Krisztián Váradi
University of Pannonia, Hungary
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Ukraine
Kornélia Hires-László
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Ukraine
Réka Máté
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, Ukraine

SCHOOLSCAPING IN A MULTILINGUAL AREA: AN EXAMPLE OF A HUNGARIAN COLLEGE IN WESTERN UKRAINE

Abstract. Transcarpathia is one of the westernmost counties of Ukraine with a century-long multilingual tradition. The biggest minority group in the region is formed by Hungarians whose main educational and cultural centre is the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The linguistic landscape of the region has been analysed several times, but the same cannot be said about schoolscape studies. Therefore, the present paper aimed to solve this research gap and investigate how a minority higher education institution can implement current educational and language policies in its linguistic landscape. The study employed a qualitative approach to show the symbolic significance of the languages used in an educational setting. Altogether 394 pictures were taken in the corridors of the main building of the Transcarpathian Hungarian College, in the Philology Campus, in several classrooms, and in the near environment of the institution. The pictures were divided into eight distinct categories, ranging from bottom-up to top-down initiatives: decorations, symbolic inscriptions, advertisements, instructions related to crises, names of rooms, educational documents, library signage, and other signs and announcements. In addition, the official website and the social networking sites of the Transcarpathian Hungarian College were analysed briefly as part of a virtual schoolscape analysis. Based on the results, the Rákóczi College follows a strong bilingual tradition by making everything available in at least two languages (Ukrainian and Hungarian), but the bottom-up domain is also subject to monolingualism. Furthermore, the online schoolscape of the institution is multilingual because everything is published in three languages (Ukrainian, Hungarian, and English). The research can be further expanded with the help of the aforementioned qualitative approach of schoolscaping in other Transcarpathian Hungarian educational institutions to get a deeper insight into the applied multilingual practices in a war-torn country.

Keywords: Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education; linguistic landscape; multilingualism; schoolscape analysis; Ukraine.

Introduction and Research Context

Transcarpathia is a multilingual region in the western part of Ukraine with over a hundred distinct nationalities, as documented by the latest official census data from 2001. Hungarians form the largest minority group with 151,516 inhabitants, constituting 12.1% of the population (Molnár & Molnár D., 2005). However, many Hungarians emigrated as a result of the Russian invasion of Ukraine in February 2022 (Csernicskó & Gazdag, 2023).

Transcarpathia has always been a linguistically and culturally diverse region, being situated at the crossroads of various countries. It is also important to mention that the territory belonged to four different countries in the last one hundred years, including the Czechoslovak Republic, the Kingdom of Hungary, the Soviet Union, and Ukraine. It was also operating as an autonomous region under the names of Carpatho-Ukraine (in March 1939), and Transcarpathian Ukraine (between September 1944 and January 1946). Not only has the state affiliation of Transcarpathia changed several times, but also the status of the languages used in the region (Csernicskó et al., 2023). Nowadays, the official language of the state is Ukrainian, and the Russian language is banned from public use. Nevertheless, the Hungarian language variety spoken by the local minority is still influenced by both the previous (Russian) and the current (Ukrainian) state languages in the form of Slavic loanwords (Gazdag, 2021; Váradi, 2022).

Most of the population is bilingual or trilingual with frequent switching between the official and minority languages (Márku, 2013). The linguistic variety of the region is reflected in all aspects of life: there are bilingual schools, people communicate in three or more languages in everyday communication, and the streets are full of multilingual signs. A great number of studies have already dealt with the linguistic landscape of Transcarpathia, especially in the case of the town of Berehove, the last large settlement in the region with a Hungarian majority (Csernicskó, 2015, 2016; Hires-László, 2019; Hires-László et al., 2023; Tóth-Orosz, 2020).

However, there has been no attempt to conduct a schoolscape study in such a multilingual environment, except for the qualification work of Ohár (2022), where the researcher compared the schoolscapes of three secondary

education institutions in Transcarpathia. Nevertheless, no schoolscape analyses were conducted in Transcarpathian Hungarian higher education institutions before.

Therefore, in this research, we investigate the schoolscape of the main building of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, which is a private higher education institution in Berehove and functions as a cultural and educational centre for the local Hungarian minority (Szamborovszkyné Nagy, 2020). In particular, the distribution of languages in the linguistic landscape of the Rákóczi College was analysed, paying special attention to the symbolic power of languages, and the presence of bilingualism and multilingualism within the institution walls.

The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education is a prominent Ukrainian private educational institution, accredited at the third level, situated in Berehove, Transcarpathia. It was established by the Transcarpathian Hungarian Cultural Association, and it has been in operation since 1996 under the auspices and authorization of the Ministry of Education and Science of Ukraine.

At present, the college offers full-time and part-time courses leading to qualifications such as "junior specialist", "bachelor", and "master", in accordance with the Ukrainian higher education legislation. As specified in the Charter of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, instruction is conducted in Ukrainian, Hungarian, and English languages. At the beginning of the 2023/2024 academic year, the number of enrolled students was 1,698, out of which 1,014 were full-time students, 684 participated in part-time education, and 271 students were admitted to non-accredited courses of different Hungarian universities. As the college is situated in a multilingual area, most of the students are multilingual as well. Many of them speak at least two languages, while others also speak three or more, including Hungarian, Ukrainian, English, German, and Russian (Váradi, 2023).

