



ENGLISH
FOR
ACTION

KING'S
College
LONDON

University of London

Universities and linguistic citizenship

Ben Rampton

Stroud's conception of Linguistic Citizenship:

- sees all sorts of linguistic practices as potentially relevant to social and economic well-being, including mixed and low-status ones
- says you can't predict any of this from the centre
- puts democratic participation first and emphasises 'voice' rather than just language
- stresses the importance of grassroots activity on the ground, often on the margins of state control, outside formal institutions
- argues that an enhanced understanding of language-in-society should be central to emancipatory politics.

His criticisms of language rights centred on the state:

- they promote an arbitrary & essentialist view language & ethnicity, and create artificial boundaries between ways of speaking that are actually often continuous, mixed and hybrid
- they marginalise non-standard speakers, creating new socio-linguistic inequalities
- they appeal to a top-down and managerial politics, presuppose membership of a single state and neglects population mobility

Linguistic citizenship's links to northern slx

LC: “comprehensive political stance on language” (Stroud 2008:45)

Hymes: the careful comparative study of communication ultimately serves the higher ethical goals of *Liberté, Egalité, Fraternité* because it “prepares sociolinguists to speak concretely to actual inequalities” (1977:204-6).

LC: “Language rights centred on the state promote an arbitrary & essentialist view of language” (Stroud 2001)

Sociolinguistics, applied linguistics & linguistic anthropology:

- named languages are cultural constructs, not natural phenomena
- named languages are a shallow & restrictive representation of effective communication which also involves:
 - visual and bodily signs, the specifics of genre, participants’ background knowledge, their expectations of each other etc
 - linguistic forms tied to a plurality of groups and situations, not just national ones

Research & Innovation

Our research | Impact | Support & guidance | Funding opportunities

Society

Hub for Education and Language

Ground-level and

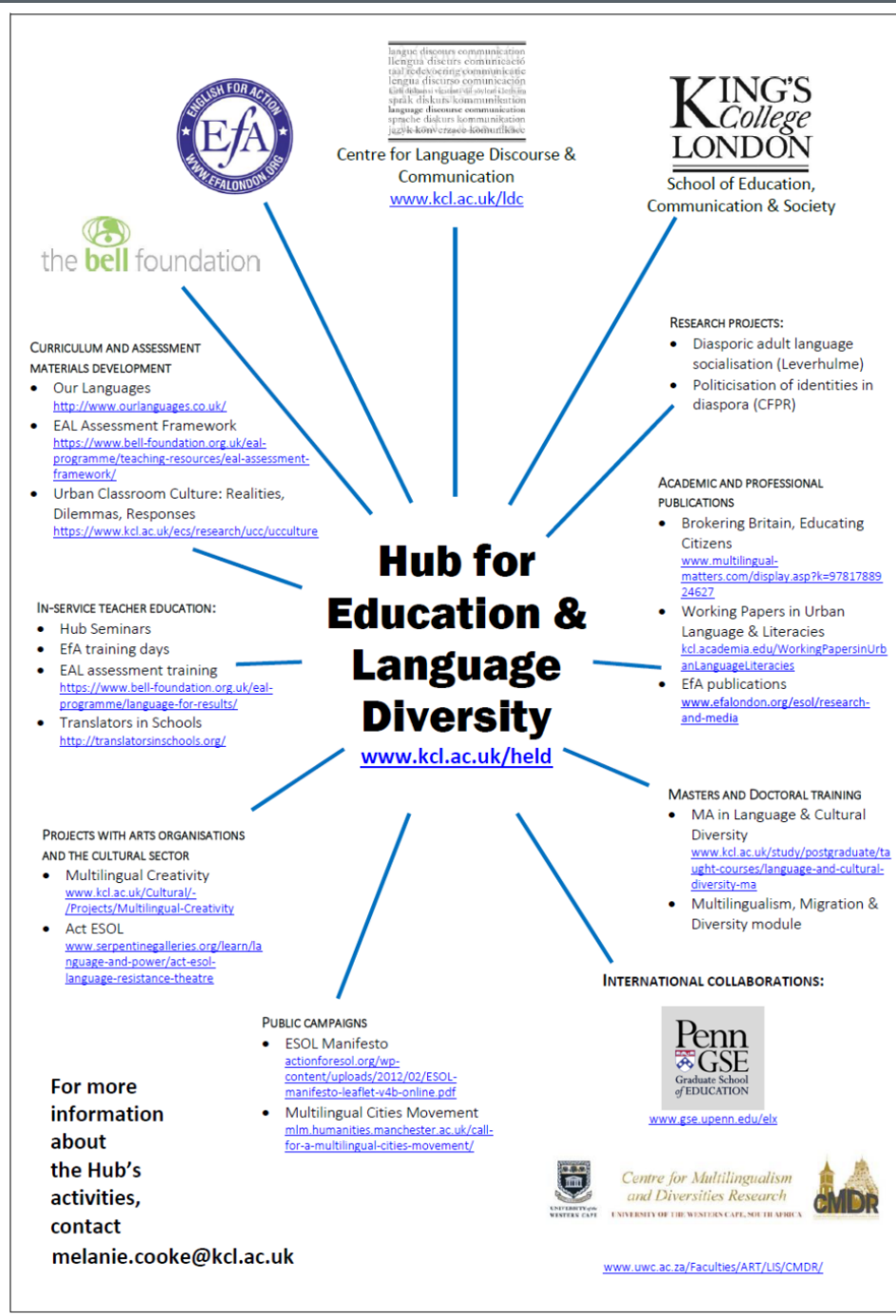
The Hub for Education
sector organisations

