



NEWS ON-LINE
2023-Issue 1 ~ Together we stand!

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From the President



Dear members,

I wish, like all of you, I could begin this piece with some casual and normal news, but I can't. On February 6 and February 7, two massive earthquakes struck south-eastern Türkiye and Syria. The devastating disaster killed more than 41000 people injuring many more in the region.

We have lost so many people, among them were teachers, university instructors, and students. Due to the heartbreaking losses, we had in these disasters, INGED cancelled all activities until the end of February. We express our most sincere condolences to our nation, and we wish a speedy recovery to all the injured and all those suffering all kinds of pain.

I am not a psychologist or a psychiatrist, nor am I qualified to even talk about how to deal with all these negative feelings and sorrow that surround us. However, I have compiled some helpful tips for you from various sites such as WHO, American Psychological Association, Australian Psychological Association, and British Psychological Association. I hope you find this information useful. You can also visit these pages and get more detailed information.

It is common for people who have experienced disaster to have strong emotional reactions. Understanding responses to distressing events can help us cope effectively with our feelings, thoughts, and behaviors, and help us along the path to recovery. This is not a short and easy path, though.

Following a disaster, people frequently feel stunned, disoriented or unable to integrate distressing information. Once these initial reactions subside, people can experience a variety of thoughts and behaviors. Common responses can be:

- **Intense or unpredictable feelings.** We may feel anxious, nervous, overwhelmed, or grief-stricken. We may also feel more irritable or moody than usual.
- **Changes to thoughts and behavior patterns.** We might have repeated and vivid memories of the event. These memories may occur for no apparent reason and may lead to physical reactions such as rapid heartbeat or sweating. It may be difficult to concentrate or make decisions. Sleep and eating patterns also can be disrupted—

some people may overeat and oversleep, while others experience a loss of sleep and loss of appetite.

- **Sensitivity to environmental factors.** Sirens, loud noises, burning smells, or other environmental sensations may stimulate memories of the disaster creating heightened anxiety. These “triggers” may be accompanied by fears that the stressful event will be repeated.
- **Strained interpersonal relationships.** Increased conflict, such as more frequent disagreements with family members and coworkers, can occur. We might also become withdrawn, isolated, or disengaged from our usual social activities.
- **Stress-related physical symptoms.** Headaches, nausea, and chest pain may occur and could require medical attention. Preexisting medical conditions could be affected by disaster-related stress.

American Psychological Association (<https://www.apa.org/topics/disasters-response/recovering>) claims that most people are resilient and over time are able to bounce back from tragedy. It is common for people to experience stress in the immediate aftermath, but within a few months most people are able to resume functioning as they did prior to the disaster. It is important to remember that resilience and recovery are the norm, not prolonged distress.

There are a number of steps we can take to build emotional well-being and gain a sense of control, including the following:

- **Give yourself time to adjust.** We should simply anticipate that this will be a difficult time in our life. It is okay to allow ourselves to mourn the losses we have experienced and try to be patient with changes in our emotional state.
- **Ask for support from people who care about you and who will listen and empathize with your situation.** Social support is a key component to disaster recovery. Family and friends can be an important resource. We can find support and common ground from those who have also survived the disaster. We may also want to reach out to others not involved who may be able to provide greater support and objectivity.
- **Communicate your experience.** We need to express what we are feeling in whatever ways feel comfortable to us—such as talking with family or close friends, keeping a diary, or engaging in a creative activity (e.g., drawing, coloring, knitting, molding clay, etc.).
- **Find a local support group led by appropriately trained and experienced professionals.** Support groups are frequently available for survivors. Group discussion can help you realize that we are not alone in our reactions and emotions. Support group meetings can be especially helpful for people with limited personal support systems.

- **Engage in healthy behaviors to enhance your ability to cope with excessive stress.** We should eat well-balanced meals and get plenty of rest. If we experience ongoing difficulties with sleep, we may be able to find some relief through relaxation techniques. We should avoid alcohol and drugs because they can be a numbing diversion that could detract from as well as delay active coping and moving forward from the disaster.
- **Establish or reestablish routines.** This can include eating meals at regular times, sleeping and waking on a regular cycle, or following an exercise program. It is a good idea to build in some positive routines to have something to look forward to during these distressing times, like pursuing a hobby, walking through an attractive park or neighborhood, or reading a good book.
- **Avoid making major life decisions.** Switching careers or jobs and other important decisions tend to be highly stressful in their own right and even harder to take on when someone is recovering from a disaster.

For some, the symptoms may last longer and be more severe. This may be due to several factors such as the nature of the traumatic event, the level of available support, previous and current life stress, personality, and coping resources. These people might need additional support to help them cope. If we notice persistent feelings of distress or hopelessness and we feel like we are barely able to get through our daily responsibilities and activities, we should consult with a licensed mental health professional such as a psychologist. Psychologists are trained to help people address emotional reactions to disaster such as disbelief, stress, anxiety, and grief and make a plan for moving forward.

We need time but our wounds will heal. When they do, we will continue working in order to create platforms and opportunities to share with each other and exchange professional experiences, knowledge, and opinions. We are here for you, and we are here for our nation! Together we stand!

Prof. Dr. Aydan Ersöz
INGED President

From the Editor



Dear Colleagues,

These are utterly sad times... We are all overwhelmed by the sorrow of the tragic consequences of the disasters that, unfortunately, affected not only that particular region but all of us... INGED extends their deepest condolences and share the grief of all the people who lost family and loved ones in the recent natural disasters. We mourn the lost lives and would like to wish for the speedy recovery of all the injured.

This issue of the INGED Newsletter tries to look at the new artificial intelligence tool for creating texts: CHATGPT. A variety of articles on differing aspects of this new technology will show teachers how to be aware of the technology, potential and practical uses, new developments aiming to recognize AI written texts together with further technologies that alter AI written texts so that these can avoid being 'caught'! So as you can see, a teacher's learning process never ends...

Warm greetings

A. Suzan Öñiz
INGED Newsletter Editor



The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

➡ **NOTES FROM A CONFERENCE**

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

➡ **TECHNOLOGY IN TEACHING**

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

➡ **YOUR PAPERS**

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

➡ **THE VOICE OF INGED MEMBERS**

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript
AS A WORD FILE
& WITHOUT ANY FORMATTING.**

I N G E D Z O O M S E R I E S

On 9 October 2020, we launched an online series of seminars and workshops called

THE INGED ZOOM SERIES

in order to cater for the needs of teachers and also parents.

It was exactly for this reason that we planned some of these in Turkish.

In this way, we aimed to address issues relevant to ELT teachers as well as instructors working in other fields and who may feel more comfortable in using Turkish.

We have now completed our **87th** Zoom Session!

Go to **INGED Turkey Youtube** to watch these Zoom sessions. Please subscribe to our channel and LIKE all our social media posts.

Here is a reminder of what you have participated in or missed:

INGED ZOOM SERIES # 82

2 December 2022

"Eğlenerek Öğrenmenin Şifreleri"

Speaker: Doç. Dr. Hayal Köksal

INGED ZOOM SERIES # 83

9 December 2022

"Erasmus+ Projeleri"

With: Sait Atay

INGED ZOOM SERIES # 84

16 December 2022

"Universal Design for Learning (UDL) in Face-to- Face and Online Learning Environments"

With: Dr. Işıl Günseli Kaçar

INGED ZOOM SERIES # 85

13 January 2023

"Proje Yapmanın en Kolay Yolu: eTwinning"

Speaker: Özkan Seyrek

INGED ZOOM SERIES # 86

19 January 2023

"Stop Preaching and Let Them Learn: Leraner Strategy Training in EFL Classes"

Speaker: Özkan Seyreg

INGED ZOOM SERIES # 87

3 February 2023

"From Theory to Practice: Ways to Enrich Early Literacy Development of Young Language Learners"

Speaker: Dr. Melike Ünal Gezer

Our talks with colleagues also continued.
INGED TALKS WITH COLLEAGUES #2
With: Dr. Abdullah Ertay
27 January 2023
"İngilizce Öğretim Görevlisi Olmak"

We also listened to the voice of experience during
Ustalarla Söyleşi #6
Prof. Dr. Birsen Tütüniş
24 February 2023

All of these talks and many more ideas on teaching can be found on our Youtube channel.
Please go to *ingedturkey* at Youtube.

HAVE YOU RENEWED YOUR MEMBERSHIP?

**INGED
NEEDS
YOU!**

PLEASE RENEW YOUR MEMBERSHIP!

TECHNOLOGY IN TEACHING



35 PEER-RECOMMENDED RESOURCES FOR ESL TEACHERS

<https://njalternateroute.rutgers.edu/blog/35-peer-recommended-resources-esl-teachers>

New Jersey Alternate Route candidates specializing in English as a Second Language (ESL) Education recently recommended free web resources that they've consulted when preparing lessons and engaging, relevant activities for students. Their suggested resources are a part of our [blog series](#) featuring go-to-websites, blogs, and other online teaching and reference materials for helping our state's youth achieve the NJ Student Learning Standards. More than 300 teachers participated in this professional swap and share, with many contributing lesser-known resources that even seasoned educators will be excited to discover. Read why our ESL educators love the resources they recommend.

