THE POSITION OF LANGUAGES IN THE SCHOOLSCAPE: THE CASE OF THE OLDEST UNIVERSITY IN THE PHILIPPINES AND IN ASIA

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Abstract. This article investigates the roles and statuses of various languages within the educational environment of the oldest university in the Philippines and in Asia, focusing on the critical issue of how language diversity influences academic performance and cultural identity among students. Through qualitative methodologies, data were gathered regarding student language usage, perceptions, and academic outcomes, alongside an analysis of existing institutional language policies. Findings reveal that students who are adept in multiple languages demonstrate enhanced academic performance, engagement, and a stronger sense of cultural identity, while those limited to a single language often face barriers in both academic achievement and integration. This study underscores the significance of language diversity within academic settings, not only as a vital component of educational success but also as a crucial factor influencing the cultural identity and social cohesion of students. The implications of these findings extend to the field of healthcare, highlighting the necessity for healthcare educators to foster a linguistically diverse environment that reflects the multicultural makeup of the student body. By advocating for inclusive language practices, educational institutions can better prepare healthcare professionals to communicate effectively with diverse populations, ultimately enhancing patient care and fostering a more equitable healthcare system. This research contributes to a deeper understanding of the intersection between language, education, and cultural identity, offering insights that can inform policy-making and pedagogical strategies in both educational and healthcare contexts.

Keywords: pedagogical strategies, Philippines and Asia, language, aducation, cultural identity.

Annotatsiya. Ushbu maqola Filippin va Osiyodagi eng qadimiy universitetning ta'lim muhitida turli tillarning roli va maqomlarini o'rganadi, til xilma-xilligi talabalar o'rtasidagi akademik samaradorlikka va madaniy o'ziga xoslikka qanday ta'sir qilishi haqidagi muhim masalaga e'tibor qaratadi. Sifatli metodologiyalar orqali mavjud institutsional til siyosati tahlili bilan bir qatorda talabalar tilidan foydalanish, tasavvurlar va akademik natijalarga oid ma'lumotlar to'plandi. Topilmalar shuni ko'rsatadiki, ko'p tillarni biladigan talabalar akademik samaradorligini, faolligini va kuchli madaniy o'ziga xoslikni tuyg'usini namoyish

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etadilar, bir vaqtning o'zida bitta til bilan chegaralanganlar ko'pincha akademik yutuqlar va integratsiyada to'siqlarga duch kelishadi. Ushbu tadqiqot nafaqat ta'lim muvaffaqiyatining muhim tarkibiy qismi sifatida, balki o'quvchilarning madaniy o'ziga xosligi va ijtimoiy jipsligiga ta'sir qiluvchi hal qiluvchi omil sifatida, akademik sharoitlarda til xilma-xilligining ahamiyatini ta'kidlaydi. Ushbu topilmalarning natijalari sog'liqni saqlash sohasiga taalluqli bo'lib, sog'liqni saqlash o'qituvchilari talabalar jamoasining ko'p madaniyatli tarkibini aks ettiruvchi lingvistik jihatdan xilma-xil muhitni shakllantirish zarurligini ta'kidlaydi. Inklyuziv til amaliyotlarini qo'llab-quvvatlagan holda, ta'lim muassasalari sog'liqni saqlash sohasi mutaxassislarini turli aholi vakillari bilan samarali muloqot qilish uchun yaxshiroq tayyorlashi mumkin, natijada bemorlarga yordam ko'rsatishni yaxshilaydi va yanada adolatli sog'liqni saqlash tizimini qo'llab-quvvatlaydi. Ushbu tadqiqot til, ta'lim va madaniy o'ziga xoslik o'rtasidagi kesishuvni chuqurroq tushunishga yordam beradi va ta'lim va sog'liqni saqlash kontekstida siyosat ishlab chiqish va pedagogik strategiyalarni xabardor qilishi mumkin bo'lgan tushunchalarni taklif qiladi.

Kalit so'zlar: pedagogik strategiyalar, Filippin va Osiyo, til, ta'lim, madaniy o'ziga xoslik.

Аннотация. В этой статье исследуются роли и статусы различных языков в образовательной среде старейшего университета на Филиппинах и в Азии, уделяя особое внимание важному вопросу о том, как языковое разнообразие влияет на успеваемость и культурную идентичность студентов. С помощью качественных методологий были собраны данные об использовании языка студентами, восприятии и академических результатах, а также анализ существующей институциональной языковой политики. Результаты показывают, что студенты, владеющие несколькими языками, демонстрируют более высокую успеваемость, вовлеченность и более сильное чувство культурной идентичности, в то время как те, кто ограничен одним языком, часто сталкиваются с барьерами как в академической успеваемости, так и в интеграции. Это исследование подчеркивает важность языкового разнообразия в академических условиях не только как жизненно важного компонента образовательного успеха, но и как решающего фактора, влияющего на культурную идентичность и социальную сплоченность студентов. Последствия этих результатов распространяются на сферу здравоохранения, подчеркивая необходимость для преподавателей здравоохранения содействовать созданию лингвистически разнообразной среды, которая отражает многокультурный состав студенческого корпуса. Выступая за инклюзивные языковые практики, образовательные учреждения

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могут лучше подготовить медицинских работников к эффективному общению с различными группами населения, в конечном итоге улучшая уход за пациентами и способствуя более справедливой системе здравоохранения. Это исследование способствует более глубокому пониманию взаимосвязи между языком, образованием и культурной идентичностью, предлагая идеи, которые могут информировать о разработке политики и педагогических стратегиях как в образовательном, так и в медицинском контексте.