It is important to mention that the college also has other buildings and branches, including the Vocational High School of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, the Transcarpathian Hungarian Lyceum, and the Egán Ede Vocational Training Centre. However,

the present study aimed to analyse the schoolscape of the main college building and the Philology Campus of the Rákóczi College, where courses operate in four languages: Hungarian, Ukrainian, English, and German. For further information, please visit the official website of the institution[1].

Linguistic Landscape Analysis

Landry and Bourhis (1997, p. 23) define linguistic landscape as "the visibility and salience of languages on public and commercial signs in a given territory or region". How different languages are used in the public space is a manifestation of societal multilingualism.

The analysis of the linguistic landscape can shed light on the dissonance or the harmonious coexistence of different languages, as well as the forms in which the state and minority languages appear in the public sphere (Barni & Bagna, 2015). By investigating the linguistic landscape of multilingual areas, different social and political phenomena can be explained. For instance, even if the linguistic landscape of a minority school is examined, conclusions can be drawn in relation to the language policy of a country (Hires-László, 2019).

Linguistic landscape analysis is based on two different approaches: quantitative and qualitative (Shohamy & Ben-Rafael, 2015). Quantitative analysis of the linguistic landscape involves categorizing the gathered illustrations and signs based on diverse perspectives, elucidating their proportions or frequency distribution. Conversely, qualitative analysis entails the critical interpretation of the positioning of linguistic landscape elements in public areas, while also considering the symbolic significance of languages (Hires-László, 2019).

Based on the degree of formality of the investigated inscriptions, bottom-up and top-down initiatives can be distinguished in linguistic landscape analysis (Ben-Rafael et al., 2006). If inscriptions are made by individuals (bottom-up), they are less formal than those inscriptions that are placed by state organizations (top-down).

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[1] Available at: https://kmf.uz.ua/en/

What is a Schoolscape?

A schoolscape denotes the linguistic environment within an educational setting. It encompasses the physical environment where texts and images shape, alter, and perpetuate language ideologies (Brown, 2012). Schoolscape analysis allows for the exploration of the visual manifestation of implicit educational norms concerning language ideologies (Aronin & Ó Laoire, 2012).

The organization of schoolscapes is influenced by the legislation, regional mandates, and institutional conventions. Symbols and texts adorning the walls of school buildings are strategically positioned to reflect prevailing cultural and linguistic beliefs within the given institution (Szabó, 2015). In contexts where minority languages are present alongside the state language and possibly other foreign languages, this provides a fertile ground for educational inquiry (Bartha et al., 2013).

Educational institutions serve as vital arenas for implementing and studying language policies and ideologies. Within the linguistic landscape of schools, literacy artefacts wield significant influence in disseminating information, preserving culture, and facilitating social interaction (Wedin, 2021). Gorter and Cenoz (2015) undertook linguistic landscape analyses in multilingual schools situated in the Basque Autonomous Community of Spain. The researchers categorized the collected signage into nine distinct groups, considering their informative and symbolic functions. These categories included such aspects as classroom management, teaching values, announcing collective events, and decorations. Their findings revealed that the presence of multilingual signage can foster the enhancement of students' multilingual competence.

A qualitative method for studying schoolscapes involves the prolonged observation of various school environments and the recognition of recurring sign patterns within spaces like corridors, classrooms, canteens, staff rooms, and more. Additionally, signs often carry symbolic significance linked to social and cultural traditions in the local community (Laihonen & Szabó, 2017). Schoolscape analyses were conducted in Hungary (Szabó, 2015), in Hungarian-medium minority schools in Romania (Laihonen & Tódor, 2015), and in Transcarpathia, Ukraine (Ohár, 2022). However, no such work

was conducted in Transcarpathian Hungarian higher education institutions before.

Language Policy in Ukraine

Throughout the 20th century, Transcarpathia experienced shifts in sovereignty, leading to changes in the official languages enforced within its borders. These transitions altered the linguistic hierarchy multiple times, resulting in six changes of the official language within the region in the last hundred years, necessitating constant adaptation to evolving political and linguistic landscapes. Despite some improvements for minority languages introduced by the Law of Ukraine "On the Principles of the State Language Policy" (State of Ukraine, 2012), the status of the Hungarian language remains precarious in independent Ukraine.

The Law of Ukraine "On Supporting the Functioning of the Ukrainian Language as the State Language" (State of Ukraine, 2019) reversed some of these advancements, diminishing the status of all languages in Ukraine except for Ukrainian. This legislation also stripped Hungarian of its regional official language status, prohibiting its use in local government and administration, even in areas where Hungarians constituted a significant proportion of the population (Csernicskó et al., 2023). The law underscored the significance of using the Ukrainian language in public institutions, education, media, etc. It also made it mandatory to use Ukrainian as the language of instruction in educational institutions throughout Ukraine, with exceptions only for lessons in foreign and minority languages (Csernicskó et al., 2020).