It is guided by a

1. Shared language
2. Local conditions
3. Theories and

Guiding ideas:

1. shared language is vital and diversity is also central to education;
2. local conditions and practices can't be taken for granted;
3. theories and research from different people to think differently





Hub for Education and Language Diversity
www.kcl.ac.uk/held

Language, Education & Linguistic Citizenship

Two-day online Summer School

Wednesday 20th to Thursday 21st July 2022 (10.00-16.00)

- ❖ How can educators gain a better understanding of multilingual students' use of language?
- ❖ How can they acknowledge and foster their students' linguistic repertoires and their right to be heard?
- ❖ What is the relationship between language education and linguistic citizenship?

These and other questions will be explored in this participatory short course which will involve workshops, case studies, data sessions, readings and talks. You will join participants from a range of educational settings and sectors (FE, HE, schools and Third Sector organisations; ESOL, EAL, community language learning, supplementary schools and modern foreign languages).

Day 1: An introduction to the summer school, to the participants and to the overarching theme; analysis of linguistic data: how can sociolinguistic research and analysis help us better understand language use and language learning?

Working with students: a close look at several projects involving language learning in multilingual settings. In what ways do these projects assist students in the development of their linguistic citizenship?

Day 2: Constraints and planning for action: the restrictions facing us inside and outside our institutions; taking action around language-based issues.

The summer school is organised by [HELD](#), a team of academics and third sector language professionals, activists & policy specialists: Melanie Cooke (convenor), Dermot Bryers, Sam Holmes, Constant Leung, Ben Rampton, Anthony Tomei, and Becky Winstanley. It builds on the Sociolinguistics for Education seminar series we have been running since the start of 2019.

The deadline for applications is **17th June 2022**. Please note that we can't guarantee your enrolment, as spaces at the summer school are limited to 30. We will give priority to people whose work seems to fit with our aims and who we think will most benefit from the summer school. There is a participation fee of £30 (£10 for full time students), payable when your place has been confirmed.

To apply please complete an application form and send to Melanie Cooke on melanie.cooke@kcl.ac.uk



Home What we do Projects Classes



Training and CPD



Teaching basic literacy to ESOL learners

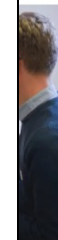
Learning Unlimited is a leader in the field of teaching basic literacy to ESOL learners. Conventional teacher training for ESOL/EFL ...

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teaching

Partnerships between universities and non-profit organisations?

“Third sector organisations can provide a rich interface between practice and theory and provide valuable opportunities for academics to get in-depth, authentic exposure to their field of interest. University partnership adds credibility/kudos, plus rigour to research/evaluation” (3rd sector participant at HELD seminar 24/2/21), *but*

Challenges:

- collaboration not a core commitment for either partner
- collaboration with TSOs not well-recognised in academic promotion paths, and no workload recognition
- cultural differences (“the journal articles which are the main currency of the academic world are rarely of any salience to third sector bodies” - 3rd sector participant)
- different organisational timescales, setting up tensions re e.g. funding applications (“academic projects tend to move much more slowly, and with a lot of hurdles to be jumped internally” - 3rd sector participant)

Steps to pursue locally within universities:

- make collaboration with the non-profit sector a departmental commitment, so that it’s a standing item on agendas, needs succession planning etc
- support long term cross-sectoral relationships that don’t depend on project funding and can be sustained with small-scale activities in grant-free periods
- build alliances with colleagues that thematise both the benefits and challenges of collaboration at staff forums, awaydays etc
- give value in sites of staff assessment to activities like serving as a third sector trustee, occasional consultancies etc