27+ Lesson Plan Examples for Effective Teaching

"Some of the best lesson plan examples on the internet that you can use to ensure your lessons are insightful and inspiring."

-Sudebi C., Grades K-5

Achieve 3000

"Helps with differentiated instruction. Adjusts to students reading levels. Has a lot of support for teachers to plan lessons."

-Jessica M., Grades 6-12

BrainPOP

"Digital leaning with animated movies, games, and quizzes either ready or tailor made to engage learners in K-12 subjects."

-Marnie J., Grades 6-8

"With BrainPOP Spanish/ELL, multilingual Students can keep up with ELA and Math skills in their own language while learning the English language."

-Daniel A., Grades K-5

British Council

"This site provides various lessons and activities specific for English language learners. I have used this site countless times because it provides lessons based on age, grade and level

of proficiency. The activities are well organized and provide for more efficient planning."
-Amanda K., Grades K-5

Busy Teacher

"BusyTeacher provides a lot of resources for ESL teachers. They have over 17,000 printable worksheets for many different levels. They also offer articles, posters, and a variety of ideas for warmups, writing prompts, flashcards, classroom management worksheets, etc."
-Pilar M., Grades 9-12

Children's Literacy Initiative

"The site has information and insightful videos about guided reading, read alouds, writer's workshops and more. They also have templates that can be downloaded."
-Ania O., Grades K-8

Colorín Colorado

"This is a great resource for teachers who have English Language Learners or Students with Interrupted Formal Education (SIFE) students in their classrooms. It provides teachers and families with lots of free research-based information, activities, strategies, and advice."
Pilar M., Grades 9-12

"The website is specifically geared towards the ELL population. It provides resources on (1) teaching ELLs, including strategies and best practices; (2) ELL Basics, including providing resources by grade and state; and (3) a Resource Library, including guides & toolkits and reading tips for educators."
Laura K., Grades K-5

"Colorín Colorado supports educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado offers free research-based information, activities, and advice to parents, schools, and communities."
-Amy A., Grades 9-12

"This website is an encyclopedia for ESL/Bilingual teachers. It has so much information, from lesson planning ideas to resources for parents to implement in the house."
Yanuski Rodriguez-Alvarez, Grades K-8

"Colorín Colorado has research-based information and activities. It has great articles to help teachers of multilingual learners."
-Angela P., Grades K-5

Drama Notebook

"I have only found this site recently because I'm trying to find fun ways to improve speaking and reading with my ESL students and this site offers short plays or monologues that you can download for a small fee."
-Ania O., Grades K-8

ELL Lady

"This site has sample ESL lesson plans, free ESL resources, Professional Development, membership, webinars, teaching and peer coaching, as well."

-Amy A., Grades 9-12

English Listening Lesson Library Online

"ELLLO is beneficial for my ELL's to practice listening to English conversations so that they can practice their listening skills as they become more proficient in their English language understanding."

-Valeria D., Grades K-8

Epic!

"This is a very helpful online library for supporting English learners."

-Jin Young K., Grades K-5

Equipping ELLs

"Equipping ELLs is a monthly membership platform that contains differentiated reading, writing, and speaking activities for students at all levels. The subscription also allows you to join a Facebook group where other ELL teachers share their concerns, questions, and strategies for their classroom."

-Selale A., Grades K-5

ESL Activities

"Resources for some of the best ESL reading activities, games, worksheets and lesson plans."

-Sudebi C., Grades K-5

ESL Library

"It gives resources and ideas for lesson plans specifically for ESL students. Activities can be found based on proficiency levels, which makes it easy to go through and explore."

-Arizol M., Grades 9-12

ESL lounge

"The benefit is that it has 3000 pages of interactive quizzes for ESL students to take to improve their skills. It also has an English grammar guide, phrasal verbs section, and listening games."

-Patrick K., Grades K-5

Facebook ESL Groups

"There are groups specific to the WIDA states, elementary, middle, and high school. All groups are very active, and teachers always share resources. Teachers also present issues they are encountering, and the feedback is always prompt and professional."

-Ana C., Grades K-5

Internet Second Language (ISL) Collective

"The website is made up of an international community of more than a million ESL teachers that share self-made language teaching materials. It's an extremely helpful resource for finding worksheets and PowerPoints for teaching vocabulary, grammar, etc."

Laura K., Grades 6-8

"The benefit is that it has tons of ESL worksheets, PowerPoints, video lessons, and activities that teachers can use to teach various concepts pertaining to English. The materials also vary in level and are free for any teacher to download. It's very helpful."

-Patrick K., Grades K-5

"In this site, you'll find worksheets, PowerPoint presentations, and videos for English language learners. You can search by grammar, vocabulary, material type, level, and student type."

-Karime P., Grades 9-12

iReady Math

"iReady Math can also give the ML student a chance to maintain their math skills in their own language. It also has diagnostic testing to see what level of math the student should be placed in along with gauging student growth."

-Daniel A., Grades K-5

IXL

"Free learning activities that can be readily accessible in the classroom. It's also great to be able to search by topic and grade."

-Ananis G., Grades K-5

Lantern Fish

"The site contains many great worksheets and other resources for helping to teach key concepts especially to beginners and younger ELLs."

-Daniella Y., Grades K-5

ListenWise

"Gives students listening and reading practice. Includes interesting podcasts and articles."

-Jessica M., Grades 6-8

Live Worksheets

"I found this website helpful because I can make interactive group lessons on any topic. Also, I can download the PDF to printout or to post it on Google classroom with Kami, a free online document annotation and markup tool, so students can practice independently."

-Sandra H., Grades 9-12

NewsELA

"Newsela has articles that are curated for students. They can be searched based on topics, subject, grade level, etc. The articles are good for ESL students because they are not as complex as articles that can be found just by searching online, they are tailored for students so there's no question if they are appropriate to read for school, and lastly, they are enjoyable for students to read and learn from."

-Arizol M., Grades 9-12

"NewsELA site is beneficial to my English language learners because I can provide them

with English readings at any level of English proficiency."

-Valeria D., Grades K-8

No Red Ink

"No Red Ink is a site that has many benefits for teachers and students. You can assign readings with activities to students and measure their improvement. This website has several tools for teachers, including a certification maker that teachers can award when students master concepts."

-Sandra H., Grades 9-12

Open Library

"Open Library is a great tool to help find free reading materials for language arts classes. I've used it for picture books and short stories. It's a good tool for differentiation as well because most things come with an available audio component or audiobook versus."

-Mary S., Grades 6-8

Oxford Learner's Dictionary

"This learner's dictionary offers simplified definitions, pictures, sample sentences, and synonyms designed for a learner of British or American English."

-Karime P., Grades 9-12

Quizizz

"A fun and interactive way to provide assessments to your students. They have premade quizzes by subject or theme but also provide teaches with the ability to customize or edit an online quiz. The kids have such a great time with this, not realizing it's a test or assessment because it's presented as an interactive game. Love this site!"

-Ananis G., Grades K-5

Randall's ESL Cyber Listening Lab: Listen Up!

"This site contains excellent listening activities with multiple choice questions that will help students prepare for the ACCESS test that they will need to take in order to exit the ESL program."

-Daniella Y., Grades K-5

RazKids

"The RazKids Website offers leveled book and quizzes for supporting English language instruction."

-Jin Young K., Grades K-5

Reading A to Z

"I asked my district for a subscription to Reading A to Z because it has a ton of printable and electronic reading material (and other instructional components) that are of high interest for students of all reading levels. The program claims it goes up to grade 5, but I use grades 4 and 5 materials with my 7th and 8th grade ELL students and because they don't feel like materials for little kids, they've enjoyed using them for independent reading and other assignments."

-Mary S., Grades 6-8

Starfall

"This site is great for students who are learning to read! There are songs and stories for Math and Language Arts. Everything is grouped by grade level. Stories are read aloud via the platform and have lots of pictures for my ELLs to make connections."

-Selale A., Grades K-8

Teachers Pay Teachers

"Cool worksheets and lesson plans shared by teachers for teachers."

-Renata M., Grades K-5

"Free and reasonably cost digital and printable lessons, materials, and supplementals to use in the K-12 classroom. Easy to find and access."

-Marnie J., Grades 6-8

The Teflibrary

"This website is a directory of resources (free, free with sign in and paid). That way you don't have to get excited about a website and then find out you have to pay \$200 to access their content."

-Ana C., Grades K-5

WIDA Resource Library

"This website is the base for ESL/Bilingual teachers. It details the expectations and provides a meter to see where the students should be according to their language proficiency level."

