

For a reasoned approach to multilingualism in international management research: a key choice

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Scope of the special issue:

For several decades, scientific output in management sciences in non-English-speaking universities has increasingly aligned itself with “international” academic standards largely shaped in the Anglo-Saxon world: growing use of English, publication in leading English-language journals, adoption of transatlantic theoretical and methodological models (Tietze, 2004; Hamel, 2007; Tietze & Dick, 2012). While this trend has long seemed inevitable, and indeed remains desirable for many, and while publishing in English remains a good thing in itself, the notion of “publish only in English or perish” is being questioned more than ever, and even clearly challenged in some non-English-speaking language circles. This linguistic and conceptual hegemony is criticized for reducing intellectual diversity, often marginalizing essential fields of research, and weakening critical capacities, which tends to impoverish managerial thinking and render local, regional, and national singularities invisible (Berry, 2009, 2019; Chanlat, 2019, 2025; Nygaard, 2019; Denis, 2015, 2022; Deslandes, 2026; Yamak & Huse, 2023).

In fact, maintaining linguistic and intellectual diversity does not only concern texts, but also the institutional mechanisms that govern research: evaluation systems, journal rankings, funding criteria for major research projects, quality labels, and search engines. By establishing a hierarchy among publication channels and systematically favouring English-language journals over others, these mechanisms have, over the years, created an institutional dependency whose effects are particularly noticeable in the French-language sphere: the gradual marginalization of French-language journals, discouraging young researchers from publishing in their own language, weakening national publishers (Denis & Rouquet, 2021), with the influence of these scientific management mechanisms becoming increasingly visible in the behaviour of non-English-speaking teacher-researchers, thereby demonstrating their performative nature (Berry, 1977, 2009; Lussier & Chanlat, 2017; Yamak & Huse, 2023). Davoine and Gmür’s comparative study between Germany and France in the field of HRM from 1991 to 2006 (Davoine & Gmür, 2012) and the update of their work from 2006 to 2012 (Davoine & Gmür, 2018), which show a growing anglicization, particularly in Germany, provide a characteristic example of this; they lead them to warn us as follows:

“[Translation] The declining percentage of Anglo-Saxon sources in bibliographies and theoretical frameworks raises many questions about the need and means to preserve the originality of French-language (and German-language) publications. It also raises questions about the language policy of journals in both communities and the publication strategies of young researchers in HRM... The institutional decisions taken by the German community of teachers and researchers to downgrade their journals seem to be gradually leading to the disappearance of research published in German. This is an example that the French-speaking community should avoid following.” (Davoine & Gmür, 2018, p. 201)

We can therefore understand why the Helsinki Initiative on Multilingualism sought to remind us in 2019 that linguistic diversity is a prerequisite for knowledge to be relevant and carry a social impact. A fine example of this is the experience of a French-language platform such as Cairn.info, which shows that it is possible to combine local roots with international reach. In 2023, this platform recorded more than 157 million cumulative visits and 1.2 million online sales to individuals. Its offering now covers more than 600 journals, more than 380,000 articles, and more than 25,000 scientific works, distributed in more than 70 countries, combining a strong French-speaking dimension (with 57% of visits in France and 19% in Africa) and disciplinary and linguistic diversity (translations into English and Spanish, covering law, medicine, and the formal sciences in addition to the humanities and social sciences).¹

¹ Source: Activity report of CAIRN.Info 2024, available at: <https://apropos.cairn.info/sites/default/files/2024-07/cairn-rapport-d-activite-juin-2024.pdf>

Against this backdrop, the purpose of this special issue is to invite readers to fundamentally rethink the international academic ecosystem and answer two key questions: how can we rebuild conditions for publication and evaluation that promote publishing in one's own language and do not condemn to invisibility anything that is not published in English in non-English-speaking countries? How can we support publishing initiatives that combine digital sovereignty, epistemic diversity, and technological innovation, as suggested by Le Monde in an article published in partnership with CAIRN.Info (Le Nevé, 2024)? The emergence of generative artificial intelligence (AI) is now adding an extra layer to this editorial reality, by transforming the practices of writing, translation, proofreading, and scientific synthesis. While AI offers undeniable opportunities to overcome certain linguistic and editorial barriers, thereby contributing to the wider dissemination of work through machine translation, it nevertheless raises questions for researchers about the risks of increased standardization, intellectual impoverishment, and misrepresentation of the original thinking produced by machine translation, as well as technological dependence and loss of sovereignty over scientific content that it may entail.

