Language Centre Conference 2024

Exploring Quality, Inclusion and Social Justice in Education: Insights from Research and Practice

8th March 2024 – Queen Mary University of London

Conference Programme and Links

9:45-10:00	**Welcome** **Dr Saima Sherazi** **Head of Language Centre (QMUL)** **Dr Luis Carabantes and Dr Ernesto Vargas Gil** **Conference Chairs** **Online Access**
Plenary Talk **10.00 - 11.00**	**Prof John Gray (UCL - Institute of Education)** **"Inclusion and Social Justice in the curriculum: addressing trans erasure and the forces behind it"** **Online Access**

Time (GMT)	David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
Session 1 **Presentations** 11:10-11:40	*'Equitable' Medium Instruction: Challenging the 'E' of English-Medium Instruction* **Dr Dylan Williams** Queen Mary University of London (UK) Online access	*Going public with our reading – why and how?* **Rob Playfair** Queen Mary University of London (UK) Online access	*Does AI-driven student output democratise learning, resulting in levelling up or disrupt tertiary education?* **Jacqui Reid** Queen Mary University of London (UK) Online access
Session 2 **Presentations** 11:45-12:15	*Promoting inclusion in a Mexican university* **Dr María Virginia Mercau** Universidad Autónoma Metropolitana - Iztapalapa (Mexico) Online access	*'Tick boxes are just tick boxes': Problematising Evidence-Based Teaching and Exploring the Space of the Possible* **Dr Zahid Naz** Queen Mary University of London (UK) Online access	*Academic literacy classroom – a space for transformation?* **Dr Weronika Fernando & Iwona Winiarska-Pringle** Queen Mary University of London & University of Glasgow (UK) Online access
Session 3 **Workshops** 12:20-13:00	*Beyond the bell curve – giving space to diverse cognitive landscapes to flourish within HE* **Sharon Turner** Queen Mary University of London (UK) Online access	*Embedding choice in assessment: variations on a viva voce and reflection for neurodiverse learners* **Chris Massell** Queen Mary University of London (UK) Online access	*Bridging Linguistic Gaps: Understanding Chinese Names and Pinyin* **Chunhui Wang** Queen Mary University of London (UK) Online access
13:10 – 13:50	**Break**		

Time (GMT)	David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
Session 5 **Practical Activities** 14:00 – 14:20	*Enhancing University Education Through ChatGPT: A practical example* **Josh Mason-Goodall** Queen Mary University of London (UK) Online access	*The updated Queen Mary Graduate Attributes – a supportive overview* **Will Hutton** Queen Mary University of London (UK) Online access	*Microsoft Copilot: A Language Assistant for Nursing Students* **Dr I-Chen Hsieh** Coventry University (UK) Online access
Session 6 **Presentations** 14:25 – 14:55	*Navigating anxiety: the impact of reflective journals on pre-service English Teachers during the post-pandemic era* **Dr Marisol Guzmán Cova** Benemérita Universidad Autónoma de Puebla (Mexico) Online access	*Facilitating Interculturality as a Process on Language Courses* **Dr Deborah C. Darling & Dr Haiqin Liu** Queen Mary University of London (UK) & Åbo Akademi University (Finland). Online access	*Using Sustainable Development Goals in the ELT classroom to foster Global Citizenship* **Patrice Kané** Association Nationale pour le développement de l'Éducation (Mali) Online access
Session 7 **Presentations** 15:00 – 15:30	*How Students Can Make Better Use of Their Notes From Class* **Nicholas Lloyd** Queen Mary University of London Online access	*'The Pre-Masters Programme Transformed My Life!' How can quality in education be re-defined?* **Jenny Brown** Queen Mary University of London (UK) Online access	*The role of Artificial Intelligence in shaping language education* **Dr Anna V. Sokolova Grinovievkaya, Dr María del Carmen Gómez Pezuela Reyes, Dr María Virginia Mercau** Universidad Autónoma Metropolitana (Mexico) Online access
15:35 – 16:15	**Closing Plenary**: *The Capabilities Approach to Education: Implications from an Empirical Study in Indian Schools and Universities* **Prof Rukmini Bhaya Nair**		

	Indian Institute of Technology Delhi (India) Online access
	Final Reflections and Round-up Online access