-Yanuski R., Grades K-8

"The Wida Resource Library provides resources to specifically align to Wida standards. The lessons are very clear and very detailed. These are great resources to use."

-Amanda K., Grades K-5

"The WIDA Website has a library with ideas on how to teach second language acquisition effectively."

-Renata M., Grades K-5

WordWall

"WordWall is a site where teachers can create their own flashcards and activities and use those shared by other educators. It is useful to me as an ESL teacher because I can add pictures to vocabulary while making the activity or practice fun. It can be used for most content areas. It can be used free, but the paid version has great features I use with my students often."

-Angela P., Grades K-5

If you're considering following your dream of teaching, Rutgers Alternate Route can offer you the support and training you need to succeed. Be sure to follow [Rutgers Alternate Route on Twitter](#) and sign up for [Alternate Route's monthly newsletter](#) for more information and stories from the field of education.

CHECK OUT OUR WEB PAGE!

HAVE YOU LOOKED AT USEFUL LINKS?

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on the recently released new Artificial Intelligence technology, ChatGPT. Wikipedia describes ChatGPT in the following way:

ChatGPT[a] is an artificial intelligence chatbot developed by OpenAI and launched in November 2022. It is built on top of OpenAI's GPT-3 and GPT-4 families of large language models and has been fine-tuned (an approach to transfer learning) using both supervised and reinforcement learning techniques.

ChatGPT was launched as a prototype on November 30, 2022, and quickly garnered attention for its detailed responses and articulate answers across many domains of knowledge.[3] Its uneven factual accuracy, however, has been identified as a significant drawback.[4] Following the release of ChatGPT, OpenAI's valuation was estimated at US\$29 billion in 2023.[5]

ChatGPT was originally released in November 2022 using GPT-3, but GPT-4, the newest OpenAI model, was released on March 14, 2023, and is available for ChatGPT Plus users.

Source:

<https://en.wikipedia.org/wiki/ChatGPT#:~:text=ChatGPT%20is%20an%20artificial%20intelligence,supervised%20and%20reinforcement%20learning%20techniques>.

If you wish to try it yourself, go to: <https://ai-pro.org/about-us/>

The topics of this section include ChatGPT basics, a comparison between ChatGPT and Google Bard AI, ChatGPT for essay writing, ways that ChatGPT can help increase your productivity, classifiers that identify AI authorship, news on ChatGPT being allowed in IB essays, and news that ChatGPT failed in 6th graders' tests.

<https://www.analyticsinsight.net/chatgpt-for-beginners-understanding-chatgpt/>

ChatGPT for Beginners: Understanding ChatGPT

By [Harshini](#)

Here is the route for the guide about ChatGPT for beginners and understanding ChatGPT, a comparison of ChatGPT and Google Bard AI,

ChatGPT, which stands for chat-based Generative Pre-trained Transformer, is a potent tool that can be put to use in several different ways to boost your productivity in several different areas.

The artificial intelligence (AI) research and development firm **OpenAI** developed the natural language processing (NLP) model known as ChatGPT. It analyses and comprehends written or spoken language using machine learning algorithms, and then generates responses based on that input. Because it is trained on an enormous amount of text data, ChatGPT can comprehend the context and meaning of words and phrases and generate contextual responses that are highly relevant.

By asking follow-up questions, you can improve the responses ChatGPT gives you, which is one of the best ways to experience its full potential and **understand ChatGPT**.

The addition of additional context or information is yet another method for enhancing the content of an **AI Chatbot** ChatGPT response. For instance, if you ask ChatGPT, “Can you generate a report with charts and graphs on our quarterly sales figures?” You are free to provide additional information, such as the period for the sales data and the particular kinds of charts and graphs that you would like the report to include. ChatGPT may be able to produce a response that is more pertinent and accurate with the assistance of this additional data.

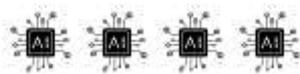
The following is a list is about [ChatGPT for beginners](#) in which you can make use of ChatGPT to boost your productivity and efficiency in 8 areas:

1. Replies by email: It is possible to save time and ensure that important messages are responded to promptly and professionally by using ChatGPT to generate personalized and engaging responses to emails. You could ask ChatGPT, for instance, “What is the most polite and professional way to respond to this email request?”
2. Archive Age: By providing a few key details and letting ChatGPT handle the rest, documents like reports, presentations, and proposals can be created using ChatGPT. You could, for instance, ask ChatGPT, “Can you generate a report with charts and graphs on our quarterly sales figures?”
3. Analyses of Data: Teams can use ChatGPT to better make data-driven decisions by analyzing large amounts of data and identifying key trends and insights. You could, for instance, inquire of ChatGPT, “What are the most important trends in our sales data over the past year?”
4. Service to Customers: ChatGPT can handle common customer inquiries and provide prompt and accurate responses, allowing representatives of customer service to concentrate on more difficult and complex issues.
5. Management of projects: Project tasks and deadlines can be managed with ChatGPT, keeping team members informed and on track to meet crucial milestones and deadlines.
6. Planning and Ideation for Business: By providing a few details about the industry and market and allowing ChatGPT to generate potential concepts and ideas, it can also be used to generate new business ideas. This can assist business leaders and entrepreneurs in coming up with original and creative concepts for new ventures, products, and services. For instance, you could inquire about ChatGPT, “Can you generate business ideas for a new healthcare software service?”
7. Coding and Troubleshooting: Additionally, ChatGPT can be utilized for code generation as well as error detection and correction in existing code. ChatGPT can generate functional code that can be customized and improved by a developer by

providing a few details about the desired functionality. Additionally, ChatGPT can be utilized to debug code by locating and suggesting solutions to common bugs and errors in coding. You might ask ChatGPT, “Can you generate a function to calculate the average of a list of numbers, and also identify any syntax errors in the following code?” as an example.

8. Technical Instruction: ChatGPT can be used to create technical tutorials and documentation that explain how to use various software and tools step by step. Users will be able to learn and comprehend more complex concepts and procedures with greater ease as a result of this, which can save time and enhance the accuracy and quality of technical tutorials. You might ask ChatGPT, “Can you provide a tutorial on how to use the XYZ software, including screenshots and clear instructions for each step?” as an illustration.

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<https://www.analyticsinsight.net/top-5-differences-between-chatgpt-and-google-bard-ai/>

Top 5 Differences Between ChatGPT and Google Bard AI

By Zaveria

ChatGPT and Google Bard AI are both AI language models but there are some key differences

There are several significant differences between [ChatGPT and Google Bard AI](#) even though both are AI language models. A few days ago, Google unveiled Google Bard AI, a chatbot that competes with Open AI’s [ChatGPT](#) model. In this article, we’ll discuss the [differences between ChatGPT and Google Bard AI](#) but before that let’s get to know more about these AI chatbots.

Google developed the language model known as [Google Bard AI](#) (Bidirectional Encoder Representations from Transformers) to produce high-quality text by anticipating the next word in a given phrase based on context. It is trained on a sizable corpus of text and may be tailored using smaller datasets to produce material in a particular style or domain.

The third version of OpenAI’s language model, GPT-3 (Generative Pretrained Transformer 3), was trained on enormous volumes of text data and is capable of producing text, summarising text, translating text, responding to inquiries, and carrying out a range of other natural language tasks.

Let's take a look at the [top 5 differences between ChatGPT and Google Bard AI](#).

1. Bard will use material that is currently available online, including statistics and sources. Bard will have access to the most recent data and will be able to deliver more up-to-date information, whereas ChatGPT's knowledge is restricted to the events through 2021.
2. Bard will have access to a wealth of data and be integrated with Google's search engine, providing it an advantage against ChatGPT, which is supported by Microsoft.
3. While ChatGPT can make some factual mistakes and embellish stories, Google's Bard AI is thought to provide consumers with more reliable information.
4. Due to Google's massive data gathering, Bard AI has an edge over other AI platforms like ChatGPT in terms of the breadth and scope of information it can access.
5. Bard will be able to break up complex ideas into bite-sized, conversation-starting morsels. The objective is to disseminate information more broadly in a way that is understandable and may inspire everyone, especially children, to learn. Chat GPT, on the other hand, produces material in response to the text prompt.

Bard AI is not now available to the general public yet, but it has immense promise. Shortly, an AI arms race will take place, and it remains to be seen which AI model will triumph. Virtual personal assistants and other smart home gadgets are becoming more and more widespread, and this is already starting to change how we live and work. Despite these developments, the employment of AI still generates debate because of worries about job loss and moral ramifications. As a result, it is crucial for businesses to carefully weigh the advantages and dangers of using AI and to adopt these technologies ethically and transparently.

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<https://www.zdnet.com/article/how-to-use-chatgpt-to-help-you-write-essays/>

How to use ChatGPT to help you write essays

Using ChatGPT can improve your writing process. Here's how.



