



Universität Hamburg
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Fakultät für Geisteswissenschaften

Institut für Germanistik

Schwerpunkt Medienlinguistik

Gastvortrag im Rahmen des DFG-Projekts „Sprachlandschaft und soziale Lage“

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Traces of action in the schoolscape: pupils interpreting their campus environment

The concept of schoolscape highlights the role schools and other educational institutions play in socializing children and adults through multimodal and object-mediated forms of communication (Brown 2005, 2012, 2018; Laihonon & Szabó 2018; Krompák et al. 2022; Szabó & Brown 2025). In this presentation, I explore how pupils construct their own roles and agency in the design and use of their school's material environment. I pay special attention to the diversity of voices and perspectives pupils apply in their narratives about the creation of schoolsapes.

The data comes from a school ethnography project I conducted in Hungary in 2015. It focuses on 4th-grade pupils (aged 9–11) and their interpretations of the school environment. The research site was a boarding school for students from economically disadvantaged families. Pupils lived on campus, worked on the school farm, ate in the school canteen, and required special permission to leave the premises in their free time. To generate data, I used the tourist guide technique (Szabó 2015; Szabó & Laihonon 2024; Szabó & Troyer 2017; Troyer & Szabó 2024), a method that combines walking through the campus, discussing the material environment, and taking photos along the way. This paper analyzes five walking tours conducted with pupils (approx. 2.5 hours, 326 photos), using a combined Conversation and Discourse Analytical approach.

The data reveals multiple layers of diversity. Most pupils belong to a minoritized and marginalized community whose cultural background and socioeconomic status differ significantly from a discursively constructed homogeneous majority. The walking interviews reveal how references to national holidays, religious feasts, children's culture, and canonical national narratives converge, and sometimes clash, in pupils' commentaries on the schoolscape.



Tamás Péter Szabó is Senior Lecturer of Multilingualism in the Department of Teacher Education and Adjunct Professor of Linguistic Landscape studies in the Centre for Applied Language Studies at the University of Jyväskylä, Finland.

In his schoolscape research, he focuses on multilingual pedagogies and methodological innovations. He also develops pre- and in-service teacher education courses for the creative renewal of learning environments.

Alle sind herzlich eingeladen!

**Mittwoch, 18. Juni 2025,
16.15-17.45 Uhr, Raum R 106
Von-Melle-Park 8 (Fak. EW)**

Organisation:

Prof. Dr. Jannis Androutsopoulos
(Institut für Germanistik, UHH)

DFG-Forschungsprojekt „Sprachlandschaft
und soziale Lage in weiterführenden Schulen“