Conference Abstracts

Plenary Talk

10:00 AM David Sizer Lecture Theatre, Bancroft Building

Inclusion and Social Justice in the curriculum: addressing trans erasure and the forces behind it

Prof John Gray

IOE, UCL's Faculty of Education and Society

John Gray is a Professor of Applied Linguistics and Education in the UCL Centre for Applied Linguistics. With a background in English language teaching and English language teacher education, Prof. John Gray has published extensively on the (under)representation of different minorities in language teaching materials, the neoliberalisation of language teaching and teacher education, and language teacher identity. He is the author of *The Construction of English: Culture*, *Consumerism and Promotion in the ELT Global Coursebook* (2010) and *Critical Perspectives on Language Teaching Materials* (2013). He is also the co- author of *Neoliberalism and Applied Linguistics* (2012) and *Social Interaction and English Language Teacher Identity* (2018).

Plenary abstract

Although erased from the curriculum, trans people and the challenge they pose to the cisheteropatriarchal gender order are omnipresent in political and media discourse. This can be particularly challenging for teachers who are often unclear about the issues involved and unsure how to support those trans students (including those who are non-binary, genderqueer, gender fluid, etc.) to whom they have a duty of care. This talk explores the complex set of reasons as to why this erasure persists in English language teaching and the curriculum more generally. In doing so, it addresses the concepts of 'reproductive futurism', 'hyper-reactionary neoliberalism', 'postfascism', 'biological essentialism' and the commercial logic of global edu-business as key factors. The talk considers some of the options available to teachers who seek to combat this damaging erasure.

Session 1

Presentations

11:10-11:40

David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
'Equitable' Medium Instruction: Challenging the 'E' of English-Medium Instruction **Dr Dylan Williams** Queen Mary University of London (UK)	*Going public with our reading – why and how?* **Rob Playfair** Queen Mary University of London (UK)	*Does AI-driven student output democratise learning, resulting in levelling up or disrupt tertiary education?* **Jacqui Reid** Queen Mary University of London (UK)

Dylan is a Higher Education researcher with a special interest in multilingualism and language education. He uses critical sociological perspectives to explore the effect that the interplay between agency and structure has on language use in education.

Rob is an EAP practitioner at the Queen Mary Language Centre, teaching on the science foundation, pre-sessional and Elevate programmes. He is also studying for a PhD at Birkbeck, using ethnography to explore EAP teacher knowledge for in-sessional contexts.

Jacqui is an EAP teacher in the Language Centre at QMUL, where she works on the foundation programme and various in-sessional modules. Jacqui's research interests focus on vocabulary sophistication in student essays and more recently on AI-generated essay output.

This talk argues that to foster more equity in a Higher Education English Medium Instruction (EMI) learning environment, future policies should be multilingual. The research is set in South Korea, and the talk will start by providing an overview of current South Korean EMI challenges; then by drawing on data of a larger study presents examples of translanguaging practices used to offset these challenges. The study explored ten South Korean University students' perceptions of how translanguaging affects access to subject content in their EMI experiences. The findings imply that students place 'trust' in the L1 or L2 system in certain EMI situations – i.e. they translanguage; yet translanguaging is not an overt part of their current EMI policy. This paper further argues translanguaging should be viewed as a viable, equitable, socially-just medium of instruction to overcome these challenges. Recommendations are made for how students can be given the opportunity to be involved in critiquing and changing the social structures in which they learn, to co-imagine a socially-just translanguaging future. The paper concludes by reflecting upon whether the label 'English' is appropriate to describe such a policy that fosters a translanguaging dynamic which suggests further implications for global contexts.

The role of reading as an academic activity has little recognition in Higher Education. Surely many of us do it, but it is often hidden, done in isolation, in contrast to the more quantifiable 'outputs' of scholarship such as presentations, publications and teaching. This means that a fundamental aspect of our work, where we engage deeply with ideas, arguments, methods, is invisible to our colleagues and others in the field. On a logistical level, such invisibility could overlook a vital stage of teaching and scholarship in workload allocation. More broadly, being more public with our reading could contribute to inclusive community building via the sharing of concerns, dilemmas, knowledge and expertise. In this talk, I will share two examples of 'going public' with my own reading – writing a book review and participating in an EAP reading circle – and the impact they had on my professional development. I would then like to open the discussion to attendees to consider the risks, rewards and routes of doing this at the Language Centre and beyond.