BY Sabrina Ortiz, Associate Editor

ChatGPT's advanced capabilities have created a huge demand, with the 'app' accumulating over 100 million users within two months of launching. One of the biggest standout features has been its ability to compose all sorts of text within seconds, including songs, poems, bedtime stories, and essays.

Also: What is ChatGPT and why does it matter? Here's everything you need to know

Contrary to popular opinion, ChatGPT can do a lot more than just write an essay for you (which could be called plagiarism). What is more useful is how it can help guide your writing process. If you are a looking for ways to use ChatGPT to support your writing, here are five different ways to explore.

How to improve your writing process with ChatGPT

1. Use ChatGPT to generate essay ideas

Before you can even get started writing an essay, you need to flesh out the idea. When professors assign essays, they generally give students a prompt that gives them leeway for their own self-expression and analysis. As a result, students have the task of finding the angle to approach the essay on their own.

If you have written an essay recently, you know this step is often the trickiest part -- and this is where ChatGPT can help.

Also: I wish I had ChatGPT when I was in college. But not for the reason you might expect

All you need to do is input the assignment topic, include as much detail as you'd like -- such as what you're thinking about covering -- and let ChatGPT do the rest. For example, based on a paper prompt I had in college, I asked:

Can you help me come up with a topic idea for this assignment, "You will write a research paper or case study on a leadership topic of your choice." I would like it to include Blake and Mouton's Managerial Leadership Grid and possibly a historical figure.

Within seconds, the chatbot produced a response that provided me with the title of the essay, options of historical figures I could focus my article on, and insight on what information I could include in my paper, with specific examples of a case study I could use.



Screenshot by Sabrina Ortiz/ZDNET

2. Use the chatbot to create an outline

Once you have a solid topic, it's time to start brainstorming what you actually want to include in the essay. To facilitate the writing process, I always create an outline, including all the different points I want to touch upon in my essay. However, the outline writing process is usually tedious.

With ChatGPT, all you have to do is ask it to write it for you.

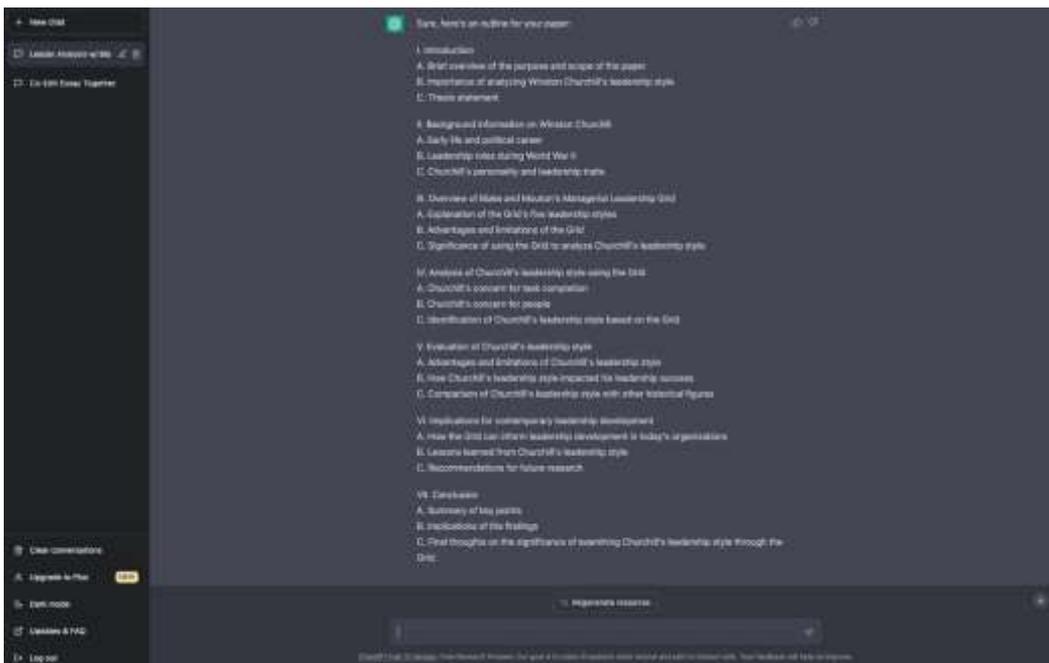
Also: ChatGPT productivity hacks: Five ways to use chatbots to make your life easier

Using the topic that ChatGPT helped me generate in step one, I asked the chatbot to write me an outline by saying:

Can you create an outline for a paper, "Examining the Leadership Style of Winston Churchill through Blake and Mouton's Managerial Leadership Grid"

After a couple of seconds, the chatbot outputted a holistic outline divided into seven different sections, with three different points under each section.

This outline is thorough and can be condensed for a shorter essay, or elaborated on for a longer paper. If you don't like something or want to tweak it further, you can do so either manually or with more instructions to ChatGPT.



Screenshot by Sabrina Ortiz/ZDNET

3. Use ChatGPT to find sources

Now that you know exactly what you want to write, it's time to find reputable sources to get your information from. If you don't know where to start, like with all of the previous steps, you can just ask ChatGPT.

All you need to do is ask it to find sources for your essay topic. For example, I asked it the following:

Can you help me find sources for a paper, "Examining the Leadership Style of Winston Churchill through Blake and Mouton's Managerial Leadership Grid."

Also: The best AI chatbots: ChatGPT and other interesting alternatives to try

The chatbot output seven sources, with a bullet point for each that explained what the source was and why it could be useful.

The one caveat you will want to be aware of when using ChatGPT for sources is that it does not have access to information before 2021, so it will not be able to suggest the freshest sources. However, it is a start.



Screenshot by Sabrina Ortiz/ZDNET

4. Use ChatGPT to write a sample essay

It is worth noting that if you take the text directly from the chatbot and submit it, your work could be considered a form of plagiarism, since it is not your original work. As with any information taken from another source, text generated by any AI should be clearly identified and credited in your work.

In most educational institutions, the penalties for plagiarism are severe, ranging from a failing grade to expulsion from the school.

Also: ChatGPT is changing everything. But it still has its limits

If you want ChatGPT generate a sample piece of text, put in the topic, the desired length, and watch for what it generates. For example, I input the following text:

Can you write a five-paragraph essay on the topic, "Examining the Leadership Style of Winston Churchill through Blake and Mouton's Managerial Leadership Grid."

Within seconds, the chatbot output exactly what I asked for: A coherent, five-paragraph essay on the topic which can help you to guide you in your own writing.

At this point it's worth remembering how tools like ChatGPT work: They put words together in a form that they think is statistically valid but they don't know if what they are saying is true or accurate. That means you might find invented facts or details or other oddities. It won't be able to create original work because it is simply aggregating everything it has already absorbed. It might be a useful starting point for your own work, but don't expect it to be inspired or accurate.



Screenshot by Sabrina Ortiz/ZDNET

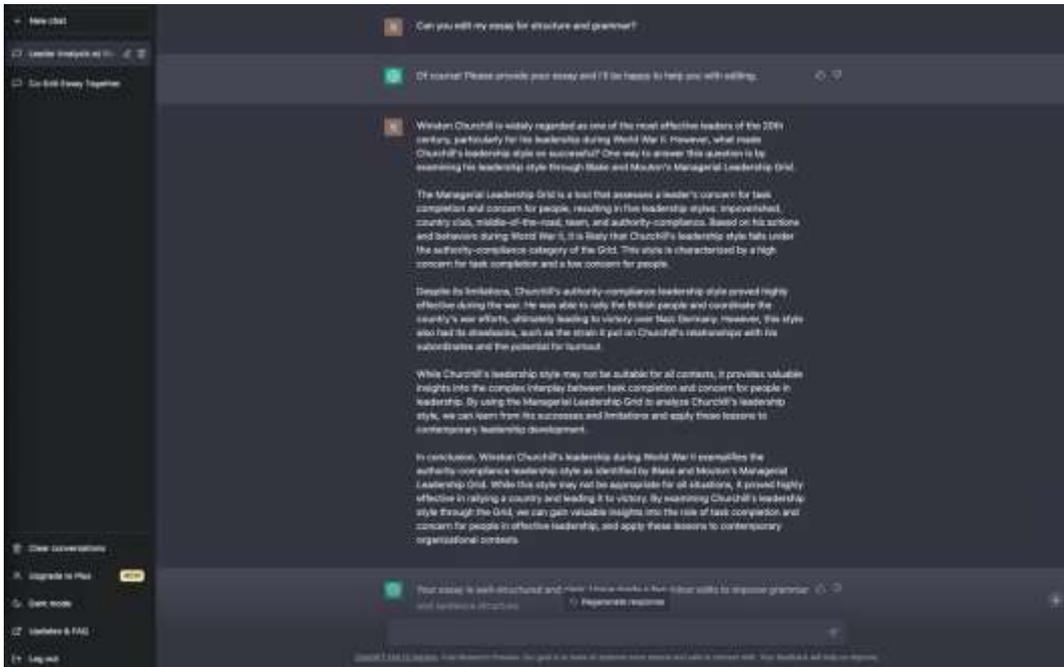
5. Use ChatGPT to co-edit your essay

Once you've written your own essay, you can use ChatGPT's advanced writing capabilities to edit it for you.

