A 1.3 Model of language organisation at educational institutions

Purkarthofer's 2018 model is designed to evaluate *language organisation* at educational institutions. The aim is to establish the linguistic possibilities and needs of all speakers involved and the presence of their languages in everyday life. Speakers include not just children and parents but also the teaching staff at an educational institution. The basic assumption is that if the options for using languages are organised effectively, this facilitates language learning (Purkarthofer 2018, 50).

Purkarthofer's model describes language organisation at educational institutions in the form of levels, with the lowest level being an explicit ban on a certain language or languages and the highest level being promoted and supported multilingualism. There are four levels in between, with only the top three definitely considered as the promotion of multilingualism. The various levels are not necessarily stages that need to be completed. An institution may be at different levels in different areas or groups/classes, or those groups/classes may be at different stages in different areas.

 Step 6: Promoted or supported multilingualism

 Step 5: Regulated multilingualism

 Step 4: Symbolic multilingualism & language awareness

 **Promotion of multilingualism**

 Step 3: Implicit multilingualism

 Step 2: Implicit language bans – silencing

Step 1: Explicit language bans

**Promotion of monolingualism**

An evaluation using this model is not so much about producing a "true" picture of the institution as about gaining an idea of roughly where the institution stands overall and in what direction it could develop. It offers consultants, school development professionals and the senior management team an overview of the educational institution as a whole, and teaching staff an insight into groups or classes. The evaluation can also involve establishing what form of language organisation the school wishes to achieve and what steps need to be launched to reach that objective.

# Bibliography

Judith Purkarthofer (2018), Sprachorganisation in Bildungseinrichtungen. Gesagtes und Ungesagtes in Kindergarten und Schule, in: Fürstaller, Maria/Nina Hover-Reisner/Barbara Lehner (Hrsg.), *Vielfalt in der Elementarpädagogik. Theorie, Empirie und Professionalisierung.* Frankfurt a. Main, 49-62.