You can read the book review I will discuss in the session here:
https://www.esptodayjournal.org/pdf/january_2024/book_review/1_Rob_Playfair.pdf

This topic was inspired by a blog post by Alex Ding (2022):
https://teachingeap.wordpress.com/2022/07/11/scholarship-ethics-and-book-reviews-some-preliminary-and-provisional-thoughts/

This presentation focuses on the recent post-pandemic proliferation of artificial intelligence (AI) technologies, in large language models (LLMs). The ethical implications of AI applications in student output (essays), focus on issues of authenticity, intellectual honesty, and the impact on learning. The paper scrutinizes the deployment of ChatGPT in university assessment (essays), particularly by L2 speaking students. It critically examines the ethical and pedagogical considerations of traditional assessment methods deployed on EAP courses, with a focus on academic misconduct facilitated by generative ChatGPT. These courses place a substantial emphasis on English language content that is now often generated by AI. The paper explores the implications for academic integrity, language proficiency development from a student's perspective, and looks at the evolving landscape of assessment in higher education. It also considers whether traditional courses are becoming redundant in the face of emerging and disruptive technological advancements, and it questions how assessment should change to reflect AI-enhanced student output. The paper concludes that while AI presents opportunities for students' research by enhancing their output; this challenges the ethics of using AI for content generation. This new assessment would be more democratic and help "level up" the playing field of academic assessment.

Session 2

Presentations

11:45-12:15

David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
Promoting inclusion in a Mexican university **Dr María Virginia Mercau** Universidad Autónoma Metropolitana - Iztapalapa (Mexico)	*"Tick boxes are just tick boxes": Problematising Evidence-Based Teaching and Exploring the Space of the Possible* **Dr Zahid Naz** Queen Mary University of London (UK)	Academic literacy classroom – a space for transformation? **Dr Weronika Fernando & Iwona Winiarska-Pringle** Queen Mary University of London & University of Glasgow (UK)
Full-time English Professor at Metropolitan Autonomous University (UAM-I), Mexico City. PhD in Modern Languages (Applied Linguistics) from the University of Southampton, UK. Coordinator of UAM-I Self-access center. Her research is about Independent learning and inclusion.	Zahid Naz is lecturer in Academic and Professional Education with 16 years of teaching and management experience. He has taught internationally on pre-service and in-service Teacher Education programmes. His research interests concern education policy in post compulsory education.	Weronika Fernando is an applied linguist working at the intersection of education, linguistics and social justice. I am passionate about education that creates meaningful opportunities for change in students' lives and in the world beyond academia.

The Mexican Constitution decreed in 2021 that Higher Education is a human right and a public social good. Then, in 2023, the Mexican Autonomous Metropolitan University, which is the third most important university in Mexico City, declared itself an inclusive institution. Although this is more a declaration stamped on paper than a fact, the university has been working hard on a myriad of issues towards becoming more inclusive. In our context, this change is not a matter of mere adjustments in buildings (ramps, elevators, braille signs) and university legislation: a whole transformation of mindset is needed to include our diverse community of students,

In this talk, I will describe some of the actions taken by the university towards becoming a more inclusive and fair environment. Secondly, I will present the plan to promote inclusion in the Foreign Language department in 2024. Last, I will give some examples of the implementation of this plan.

This paper seeks to provide a new paradigm for questioning how quality and excellence in teaching practices are understood and evaluated. By combining ideas from complexity theory and Michel Foucault's conception of polymorphous correlations, I argue that a shift away from the forms of thought that engender reductionist evaluations can become a starting point to redefine the efficacy of teaching practices. By examining teaching practices through data obtained from interviews and classroom observations at a further education college, this talk justifies disrupting our current common sense by which quality is defined in the landscape of educational policies and research. It is necessary, first, to try to unsettle the so-called discourse of evidence-based teaching, resulting in the production and dissemination of universalised pedagogical forms. By exploring how ecological factors affect institutional hierarchies and influence teaching practices, I challenge the notion that power relations in education are solely one-directional and oppressive. Insights from theory and teaching practices suggest that there are new forms of power at play, drawing attention to the concept I refer to as 'transphenomenal awareness,' and offering a more profound understanding of the significance of transcending the confines of pedagogical determinism that presently guides educational policymaking.

