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Paper Title : LANGUAGE USE AND COMPOSITION OF LINGUISTIC LANDSCAPE ON CAMPUS
Date : May 31st, 2024

NOTIFICATION OF ACCEPTANCE

Dear Dr. AINI ANDRIA SHIRIN ANUARUDIN,

On behalf of ICMAL & LIID Committee, we are pleased to inform you that your submitted abstract (ICMAL & LIID: 126-125) entitled "LANGUAGE USE AND COMPOSITION OF LINGUISTIC LANDSCAPE ON CAMPUS", has been reviewed and accepted for this conference.

Selected papers will be considered for journal publication. Kindly submit your full paper for the reviewing process by **Friday, May 31st, 2024**.

[Submit full paper now.](#)

You are strictly advised to adhere to the conference template which can be downloaded from the conference website.

However, if you want to present your paper without submitting the full paper, please notify us by replying this email notification.

We look forward to receiving your full paper.

Again, thank you very much for your submission.

Yours sincerely,

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LANGUAGE USE AND COMPOSITION OF LINGUISTIC LANDSCAPE ON CAMPUS

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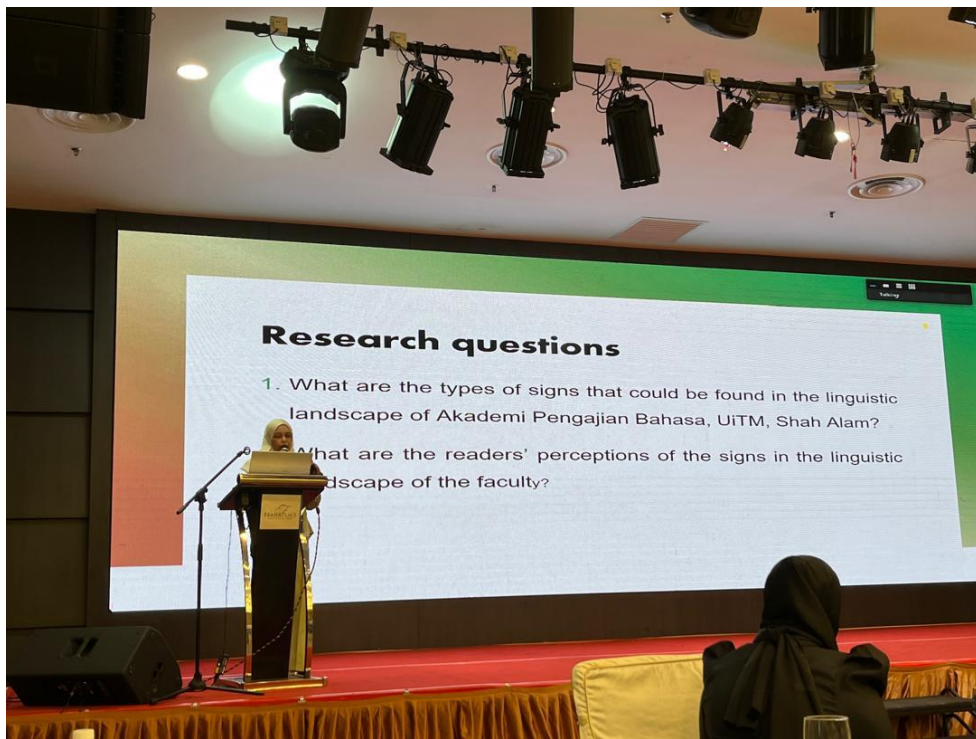
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Abstract

This study investigates the linguistic landscape (LL) of Akademi Pengajian Bahasa, UiTM Shah Alam. Since the faculty is the centre of language studies at the university that offers language courses, therefore, it would be interesting to see how the languages are being used on its signage. Employing a mixed-method approach, the study looked into the types of signs, text composition and students' perceptions. A total of 174 signs were photographed and analysed. Based on the findings about 68% of the signs are monolingual, 31% bilingual signs and only 1% multilingual signs. The study also revealed that in terms of text composition, most of the bilingual signs displayed partial translation of BM and English. A semi-structured interview was also conducted with four students from the faculty to gain their views of the signs found in the faculty. The students agreed that the signs do not really reflect the focus of the faculty and they believed that the language courses offered should be reflected in the faculty's LL. From the findings it could also be concluded that the LL of the faculty does not promote other languages besides BM and English. This was due to the fact that more than 95% of the students in the faculty comprise of local students whose native language is BM and are able to understand English which is the country's second language. However, given the fact that the faculty focuses on language courses, it should realise the potential of promoting the use of the languages it offers in its linguistic landscape.