Reason behind the special issue:

This special issue therefore invites the research community to explore, without exception, the effects of language on thought and knowledge production, the institutional dynamics that guide research, the conditions for the circulation of ideas and knowledge sharing, concrete experiences of writing and publishing, as well as the managerial and societal consequences of these choices. It calls for rankings to be questioned, research policies to be considered, practices to be documented, and avenues to be introduced to strengthen scientific independence and autonomy in management sciences, particularly in the French-speaking world, and to work towards reasoned multilingualism (Chanlat, 2022). These questions are also shared today by many researchers around the world, including English-speaking researchers (Tsui, 2007; Gendron, 2008; Merrillain et al; Thomas & al, 2009; Grey, 2010; Tsuda, 2013; Willmott, 2011, 2022; Alquino Alves & Pozzebon, 2013; Brannen & Mughan, 2016; Mughan, 2015; Harzing, 2016; Beeler & al, 2017; Yamak & Huse, 2023; Nygaard, 2019; Tourish, 2019; Brabet, Özbilgin & Yamak, 2021; Tietze, 2021; Gendron & Rodrigue, 2021).

Possible questions and topics:

- Analysis and mapping of fundamental knowledge production in management sciences in relation to the language of publication;
- Linguistic globalization and the transformation of theoretical approaches in management;
- Influence of language on the production of managerial concepts and tools (international comparison);
- Role of scientific promotion mechanisms on the circulation of knowledge, particularly translations;
- Feedback from researchers on writing, scientific publication, and knowledge sharing in their language;
- International comparisons of epistemic diversity in management sciences;
- Distinction between the epistemology of production and the epistemology of reception;
- Institutional strategies to support research in French;
- Academic independence in the face of institutional and economic pressures;
- Analysis of tensions between a certain coloniality of knowledge and the promotion of situated, qualitative approaches in languages other than English;
- What place is given to critical, feminist, postcolonial, or indigenous research, as well as to transdisciplinary practices oriented toward the common good?
- What scientific and ethical sovereignty of research in the era of widespread generative AI?

What place is given to co-produced knowledge (participatory research, partnership-based research, co-creation research, etc.) in favor of new editorial models likely to reshape the place of management sciences in social innovation?

In other words, by exploring the many facets of reasoned multilingualism (Chanlat, 2022) in an interdisciplinary manner, this issue aims to nurture, in an international context, a renewed imagination capable of restoring meaning, scope, and plurality within management sciences.

As these questions have been central to a multilingual journal such as MI since its inception, this special issue aims to provide an appropriate space for fostering open dialogue between disciplines, intellectual traditions, and national contexts, thereby highlighting the unique characteristics expressed around the world in terms of both linguistic and institutional diversity (Laurent, 1983; Lammers, 1990; Berry, 1995a and b; Ibarra-Colado, 2006; Alcadipani et al, 2012; Stokes, Davoine & Oiry, 2014; Chanlat, 2014; Beeler et al, 2017; Kamdem, Chevalier & Payaud, 2020; d'Iribarne et al, 2022; Bazin, Brabet and Jardat, 2022; Yousfi & Ouriemmi, 2026).

Manuscript submission process and key deadlines:

Submissions are accepted in French, English, and Spanish. They must comply with the standards set out in Management International's [editorial policy](#). Submissions will be peer-reviewed using the traditional double-blind process.

Authors	Dates
Submission of complete articles (65,000 characters, including spaces)	July 30, 2026
Publication	Spring 2028

For any questions regarding this call for papers, please contact us by email at: info.multilinguisme@gmail.com.

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