Academic literacy provision in higher education is not traditionally associated with social justice and ways in which it can shape what and how we teach. Some will argue that the role of literacy support is just that of service to other subjects and disciplines that are more relevant to students' majors. This stance, strongly underpinned by neoliberal views of education, presumes that the literacy classroom is, or should be, a neutral space in which students simply acquire skills that allow them to produce academic texts. In this presentation, we challenge this limiting framing, and we argue that academic literacy, as any other academic discipline, enjoys or should enjoy freedom to view its classroom as the most radical educational space, taking students on a journey of transformation not only in terms of literacy skills development but also in terms of engagement in a more holistic educational experience, one that has the potential to influence how students learn, what they aspire to and how they position themselves in their chosen fields of study. In this presentation, we draw on data from 40 literacy tutors describing their experience of taking a social justice stance in their teaching and redefining traditionally imposed limitations on an academic literacy classroom.

Session 3

Presentations

12:20-13:00

David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
Beyond the bell curve – giving space to diverse cognitive landscapes to flourish within HE **Sharon Turner** Queen Mary University of London (UK)	*Embedding choice in assessment: variations on a viva voce and reflection for neurodiverse learners* **Chris Massell** Queen Mary University of London (UK)	*Bridging Linguistic Gaps: Understanding Chinese Names and Pinyin* **Chunhui Wang** Queen Mary University of London (UK)
Sharon Turner is a Module Convener for Communication in Science and Technology, and is an EAP Teaching Fellow working with a range of levels and nationalities. Sharon's teaching and research interests are how to create open spaces that allow for all students to be active participants in their learning. She is particularly interested in Neurodiversity and how HE can include different types of cognition in the HE environment.	Chris Massell is a lecturer in EAP at Queen Mary. He currently works on the International Foundation Year programme in Humanities and Social Sciences and his research interests include assessment design and differentiated instruction.	Chunhui Wang is a Chinese language teacher at Queen Mary University of London's Confucius Institute. Teaching diverse students from various disciplines at the Language Centre, Chunhui's teaching and research interests focus on cross-cultural comparisons.

Inclusive practice is not just a concept that is fitted into a classroom or materials retrospectively as an additional add on, but is a fundamental foundation of any programme, module, material, classroom and daily interaction. Descartes is famous for the phrase 'I think therefore I am'. However, in Higher Education some cognitive styles flourish, while others struggle to find their place within HE systems. This leads to several questions:

How many different types of cognitive processing do we allow to exist and flourish in our programmes, modules, classrooms, materials, assessments and daily interactions?

Are we promoting cognitive colonialism or are we creating open cognitive spaces for all?

This workshop explores neurodiversity beyond the neurodiverse and neurotypical dichotomy. It will begin with a brief exploration of key concepts that will be used in the workshop, and the rationale for these concepts. Participants will then explore these concepts by assessing their own modules that they manage, design or teach on through 'The Module Analysis Framework' (MAF) – a framework developed from academic literature in relation to neurodiversity - to evaluate how open our modules, materials, classrooms and interactions are to alternative ways of being and thinking. It will end with a key discussion around possible practical solutions to begin the process of addressing the results of the MAF.

Live and oral assessments are becoming increasingly important to authenticate student work. Two examples of such tasks include, viva voce and individual reflection, which have both emerged as viable options to deter misconduct (Bretag et al, 2017) whilst supporting varied skills development. In the interests of striving towards a more inclusive learning environment, the possibility of student choice in assessment mode is worth considering for its motivational and wide-ranging appeal to a diverse student body. Nevertheless, any divergence from a single standardised task may nevertheless pose challenges for marking and standardisation from an administrative point of view. To explore the viability of student choice in assessment further, this workshop invites participants to experience several variations on the viva and reflection as they might be implemented in a course. The session starts with a short written task, and then breaks into different groups role playing 4 variations on the viva and reflection activity. Participants will have a chance to consider how well they performed the task and which approach left them feeling most comfortable and competent. The workshop then focuses on several considerations which may impact neurodiverse students in the previous tasks, which is designed to encourage participants to reconsider their previous experience in a different light, including the viability of choice versus administrative control.