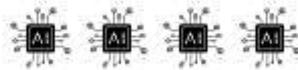
You can simply tell the chatbot what you specifically want it to edit. For example, I asked it to edit for essay structure and grammar, but other options could have included flow, tone, and more.

Once you ask it to edit your essay, it will prompt you to paste your text into the chatbot. Once you do, it will output your essay with corrections made. This could be the most useful tool as it can edit your essay more thoroughly than a basic proofreading tool could, going beyond spelling.

You could also co-edit with the chatbot, asking it to take a look at a specific paragraph or sentence and asking it to rewrite or fix it for clarity.



Screenshot by Sabrina Ortiz/ZDNET



<https://bgr.com/tech/7-ways-chatgpt-can-help-you-hack-your-productivity/>

7 WAYS CHATGPT CAN HELP YOU HACK YOUR PRODUCTIVITY



By Chris Smith

Generative AI is still in its infancy, as ChatGPT, Bard, and Bing-ChatGPT are far from complete, finished products that can act as full-time virtual assistants. The chatbots make mistakes and behave erratically if you know which buttons to push to trigger them. But while the companies will fix all of the accuracy and “personality” issues, you can still use ChatGPT and similar products to get things done. The chatbot can help improve your productivity.

The following tricks might help you speed up some of the tasks you must handle regularly. Moreover, these tricks will teach you to think outside of the box and try to apply the ChatGP power to different daily routines.

Write a complicated email with ChatGPT

Email is one of the best places to start using ChatGPT during your day. Rather than composing complex emails yourself and spending time editing the first draft, have the bot do it. Tell the assistant what you need, and it'll finish the job within minutes.

Ensure you're as specific as possible when inputting the commands so ChatGPT can deliver accordingly. [ZDNet asked](#) the chatbot to write an email to a boss, telling them that you have to leave work early to go to the doctor.

Once the email is complete, you can tweak it yourself.



U.S. Rep. Ted Lieu on January 26 introduced the first-ever congressional legislation written by the AI-powered ChatGPT. Image source: phonlamaipphoto/Adobe

Summarize articles with ChatGPT

YouTube channel [PhoneBuff](#) found a great use for OpenAI's chatbot. The chatbot can summarize long articles, so you don't have to read them. Whether for work or leisure, the "TL/DR" feature can come in handy.

The Opera browser announced a built-in ChatGPT feature that does exactly that. [PhoneBuff's](#) way follows below.

Watch on youtube: Do my job:

<https://www.youtube.com/watch?v=sWIV0xuTgFw&t=50s>

Compose basic lists

Another handy task the chatbot can pull off is listing things. For example, you can ask it to create a basic grocery shopping list. Or, as we showed you a few days ago, [use ChatGPT for ideas for a kid's thematic birthday party](#). In each case, the bot can deliver. It's up to you to use or refine the resulting list. You can have ChatGPT repeat the task by fine-tuning the request.

Code with ChatGPT's help

Whether you're a programmer or not, you can use generative AI to help with coding tasks that can have specific, immediate uses. The video below shows you [how to create 3D animations using ChatGPT](#).

Create a custom workout plan

ZDNet also found another good use for ChatGPT's skills. It asked the bot to provide workout suggestions for treadmill running to increase the user's stamina.

The bot offered various suggestions in a list format that should improve the runner's stamina. You can ask for similar workout suggestions that match your specific goals. Maybe you're about to run a half-marathon in a month and want to improve your personal best, despite being several years older.

Make captions for selfies and social media posts

You might run out of inspiration if you post lots of social media content. But ChatGPT never will. Just tell the chatbot to offer you ideas based on the type of content you're about to upload. The chatbot will provide plenty of suggestions that you might not even use.

Rinse and repeat until you find the perfect combination.

PhoneBuff used a similar command to have the bot suggest a video's title, thumbnail, and tags. The video below shows that feature in action.

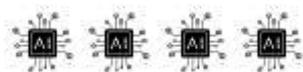
Research ideas with ChatGPT

The same PhoneBuff clip above shows you how to research ideas with ChatGPT. The YouTube channel employed ChatGPT to help with its routine job, which involves creating tech content in video format. Therefore, the ideas in the clip are related to technology. But you can adapt the same concept to your work routine. Whatever your day job is, ChatGPT can help.

The chatbot can provide ideas for your spare time as well, like offering activities for a kid's thematic birthday party. For additional ideas about using ChatGPT check out [the things you had no idea ChatGPT could do](#). Moreover, [these 4 ChatGPT Chrome extensions](#) will let you add the generative AI to the browser.

Chris Smith, Senior Writer

Chris Smith has been covering consumer electronics ever since the iPhone revolutionized the industry in 2008. When he's not writing about the most recent tech news for BGR, he closely follows the events in Marvel's Cinematic Universe and other blockbuster franchises. Outside of work, you'll catch him streaming almost every new movie and TV show release as soon as it's available.



We pitted ChatGPT against tools for detecting AI-written text, and the results are troubling



Armin Alimardani, Lecturer, University of Wollongong



Emma A. Jane, Associate Professor, UNSW Sydney

Disclosure statement

The authors do not work for, consult, own shares in or receive funding from any company or organisation that would benefit from this article, and have disclosed no relevant affiliations beyond their academic appointment.

As the “[chatbot wars](#)” rage in Silicon Valley, the growing proliferation of artificial intelligence (AI) tools specifically designed to generate [human-like text](#) has [left many baffled](#). Educators in particular are scrambling to adjust to the availability of software that can produce a moderately competent essay on any topic at a moment’s notice. Should we go back to pen-and-paper assessments? Increasing exam supervision? Ban the use of AI entirely?

All these and more have been proposed. However, none of these less-than-ideal measures would be needed if educators could [reliably distinguish](#) AI-generated and human-written text.

We dug into several proposed methods and tools for recognising AI-generated text. None of them are foolproof, all of them are vulnerable to workarounds, and it’s unlikely they will ever be as reliable as we’d like.

Perhaps you’re wondering why the world’s leading AI companies can’t reliably distinguish the products of their own machines from the work of humans. The reason is ridiculously simple: the corporate mission in today’s high-stakes AI arms is to train ‘natural language processor’ (NLP) AIs to produce outputs that are as similar to human writing as possible. Indeed, public demands for an easy means to spot such AIs in the wild might seem paradoxical, like we’re missing the whole point of the program.

A mediocre effort

OpenAI – the creator of ChatGPT – launched a “[classifier for indicating AI-written text](#)” in late January. The classifier was trained on external AIs as well as the company’s own text-generating engines. In theory, this means it should be able to flag essays generated by [BLOOM AI](#) or similar, not just those created by ChatGPT.

We give this classifier a C– grade at best. OpenAI admits it accurately identifies only 26% of AI-generated text (true positive) while incorrectly labelling human prose as AI-generated 9% of the time (false positive).

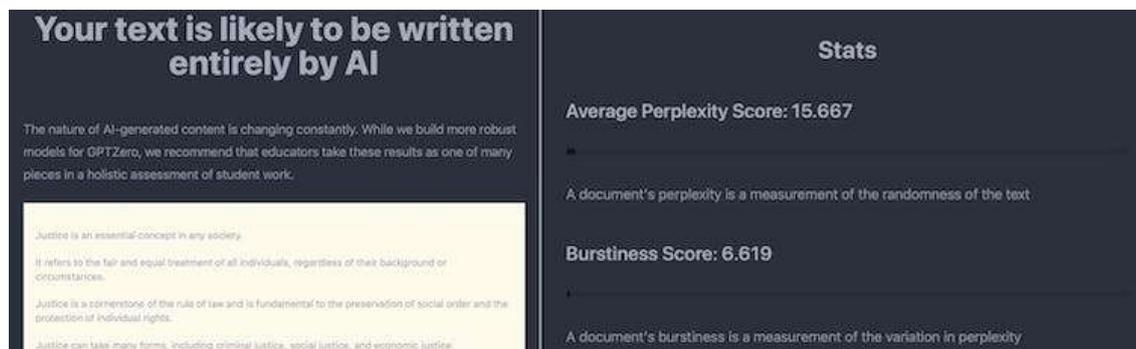
OpenAI has not shared its research on the rate at which AI-generated text is incorrectly labelled as human-generated text (false negative).

A promising contender

A more promising contender is a classifier created by a Princeton University student during his Christmas break.

Edward Tian, a computer science major minoring in journalism, released the first version of GPTZero in January. This app identifies AI authorship based on two factors: perplexity and burstiness. Perplexity measures how complex a text is, while burstiness compares the variation between sentences. The lower the values for these two factors, the more likely it is that a text was produced by an AI.