The Law of Ukraine "On General Secondary Education" (State of Ukraine, 2020) reinforced the importance of Ukrainian as the primary language of instruction in all educational establishments across the country (Csernicskó & Tóth, 2021). Since 2021, Russian-language schools have been abolished, and there is a growing requirement for subjects to be taught in Ukrainian in minority schools beginning from the 5th grade (Csernicskó et al., 2023).

On December 8, 2023, the Supreme Council passed the Law of Ukraine "On Amendments to Certain Laws of Ukraine on Taking into Account the Expert Opinion of the Council of Europe and its Bodies on the Rights of National

Minorities (Communities) in Certain Areas" (State of Ukraine, 2023). These amendments were introduced in alignment with the recommendations from the European Commission, aiming to facilitate Ukraine's progression towards the European Union membership. As per the amendments, private universities now have the flexibility to select the language of instruction from among the official languages of the EU, provided they offer a possibility to learn Ukrainian as a distinct subject. Furthermore, national minority languages that hold official status within the EU are permitted to be used in classrooms alongside the Ukrainian language. Notably, these provisions do not extend to the Russian language due to its classification as the language of an aggressor nation (Ukrainska Pravda, 2023).

Research Methodology

The present research dealt with the qualitative analysis of the linguistic landscape of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The Philology Campus was also included in the research setting because it is an integral part of the college.

A research gap was identified because numerous studies have dealt with the linguistic landscape of Berehove or the neighbouring villages, but schoolscaping is a relatively unique and new area of research in Transcarpathia. The goal of the study was to develop a comprehensive approach for schoolscaping which can be used in future research in other multilingual educational institutions of the region. Additional research objectives included the qualitative analysis of the distribution of languages in the visual space of a minority higher education institution. As a result of the schoolscape analysis, fruitful patterns and practices of using two or more languages in educational institutions in multilingual settings emerge which can contribute to sustainable multilingual development in the 21st century.

The study addressed the following research questions:

1. How are the Hungarian minority language and the Ukrainian dominant language represented in the schoolscape of a Hungarian minority higher education institution in Ukraine?

2. How can the items found in the visual space of the college be

grouped most effectively to develop a system for conducting schoolscape analysis in other educational institutions?

3. What is the difference between top-down and bottom-up signs in terms of the symbolic importance and representation of languages?

The fieldwork was carried out in March 2024. Pictures were taken both in the corridors and inside the classrooms of the main building and the Philology Campus of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Altogether 394 pictures were captured in the three floors of the Philology Campus, in the four floors of the main building of the Rákóczi College, in some classrooms, in the air raid shelters, in two canteens, in the school atrium, in the registrar's department, in the schoolyard, and at the front of the building. These pictures were analysed qualitatively and grouped into different categories. The images were meticulously selected to prevent any repetition of identical signs. Additionally, the online schoolscape analysis involved six websites; therefore, the study was based on 400 analysed elements.

The research focused on the symbolic significance of the different languages observed in the linguistic schoolscape of the college: Hungarian as a minority language used as the medium of instruction in the analysed educational institution, Ukrainian as the state language used in all official institutions of Ukraine, and English as an international language. Moreover, it was also an important aspect of the study to analyse the website of the Rákóczi College because it is the "corridor" of part-time students as they study solely online, and do not visit the main building of the college at all. However, virtual linguistic landscape analysis is a separate research method (Biró, 2018), and the present study did not intend to analyse the virtual schoolscape of the college in detail.

Schoolscape of the Ferenc Rákóczi II Transcarpathian Hungarian College

Generally speaking, the schoolscape of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education is predominantly

bilingual. The linguistic landscape corpus consisted of 394 pictures which were divided into eight categories, ranging from bottom-up to top-down initiatives, based on the approach of Ben-Rafael et al. (2006). All the pictures can be accessed through Google Drive (see the Appendix).

Additionally, the virtual schoolscape analysis of the websites associated with the Rákóczi College is also provided because they are strongly connected to the institution itself, and students – especially those who participate in part-time courses – visit only the website of the college rather than the main building itself. The categories which were determined as components of the schoolscape analysis are summarized in Table 1, together with the amount of the collected signs and the analysed websites.

Table 1

Categories employed in the schoolscape analysis

Categories	Components	Amount
Decorations	artwork, paintings, informative posters, graduation photo collages, classroom decorations	127
Symbolic inscriptions	statues, commemorative plaques, institutional inscriptions	16
Advertisements	inner advertisements of institutional events, conferences, scholarships, and other academic activities; outer advertisements of job opportunities	52
Instructions related to crises	signs connected to the COVID-19 pandemic, the Russo–Ukrainian war, and other emergencies	27
Names of rooms	signs containing the names and opening hours of offices, classrooms, and departments	40
Educational documents	lists of thesis topics, extracurricular activities, timetables, and structure of the academic year	42
Library signage	inscriptions found in the three library departments of the college, the organization of books, signs related to scientific databases available in the college	34
Other signs and announcements	legal documents, exit signs, toilet signs, menus from the canteens, other informative announcements	56
Virtual schoolscape analysis	analysing the content of the official website, the digital repository, and the social media sites of the college and the Kiscsikó canteen	6
Altogether		**400**

Decorations

Decorations, whether they are situated in the corridors or inside the classrooms, belong to the informal domain of linguistic landscapes. Everything which had an inscription on it was considered a decoration, including informative posters on the walls, artwork, paintings, maps, books, graduation photo collages, etc. It is important to mention that these are more permanent parts of the schoolscape because decorations are not frequently replaced.