References:

Queen Mary University of London boasts a diverse student population, with over 170 nationalities represented, of which 41% are international students. Among this multicultural mosaic, a significant and growing contingent comprises Chinese students. However, linguistic disparities pose challenges, particularly concerning Chinese names. The workshop aims to address this issue by providing an overview of Chinese characters, elucidating the construction of pinyin, exploring pronunciation methods and articulation points, and outlining fundamental naming patterns. As the correct pronunciation of names is integral to fostering respect and understanding, the lecture emphasizes the importance of bridging cultural gaps within academic environments. By enhancing awareness of these linguistic intricacies, we aim to promote a more inclusive and respectful atmosphere for both educators and students in our global university community.

Bretag, T., Harper, R., Ellis, C., Newton, P., Saddiqui, S., Rozenberg, P & van Haeringen, K. (2017). Contract cheating and assessment design: Exploring the connection, Preliminary findings, www.cheatingandassessment.edu.au/resources

Session 4

Practical Activities

14:00-14:20

David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
Enhancing University Education Through ChatGPT: A practical example **Josh Mason-Goodall** Queen Mary University of London (UK)	*The updated Queen Mary Graduate Attributes – a supportive overview* **Will Hutton** Queen Mary University of London (UK)	*Microsoft Copilot: A Language Assistant for Nursing Students* **Dr I-Chen Hsieh** Coventry University (UK)

Josh Mason-Goodall is an EAP teacher at the Queen Mary University of London, where he works with foundation students from different countries.	During his time at Queen Mary, Will has developed a particular interest in developing transferable skills for foundation level students and telecollaboration that brings together university students in different parts of the world.	I-Chen Hsieh is an EAP tutor at Coventry University, Coventry. She holds a PhD in Applied Linguistics from the University of Warwick, UK. Before joining the Library and Learning Service team at CU Coventry, she worked in different EFL/ESL/EAP contexts in Taiwan and Mexico. In the UK, she has taught pre-sessional programmes at the University of Birmingham and research methodology modules at the University of Warwick.
Over 50% of UK undergraduates have used AI to help them with assessments according to a recent study (Freeman, 2024). There is much debate around the use of AI in Higher Education (HE). Whilst some educators see opportunities for improving the quality of education, others see threats to students' ability to acquire knowledge and problem-solving skills applicable in a wide range of domains and time varying contexts, fairness in assessment, certification and meaningfulness of awards, and making inequality in education worse (Zivelonghi et al. 2024). This being said, the trend in UK universities is moving towards encouraging students and educators to become AI literate (Russell Group, 2024). For educators to be able to develop this literacy in their students, they themselves need an understanding of how AI tools work, their strengths and weaknesses, and their potential to affect learning outcomes in higher education (Wu & Yu, 2024). The findings surrounding ChatGPT's impact on learning outcomes in higher education	In this short talk I will update colleagues on recent developments in terms of Queen Mary's revamped Graduate Attributes. Graduate Attributes are the knowledge, skills and behaviours that Queen Mary students develop as a result of their learning and experiences at university. Their potential contribution to enhancing the quality of education for our students will be considered. The thirteen (new) Graduate Attributes, supported by a range of resources and case studies, are now mapped to Queen Mary's Core Values – inclusive, proud, ambitious, collegial and ethical. I will outline how we are trying to be more deliberate on the International Foundation Year in terms of connecting activities we do on the IFY's core Personal Development strand to the Graduates Attributes. The challenge is both to raise awareness and to create opportunities for students to develop their Gradate Attributes over the course of their International Foundation Year while allowing the crucial time and space needed	The COVID-19 pandemic has exacerbated health inequities and highlighted the critical need for inclusive communication in healthcare. As healthcare personnel interact closely with diverse patient populations, promoting inclusion and social justice within this sector is essential. However, using inclusive language professionally can be challenging, particularly for nursing students with ESL/EFL backgrounds. This presentation will delve into the rationale behind choosing Microsoft Copilot over other AI chatbots for this purpose. The key reasons include its advanced model, privacy-centric approach, and seamless integration with the students' university accounts. This presentation will highlight how Copilot can be instrumental in enhancing the inclusive language skills of nursing foundation students, thereby preparing them to communicate effectively in diverse healthcare settings. It will also discuss how AI can be used to enhance the quality of education, promote inclusion, and