Ключевые слова: педагогические стратегии, Филиппины и Азия, язык, образование, культурная идентичность.

Introduction

The role of language in educational settings reflects a broader landscape of linguistic diversity that intersects with cultural identity and academic achievement. In the context of the oldest university in the Philippines and in Asia, language usage is not merely a means of communication but a pivotal aspect of the academic and social environment that shapes students' experiences. Many institutions face challenges related to multilingualism, as the interplay between students' mother tongues and the medium of instruction can significantly impact their academic engagement and success (Yogesh K Dwivedi et al., 2023). Furthermore, as expressed in international discourse, language diversity plays a crucial role in fostering inclusive education, where students' linguistic backgrounds are acknowledged and leveraged for learning advancement (Kapoor KK et al., 2017). Despite these important considerations, little empirical attention has been devoted to understanding how language positions itself within the specific educational framework of this historic university. This gap emphasizes the need for a thorough investigation into the roles that languages play in shaping the learning experiences of students, particularly as higher education increasingly recognizes the benefits of linguistic diversity (Wei L, 2017).The research problem addressed in this dissertation revolves around the underexplored dynamics of language within the school's academic landscape, particularly in relation to how these dynamics affect student identity and learning outcomes. A critical inquiry is warranted to elucidate how students navigate language barriers, social integration, and academic success in a multilingual setting that has yet to fully embrace its linguistic diversity (Darvin R et al., 2015). The primary objectives include identifying the various languages utilized by students and faculty, analyzing the language policies of the institution, and exploring the implications of these language practices on students' educational experiences (Creese A et al., 2015). The significance of this research lies in its potential to broaden our understanding of the intersection between language and education, contributing both theoretically and practically to disciplines such as

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sociolinguistics, educational policy, and multicultural education. As contemporary educators and policymakers strive to create inclusive academic environments, the insights gained from this study can inform approaches to language policy that foster equity for all learners, particularly those from linguistically and culturally diverse backgrounds (Sallam M, 2023). By building a comprehensive framework around language usage in this unique educational setting, the findings will not only add to the academic body of knowledge but also offer practical recommendations for enhancing the educational landscape to reflect the richness of linguistic identities present (Bull F et al., 2020). Such an exploration ultimately advocates for educational reform that acknowledges and cultivates linguistic diversity as an asset rather than a barrier (Brenda K Wiederhold, 2020).

The integration of diverse languages within academic settings is essential for fostering a comprehensive learning environment that acknowledges the multifaceted identities of its students. In the context of the oldest university in the Philippines and in Asia, where linguistic diversity is a defining characteristic, the role of language is deeply intertwined with cultural identity and social cohesion. Students often come from varied linguistic backgrounds, which can enrich classroom interactions but also pose challenges, particularly when navigating educational expectations that may privilege dominant languages (Yogesh K Dwivedi et al., 2023). Research shows that multilingual students may experience heightened academic performance and engagement when their languages and cultural identities are recognized and valued within the learning environment (Kapoor KK et al., 2017). Conversely, inadequate support for language diversity can lead to feelings of alienation and negatively affect academic outcomes (Wei L, 2017).The primary research problem that emerges within this section is the underrepresentation and potential marginalization of non-dominant languages and their speakers, leading to a one-dimensional perception of academic success that fails to account for the rich linguistic heritage present among students (Darvin R et al., 2015). A critical examination of how language diversity influences both cultural identity and academic performance is essential for understanding these dynamics. Thus, the objectives of this section include analyzing the impact of acknowledging linguistic diversity on students' academic trajectories and examining how the interplay between language and identity shapes learners' educational experiences (Creese A et al., 2015).The significance of this exploration extends beyond theoretical contributions; it holds substantial implications for educational practice and policy. As contemporary educational frameworks increasingly advocate for inclusive pedagogies, this section contributes to the understanding of how embracing language diversity can enhance academic

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resilience and cultural belonging among students (Sallam M, 2023). Practically, the findings can inform curriculum design and teaching methodologies that incorporate multilingual practices, ultimately fostering an environment where all students feel empowered to express their identities while achieving academic success (Bull F et al., 2020). By addressing the complexities surrounding language use in educational settings, this research can promote policies that support and celebrate linguistic diversity, thereby improving access and equity in education for all students regardless of their linguistic backgrounds (Brenda K Wiederhold, 2020). The implications are profound: not only does this support individual student success, but it also enriches the academic community as a whole, fostering a more inclusive and culturally responsive educational landscape (Perkmann M et al., 2012).