Most of the pictures were taken in the corridors of the main building of the college and the Philology Campus, but decorations were also inspected inside some classrooms belonging to the Departments of Biology, History, and Geography, together with English, Hungarian, and Ukrainian Philology.

Firstly, let us talk about the presence of bi- and multilingualism. Various languages appeared in the decorations: Hungarian, Ukrainian, English, Italian, French, Slovak, Latin, German, and Spanish. Most decorations were Hungarian–Ukrainian bilingual, including artwork on the walls with bilingual descriptions beneath, minerals showcased at the Department of Geography, pictures portraying various settlements of Transcarpathia with bilingual inscriptions, and books found on the bookshelves which were often bilingual, with the same content written in two languages.

Figure 1

Hungarian–Ukrainian Bilingual Decorations

The bilingual artwork in Figure 2 illustrates how much both teachers and students value the importance of presenting information in both the Ukrainian state language and the Hungarian minority language (which is the native language for most of them). It is enough to look at the heart-shaped little drawing with a mirror at the head, saying in two languages "Your place is here". The artwork also contains the name of the Art Department in two languages and the bilingual biographies of Transcarpathian artists. In addition, some books are painted on the wall, with the names of famous authors from Hungarian, Ukrainian, and world literature.

Figure 2

Hungarian–Ukrainian Bilingual Artwork

However, not all decorations were bilingual. A large set of informative posters about famous Hungarian inventors was available only in Hungarian, together with decorations found near the Biology Department about plants and animals. Monolingual decorations also appeared in the classrooms. The English Department showcased pictures of famous English poets and writers, as well as some posters about English literary classics. The Hungarian Department had posters about the grammar of the Hungarian language and the Hungarian dialects spoken in the Carpathian Basin. In addition, the Ukrainian Department had pictures of famous Ukrainian poets and writers, accompanied by some national symbols. It was also frequent that classrooms near the History and Geography Departments contained monolingual Ukrainian pictures of historical

figures and maps of Ukraine. Moreover, Ukrainian national symbols (flag, coat of arms, national anthem) occurred four times, but the presence of Hungarian national symbols was much more limited.

Other European languages (German, Italian, Spanish, Slovak, etc.) were observable only in rare cases when some educational posters were imported from abroad. Also, Latin was frequently used by the Department of Biology to indicate the names of herbs and plants.

Lastly, graduation photo collages were analysed as well, and nearly all of them were Hungarian monolingual. It was typical that graduates from the English Department chose an English quotation for their collage, and in one case, the Ukrainian version of the students' names was transcribed into English, not the Hungarian one. Interestingly, the graduates of the Ukrainian Department also typically favoured Hungarian photo collages, except for two cases, when the Ukrainian language was used.

Figure 3

Hungarian Monolingual Graduation Photo Collage of Ukrainian Graduates

Symbolic Inscriptions

Statues, commemorative plaques, and institutional signs outside the college building belonged to the category of symbolic inscriptions. Statues

generally had monolingual Hungarian inscriptions because they symbolised great Hungarian historical figures (such as Ferenc Rákóczi II, after whom the college was named), and important members of the Hungarian community in Transcarpathia (such as Dr. Kálmán Soós, the former rector of the college). Near to these statues and commemorative plaques, Hungarian national symbols were often observable on wreaths of tribute.

The name of the István Kótyuk Philology Campus also has a symbolic meaning and shows how much the leaders of the college admire their former colleagues and those people without whom the Transcarpathian Hungarian College would not have been able to reach its current state. Some commemorative plaques were bilingual because of biographical reasons. For instance, the Hungarian–English plaque of Milton Friedman, an American economist with Hungarian roots, and the Hungarian–Ukrainian plaque of József Zupkó, who was a former member of the Ukrainian national handball team.

Figure 4

Monolingual Statue, Bilingual Institutional Signs

Furthermore, institutional signs and plaques showing the names of the college, the "Genius" Charity Foundation, the István Kótyuk Philology Campus, and the registrar's office were all Hungarian–Ukrainian bilingual

because these were more formal parts of the schoolscape, regulated by different laws.

Advertisements

Advertisements are only temporary parts of the schoolscape as they frequently change. Some of them were rather old from 2022–2023, so we cannot be sure whether the older advertisements were originally placed only in one language or two languages next to each other. Advertisements could be divided into inner and outer types.