Coalition for Language Education

Founding Statement

This *Coalition for Language Education* is committed to developing the communicative capacities of individuals, groups and institutions and the range of languages and linguistic styles – the ‘linguistic repertoires’ – that they can draw on. We are involved in different fields and sectors of language education, working as individuals, organisations and associations, but we are drawn together by the conviction that more can and should be done to acknowledge and develop the linguistic potential of people in the UK. Shared language is vital to social life, and in the UK, English plays a key role. But language diversity is also central, and it needs to be seen as a source of enrichment, not as a deficiency or threat. Learning languages and knowing about culture and communication extends the relationships and situations that we can participate in. When education broadens our ability to understand and communicate across social, cultural and linguistic differences, drawing flexibly and creatively on a range of media, it enhances well-being and strengthens democracy.

For the most part in the UK, language education is too narrow. Change takes time, but those who seek it can gain strength from coalition. Coalition facilitates the exchange of ideas and experiences of what works, of what’s challenging, how to overcome obstacles, and how to support cooperation across locations. Individual initiatives can show that they are not isolated or eccentric, and that they are part of a much broader general development that provides inspiration and strength. Coalition can help us see the bigger picture, and add weight to what we say in conversations with local and national policy makers.

Signatories

Here is a list of the associations, organisations, groups and individuals who agree with our Founding Statement and have indicated their commitment to bringing language education into closer alignment with contemporary needs and openings. If you would like to sign as well, please go to our ‘[Get in touch](#)’ page.

Subject associations:

Association for Low Countries Studies ([ALCS](#))

Association for Language Learning ([ALL](#))

British Association for Applied Linguistics ([BAAL](#))

British Association of Lecturers in English for Academic Purposes ([BALEAP](#))

National Association for Language Development in the Curriculum ([NALDIC](#))

National Association for the Teaching of English & Community Languages to Adults ([NATECLA](#), Island of Ireland, Wales, Scotland & England)

[National Centre for Learning Welsh](#)

Northern Association of Teachers of English to Speakers of Other Languages ([NATESOL](#))

National Association of Language Advisers ([NALA](#))

Practice in Adult Literacies ([RaPAL](#))

et ([LUKALTA](#))

**Digest
of Language-related Responses
to the DfE Curriculum and Assessment Review 2024**

Committee for Linguistics in Education
www.clie.org.uk

Coalition for Language Education
www.coalitionforlanguageeducationuk.com

Contact: info@clie.org.uk

17 April 2025

The DfE Curriculum & Assessment Review (CAR)

Set up in 2024 to review England’s curriculum system, the Department for Education (DfE) has announced the Curriculum and Assessment Review (CAR) on

Paper 261
How we feel and think about language: Language ideologies and the 'total linguistic fact'

Paper 292
Localising Linguistic Citizenship

Paper 300
Sectors and the workplace in language teaching: Differences, links and alliances?

Paper 275
Education, England and users of languages other than English

Working Languages Literacies

Paper 281
Collaboration between universities & third sector organisations in language education

Paper 319
Participatory ESOL: Taking Stock

Paper 321
A new coalition for language education? Report on an initial consultation



University resources supporting a programme oriented to Linguistic Citizenship

1. Sociolinguistic research literature
2. BA & MA courses
3. Teacher education
4. Specialised centre
5. Partnerships with NGOs
6. A national platform
7. Working papers

+ free rooms for events

some release from teaching

a small grant of about £10k from our department

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Additional references

- Cooke, M. & R. Peutrell (eds) 2019. *Brokering Britain, Education Citizens: Exploring ESOL and Citizenship*. Bristol: Multilingual Matters.
- Gilroy, P 2006 'Multiculture in times of war: an inaugural lecture given at the London School of Economics'. *Critical Quarterly*, 48 (4):27-45.
- Goddard, J. and J Puukka 2008. The Engagement of Higher Education Institutions in Regional Development: An Overview of the Opportunities and Challenges *Higher Education Management and Policy*. 20/2:11-41.
- Rampton, B., M. Cooke & S. Holmes 2018. Sociolinguistic citizenship. *Journal of Social Science Education* 17/4:68-83. Also available as: Promoting Linguistic Citizenship: Issues, problems & possibilities. *Working Papers in Urban Language & Literacies* 233. At www.wpull.org
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- Stroud, C. 2001. African mother-tongue programmes and the politics of language: Linguistic Citizenship versus Linguistic Human Rights. *Journal of Multilingual & Multicultural Development*. 22/4:339-355