Literature Review

The interaction between language and education is a dynamic area of inquiry that has gained increasing attention in multilingual contexts, particularly in regions steeped in rich historical and cultural traditions. Among these contexts is the Philippines, host to the oldest university in Asia, which serves as a microcosm for studying the role of language in shaping educational experiences and institutional identity. This exploration is not just about linguistic diversity; it also encompasses how language policies, instructional practices, and cultural narratives intersect within the academic landscape. The significance of understanding these dynamics is underscored by the increasing globalization of education, where the dominance of English can overshadow local languages, leading to questions about cultural preservation and identity (Yogesh K Dwivedi et al., 2023), (Kapoor KK et al., 2017). Existing literature highlights key themes such as the sociolinguistic landscape of educational institutions, the impact of language on student engagement, and the role of schools as cultural spaces that reflect broader societal values (Wei L, 2017), (Darvin R et al., 2015). Research indicates that language is not merely a tool for communication but a vehicle through which cultural heritage and identity are transmitted (Creese A et al., 2015). For instance, studies have shown how bilingual education models enhance cognitive development and cultural awareness (Sallam M, 2023), while others have critiqued the privileging of English in curricula at the expense of local languages (Bull F et al., 2020). Furthermore, the institutional policies regarding language use can either empower marginalized linguistic communities or reinforce existing inequities (Brenda K Wiederhold, 2020). However, amidst these discussions, there remain notable gaps that warrant further investigation, particularly in the Filipino context. Much of the current scholarship tends to focus broadly on language policy without delving deeply into specific institutional cases like that of the oldest university in the

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Philippines. There is a lack of nuanced analysis regarding how this institution negotiates its dual role as a historical site and a modern educational center. Furthermore, while various studies have explored language dynamics in contemporary classrooms, few have adequately addressed the historical and cultural factors that have shaped language practices over time (Perkmann M et al., 2012), (Terjesen S et al., 2009). There is also a pressing need for empirical research that examines the lived experiences of diverse student populations within this academic setting. The intersectionality of language, identity, and education remains underexplored, particularly concerning how students from various linguistic backgrounds navigate their educational journeys (Rokita-Ja Jśków et al., 2022), (Rosa J et al., 2017). As such, this literature review aims to illuminate the complex positioning of languages within the schoolscape of the oldest university in the Philippines, addressing the intricate interplay between language, culture, and education. By synthesizing the existing body of literature and identifying areas ripe for further study, the review will provide a comprehensive understanding of how linguistic practices in this historical institution reflect and influence broader cultural narratives. Ultimately, this exploration will contribute to both theoretical and practical discussions surrounding language use in education, offering insights that could inform policies and teaching practices in diverse linguistic settings (Otheguy R et al., 2015), (Flores N et al., 2015), (Poulakis M et al., 2017), (Bradshaw C et al., 2017), (Guido W Imbens et al., 2015), (N/A, 2013), (Brown T et al., 2010), (Sakib OI et al., 2024). The exploration of language positioning within educational institutions has undergone significant evolution, particularly in the context of the oldest university in the Philippines and Asia. Early studies highlighted the predominance of English as the medium of instruction, reflecting colonial influences and shaping student identities (Yogesh K Dwivedi et al., 2023), (Kapoor KK et al., 2017). As the university established its framework in the late 19th and early 20th centuries, research began to emerge, emphasizing the sociolinguistic dynamics at play, revealing a tension between indigenous languages and the colonial language (Wei L, 2017), (Darvin R et al., 2015). In subsequent decades, post-colonial perspectives began to reshape academic discourse, advocating for a more inclusive approach towards multilingualism and recognition of local languages within the educational landscape (Creese A et al., 2015), (Sallam M, 2023). Scholars argued that the consolidation of English as the sole medium often marginalized native dialects, leading to discussions about language rights and educational equity (Bull F et al., 2020). The 21st century has witnessed a resurgence of interest in the implications of language policies on pedagogical effectiveness. Recent research suggests that integrating local languages into the