have been inconsistent (Gill et al., 2024; Wu & Yu, 2024) although a recent meta-analysis suggested that ChatGPT could have significant positive effects on students' learning outcomes. Given the relative lack of practical guides for integrating AI into HE curricula available for educators, an example of one area where ChatGPT may be able to improve quality of education will be modelled. ChatGPT seems to show promise as a tool for brainstorming ideas (Lingard, 2023). Attendees will be shown how iterative prompting in ChatGPT (evaluating responses and refining them through successive prompts) can generate ideas for an argumentative essay. The practical and ethical considerations of AI use will be discussed, and input sought for future research on student perceptions of ChatGPT usage.

for reflection. A range of tools and techniques which are available to help educators at Queen Mary embed Graduate Attributes will be discussed. Overall, I am broadly supportive of the Graduate Attributes agenda at Queen Mary, but it would also be important to consider less favourable perspectives in discussion.

contribute to social justice in discipline-specific education.

Session 5

Presentations

14:25-14.55

| David Sizer Lecture Theatre | Bancroft 1.13 | Bancroft 1.15 |

Navigating anxiety: the impact of reflective journals on pre-service English Teachers during the post-pandemic era **Dr Marisol Guzmán Cova** Benemérita Universidad Autónoma de Puebla (Mexico)	*Facilitating Interculturality as a Process on Language Courses* **Dr Deborah C. Darling & Dr Haiqin Liu** Queen Mary University of London (UK) & Åbo Akademi University (Finland).	*Using Sustainable Development Goals in the ELT classroom to foster Global Citizenship* **Patrice Kané** Association Nationale pour le développement de l'Éducation (Mali)
Marisol holds a Doctorate in Applied Linguistics conferred by the University of Southampton, UK. Presently, she serves as a full-time teacher educator at the BUAP, Mexico. In this capacity, she lectures in both graduate and undergraduate programs, and holds 23 years of teaching is experience.	Dr Deborah C. Darling is a Lecturer in Applied Linguistics at Queen Mary, University of London. Her research interests include interculturality, language education, language ideologies and plurilingual pedagogies. Dr Haiqin Liu is a university lecturer at the Faculty of Education and Welfare Studies, Åbo Akademi University, Finland. Her research links intercultural perspectives with language education, teacher education and teachers' professional development	Patrice Kané is EFL teacher and pedagogical advisor at secondary schools in Dioïla in the Koulikoro Region in western Mali. He has delivered many training sessions for teachers under the British Council's English Connects project. He has written articles for the IATEFL GISIG and is interested in global issues and ELT and developing ICT in education in Mali. Patrice was the recipient of the 2022 Transform ELT Scholarship for Global Change for IATEFL in Belfast.
The advent of Information and Communication Technology has revolutionized human interaction, providing opportunities for depersonalization in communication (Domagata-Zysk, 2013). This has allowed learners to cultivate confident identities without the necessity for in person interaction. However, the implementation of virtual education with recent Covid-19 pandemic has led to diverse mental impact among learners, such as anxiety. (Li, Xie, and Zeng, 2023) Preservice English	This presentation seeks to offer a model of facilitating interculturality experientially on an undergraduate language degree course using a project-based learning approach. We use a Chinese language course as a case study and share the outcomes of students' critical engagement with media discourses about China with the aim of breaking down essentialist notions of culture. As such, we believe that that our model can provide a practical example of how to enact the 'empower'	This presentation will offer inspirations to teachers to understand the Education for Sustainable Development (ESD) and the global school program with a particular reference to my context in the Koulikoro Region in western Mali. ESD provides the competencies we need our students to develop in the 21st century and derive from the United Nations' seventeen Sustainable Development Goals (SDGs). I will outline why ESD is so important for students at all levels in Mali

