and maps
 - Interpretive signage (e.g., monuments and plaques)
 - Internal and external building signage
 - Donor Signage
- 7.4.2. Facilities Management will provide project management services for signage projects and is responsible for ensuring signage complies with all applicable accessibility laws and regulations. However, the expense ultimately resides with the individual departments.
- 7.4.3. All current and future additions and changes to exterior University signage must be approved by the Campus Planning Committee.

7.5. Campus Pole Banners

- 7.5.1. Graphics and placement of campus pole banners must be coordinated and approved by the Director of Marketing, Office of University Advancement.

7.6. Restricted Areas

7.6.1. At no time should postings be placed on any of the following objects/surfaces:

- Walls (excluding individual offices)
- Manual doors (excluding individual offices)
- Automatic doors
- Windows
- Bike racks
- Concrete pillars, barriers, etc.
- Emergency telephones
- Permanent signage (e.g., directional, parking, and vehicular signage)
- Trash receptacles
- Light poles
- Memorials, plaques, or statues
- Trees (including ribbons)
- Vending machines
- Any area within restrooms
- Within 25 feet of campus gateway or entry signs

7.5.2. Campus crime alerts, construction notifications, class cancellations and other course-related notices are exempted from these restrictions.

7.7. Posting Standards

7.7.1. Flyers and posters on public posting kiosks and bulletin boards should be no larger than 24" x 36" and should be securely attached with either staples, push pins, or repositionable tape.

7.7.2. If the content of a posting is time sensitive, it must be removed no more than three (3) business days after the event or deadline has passed.

7.7.3. Content created by University entities shall conform to the University's branding standards.

7.7.4. University-created postings that include violent or sexually explicit content are prohibited. Content that could be considered derogatory, harmful or discriminatory on the basis of race or ethnicity, color, creed, nationality, disability, medical condition, genetic information, gender/sex (including gender identity and gender expression), marital status, sexual orientation, age, religion, as well as Veteran Status shall be removed.

7.8. Enforcement

7.8.1. Any campus department, program, or organization found to have postings or signage in violation of this policy will have the items removed and may incur a charge for any direct expenses.

7.9. Building Naming

- 7.9.1. Naming of state and non-state facilities on California State University campuses is governed by CSU Executive Order 713 and ICSUAM 15501.
- 7.9.2. Changes to a building name that do not require CSU Board of Trustees approval call for a recommendation from the Executive Committee of the Academic Senate and the Campus Planning Committee, before forwarding the request to the University President for approval.

8. Related Policies, Procedures, Information, Forms

- 8.1. Brand and Graphics Standards Manual
- 8.2. Policy on the Use of University Buildings and Grounds (D-08)
- 8.3. Naming of California State University Facilities and Properties (D-11)
- 8.4. ICSUAM 15501, Naming of California State University Facilities and Properties
- 8.5. CSU Executive Order 713, Delegation of Authority for Naming of CSU Facilities and Properties
- 8.6. Interim Policy on Time, Place and Manner of Free Expression (D-19)

9. Contact Information

If you have any questions about this policy, please contact the Office of the Vice President for Administration at 559.278.2083.

If you have any signage content related questions, please contact University Communications at 559.278.2795.

10. Key Search Words – Signage

11. History/Revision Dates:

Approved by Campus Planning Committee:	February 27, 2015
Interim Policy Approved by President:	December 9, 2016
Consultative Review by Academic Senate	TBD

12. Next Evaluation Date: December 9, 2016

13. Consultative Review by the Academic Senate: Yes No

Purpose: This policy covers all temporary and permanent signs, banners, postings, and displays on the grounds, and on the buildings of California State University, Fresno. As collegiality consists of a shared decision-making process, and the Academic Senate has primary responsibility to make recommendations to the University President on all university-wide academic policy issues, this policy will be sent to the Academic Senate for a consultative review.

APPENDIX B

Table 11: Sign Category Types

CATEGORIES	TYPICAL EXAMPLES
Advertisements	Events, Buying and Selling, Job Vacancies
Information	Course Information, Miscellaneous Information
Instructions	Printing, Registering, Forms, How to Apply, Throwing Away Garbage, Buying Items
Services	Health-Care Services, Career Services, Services by Different Departments
Signs	Building Signage, Direction Signage, Warning Notices and Prohibitions, Posters
Jokes/Newspapers	Newspaper Cuttings, Memes