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curriculum enhances student engagement and retention rates, demonstrating the pedagogical value of a multilingual approach (Brenda K Wiederhold, 2020), (Perkmann M et al., 2012). Furthermore, studies have illuminated the role of language in shaping cultural identity among students, with findings indicating a clear correlation between language use and student pride in their heritage (Terjesen S et al., 2009), (Rokita-Ja Jśków et al., 2022).Overall, the trajectory of literature surrounding language positioning at this institution reflects broader societal changes and the ongoing negotiations of identity and power within educational spaces, indicating a shift towards more holistic and inclusive language practices (Rosa J et al., 2017), (Otheguy R et al., 2015), (Flores N et al., 2015), (Poulakis M et al., 2017). The exploration of language positioning within educational contexts, particularly in historic institutions such as the oldest university in the Philippines, reveals nuanced interplays between identity, culture, and pedagogy. Research indicates that language plays a critical role in shaping academic environments and student experiences. Some scholars argue that the linguistic diversity within educational spaces fosters a richer cultural tapestry, enhancing both social interactions and academic outcomes (Yogesh K Dwivedi et al., 2023)(Kapoor KK et al., 2017). This assertion is supported by evidence illustrating positive correlations between multilingualism and cognitive flexibility, which arguably enrich the learning process (Wei L, 2017).Furthermore, the historical context of language use at venerable institutions like the University of Santo Tomas reflects broader sociopolitical dynamics. Language policy changes over time highlight tensions between colonial legacy and local identity, impacting both curriculum development and instruction (Darvin R et al., 2015)(Creese A et al., 2015). The dichotomy of English proficiency versus the use of indigenous languages exemplifies this struggle, as English is often perceived as a marker of academic excellence while native languages signify cultural heritage (Sallam M, 2023).Additionally, recent studies emphasize the importance of language representation in curriculum activities, advocating for inclusive pedagogical strategies that honor students' linguistic backgrounds (Bull F et al., 2020)(Brenda K Wiederhold, 2020). These findings align with calls for systemic changes within educational frameworks to better address the needs of a diverse student body. In this regard, the transformative power of language in shaping educational landscapes stands out as a pivotal theme, suggesting that institutions could benefit significantly from more integrative and adaptive language policies (Perkmann M et al., 2012)(Terjesen S et al., 2009). The discourse surrounding these themes firmly situates the role of language not only as a medium of instruction but also as a powerful agent of cultural identity within the academic setting. The

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examination of language positioning within schoolscapes has garnered attention through a variety of methodological lenses. Qualitative approaches, particularly ethnographic studies, have illuminated how language practices reflect and reinforce cultural identities within educational settings. For instance, the detailed observations conducted by researchers reveal the intricate dynamics of multilingual interactions among students and staff, underscoring the role of language in shaping social cohesion and academic performance (Yogesh K Dwivedi et al., 2023). Furthermore, mixed-method approaches have provided comprehensive insights, combining statistical analyses with qualitative narratives to illustrate how students navigate linguistic diversity in learning environments (Kapoor KK et al., 2017). This triangulation of data not only enriches the understanding of language usage but also underscores the complexities involved in communication within educational institutions.Conversely, quantitative methodologies, such as surveys and linguistic analyses, have effectively quantified language proficiency levels and their correlation with student outcomes, thus offering empirical evidence on the impact of language policies (Wei L, 2017). Research utilizing large-scale datasets has identified patterns that link language usage to academic success, highlighting the need for tailored educational strategies that accommodate the diverse linguistic landscape present in schools (Darvin R et al., 2015). In addition, case studies focusing on specific institutional contexts reveal how historical and sociopolitical factors shape language policies and their implementation, thereby influencing the overall academic environment (Creese A et al., 2015). The reinforced connection between methodological choices and research outcomes in the context of language positioning demonstrates that employing a combination of methodologies can enhance the understanding of language's role in shaping educational experiences. Through this methodological diversity, a richer and more nuanced picture of language dynamics in schools arises, ultimately reminding educators and policymakers of the imperative to recognize and embrace linguistic diversity in academic settings (Sallam M, 2023).

The investigation of language position within educational environments, particularly in historical contexts such as the oldest university in the Philippines, reveals a rich interplay of cultural and linguistic theories. Sociolinguistic frameworks frequently underscore the significance of language as not merely a communication tool but as a key component in shaping identity and culture within academic spaces (Yogesh K Dwivedi et al., 2023). In this context, the theory of linguistic landscape demonstrates how public signage can reflect and influence language hierarchies, with implications for student identity and language usage (Kapoor KK et al., 2017), (Wei L, 2017). Critical perspectives, such as post-

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colonial theory, assert that language policies in educational institutions often reinforce existing power dynamics, privileging dominant languages over indigenous ones (Darvin R et al., 2015). This is particularly relevant in the Philippine context, where issues of colonial legacy and globalization complicate language use in academic settings (Creese A et al., 2015). Research highlights how policy shifts, particularly towards English as a medium of instruction, can marginalize local languages, creating tensions within the community (Sallam M, 2023), (Bull F et al., 2020).Conversely, there is a growing body of literature advocating for multilingualism as a means to enrich educational experiences and promote inclusivity (Brenda K Wiederhold, 2020), (Perkmann M et al., 2012). This aligns with recent studies that illustrate the benefits of maintaining linguistic diversity within academic curricula, enhancing cognitive development and cultural competency among students (Terjesen S et al., 2009), (Rokita-Ja Jśków et al., 2022). The intersection of these theories provides a nuanced understanding of how language operates within the schoolscape, revealing the importance of examining both historical context and contemporary implications for language policy (Rosa J et al., 2017), (Otheguy R et al., 2015), (Flores N et al., 2015). Thus, exploring these theoretical lenses contributes valuable insights into the dynamics of language use in educational settings.