teachers, may experience anxiety due to factors such as fear of negative evaluation, low self-perception of language proficiency, and teaching inexperience. This presentation shares the findings of an exploratory study conducted on pre-service English teachers in their sixth semester of an English Language Teaching major at a Mexican university. The study focuses on those who experienced anxiety and explores the impact of a voluntary personal project, -the development of a paper journal- as a coping mechanism. Descriptive analyses showed that preservice language teachers who developed a written reflective journal had some improvement or at least heightened awareness of their anxiety episodes. Participants reported diverse coping strategies to calm down such as breathing, meditation, and awareness among others. As a conclusion, fostering a supportive culture for preservice language teachers grappling with post pandemic anxiety is crucial. A journal is an auxiliary as a self-reflective exercise to cope with anxiety.

element of the inclusivity policy in the Queen Mary Active Curriculum for Excellence.

Our presentation will begin by describing our understanding of interculturality as a process and will follow by explaining the structure and content of our case study course, China Today. We will then share our methodological and analytical approaches before moving to our findings and their implications. Then, we will offer an evaluation of the course taking into consideration its positive aspects and how it could be improved and applied to other language courses. Finally, we will reflect on the 'empower' element of the inclusivity policy and how the model we have developed contributes to its aim.

and I will describe particular interventions I have been involved in which seek to apply ESD principles and raise awareness of the SDGs among both colleagues and students. In particular, I will consider the competencies that need to be developed in students (and teachers) in order to take advantage of the ESD agenda. In the Koulikoro Region the SDG priorities are No Poverty (1), Clean Water and Sanitation (6) and Climate Action (13). How can these SDGs be successfully integrated into ELT lessons? Does this approach have the potential to enhance quality of education? Are there any insights from my quite particular context that can be applied more widely?

Session 6

Presentations

15:00-15:30

David Sizer Lecture Theatre	Bancroft 1.13	Bancroft 1.15
How Students Can Make Better Use of Their Notes From Class **Nicholas Lloyd** Queen Mary University of London	*'The Pre-Masters Programme Transformed My Life!' How can quality in education be re-defined?* **Jenny Brown** Queen Mary University of London (UK)	The role of Artificial Intelligence in shaping language education **Dr Anna V. Sokolova Grinovievkaya, Dr María del Carmen Gómez Pezuela Reyes, Dr María Virginia Mercau** Universidad Autónoma Metropolitana (Mexico)
Nicholas Lloyd became Convenor of The Critical Thinking and Writing Programme (CTWL) for Postgraduate lawyers in 2012. Over this time, he has developed the Programme which has grown to accommodate LLM Programmes for students based in Paris (from 2013), Piraeus for Maritime lawyers (2015) and more recently a dual arrangement with Singapore Law and Business Management students.	Jenny Brown is Programme Convenor for the Pre-Masters Graduate Diploma. International students who successfully complete this course progress to Masters programmes in 8 Schools at Queen Mary. Jenny is currently investigating international students' non-engagement with activities/events provided by the Careers & Enterprise service and looking at ways to promote skills training both within and outside the curriculum.	Anna V. Sokolova Grinovievkaya is a full-time language professor-researcher at the Autonomous Metropolitan University in Mexico, holding a Ph.D. in the Social Sciences. Her research primarily centers on intercultural competence and discourse analysis. 2. Ma. del Carmen Gómez Pezuela Reyes, PhD in Modern Languages (Applied Linguistics) from the University of Southampton, UK. Full-time Professor-researcher at Metropolitan Autonomous University, Mexico City. Research interests: English language use outside classrooms, academic literacy in English. 3. María Virginia Mercau is a full-time language professor-researcher at the Metropolitan Autonomous University. Holds a Ph.D. in Applied Linguistics. Research interests include teacher training and the teaching-learning process of English as a Foreign Language.

In fifth century Athens, the Greek philosopher Socrates warned that writing would harm students' memories because they would then have no need to memorise what they had been taught. To be fair to Socrates, he would not have had many students attending his lectures armed with paper and pen - let alone a laptop- and the benefits of note-taking as an aide memoire would not have been in his mind. Now, since the keyboard has become king, words can be noted down more quickly and has displaced handwriting as the way most students take notes in class.