We pitted this modest David against the goliath of ChatGPT. First, we prompted ChatGPT to generate a short essay about justice. Next, we copied the article – unchanged – into GPTZero. Tian’s tool correctly determined that the text was likely to have been written entirely by an AI because its average perplexity and burstiness scores were very low.



GPTZero measures the complexity and variety within a text to determine whether it is likely to have been produced by AI. GTPZero

Fooling the classifiers

An easy way to mislead AI classifiers is simply to replace a few words with synonyms. Websites offering tools that paraphrase AI-generated text for this purpose are already cropping up all over the internet.

Many of these tools display their own set of AI giveaways, such as peppering human prose with “tortured phrases” (for example, using “counterfeit consciousness” instead of “AI”).

To test GPTZero further, we copied ChatGPT’s justice essay into GPT-Minus1 — a website offering to “scramble” ChatGPT text with synonyms. The image on the left depicts the original essay. The image on the right shows GPT-Minus1’s changes. It altered about 14% of the text.

GPT-Minus1

Fool GPT by randomly replacing words with synonyms in your text. Try it out 📌

Justice is an essential concept in any society. It refers to the fair and equal treatment of all individuals, regardless of their background or circumstances. Justice is a cornerstone of the rule of law and is fundamental to the preservation of social order and the protection of individual rights.

Justice can take many forms, including criminal justice, social justice, and economic justice. Criminal justice involves the fair and impartial enforcement of laws to ensure that those who violate the law are held accountable for their actions. Social justice involves the promotion of fairness and equality in access to opportunities and resources, such as education and employment. Economic justice involves ensuring that the economic system is fair and benefits all members of society, rather than just a select few.

In order for justice to be achieved, the legal system must be fair, impartial, and accessible to all. This requires an independent judiciary, unbiased law enforcement, and a commitment to the rule of law. The legal system must also be transparent and accountable, with clear procedures and standards for the enforcement of justice.

justness is an essential concept in any society. It refers to the fair and equal treatment of totally individuals, regardless of their background or circumstances. justness is a cornerstone of the rule of practice of law and is first harmonic to the saving of social order and the tribute of soul rights.

Justice can take many forms, including outlaw justice, sociable justice, and economic justice. outlaw justice involves the unfair and colour-blind undefined of Torah to ensure that those who violate the law are held accountable for their actions. Social justice involves the promotion of fairness and equality in get at to opportunities and resources, such as education and employment. Economic justice involves ensuring that the economic system of rules is fair and benefits all members of society, quite than just a select few.

In order for justness to be achieved, the legal system moldiness be fair, impartial, and available to all. This requires an independent judiciary, unbiased law enforcement, and a undefined to the rule of law. The effectual system must also be transparent and accountable, with clear procedures and standards for the enforcement of justice.

GPT-Minus1 makes small changes to text to make it look less AI-generated. We then copied the GPT-Minus1 version of the justice essay back into GPTZero. Its verdict?

Your text is most likely human written but there are some sentences with low perplexities.

It highlighted just one sentence it thought had a high chance of having been written by an AI (see image below on left) along with a report on the essay's overall perplexity and burstiness scores which were much higher (see image below on the right).

The screenshot shows the GPTZero analysis interface. On the left, a document snippet is displayed with a yellow highlight on the sentence: "In these cases, the destination is to balance the needs of the person with the needs of the community as a whole". Below the snippet, a legend indicates that yellow highlights are used for sentences more likely to be written by AI. On the right, the 'Stats' section shows an 'Average Perplexity Score: 65.000' and a 'Burstiness Score: 34.552'. A detailed note at the bottom right states: "Your sentence with the highest perplexity, 'Justice is a cornerstone of the rule of practice of law and is first harmonic to the saving of social order and the tribute of soul rights.', has a perplexity of: 122."

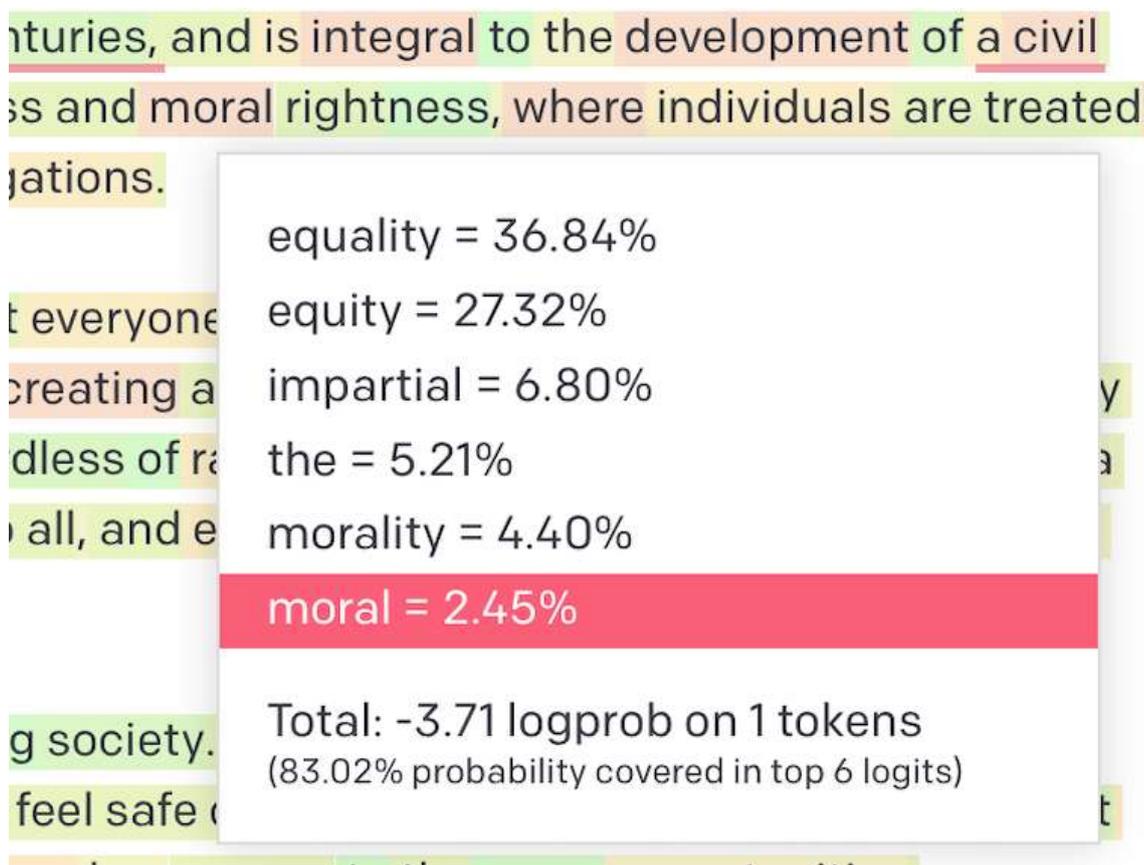
Running an AI-generated text through an AI-fooling tool makes it seem 'more human'.

Tools such as Tian’s show great promise, but they aren’t perfect and are also vulnerable to workarounds. For instance, a recently released YouTube tutorial explains how to prompt ChatGPT to produce text with high degrees of – you guessed it – perplexity and burstiness.

Watermarking

Another proposal is for AI-written text to contain a “watermark” that is invisible to human readers but can be picked up by software.

Natural language models work on a word-by-word basis. They select which word to generate based on statistical probability. However, they do not always choose words with the highest probability of appearing together. Instead, from a list of probable words, they select one randomly (though words with higher probability scores are more likely to be selected). This explains why users get a different output each time they generate text using the same prompt.



One of OpenAI’s natural language model interfaces (Playground) gives users the ability to see the probability of selected words. In the above screenshot (captured on Feb 1, 2023), we can see that the likelihood of the term ‘moral’ being selected is 2.45%, which is much less than ‘equality’ with 36.84%.

Put simply, watermarking involves “blacklisting” some of the probable words and permitting the AI to only select words from a “whitelist”. Given that a human-written text will likely include words from the “blacklist”, this could make it possible to differentiate it from an AI-generated text.

However, watermarking also has limitations. The quality of AI-generated text might be reduced if its vocabulary was constrained. Further, each text generator would likely have a different watermarking system – so text would next to checked against all of them.

Watermarking could also be circumvented by paraphrasing tools, which might insert blacklisted words or rephrase essay questions.

An ongoing arms race

AI-generated text detectors will become increasingly sophisticated. Anti-plagiarism service [TurnItIn](#) recently announced a forthcoming AI writing detector with a claimed 97% accuracy.

However, text generators too will grow more sophisticated. Google’s ChatGPT competitor, Bard, is in [early public testing](#). OpenAI itself is [expected](#) to launch a major update, GPT-4, later this year.

It will never be possible to make AI text identifiers perfect, as even [OpenAI acknowledges](#), and there will always be new ways to mislead them.