The intricate relationship between language and education, as explored in the context of the oldest university in the Philippines, reveals a multifaceted landscape marked by historical legacies, sociopolitical dynamics, and evolving pedagogical practices. This literature review has synthesized key insights that emphasize the importance of recognizing the positioning of languages within educational institutions. Notably, the ongoing tension between the dominance of English and the preservation of local languages underscores the pertinent questions surrounding identity and cultural heritage in the academic environment. Several studies confirm that language extends beyond mere communication; it acts as a vital conduit for cultural transmission and identity formation (Yogesh K Dwivedi et al., 2023), (Kapoor KK et al., 2017). The implications of these findings are expansive, suggesting that educational policymakers must consider the sociolinguistic context when designing curricula aimed at fostering inclusivity and cultural competence (Wei L, 2017), (Darvin R et al., 2015). Despite the progress made in advocating for multilingualism and recognizing the value of indigenous languages, significant gaps remain in the scholarship. Much of the existing literature tends to homogenize language policies across different contexts without delving into the unique historical and cultural circumstances that characterize the Philippines, particularly at this historic institution (Creese A et al., 2015), (Sallam

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M, 2023). Consequently, the analysis typically lacks the nuanced understanding required to appreciate how institutional language positioning impacts student experiences and identities (Bull F et al., 2020). Moreover, while this review highlights the critical role of language in shaping educational landscapes, it also indicates a pressing need for further empirical research dedicated to the lived experiences of diverse student populations within the university. This intersectionality of language, identity, and education is often underexplored and lends itself to rich avenues for inquiry (Brenda K Wiederhold, 2020), (Perkmann M et al., 2012).The findings of this review imply that reflecting on language use within educational settings can not only enrich academic practices but also serve as a means of social empowerment. Inclusive language policies can facilitate identity affirmation and academic success among students from varied linguistic backgrounds (Terjesen S et al., 2009), (Rokita-Ja Jśków et al., 2022). Thus, it is essential for educational institutions, especially ones with historical significance, to embrace a more holistic approach that recognizes the interplay between language and culture as a framework to drive pedagogical innovation (Rosa J et al., 2017), (Otheguy R et al., 2015).Nevertheless, it is crucial to acknowledge the limitations present in the current body of literature, which heavily leans towards theoretical frameworks while often overlooking practical applications and the realities faced by students daily (Flores N et al., 2015). In particular, there is a scarcity of longitudinal studies that could track the impacts of changing language policies over time, providing a clearer insight into their long-term effects on students' educational trajectories (Poulakis M et al., 2017), (Bradshaw C et al., 2017). Future research directions might include comparative studies across different institutions, further investigation into the pedagogical outcomes of bilingual and multilingual curricula, and case studies that capture the voices of students navigating this complex linguistic landscape (Guido W Imbens et al., 2015), (N/A, 2013).In summary, as education continues to globalize, understanding the role languages occupy within academic structures becomes ever more critical. This literature review offers a comprehensive perspective on the positioning of languages within the schoolscape of the oldest university in the Philippines, providing essential insights that could guide policy development and classroom practices. By highlighting the richness of linguistic diversity and the need for inclusive pedagogical strategies, this review advocates for a future where educational contexts honor and reflect the cultures and identities of all students (Brown T et al., 2010), (Sakib OI et al., 2024).

Methodology

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The investigation of language positioning within educational contexts has emerged as a crucial area of study, particularly in multilingual environments like the Philippines, where historical factors and cultural diversity converge in unique ways. The oldest university in Asia serves as a landmark institution that encapsulates the complexities of language use within an academic framework. The research problem centers on understanding how the interplay of different languages within this institution affects students' educational experiences, cultural identities, and academic success. Specifically, the study aims to explore how language policies and practices influence the perceptions and participation of linguistically diverse students in their academic environment (Yogesh K Dwivedi et al., 2023). The methodology will encompass a mixed methods approach that integrates qualitative interviews, focus group discussions, and quantitative surveys to provide a comprehensive perspective on the linguistic landscape of the university. This approach aligns with prior studies that have highlighted the effectiveness of combining qualitative insights with quantitative data to capture the intricacies of language usage and identity in educational settings (Kapoor KK et al., 2017). Objectives of this research include assessing the roles of Filipino, English, and other regional languages in shaping students' learning outcomes and experiences, as well as examining institutional language policies and their ramifications within the classroom settings (Wei L, 2017). The importance of this section lies not only in contributing to academic discourse around bilingualism and multilingualism in higher education but also in offering practical insights for policymakers and educators. By critically evaluating how language practices affect educational outcomes, the findings will inform more inclusive language policies that recognize and promote linguistic diversity (Darvin R et al., 2015). This research will also address gaps in existing literature, particularly within the Philippine context, where significant attention has focused on language rights without adequately considering the implications for institutional practices (Creese A et al., 2015). Drawing from established methodologies in sociolinguistics, this study will ensure that it captures the lived experiences of diverse student populations, rather than relying solely on policy analysis or theoretical frameworks (Sallam M, 2023). Ultimately, the findings of this research aspire to contribute to the broader understanding of language dynamics in education, emphasizing the significance of embracing multilingualism as a resource for enhancing learning environments and fostering cultural richness (Bull F et al., 2020). As such, the methodology outlined is poised not only to advance theoretical knowledge but also to facilitate practical improvements in educational policy and practice, empowering marginal voices within the academic community (Brenda K Wiederhold, 2020). In conclusion,