Keywords: linguistic landscape; perceptions; text composition; language use

Dokumentasi selama mengikuti Conference ICMAL 2024 di Malaysia (6-7 Juni 2024)





LANGUAGE USE AND COMPOSITION OF LINGUISTIC LANDSCAPE ON CAMPUS

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* This study is a part of a larger study titled “*Reconnoitering linguistic landscape on campus: A case study of UiTM Selangor*”, and funded by Geran Inisiatif Akademi Pengajian Bahasa (GIA)

Background – Linguistic Landscape (LL)

Landry and Bourhis (1997) defined LL “...the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings and how they combine to form the linguistic landscape of a given territory, region or urban agglomeration..” (p.25.).

Ben-Rafael et al. (2006) explained LL includes “...any signs or announcement located outside or inside a public institution or a private business in a given geographical location...” (p.14).

Background – survey site – Akademi Pengajian Bahasa (Academy of Language Studies)

The Academy was established for the purpose of co-ordinating the learning and teaching of English as a Second Language (ESL), as well as that of other Asian and European languages and Arabic to all the students of UiTM.

There are 4 departments that cater to language needs of the university and those requested by external organisations:

- The Department of English and Linguistics
- The Malay Studies Department
- The Arabic Studies Department
- The Department of Asian and European Languages

problem statement

- + Most of LL studies are conducted in big cities or town centres, looking at outdoor advertisements, multilingualism on signs in public space, language policy and practice as well as language use and choice on signs.
- + In recent years interest towards investigating linguistic landscape in educational spaces has emerged such as multilingualism in the LL of the Faculty of Arts, Chulalongkorn University, Thailand (Siricharoen, 2016), linguistic signage in the LL of Western Mindanao State University (Clorion et al., 2024), LL of International University Campus, Russia (Pavalko, et al., 2023) and LL in Henan Institute of Technology, China (Wang, 2023).

Problem statement

- + However, studies that look into the linguistic landscape of educational space in Malaysia, especially in higher education institutions have yet to be actively observed. Therefore, this study aims to observe the LL on campus, specifically in Akademi Pengajian Bahasa (APB), UiTM Shah Alam.
- + This faculty is chosen as the research site since the faculty is the centre of language studies at the university that offers language courses, and thus, it would be interesting to see how the languages are being used on its signage. Based on the definition of LL by Ben-Rafael et al., this study examined the signs inside and outside of the faculty's LL by looking from two different perspectives: the types of LL (for e.g. official and non-official signs, monolingual and multilingual signs, text composition), and readers' perceptions towards the LL in the faculty.

Research questions

1. What are the types of signs that could be found in linguistic landscape of Akademi Pengajian Bahasa, UiTM, Shah Alam?
2. What is the readers' perception of the signs in the linguistic landscape of the faculty?

Methodology

- Mixed-method
- Adapted Backhaus (2007) and Aini (2017) methodological approach
- 174 signs were photographed and analysed
 - * frequency count
 - * content analysis on the visual data
- Semi-structure interview with four students

Methodology – RQ1 – Types of signs

- + Official & Non-official signs
- + Monolingual, bilingual & multilingual signs
- + Text composition (Aini, 2017 - a combination of Backhaus (2005) & Reh (2004) frameworks
 - * mutual translation
 - * partial translation
 - * harmonised composition