As this arms race continues, we may see the rise of “contract paraphrasing”: rather than paying someone to write your assignment, you pay someone to rework your AI-generated assignment to get it past the detectors.

There are no easy answers here for educators. Technical fixes may be part of the solution, but so will new ways of teaching and assessment (which may including harnessing the power of AI).

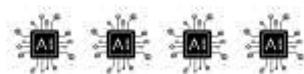
We don’t know exactly what this will look like. However, we have spent the past year building prototypes of open-source AI tools for education and research in an effort to help navigate a path between the old and the new – and you can access beta versions at [Safe-To-Fail AI](#).

For Europeans who want to be informed

We have a weekly email, which I help curate. It brings you a selection of the latest news, views and analysis, straight from the world’s leading experts. Sign up and we’ll deliver it to your inbox every Thursday.

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Claudia Lorenzo Rubiera
Culture Editor



CHATGPT ALLOWED IN INTERNATIONAL BACCALAUREATE ESSAYS

BY [DAN MILMO](#) *Global Technology Editor*

Content created by chatbot must be treated like any other source and attributed when used, says IB



The head of assessment principles and practice at the IB said ChatGPT should be embraced as ‘an extraordinary opportunity’. Photograph: Ben Birchall/PA

Schoolchildren are allowed to quote from content created by ChatGPT in their essays, the International Baccalaureate has said.

The IB, which offers an alternative qualification to A-levels and Highers, said students could use the chatbot but must be clear when they were quoting its responses.

ChatGPT has become a sensation since its public release in November, with its ability to produce plausible responses to text prompts, including requests to write essays.

While the prospect of ChatGPT-based cheating has alarmed teachers and the academic profession, Matt Glanville, the IB’s head of assessment principles and practice, said the chatbot should be embraced as “an extraordinary opportunity”.

However, Glanville told the Times, the responses must be treated as any other source in essays.

“The clear line between using ChatGPT and providing original work is exactly the same as using ideas taken from other people or the internet. As with any quote or material adapted from another source, it must be credited in the body of the text and appropriately referenced in the bibliography,” he said.

The IB is taken by thousands of children every year in the UK at more than 120 schools.

Glanville said essay writing would feature less prominently in the qualifications process in the future because of the rise of chatbot technology.

“Essay writing is, however, being profoundly challenged by the rise of new technology and there’s no doubt that it will have much less prominence in the future.”

He added: “When AI can essentially write an essay at the touch of a button, we need our pupils to master different skills, such as understanding if the essay is any good or if it has missed context, has used biased data or if it is lacking in creativity. These will be far more important skills than writing an essay, so the assessment tasks we set will need to reflect this.”

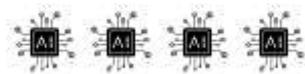
ChatGPT was developed by OpenAI, a San Francisco-based company backed by Microsoft. Microsoft has integrated OpenAI technology into its Bing search engine and Google has announced the creation of its own chatbot, Bard, although it has yet to release it publicly.

On Monday, Snapchat announced it would deploy a chatbot based on the same technology as ChatGPT. The messaging app said its chatbot, called My AI, would be rolled out to subscribers to its premium service, Snapchat+.

Reflecting some of the problems encountered by ChatGPT and Bing users, Snapchat said the “experimental” chatbot would produce errors.

“While My AI is designed to avoid biased, incorrect, harmful, or misleading information, mistakes may occur,” it said.

Snapchat added that the service could be used for a range of purposes, similar to how ChatGPT and Bing have been used, including recommending gift ideas and planning hiking holidays.



<https://www.businessinsider.in/tech/news/chatgpt-failed-miserably-in-singapores-6th-grade-tests-averaging-16-for-math-and-21-for-science-days-later-it-had-learned-from-its-mistakes-/articleshow/98088629.cms>

ChatGPT failed miserably in Singapore's 6th-grade tests, averaging 16% for math and 21% for science. Days later, it was getting answers right. **BY Aditi Bharade**

When the [viral, AI-powered ChatGPT bot](#) was asked to solve questions from Singapore's sixth-grade examinations, it failed miserably.

During an experiment in February, ChatGPT was asked by the Singaporean news outlet [The Straits Times](#) to answer questions from the [Primary School Leaving Exam](#). The PSLE is an exam that all 12-year-olds in Singapore must take, and determines which secondary school they go to.

ChatGPT was given questions from the PSLE's 2020, 2021, and 2022 papers on mathematics, science, and English.

It scored an average of 16 out of 100 marks for the three mathematics papers it took, per The Straits Times. During the test, it could not understand or answer any questions that referenced diagrams or graphs, and was given zero marks for these questions.

But ChatGPT also made mistakes with simple, text-based questions. When asked for the sum of 60,000, 5,000, 400, and 3, it said the answer was 65,503, The Straits Times reported. The correct answer is 65,403. However, when Insider tried the same question, ChatGPT's answer was correct.

ChatGPT fared a little better at the science papers, getting an average of 21 out of 100 marks. But on Monday, when Insider tested ChatGPT on two PSLE science questions — one from 2020 and another from 2022 — it got both questions right.

ChatGPT managed to pass the English tests and scored an average of 11 out of 20 marks across the three papers it took, The Straits Times reported. During the English test, ChatGPT still ran into problems — this time, with questions containing words that have multiple meanings.

One example The Straits Times cited was the word "value." ChatGPT disregarded the question's context, where "value" referred to one's moral principles, and answered as if it meant monetary value.

ChatGPT was developed by the artificial intelligence company OpenAI and launched in November. It had [100 million users](#) by the end of January.

The bot's inability to pass Singapore's sixth-grade exams is surprising — it managed to pass [a final exam](#) at the Wharton business school, passed [tests in four law school courses](#), and comfortably cleared a [US medical licensing exam](#).

Universities are now revamping examinations over concerns that AI bots could be used for cheating, The [New York Times reported in January](#). This pivot in testing involves more oral exams, group work, and handwritten assessments instead of typed submissions, per The Times.

Representatives at OpenAI and the Ministry of Education in Singapore did not immediately respond to Insider's request for comment.



REFLECTIONS ON THE INTAW 2022 BY KIRIKKALE UNIVERSITY

9 – 10 December 2022

By Prof. Dr. Aydan Ersöz

The Congress Chair, Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL stated the reason why that decided to hold a congress on this topic as “Writing is one of the most important skills to be developed in the academia since it is through writing that researchers communicate their opinions, research findings and new knowledge they have created to the world. Besides its importance for academic researchers, writing is also a very crucial skill for students in higher education. Writing is an intellectual activity which yields a tangible product but is also an abstract process through which the individual learns how to think, how to organize opinions and how best to communicate them. As a popular saying goes: the pen is mightier than the sword.

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Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL
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Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL

Prof. Dr. Aydan ERSÖZ
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Prof. Dr. Abdurrahman ÖZALP
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Prof. Dr. Mustafa Kemal ÖZALP
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Prof. Dr. Mustafa Kemal ÖZALP
Prof. Dr. Mustafa Kemal ÖZALP

DATE: December 09th | **TIME:** 10:00-11:45

INTAW2022
For more information visit:
www.ishikcongre.com/intaw2022

ISHIK UNIVERSITY | **INGED** | **eataw** | **EWCA** | **EUROPEAN WRITING CENTERS ASSOCIATION** | **ITC**

Despite its importance in higher education for both researchers and students, teaching writing is not free of its challenges. Teaching academic writing encompasses teaching a variety of subskills such as researching, reading, summarizing and paraphrasing. An additional challenge is presented when we think about academic writing in a second language writing. Academic writing in a second language requires a good command of the language in which you are writing. Therefore, second language academic writing teachers also have to teach the language while teaching the skill of academic writing. Learning to write in an academic environment requires an understanding of the norms and conventions of the academia. Through academic writing, the individual, whether a researcher or a student, puts on a new identity which forms the basis of that individual's perception in the world of academia.

The title of this congress has been inspired by the fact that writing helps individuals grow and transform and innovate themselves. As organizers of this conference, we wish to create an atmosphere of discussion in which academic writing is discussed with all its aspects.”

I was invited to give an opening speech on behalf of INGED. I briefly promoted our association and then gave the list below as I refer to it when it comes to academic writing.

- 1) Try to think of a relevant research question.
 - Is it appealing to me?
 - Am I excited about it?
 - Is it too local, or is it generalizable?
 - Will it be beneficial and useful?
- 2) Try to develop a focused argument. Stay away from emotional and intellectual bias.
- 3) Stay focused. Do not include irrelevant information just because it looks fancy.
- 4) Make sure the study is well-sourced. Find enough research to back up your research question and findings.
- 5) Make sure that your sources are reliable and valid. Using only websites is NOT a good idea. Try to find scholarly books and articles to support your ideas.
- 6) Typing is NOT writing. Don't copy and paste. It may easily lead to plagiarism. It is a sweet trap that even the best of us can fall into.
- 7) Keep a pen/pencil and a notepad within the reach of your hand. You never know when the muse will hit you with inspiration.
- 8) Write down your ideas that come to your mind no matter how silly they may sound at first. You will have enough time to go through your notes.
- 9) Writing is NOT a waste of time and effort. It leads to sharper understanding. Write about what you read to internalize texts deeply.