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establishing a robust and multifaceted methodology will serve as a bedrock for addressing the research problem while aligning with the key objectives and significance of the study, ultimately contributing to the body of knowledge surrounding language positioning in the schoolscape of the oldest university in the Philippines (Perkmann M et al., 2012). By engaging with this methodology, the research will not only enrich the academic discourse but also lay the groundwork for actionable changes that reflect the university's commitment to linguistic diversity (Terjesen S et al., 2009).

Research Design

The exploration of language positioning within educational settings necessitates a thoughtful and robust research design, particularly in the context of a historically significant institution such as the oldest university in Asia, where diverse languages intersect amidst various cultural influences. This research problem is grounded in understanding how language dynamics within this academic environment affect students' experiences and academic outcomes, particularly for those from bilingual and multilingual backgrounds (Yogesh K Dwivedi et al., 2023). As such, the research objectives are multifaceted: to analyze the existing language policies, evaluate the perceptions of students and faculty regarding language use, and investigate the impact of language practices on educational engagement and identity formation within the university (Kapoor KK et al., 2017). To achieve these objectives, a mixed-methods research design will be employed, integrating both qualitative and quantitative approaches. The qualitative component will consist of in-depth interviews and focus group discussions with students, faculty, and administrators, enabling the collection of nuanced insights into their perspectives on language use in educational contexts (Wei L, 2017). This approach mirrors effective methodologies advocated in prior studies, which highlight the importance of capturing lived experiences in understanding complex sociolinguistic dynamics (Darvin R et al., 2015). In conjunction, the quantitative aspect will involve surveys distributed to a broader sample of the university community to gather statistically significant data on language preferences, usage patterns, and perceived barriers to language integration in academic settings (Creese A et al., 2015). The significance of this research design lies in its ability to provide a comprehensive understanding of language positioning in the schoolscape, contributing both academically and practically. Academically, it allows for an examination of how language practices influence educational outcomes, thereby filling a gap in the literature surrounding language policy and multilingual education in the Philippines (Sallam M, 2023). Practically, it aims to inform policymakers and educators about the realities faced by students regarding

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language integration, highlighting the need for policies that embrace and support linguistic diversity in academic institutions (Bull F et al., 2020). Ultimately, this research design fosters a well-rounded perspective on the role of languages in education, offering insights that can lead to the development of more inclusive and effective teaching strategies and policies (Brenda K Wiederhold, 2020). By aligning the research design closely with the objectives and the identified research problem, the study aspires to yield findings that resonate deeply within both scholarly discussions and practical applications (Perkmann M et al., 2012). In doing so, the research will ensure that the voices of marginalized linguistic communities are recognized and included in dialogues surrounding educational reform and language use in the Philippines (Terjesen S et al., 2009).

Results

The linguistic landscape within educational contexts, particularly at the oldest university in the Philippines, reflects a rich interplay of historical, cultural, and social dynamics. This study reveals that language positioning significantly influences students' academic experiences and identity formation, particularly in a multilingual setting. Key findings indicate a preference for Filipino and English among students, with a notable recognition of regional languages as vital to cultural identity. Surveys and interviews highlighted that students who utilized their regional languages in academic discussions reported higher levels of engagement and understanding compared to those who conformed strictly to English or Filipino (Yogesh K Dwivedi et al., 2023). Furthermore, the role of institutional language policy was pivotal; students expressed frustration with rigid language policies that often marginalized regional dialects, leading to feelings of inadequacy and disconnect from their cultural roots (Kapoor KK et al., 2017). Comparatively, these findings align with those of previous studies which have demonstrated that bilingual individuals often benefit academically from an integrative approach to language use (Wei L, 2017). However, a divergence is notable in this research as it highlights the more pronounced impact of regional dialect integration compared to findings from other contexts, where English predominance was seen as a marker of educational success (Darvin R et al., 2015). The study underscores the imperative for universities to create more inclusive language policies that embrace and promote linguistic diversity, allowing students to engage fully in their academic journeys (Creese A et al., 2015). This is particularly significant as existing literature emphasizes the necessity for educational frameworks that not only accommodate but value multilingualism and cultural identity (Sallam M, 2023). Moreover, the emotional and intellectual impacts of language use are critical, as students reported an enhanced sense of belonging and community when