Methodology – RQ2 – Semi-structured interviews

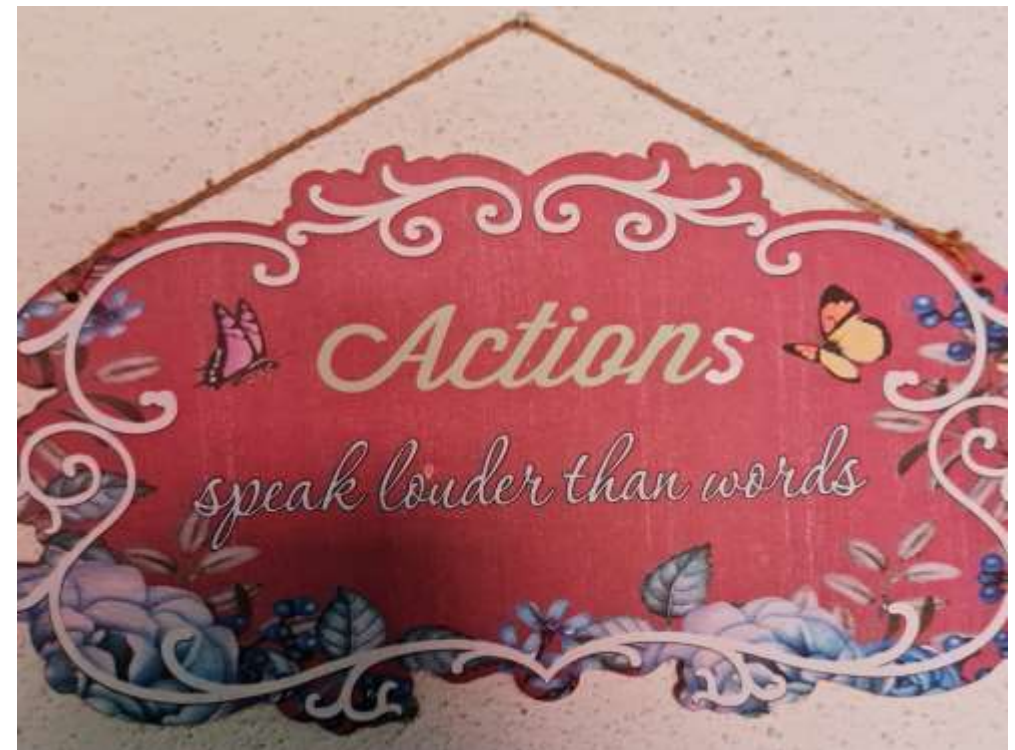
- Semi-structure interview with four students (3 local students & 1 foreign student) studying in APB to gain their perspectives on the sign in the LL of APB

Findings & Discussion

Distribution of monolingual, bilingual and multilingual signs (n=174)

Type of sign	Official	%	Non-official	%	Total
Monolingual (BM only)	67	51.9	23	51.1	90
Monolingual (English only)	18	13.9	6	13.3	24
Monolingual (Others)	0	0	4	9	4
Bilingual (BM & Eng)	36	27.9	11	24.4	47
Bilingual (BM & others)	6	4.7	0	0	6
Bilingual (Eng & others)	0	0	1	2.2	1
Multilingual	2	1.6	0	0	2
Total	129	100	45	100	174

Examples of monolingual signs



Example of multilingual sign



Example of bilingual sign

Findings & Discussion

Distribution of the types of text composition (bilingual & multilingual signs) (n=56)

