

**Ibn Tofaïl University  
Faculty of Languages, Letters and Arts**

**The Language and Society Laboratory, CNRST-URAC 56, organizes an international  
conference entitled:  
Ethics, Social Intelligence, and the Responsibility of Researchers in Language Didactics  
and Linguistics  
Kenitra, June 12, 2026**

Contemporary societies, marked by linguistic diversity, increased mobility, and digital transformations, pose new challenges for researchers and practitioners in language teaching and language sciences. Languages are no longer just objects of teaching or study; they are also vectors of social, political, and identitarian issues at the national and international levels. Language teaching and language sciences can no longer be considered neutral or strictly descriptive fields. The production and transmission of linguistic knowledge cannot be dissociated from ethical reflection and social responsibility. They invite us to rethink the ethical and social foundations of research and practices in language teaching and language sciences.

Far from being a simple ethical framework, ethics involves critical reflection on the social effects of the knowledge produced, while social intelligence appears to be an essential interpersonal skill for implementing inclusive and responsible practices. Social responsibility, meanwhile, implies an ethical awareness of the scientific, cultural, and societal impacts of the researcher, as well as their commitment to the community.

As a result, researchers and practitioners become social actors in their own right. Their work helps shape perceptions of languages and speakers, guide educational approaches, and influence institutional decisions. The social responsibility of researchers in language teaching and linguistics goes beyond compliance with ethical standards; it requires vigilance regarding the social effects of the knowledge produced, a professional ethic based on recognition of linguistic and cultural diversity, and social intelligence that enables respectful and contextualized interaction. These three dimensions contribute to a scientific and pedagogical practice that is committed, inclusive, and reflective.

The interconnection between ethics, social intelligence, and social responsibility now forms a fundamental triptych in language teaching and language sciences. These disciplines, situated at the intersection of language, society, and education, cannot be limited to a descriptive or technical approach: they necessarily require a reflective and socially responsible stance.

Ethics in the fields of language teaching and linguistics cannot be reduced to a code of conduct: it requires a critical awareness of the social effects of the knowledge produced. It refers first and foremost to respect for individuals (learners, teachers, research participants) and the integrity of scientific approaches. It invites researchers and teachers to question their own positions in order to avoid reproducing, even unintentionally, social hierarchies or linguistic injustices. It implies:

- The informed consent of participants;

- Interpretative caution;
- Data protection and anonymization;
- Recognition of differences in research or teaching situations;
- Respect for the communities being observed.

Social intelligence enables ethical principles to be translated into concrete action. It refers to the ability to understand relational dynamics, perceive cultural and emotional implications, and adjust one's behavior according to context. It promotes a respectful relationship with the field and limits the risk of ethnocentric or reductive interpretations.

Beyond procedural ethics, there is the question of the researcher's social responsibility. Producing knowledge about languages, discursive practices, or educational situations necessarily has social effects. Social responsibility means contributing to the promotion of multilingualism, the fight against linguistic discrimination, and the promotion of inclusive education. Therefore, researchers in language sciences and language teaching must consider:

- The social impact of their work.
- How their analyses may influence language or education policies.
- The representation of the groups studied in their publications.
- The accessible dissemination of results beyond the academic circle.
- Accessible dissemination of results beyond the academic community.

By opening the debate on this connection, this conference aims to examine the place and the social impact of researchers and practitioners in language teaching and linguistics in the face of contemporary linguistic challenges. It aims to create a space for interdisciplinary dialogue that allows for joint reflection on ethics, social intelligence, and scientific responsibility in order to promote reflective, inclusive, and socially responsible teaching practices and research. The conference will explore the conditions for scientific and pedagogical practice that is rigorous, socially conscious, and ethically grounded. This scientific event will attempt to answer the question:

How can scientific rigor, ethical responsibility and social intelligence be articulated so that research and practices in language teaching and language sciences contribute to a critical and inclusive understanding of linguistic realities, without reproducing the inequalities they observe and analyze?

