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How to act in non-harmonious time? An educational leadership language teacher approach to the variations of French in Canada.

« Une chose est sûre : le langage inclusif ne laisse personne indifférent. »
Gygax, Zufferey & Gabriel, 2021, 9.

« Classer c'est dominer. »
Abbou, 2022, 35.

Abstract

In the domain of education, language teaching holds a specific place of resistance. It consists of not only changing the teaching approach, but the teaching content as well. In French language teaching, a normative approach to teaching and learning and also in official/daily practices, has been long established since the 17th century with an androcentric heteronormative rule still carried to this day. It reveals a gender representation that is only one-sided, failing to represent each gender and enhancing the power of one gender allowed to speak on behalf of others, therefore erasing voices.

Whose resistance do we speak about? The one against the normative approach that holds an EDID banner or the one against changing the norm who holds the academic freedom banner? Unfortunately, when the defenders of academic freedom feel threatened, they fight back by cutting down on program funding and questioning hiring policies in higher education, making it even harder to advocate for having a department EDID statement. Researchers have shown how the resistance “against” speaks from a political lens but not from a scientific lens (Gygax, Zufferey & Gabriel, 2021) and not from an EDID lens (Abbou, 2022).

Our study offers to focus on changes in higher education and the problem of academic freedom (Williams, 2025) when it comes to changing university policies, program curricula or teachers' training program aligned either on gender-neutral forms of language or inclusive forms of language. The logics of resistance are not the same and it impacts the way to deliver teaching content. Therefore, what do we do when we have an academic leadership position for which we are supposed to change things? We will show some possible actions such as the development of resources, training programs, conference organization and workshops delivery with impact within and beyond the classroom.

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Biography

At the University of British Columbia and in her role of Educational Leadership, Caroline is dedicated to enhancing the teaching and learning experience of the undergraduate students by focusing on inclusive and experiential teaching practices. She is a recipient of the Student as Partners Fund from the Centre for Teaching, Learning and Technology and

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