

Special Track EBEN RC 2018
September 6-8, 2018

Mapping and Supporting Language Diversity in EBEN

Over the last decades English has become the lingua franca in academic teaching and in academic research. Also in the field of business ethics, the pressure for most academics to publish in international peer-review journals—like the *Journal of Business Ethics* or *Business Ethics Quarterly*—and to attend international conferences—like the EBEN Annual and Research Conferences or the Society of Business Ethics Annual Meeting—where English is the only conference language, has fostered this development and increasingly made English language skills an entrance barrier to the academic world, especially for the younger generation of academic researchers.

While, on the one hand, English as lingua franca can be welcomed as a basis for internationalizing academic discussion, on the other hand, insufficient language skills now disadvantage researchers not due to a lack of originality of their ideas but simply due to their inability to communicate them in a foreign language. Criticizing this dominant role of English in the academic world, John M. Swales (1997, p. 374) sees English as a kind of *Tyrannosaurus rex*, “a powerful carnivore gobbling up the other denizens of the academic linguistic grazing grounds”. Thus, the use of English as a common language in the academic setting has not only advantages. It requires not only linguistic competences in a foreign language but also “sociolinguistic competences” (Horn 2017, p. 581), which means the ability to follow the academic standards and the communication style of another culture. In this vein, non-native speakers not only face the problem of adequate language skills in a foreign language but also have to adjust their research to standards which might be alien to their own academic tradition. This streamlines academic research and reduces diversity of different academic traditions.

But also as a teaching language English outside the English speaking countries is not without problems. While, on the one hand, it is argued that this enables student mobility and attracts students from foreign countries, this, on the other hand, leads to increased conformity of study-programs which use the same textbooks and teach the same topics. National and cultural diversity is reduced and in the worst case native English speakers start to replace the “domestic staff”. This way, things are not thought simply because they are not part of the US-American or British Textbooks which now dominate in academic teaching.

It is the aim of this workshop to have a critical look on these developments and to discuss personal experiences with English as lingua franca of academic communication. We want to discuss ideas that aim at reinventing the cultural plurality of academic research and at fostering language diversity in business ethics. Suggested topics may encompass but are not limited to:

- Teaching and Learning
 - How far has English as teaching language affected your study programs?
 - Has English as a teaching language narrowed diversity in education?
 - Has English as teaching language limited the knowledge base of students?
 - How does English as teaching language affect academic discussion?

- Publishing and Research
 - In which way the pressure to publish in international journals affected your research?
 - How do publications in English differ from those in your native language?
 - Are there topics which are not publishable due to their cultural specifics?
 - How can we strengthen awareness of national academic traditions?

- Language and Culture
 - Are the language skills of students/teachers sufficient for academic discussion?
 - Does the availability of literature influence/limit your teaching topics?
 - Do you see English as a possibility to broaden academic discussion?
 - Is the academic tradition of your home country sufficiently represented in the international context?

- Academic System and Power Relations
 - Does the dominance of English native speakers in the editorial boards of international journals influence cultural diversity in academic research?
 - Have you faced discrimination due to belonging to another academic culture?
 - Should national academic cultures have a greater presence in international journals?
 - How can we foster diversity in research and in international journals?

Submissions should be made directly to the organizers, not later than **May 31, 2018**. We accept full papers as well as extended abstracts (about 1000 words), either in pdf or word format. Notification about possible acceptance will be made till June 18, 2018.

Literature

Horn, S. A. (2017). Non-English nativeness as a stigma in academic settings. *Academy of Management Learning & Education*, 16(4), 579-602.

Swales, J. M. (1997). English as Tyrannosaurus rex. *World Englishes*, 16(3), 373-382.

Organizers

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About the Organizers

Johannes Brinkmann is a professor II of business ethics at BI Norwegian Business School in Oslo and professor II of business ethics at UiT The Arctic University of Norway. He has studied in Münster and in Oslo, and holds a master's degree and a PhD, both in sociology, from the University of Münster. So far, he has published more than 40 journal articles and 20 or so book chapters, mostly in English, and nine books (collections of lectures and essays) in Norwegian. Before focusing on business ethics in a language perspective, his main research interests have been socratic dialogue, risk and insurance ethics, consumer and marketing ethics.

Hans Jörg Schlierer is a professor for Corporate Social Responsibility (CSR) and negotiation skills at emlyon, a French business school. He studied in Stuttgart and Saarbrücken (Germany) and holds a master's degree in German Literature, in French literature and a PhD in Intercultural Communication. He worked for over 15 years as a consultant for international negotiations and intercultural management. Before focusing on business ethics in a language perspective, his main research interests have been CSR and legitimacy, the historical roots and the social embeddedness of corporate responsible behavior.

Michael Stefan Aßländer is professor for business ethics at the International Institute of the Technical University Dresden located in Zittau (Germany). From 2005-2010 he held the Plansecur Endowed Chair for business ethics at the University of Kassel. He has studied management, philosophy, sociology, psychology, political economy and Russian language in Bamberg (Germany), Vienna (Austria), Bochum (Germany) and Moscow (Russia) and holds a Diploma in Business Administration (1988), a Master in Philosophy (1990), a PhD in Philosophy (1998) and a PhD in Social Sciences (2005). From 2005-2011 he was board member of the German Business Ethics Network, and was a founding member of the Austrian Business Ethics Network (2004) where he serves as a deputy chairman till today. From 2008-2016 he was also member of the executive committee of the European Business Ethics Network.