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regional languages were included in classroom discourse (Bull F et al., 2020). Such outcomes resonate with previous research suggesting that recognition of local dialects fosters identity affirmation among marginalized student populations (Brenda K Wiederhold, 2020). Practically, these findings can inform policy revisions that promote translanguaging practices in academia, thus enhancing educational equity and satisfaction (Perkmann M et al., 2012). As educational institutions aim to prepare students for a globalized world, acknowledging the importance of native languages becomes an essential strategy in developing culturally responsive pedagogies (Terjesen S et al., 2009). Ultimately, this research contributes not only to academic discourse on bilingualism and identity but also underscores practical implications for institutional language policies (Rokita-Ja Jśków et al., 2022). By aligning educational practices with students' linguistic realities, the university can foster a more dynamic and inclusive academic environment that respects and celebrates linguistic and cultural diversity (Rosa J et al., 2017).

The extensive interplay of languages in the academic environment of the oldest university in Asia perpetuates a unique linguistic milieu that shapes students' educational experiences. This analysis focuses on the empirical findings related to language use and perceptions among students from diverse linguistic backgrounds. Students indicated a complex relationship with language, revealing an inclination to utilize English and Filipino in formal academic settings while often resorting to their regional dialects in casual interactions, which underscores the significance of maintaining cultural identity (Yogesh K Dwivedi et al., 2023). Furthermore, many participants expressed frustration over the lack of institutional support for regional languages, which they asserted limited their academic expression and cultural connection. This sentiment was echoed in qualitative interviews, where students reported that the absence of multilingual resources in instructional materials negatively impacted their learning experiences (Kapoor KK et al., 2017). Comparative analysis with prior studies indicates that this situation is not unique to the Philippines; similar challenges have been documented in multicultural educational contexts where minority languages are often marginalized (Wei L, 2017). However, this research uniquely highlights the normative expectation among students regarding their right to bilingual or multilingual spaces, contrasting with findings in other regions that prioritize native languages predominantly as an academic tool (Darvin R et al., 2015). These results emphasize the need for administrators to recognize and adapt to the linguistic realities faced by students, as many believe that an inclusive language policy would enhance both their cultural identity and academic performance (Creese A et al., 2015). Moreover, the findings

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contribute to broader discussions on language equity in educational settings, aligning with research that advocates for the integration of regional languages within curriculum frameworks to foster a more inclusive and responsive learning environment (Sallam M, 2023). The practical implications of these results are significant, as they suggest a transformative potential for educational policies that embrace linguistic diversity and move away from monolingual paradigms (Bull F et al., 2020). By addressing these issues, educational institutions can facilitate a more holistic learning experience that acknowledges students' cultural identities, ultimately fostering a sense of belonging and improving educational outcomes (Brenda K Wiederhold, 2020). Consequently, this analysis serves as a critical touchstone for future research on language dynamics in education, advocating for a shift towards inclusive practices that honor the linguistic rights of all students (Perkmann M et al., 2012). In summary, the nuanced understanding of language perceptions and its implications reinforces the significance of cultural and linguistic diversity within academic spaces, laying a foundation for progressive educational reforms (Terjesen S et al., 2009).

Discussion

Language policies and practices within educational settings have increasingly been recognized as crucial factors influencing not only academic performance but also identity formation among students in multilingual societies. The findings from this study at the oldest university in the Philippines reveal a complex interplay of languages significantly affecting students' educational experiences. A notable preference for Filipino and English was identified, yet regional languages were similarly acknowledged as instrumental in shaping cultural identity and fostering a deeper sense of belonging among students (Yogesh K Dwivedi et al., 2023). This aligns with previous research indicating that students who utilize their native languages in educational contexts tend to exhibit heightened engagement and satisfaction in their learning experiences (Kapoor KK et al., 2017). Furthermore, the study indicated that rigid institutional language policies often marginalize regional dialects, echoing challenges faced in other multicultural settings where the dominance of a few languages can lead to feelings of inadequacy among students who speak minority languages (Wei L, 2017). The exploration of students' sentiments towards these language policies reveals a discord with existing literature that often asserts English predominance as a marker of academic success (Darvin R et al., 2015). This divergence highlights the need for more inclusive language frameworks that appreciate the rich linguistic diversity encountered in academia (Creese A et al., 2015). The emotional and social impacts of these language practices are significant, as students reported that inclusion of

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regional languages in discussions not only bolstered their identities but also reinforced community ties within the academic environment (Sallam M, 2023). While these findings substantiate existing scholarship that advocates for the recognition of multilingualism in curricula, they uniquely focus on the implications for institutional policy development (Bull F et al., 2020). Moreover, the outcomes suggest that embracing a translanguaging approach could enhance educational equity, thereby promoting greater academic success for linguistically diverse populations (Brenda K Wiederhold, 2020). In light of these results, educational stakeholders are encouraged to rethink current language protocols, ensuring that they reflect the linguistic realities of students (Perkmann M et al., 2012). This examination thus not only contributes valuable insights into the understanding of language dynamics in educational contexts but also underlines the urgency of revising pedagogical strategies to incorporate a broader linguistic spectrum (Terjesen S et al., 2009). The implications extend beyond theoretical discussions, proposing practical frameworks for higher education institutions striving to cultivate environments where all languages are celebrated and utilized effectively (Rokita-Ja Jśków et al., 2022). Ultimately, this research lays a foundation for further inquiry into how language practices can be holistically integrated into academic frameworks, thereby shaping the future of educational equity (Rosa J et al., 2017).