However, in recent years, research has begun to point up the benefits of "old fashioned" handwriting. These include a greater ability to forge connections, grasp concepts of complex notions - and what Socrates overlooked, actually improve memory. I therefore thought it might be useful to do some research on this question with postgraduate law students in CTWL classes this semester. This presentation looks in a little more depth at the practical benefits associated with handwriting notes in class, considers what outcomes can be drawn from the findings and assesses how these could be usefully recommended to CTWL classes in future.

This presentation explores options for the integration of real-world skills training in HE contexts to better prepare students for a global workplace. How can delivery of this training be promoted both within and outside students' existing educational programmes? Findings from a Pre-Masters student survey are discussed which questioned students about their career plans and the role they believed Queen Mary should play. Teacher perspectives about the role of career-planning in the curriculum are presented. The survey identified a disconnect between international students' interest in enhancing their employability and their reticence in taking part in activities provided by the Careers & Enterprise Service. In spring 2024, it is hoped that findings from two current research projects will identify reasons for and solutions to non-engagement in these beneficial activities/events. This study has implications for the large cohorts of international students studying at Queen Mary who will soon join challenging job markets. It responds to a current focus on promoting employability as embedded in the QM2030 strategy and where there is keen competition in HE to recruit international students.

This paper explores the integration of Artificial Intelligence (AI) in foreign language education, emphasizing its transformative role in the contemporary educational landscape. A detailed evaluation is crucial, given AI's innovative contributions and the substantial challenges it presents. AI significantly contributes to personalized learning, catering to individual student needs, enhancing comprehension, and accommodating diverse learning styles and rhythms. The central concern revolves around effectively promoting AI usage in language acquisition, ensuring greater inclusivity. This entails democratizing access to AI-based tools, making them universally available, irrespective of socio-economic backgrounds. Student training is imperative, ensuring they harness technological opportunities fully. While technology enhances learning, the irreplaceable role of educators remains paramount. In this context, in winter 2024, a survey with around 100 English language learners from a Mexican public university examined their attitudes and experiences, particularly regarding the AI use. Results unveiled preferences between traditional and technological methods, shedding light on the perceived utility of AI in language learning. This paper offers insights into the evolving landscape of AI in language education, fostering informed discussions on its effective implementation.

Closing Plenary Talk

15:35 PM David Sizer Lecture Theatre, Bancroft Building

The Capabilities Approach to Education: Implications from an Empirical Study in Indian Schools and Universities

Prof Rukmini Bhaya Nair

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Rukmini Bhaya Nair is Honorary Professor at IIT Delhi and Global Professorial Fellow at SLLF, QMUL. Her research lies at the intersection of language and narrative cognition, attempting to connect evolutionary patterns of human behaviour with current cultural practices, including institutional ones.

Closing Plenary abstract

This talk returns to a blunt question posed by Stefan Collini in 2012: What are universities for? It adds to Collini's query a twin question: What are schools for? Beginning with brief sketches of five different models of university education, including 'the institute' and the 'rights-based university', the paper asks: a) can there in fact be only a single template for knowledge construction today?; and b) how do we articulate a more dynamic theory of social inclusion in our educational visions for the future? Based on large-scale, empirical cross-sectional research among 6000+ children aged 10-13 across 10 states in northern India, as well as on qualitative data from universities, the paper extends Amartya Sen and Martha Nussbaum's 'Capabilities Approach' (1997) to the arena of education. This framework suggests that intangible parameters such as the 'senses' and 'imagination' encourage inalienable freedoms of thought. Our research at IIT Delhi operationalizes this insight. For example, a illustrative 'deliverable' from it is a ready-for-use Children's Cognitive Capabilities Scale (CCCS), four innovative aspects of which are that it is: i. picture-based; ii. bilingual; iii. includes local as well as universal parameters of 'knowledge'; and iv. can be scored by teachers in schools without necessarily requiring the aid of outside 'experts.' Drawing a through-line from school to university education, this research may also be viewed as Janus-faced: as both a repository of pre-pandemic attitudes and a baseline to evaluate current attitudes to education in a post-Covid, technology-enabled global world. The presentation signs off with the proposal that collaborations between STEM

(Science, Technology, Engineering, Mathematics) and what I call LEAF (Liberal Education in the Arts Fields) models of teaching could enable that elusive 'mental flourishing' key to all education.