Figure 5

Hungarian–Ukrainian Bilingual Advertisements
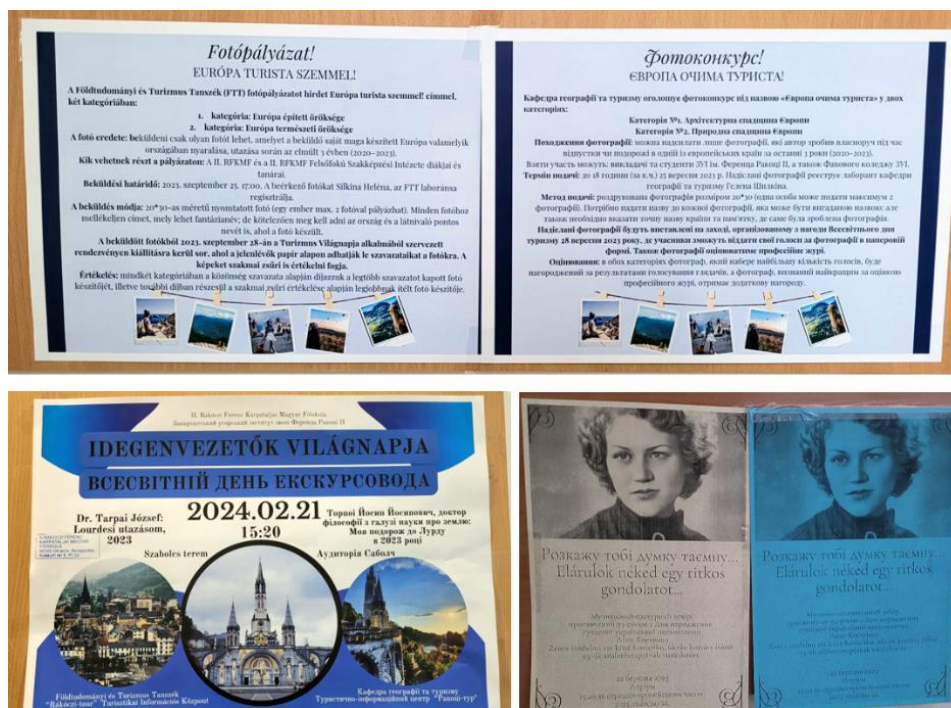
Inner advertisements were placed by the college itself, typically advertising some scientific activities, conferences, scholarships, events, etc. Posters connected to the enrolment campaign of the college were also included

in this section, but most of them were from the previous years and were found at the registrar's office. Most inner advertisements were Hungarian–Ukrainian bilingual which was achieved with two techniques: either by showcasing bilingual information on one poster, or by creating two versions of the same advertisement in two languages, typically placed right next to each other. However, in connection with the enrolment campaign, the posters were Hungarian monolingual only, probably because they were not new and the Ukrainian versions have been removed with time. Moreover, the advertisements made by the Ukrainian Department were mostly monolingual, showing information only in the Ukrainian state language.

The English language was used only in the advertisements made by the English Department when they organized workshops, Christmas events, or when a linguist from a foreign country gave a lecture in the college.

Considering outer advertisements, mainly job advertisements could be mentioned. Most of them, except for two cases, were Hungarian monolingual because they were looking for applicants who spoke Hungarian as a native language. When both Ukrainian and Hungarian languages were required by the companies, the advertisements were bilingual as well.

Instructions Related to Crises

Instructions concerning crises were divided into four categories. Firstly, instructions in case of fires. All of the informative posters and inscriptions on fire alarms were monolingual Ukrainian. Secondly, escape plans, which were Hungarian–Ukrainian bilingual, so every student and teacher would understand how to behave in case of an emergency. Thirdly, instructions related to the COVID-19 pandemic were also frequent in the college. Informative posters were posted mostly in Hungarian regarding the correct method of washing one's hands, but Ukrainian signs also appeared in connection with personal hygiene. The most important COVID-19 signs about using a face mask or showing places to leave used masks were Hungarian–Ukrainian bilingual. An English sign was also printed probably from the Internet to raise attention to the importance of social distancing.

Figure 6

Hungarian–Ukrainian Bilingual COVID-19 Signs
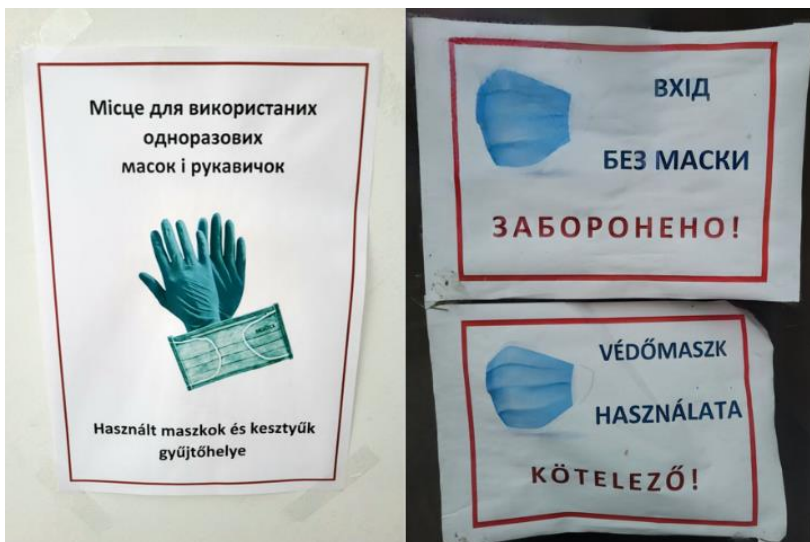
Lastly, the Russian invasion of Ukraine beginning in February 2022 also resulted in the appearance of some instructive signs. Two typical war-related signs were the ones showing the way towards the air raid shelters and the ones indicating how many people can safely stay in a given shelter, placed above the doors in the cellar of the Rákóczi College. All of the war-related instructions were Hungarian–Ukrainian bilingual.