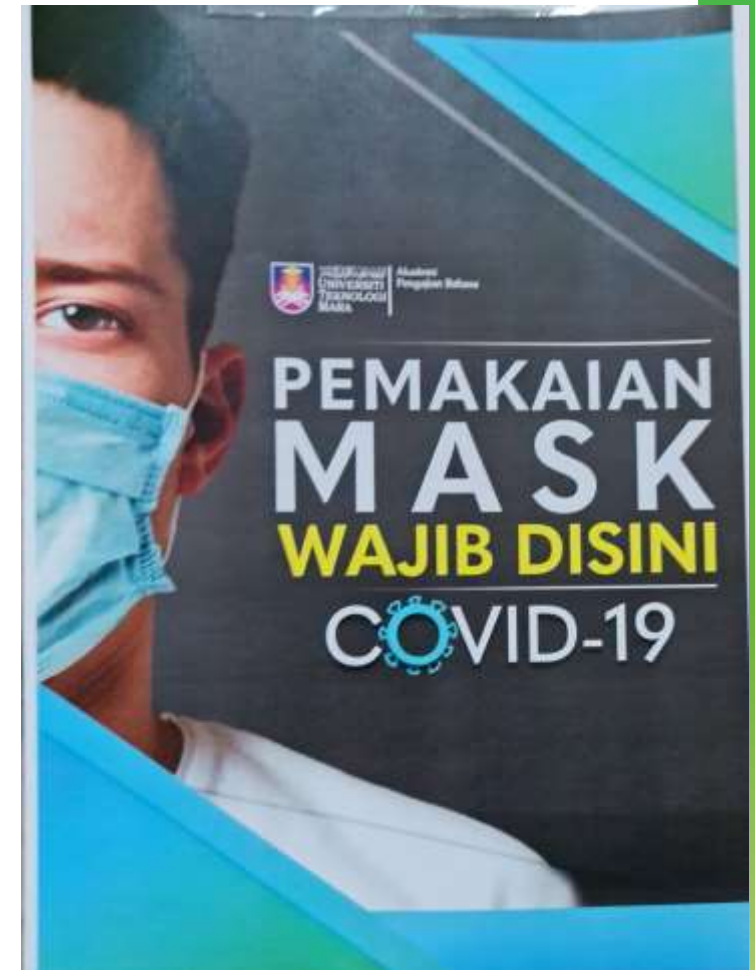
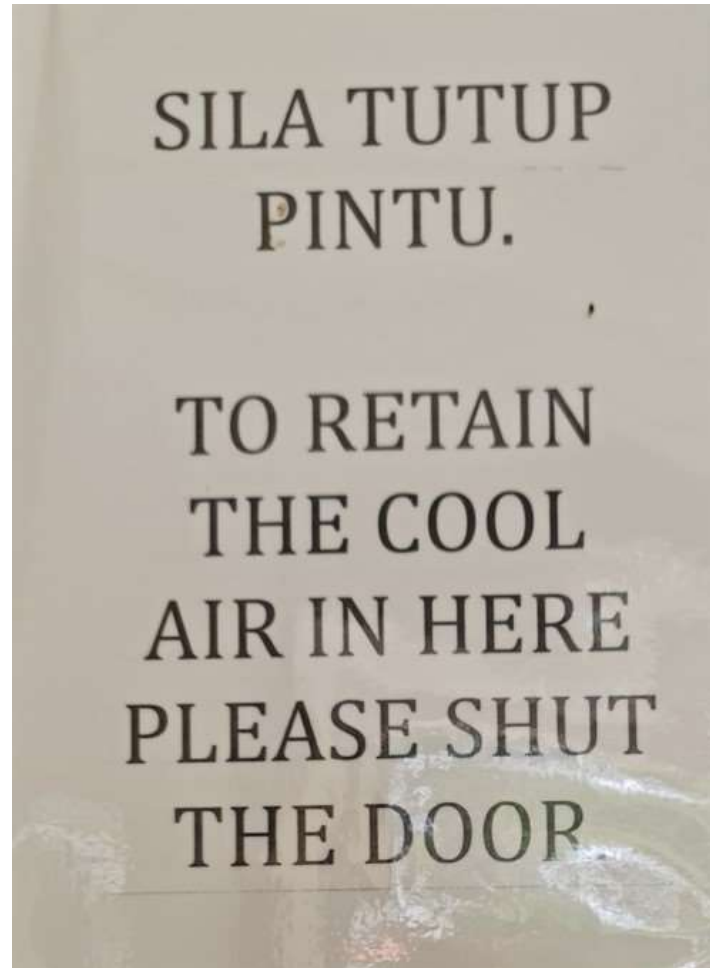
Translation type / Signs	Mutual		Partial		Harmonised	
	No	%	No	%	No	%
Official	11	64.7	20	80	9	64.3
Non-official	6	35.3	5	20	5	35.7
Total	17	100	25	100	14	100

Types of text composition



Mutual translation

Partial translation



Harmonised composition

Findings & Discussion

Semi-structured interviews

- ❖ Respondents agreed that majority of the signs in APB are in Malay and English, majority Malay
- ❖ Foreign student - more sign in English for the benefit of the foreign students
- ❖ Agreed that signs with translations, even partial translation do help understanding
- ❖ Agreed that the LL of the faculty should reflect the faculty's focus - should also have more signs that display other languages offered by APB

Conclusion & Recommendations

- ✓ The LL of the faculty does not promote other languages besides BM and English.
- ✓ This was due to the fact that more than 95% of the students in the faculty comprise of local students whose native language is BM and are able to understand English which is the country's second language.
- ✓ Given the fact that the faculty focuses on language courses, it should realise the potential of promoting the use of the languages it offers in its linguistic landscape.
- ✓ It is also recommended for future studies to also get the views from the sign creators / sign writers and to also look into the university's language policy.
- ✓ Future studies could also include larger samples of respondents by using survey questionnaire and to also include the authority as interview respondents.

Thank you