This question raises several structural tensions: scientific neutrality vs. social engagement, description vs. transformation of symbolic relationships, methodological rigor vs. consideration of the human and relational dimension. For these reasons, the conference aims to be a space for intercultural dialogue, bringing together researchers, teachers, and doctoral students from different linguistic and geographical contexts. The goal is to bring together different perspectives in order to develop a scientific ethic and responsibility that is not solely local, but also attentive to global dynamics and inequalities. It encourages participation in the form of comparative and transnational papers, case studies in various contexts (Europe, Africa, Latin America, Asia, etc.), critical linguistic and pedagogical analyses, and more. No topic is excluded a priori: a relatively broad overview of topics in research and intervention in language teaching and language sciences will be presented, and critical linguistic and pedagogical analyses. No theme is ruled out a priori: a relatively broad range of topics in research and intervention in language teaching and language sciences may be the subject of papers and fall within one of the proposed areas (non-exhaustive list):

### **Axis 1 – Ethical foundations of research and practices in language teaching and language sciences**

This axis invites us to examine the theoretical and methodological frameworks of ethics in these disciplines:

- Research ethics: consent, anonymization, reporting of results, researcher posture.
- Reflexivity and epistemological positioning.
- Power relations, linguistic legitimacy, and symbolic domination.
- Professional ethics.

### **Axis 2 – Social intelligence of the researcher**

This axis focuses on the relational and interactional dimensions of pedagogical and scientific practices:

- Managing interactions in language classrooms.
- Intercultural mediation and inclusive communication.
- The socio-emotional climate and learner engagement.
- Adaptation and contextual sensitivity.
- Anonymity and confidentiality.
- Establishing a relationship of trust.
- Taking cultural differences into account.

### **Axis 3 – The researcher's social responsibility and scientific commitment**

This theme examines the social and political impact of work in language teaching and language sciences:

- The impact of research on language and education policies.
- The production and dissemination of socially useful knowledge.
- The representation of minority groups and linguistic justice.
- Action research, engaged research, scientific neutrality, and critical stance.

### **Axis 4 – Multilingualism, diversity, and inclusion**

In societies marked by linguistic and cultural diversity, this axis proposes to explore:

- The promotion of multilingual repertoires and the fight against linguistic discrimination.
- Power relations and implicit hierarchies between languages in educational systems.
- The inclusion of migrant or vulnerable populations.
- Teaching approaches that promote equity and recognition of identities.
- Inclusive and integrated teaching systems.

### **Axis 5 – Digital environments and new ethical challenges**

The digital transformation of educational and scientific practices raises new questions:

- Transparency and traceability: questions about intellectual honesty and property and the value of human creation.

- Vigilance in the face of sociocultural biases: how can we avoid reinforcing social, racial, or gender inequalities?
- Artificial intelligence and language teaching.
- The ethics of distance learning and its human responsibility.
- Building the educational relationship.
- The protection of educational data and the responsibility of institutions.

### **Proposals for papers**

Papers, lasting twenty minutes, will be in French, Arabic, or English. Proposals for papers must be accompanied by a summary of no more than 500 words (not including spaces). They must also include a brief biography of the author, a short bibliography (3 to 5 references), and 4 to 5 keywords. Proposals must be submitted via the conference website. They will be subject to double-blind peer review.

### **Important dates**

- Deadline for submission of proposals: mai 20, 2026
- Notification of acceptance: May 31, 2026
- Deadline for conference registration for speakers: June 07, 2026
- Conference dates: June 12, 2026

### **Registration fees**

- Registration fees are €50 for external speakers and €30 for participants and internal faculty members.
- The registration fee covers the conference kit, coffee breaks, and lunch during the conference. It also entitles participants to submit their paper for evaluation for publication. Travel and accommodation expenses are the responsibility of the participants or their institution.
- Registration fees must be paid before June 07, 2026, according to the instructions sent by email.

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**Site du colloque : <https://colloquels2026.sciencesconf.org/>**