Figure 7

Hungarian–Ukrainian Bilingual Signs Related to Air Raid Shelters

Names of Rooms

All the names of classrooms, departments, offices, exhibitions, libraries and other rooms in the college were indicated in Hungarian–Ukrainian bilingual signs placed right next to doors.

Figure 8

Hungarian–Ukrainian Bilingual Room Names

In addition, the opening hours and the names of personnel working in the given office were also bilingual. Concerning opening hours, even the time had been converted into two formats: Central European Time used in Hungary, and Eastern European Time used in Ukraine, with a one-hour difference.

Monolingual signs occurred in very rare cases. For example, only the Hungarian language was used when showing the place where the off-site training from a Hungarian university took place. In addition, two newer signs were monolingual Ukrainian near the Chemistry Department, indicating specialized cabinets.

Educational Documents

Regarding educational documentation, nearly everything was available in two languages, Hungarian and Ukrainian, respectively. The lists of thesis topics, timetables, semester structures and other department documentation were regulated by the state, and all of them were bilingual.

Figure 9

Hungarian–Ukrainian Bilingual Timetables

Hungarian monolingual documents were found only in two cases: lists of students who did not have to attend all the classes shown at the registrar's office, and lists of extracurricular sport activities. Also, some posters made by students about field practices were only Hungarian, but these were informal, bottom-up signs.
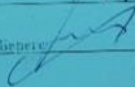
The English language was used only by the English Department to show the obligatory reading list for a subject. Furthermore, an interesting example of using three languages in the same sign could be observed on the door of the English Department, where everything was in English, but the names of teachers were written in Ukrainian, while the position of the department head was written in Hungarian as *Tanszékvezető*.

Figure 10

A Mixture of Three Languages

Library Signage

There are three libraries at the Rákóczi College where students can read and borrow literary and academic works. It can be generally stated that library sections offered Hungarian–Ukrainian bilingual signs on bookshelves, indicating the scientific fields of the various books stored in a given place. However, Hungarian-language library signage was richer and more common. As the librarians told us, only the main categories of books were indicated in Ukrainian, while the different sub-categories were shown in Hungarian only. In addition, a lot of informative monolingual flyers were seen in the libraries about Hungarian databases accessible from the college.

Nevertheless, both Hungarian and Ukrainian students could effectively search for anything because the main scientific fields were indicated on the shelves in two languages, and the librarians were eager to help them find any books they wanted. The literary section of the library also frequently makes

exhibitions of famous Hungarian and Ukrainian poets. In March, the birthday of Taras Shevchenko, one of the greatest Ukrainian poets was celebrated with the exhibition of his prominent works on a separate shelf.

Figure 11

Hungarian–Ukrainian Bilingual Library Signage

Other Signs and Announcements

The category of other signs and announcements contained those inscriptions and signage which did not fit into other categories. These were mainly informative signs giving general information such as the way towards the toilets, exit signs, elevator signs, and the menus of the canteens.

Exit, elevator and toilet signs showed a great amount of variety in terms of the observable languages. It can be stated that the Ukrainian version was always present, usually accompanied by an international English word also known by Hungarians, such as *Exit*, *WC*, or *Lift*. On the other hand, specific English terms were also used (*Toilets*, *Disabled*).

Figure 12

International Signage

In addition, some Ukrainian monolingual signs were also found on printing machines made in Ukraine. Legal documents about the students' obligations and samples of contracts were also only Ukrainian, showing that the distinctly formal landscape of the Transcarpathian Hungarian College is in accordance with other higher education institutions in Ukraine. However, informal signs containing the Wi-Fi password, instructions about keeping the toilets clean, or inscriptions indicating the phone number of the porter's cubicle were in Hungarian. These were unofficial informative signs, so it was not important to make them bilingual.

Figure 13

Monolingual Hungarian Menus in Canteens

Lastly, the linguistic landscapes of the two canteens found in the college were dominantly Hungarian considering their menus. The Ukrainian version of the menu was only available on the Facebook page of one of the canteens. The reason for this is that the canteens were not state-regulated organizations inside the college, so their owners could decide in which languages they wanted to inform their guests.

Virtual Schoolscape Analysis

The virtual schoolscape analysis serves as a brief addition to the study because it would require a separate article to conduct a thorough analysis of six websites associated with the Rákóczi College: the main website[2], the institutional repository[3], the Facebook[4], Instagram[5], and TikTok[6] pages of the college, and the Facebook page of the Kiscsikó canteen[7].