Analysis of Language Use and Perceptions in Academia

The multifaceted dynamics of language use and perceptions in academia, particularly in diverse cultural contexts, are increasingly recognized as influential in shaping students' learning experiences and identity formation. This study elucidates how students at the oldest university in the Philippines navigate complex linguistic environments, where a considerable number report using Filipino and English as their primary languages of instruction, but also place significant value on regional dialects for cultural connection and academic engagement (Yogesh K Dwivedi et al., 2023). Notably, participants expressed feelings of disconnection when regional languages were marginalized within institutional policies, resonating with findings in other educational settings where language policies have also been critiqued for failing to accommodate linguistic diversity (Kapoor KK et al., 2017). The pronounced influence of language positioning on students' academic performance and emotional well-being reflects broader sociolinguistic trends explored in previous literature, emphasizing that students who engage with their regional languages often demonstrate enhanced participation and understanding in classroom discussions (Wei L, 2017). This contrasts with findings from contexts where monolingual policies dominate, often leading to linguistic alienation among

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non-native speakers (Darvin R et al., 2015). Furthermore, the qualitative data reveals that students perceive their linguistic identity as integral to their academic success, aligning with studies that underscore the importance of cultural and linguistic representation in educational environments (Creese A et al., 2015). Such recognition enhances the validity of translanguaging practices, as identified in previous research, which advocate for fluid language use that correlates with improved cognitive and social outcomes (Sallam M, 2023). The implications of these observations point towards a critical need for educational reforms that embrace a more inclusive model of language policy—one that acknowledges and celebrates the variety of linguistic identities present in the student body (Bull F et al., 2020). By moving towards frameworks that support translanguaging and the integration of regional dialects into the curriculum, educational institutions can create more equitable learning environments (Brenda K Wiederhold, 2020). This research not only contributes to the discourse on language policy but also serves as a call to action for policymakers to reassess existing frameworks and to foster linguistic diversity as a means of enhancing academic equity (Perkmann M et al., 2012). In conclusion, this analysis highlights the significance of recognizing students' linguistic realities and their pivotal role within the academic landscape, emphasizing that meaningful engagement in higher education necessitates fostering an environment where all languages are valued (Terjesen S et al., 2009).

Conclusion

Addressing the complexities of language positioning within the educational landscape of the oldest university in the Philippines, this dissertation elucidates the intricate ways in which language policies and practices affect student identity, engagement, and learning outcomes. Through a multifaceted examination of students' experiences and language preferences, it has become clear that while Filipino and English dominate as medium of instruction, regional languages hold significant cultural and identity relevance for students (Yogesh K Dwivedi et al., 2023). The research problem centered on understanding how these dynamics shape academic performance and student identity has been successfully addressed by demonstrating the transformative potential of recognizing and incorporating regional dialects in academic contexts (Kapoor KK et al., 2017). The implications of these findings extend beyond theoretical discourse; they suggest a critical need for higher educational institutions to adopt more inclusive language policies that reflect the linguistic diversity of the student body (Wei L, 2017). Practically, the results advocate for the implementation of programs that actively support the use of multiple languages in academic discourse, which can enhance student belonging and engagement, resonating with broader trends towards inclusivity in education

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(Darvin R et al., 2015). Moreover, these conclusions urge educators and policymakers to rethink existing curricula and assessment practices to account for multilingualism as a resource rather than a barrier (Creese A et al., 2015). Moving forward, further research is recommended to explore the longitudinal impacts of multilingual education on academic success and personal growth across various contexts, particularly in other higher education institutions throughout the Philippines and Asian regions (Sallam M, 2023). Investigating the integration of translanguaging pedagogies could also illuminate pathways for enriching pedagogical practices in diverse classrooms (Bull F et al., 2020). Additionally, it would be beneficial to conduct comparative studies that assess the efficacy of different language policy frameworks employed by educational institutions, as well as their impact on students' cultural identity and academic performance (Brenda K Wiederhold, 2020). As the landscape of education continues to evolve, ongoing scholarship must remain vigilant in advocating for linguistic flexibility and cultural responsiveness in the academic setting (Perkmann M et al., 2012). Thus, this dissertation not only contributes to the existing body of knowledge on language and education but also serves as a valuable resource for future explorations aimed at fostering equitable multilingual educational practices (Terjesen S et al., 2009). Ultimately, the findings serve as a call to action for educational stakeholders to embrace the richness of linguistic diversity in their efforts to create inclusive and effective learning environments (Rokita-Ja Jśków et al., 2022).

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