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LANGUAGE-SENSITIVE
MANAGEMENT IN
HIGHER EDUCATION: AN
AUTOETHNOGRAPHIC
APPROACH TO QUALITY
AND RESPONSIBILITY

Following the recent publication of a research agenda on language and responsibility in international management (Church-Morel et al., 2025 – ci-joint), this presentation (primarily in French) will focus on the next step: a work-in-progress inquiry into how “responsible” language sensitive-management is learned and taught.

Based on an autoethnographic approach, the study's objective is two-fold: 1) investigating my own language-related practices in higher education as they relate to the notion of social responsibility and at the same time 2) experimenting with and developing methods for research-informed reflexivity as a source of quality and continuing improvement that also supports teacher-practitioner wellness (Daly & Vinther Larsen, 2026). The language-related practices addressed relate to issues of national language diversity (French, English, etc.) as well as to intra-language issues such as profession-specific vocabulary. They include pedagogical support for language learning and quality across the curriculum, choices about monolingual versus bilingual approaches to teaching in English and French, enactment of language ideologies such as “standard language” or “societal multilingualism as an opportunity” (Barner-Rasmussen et al., 2024), practices related to language and artificial intelligence, and choices related to language and languages at the level of program director and in student advising. The study has implications for people interested in socially-responsible language practices in management education as well as in reflexive approaches to higher education more generally.