The main website of the college is available in three languages, including Ukrainian, Hungarian, and English. All the news is translated into these three languages and shared both on the official website and the Facebook page of the college. The digital repository is also available in three languages and contains information about the research papers uploaded to the database. Interestingly, the online library catalogue of the college is available in Hungarian, English, Romanian, and German, but not in Ukrainian. It is also possible to take a virtual tour in the college's building[8], but the programme is only available in Ukrainian and Hungarian. The same can be said about the IRIS learning management system of the college, which is available in both Ukrainian and Hungarian but not in English. Here, the students and teachers can access timetables and individual learning plans in two languages. In addition, different types of educational documents, including regulations, teaching materials, syllabuses, curricula, training programmes, are available on the main website both in Hungarian and Ukrainian.

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[2] Available in English at: https://kmf.uz.ua/en/
[3] Available in English at: https://dspace.kmf.uz.ua/jspui/?locale=en
[4] Available at: https://www.facebook.com/IIRFKMF
[5] Available at: https://www.instagram.com/rakoczi.foiskola/
[6] Available at: https://www.tiktok.com/@iirfkmf
[7] Available at: https://www.facebook.com/kiscsikomenza
[8] Available at: https://kmf.uz.ua/tour/index.htm

The Facebook page of the Rákóczi College serves as a place where all the news from the main website is shared in three languages. However, Instagram and TikTok are less formal social networking sites, where pictures and videos are uploaded with only Hungarian descriptions.

The same can be said about the Facebook page of the Kiscsikó canteen, where everything is uploaded only in Hungarian, except for the daily menu which is posted in Hungarian and Ukrainian every day. Therefore, informal posts are made in Hungarian, while more formal announcements are Hungarian–Ukrainian bilingual.

Results and Discussion

The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education is undoubtedly a multilingual educational institution. Three languages are represented in the public space of the college: Ukrainian as an official language, Hungarian as a minority language, and English as a foreign language. With the analysis of the presence of these languages, an insight could be gained into the language ideologies employed in Ukraine and the attitudes towards diversity (Amara, 2018).

The Ukrainian state language was nearly everywhere because most of the signs and inscriptions were Ukrainian–Hungarian bilingual. This was especially true for top-down signs (Ben-Rafael et al., 2006), which conveyed the most important information to students. For example, all exit signs, classroom names, department documentation, and official announcements were made in Ukrainian, and (nearly all the time) in Hungarian. This is in accordance with the language policy employed in Ukraine (Csernicskó et al., 2023).

In official, permanent signs, a systematic approach of using the Ukrainian and Hungarian languages could be observed. However, temporary signs placed on walls with adhesive tape showed a great variety of using three languages (Ukrainian, Hungarian, and English). It was typical that advertisements contained the same information in Hungarian and Ukrainian, while sometimes two versions were made from the same posters and were showcased right next to each other. Therefore, the leaders of the college made

sure that everything was available in at least two languages, which were most of the time the Ukrainian state language, paired with the Hungarian, the native language of the majority of students.

Sometimes when they had their individual choice (such as the design of the graduation photo collages or the small instructive signs in the toilet), students – representing the bottom-up or individual perspective (Ben-Rafael et al., 2006) – preferred to use Hungarian instead of the state language. The same can be said about the decoration of the classrooms and corridors. In the Philology Campus, each department had decorations in its own language to make their students more accustomed to the target culture.

The symbolic importance of the Hungarian and Ukrainian languages was observable in every aspect of the schoolscape. For example, names and opening hours of offices, classrooms, departments, and libraries were all bilingual, together with bilingual library signage on bookshelves and bilingual decorations on the walls. Even the website of the Rákóczi College was available in three languages (Hungarian, Ukrainian, English), and every news was posted and shared in these languages on Facebook. Every educational documentation (timetables, thesis topics, syllabuses, etc.) was available in Ukrainian and Hungarian both online and in printed form. Thus the linguistic landscape of the analysed institution was quite the opposite of that employed in other parts of the world, such as in India (Bisai & Singh, 2022), where minority languages are not taken into consideration in the language planning processes.

Only those inscriptions which belonged to the bottom-up domains were monolingual, including informative posters, instructive signs in the toilet, graduation photo collages, and some job advertisements coming from different companies. Biró (2016) also found in a Romanian minority setting that the top-down domains were controlled by state authorities, while bottom-up public language displays supported the Hungarian language more extensively.

The schoolscape analysis leads to the conclusion that the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education is a multilingual educational institution in Ukraine. The Ukrainian state language is used in almost all public inscriptions, most of the time together with the Hungarian equivalent of the same document or advertisement. Moreover, the English language also plays an important role, especially in the case of

inscriptions made by the English Department. It has to be mentioned that schoolscapes can vary from school to school because each educational institution may have its own cultural and linguistic ideologies (Szabó, 2015). Therefore, generalizations cannot be drawn from the present study.

