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## **Abstract**

### **Learning Māori beyond the classroom with the linguistic landscape: A socio-cognitive perspective**

This study explores the use of the linguistic landscape (LL) by two recent migrants to New Zealand as a resource for language learning beyond the classroom (LBC) from a socio-cognitive perspective. With a focus on learning Māori, we inquire into these beginner-level language learners' experience of using bilingual public signage as the primary learning resource over a four-month period, with a specific focus on the learners' interest, perceived self-efficacy, and time investment during the LBC experience. Using a purpose-built dataset of bilingual signage in Auckland, the learners identified criteria to categorise individual signs according to difficulty level, and they tracked their learning experience using monthly questionnaires (interest and self-efficacy), a time sheet, and personal journals. The learners displayed individual differences in their approaches to LBC, and in their perceived self-efficacy. We discuss these differences, using the journals to provide insight into learners thoughts, actions and emotions. We provide recommendations for autonomous language learning with the LL, and for the promotion of bilingual public signage as a tool for language revitalization.