Conclusion

The symbolic importance of languages plays a decisive role in their representation in the linguistic landscape of educational institutions. In the framework of this study, the schoolscape of a minority college was investigated in a multilingual environment, situated in a war-torn country. The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education is a predominantly bilingual institution, where top-down (formal) elements of the linguistic landscape are mostly Hungarian–Ukrainian bilingual, while bottom-up (informal) elements are also mainly bilingual, with a considerable amount of monolingualism. Less important informative signs sometimes appear only in Hungarian, but the most crucial documents and inscriptions, including evacuation plans, air raid shelter signs, classroom names and opening hours, timetables and educational documentation, are all Hungarian–Ukrainian bilingual.

The findings of the research provide an insight into how languages can be effectively organised in a multilingual, war-torn environment with current minority issues. Minority educational institutions are responsible for making everything available in at least two languages: the minority and the dominant language, thus contributing to sustainable multilingual development among their students. Studying the schoolscape of such institutions can shed light on the useful practices of bilingual tradition which may be adopted by other educational institutions situated in multilingual environments.

In summary, the aim of the study was achieved as a comprehensive qualitative methodology was elaborated to analyse the schoolscape of other Transcarpathian educational institutions in the future. While the study filled a research gap as the linguistic landscapes of Hungarian minority schools were not well-documented, it also had its limitations. To start with, the research contained a brief virtual schoolscape analysis, but it should be further expanded

in a different study. In addition, it would also have been useful to examine the distribution of different languages not only qualitatively, but also quantitatively, over a greater period of time. These future directions of research will provide us with a better understanding of how languages are organised in the visual space and how the linguistic landscape changes with time.

Acknowledgements

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Appendix

All 394 pictures can be accessed through Google Drive: https://bit.ly/Drive-Schoolscape.

Krisztián Váradi
Panonijos universitetas; Ferenco Rákóczi II Užkarpatės Vengrijos aukštojo mokslo kolegija, Ukraina
varadi.krisztian@kmf.org.ua
Kornélia Hires-László
Ferenco Rákóczi II Užkarpatės Vengrijos aukštojo mokslo kolegija, Ukraina
hires.laszlo.kornelia@kmf.org.ua
Réka Máté
Ferenco Rákóczi II Užkarpatės Vengrijos aukštojo mokslo kolegija, Ukraina
mate.reka@kmf.org.ua

MOKYKLINIS KRAŠTOVAIZDIS DAUGIAKALBĖJE APLINKOJE: VENGRIJOS KOLEGIJOS VAKARŲ UKRAINOJE PAVYZDYS

Anotacija. Užkarpatė yra viena vakariausių Ukrainos apskričių, turinti šimtmečio daugiakalbystės tradicijas. Didžiausią mažumų grupę regione sudaro vengrai, kurių pagrindinis švietimo ir kultūros centras yra Ferenco Rákóczi II Užkarpatės vengrų aukštojo mokslo kolegija. Regiono kalbinis kraštovaizdis analizuotas ne kartą, tačiau to negalima pasakyti apie mokyklinio kraštovaizdžio tyrimus. Todėl šio darbo tikslas buvo išspręsti tyrimo spragą ir atskleisti, kaip mažumų aukštojo mokslo institucija gali įgyvendinti dabartinę švietimo ir kalbos politiką savo kalbinėje aplinkoje. Tyrime taikytas kokybinis metodas, siekiant parodyti simbolinę švietimo aplinkoje vartojamų kalbų reikšmę. Iš viso Užkarpatės vengrų kolegijos pagrindinio pastato koridoriuose, filologijos miestelyje, keliose auditorijose ir artimoje įstaigos aplinkoje padarytos 394 nuotraukos. Paveikslėliai buvo suskirstyti į aštuonias skirtingas kategorijas – nuo „iš apačios į viršų" ir „iš viršaus į apačią" iniciatyvų: dekoracijos, simboliniai užrašai, skelbimai, instrukcijos, susijusios su krizinėmis situacijomis, klasių ir skyrių pavadinimai, bibliotekos iškabos, švietimo dokumentai ir kiti ženklai bei skelbimai. Be to, oficiali Užkarpatės Vengrijos kolegijos svetainė ir socialinių tinklų svetainės taip pat buvo trumpai išanalizuotos kaip virtualios mokyklos kraštovaizdžio analizės dalis. Remiantis rezultatais, Ferenco Rákóczi II kolegija laikosi tvirtos dvikalbystės tradicijos, nes viskas yra prieinama bent dviem kalbomis (ukrainiečių ir vengrų), įskaitant oficialius pranešimus ir neoficialius skelbimus. Be to, mokyklos internetinis vaizdas taip pat yra daugiakalbis, nes viskas skelbiama trimis kalbomis (ukrainiečių, vengrų ir anglų). Tyrimas gali būti toliau pratęstas taikant minėtą kokybinį mokyklinės kalbos kraštovaizdžio analizės metodą kitose Vengrijos švietimo įstaigose Užkarpatėje, kad būtų galima aiškiau suprasti karo nuniokotoje šalyje taikomas daugiakalbystės praktikas.

Pagrindinės sąvokos: Ferenc Rákóczi II Užkarpatės Vengrijos aukštojo mokslo kolegija; kalbinis kraštovaizdis; daugiakalbystė; mokyklos kraštovaizdžio analizė; Ukraina.