10) Try to summarize or paraphrase while writing down other people's ideas. That will help you do your own thinking.

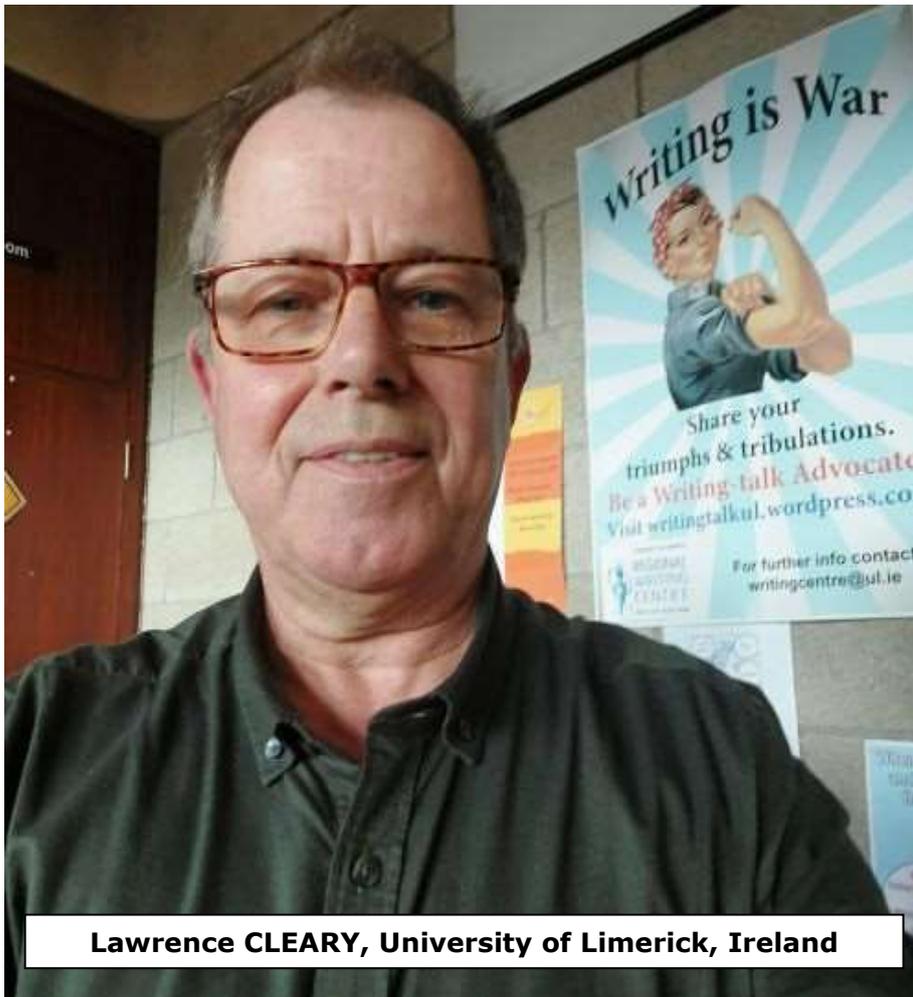
As Luhmann stated in 1992 «It is impossible to think without writing; at least it is impossible in any sophisticated or networked fashion» (Luhmann, N. (1992). Communicating with Slip Boxes. In A. Kieserling (Ed.), & M. Kuehn (Trans.), *Universität als Milieu: Kleine Schriften* (pp. 53–61). Retrieved from <http://luhmann.surge.sh/communicating-with-slip-boxes>)



As Dr. Alasdair Archibald has asserted “Writing is not only the process the writer uses to put words to paper but also the resulting product of that process. This process and product are also conditioned by the purpose and place of writing (its audience and genre). Writing in a second language is further complicated by issues of proficiency in the target language, first language literacy, and differences in culture and rhetorical approach to the text. Instruction in writing can effectively improve student proficiency in a number of key areas. Approaches to instruction have variously targeted process, product and purpose of writing. More recent approaches both to its teaching and assessment recognize the need to integrate all aspects of writing.”

(<http://web-archive.southampton.ac.uk/www.llas.ac.uk/resources/gpg/2175.html>)

The congress had several keynote speakers such as **Lawrence CLEARY** (Chair EWCA - European Writing Centers Association Regional Writing Centre (RWC), University of Limerick, Ireland), **Dr. Dimitar Angelov** (Centre for Academic Writing, Institute for Global Education, Coventry University, UK), and **Prof. Dr. Theodore S. Rodgers** (University of Hawaii at Manoa, USA); various panel discussions on topics such as Writing Centers as Sites of Innovation and Change in Türkiye, Writing and Art: Creative Intersection, Academic Writing in a Second Language: Challenges and Solutions, and Writing Centers in the World as Sites of Innovation and Change; and several concurrent sessions.



Lawrence CLEARY, University of Limerick, Ireland



REFLECTIONS ON THE SESSION BY BARU ENGLISH LANGUAGE SOCIETY

22 December 2022

By Prof. Dr. Aydan Ersöz

I was invited to give an online talk as a guest by Bartın University, English Language Society. The webinar was organized and moderated by BARU English Language Society in cooperation with YÖK Anadolu Project which promotes strong collaboration between the ELT departments at Bartın University and Middle East Technical University.

Mert Ali Albayrak, English Language Teaching BA student and the president of BARU English Language Society, moderated this webinar. My talk covered a general look at the characteristics of young learners, methods of teaching English to young learners, factors to be considered while teaching English to young learners, and what was used in the past and what could be improved in the future while teaching English to young learners.

Language Talks Webinar Series #7
Teaching English to Young Learners

Prof. Dr. Aydan Ersöz
President of INGED

22 December 2022 Thursday
18:30 Zoom Meeting

ZOOM Meeting ID: 947 4102 0999 Passcode: 1234

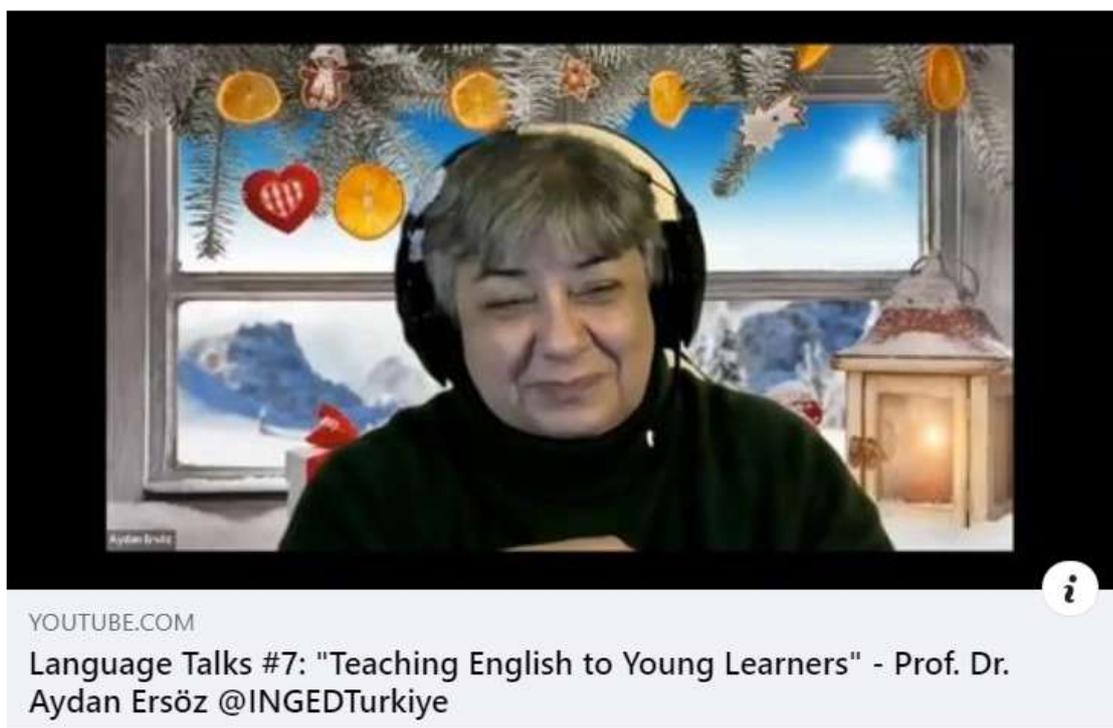
Organized by BARU English Language Society
els.bartın.edu.tr

Inged ODTÜ METU YÖK ANADOLU PROJESİ BARU

The webinar ended with a Q&A session.

Those who would like to watch this session, you can find it on YouTube. So rather than giving the summary of this session, I would like to mention some ideas and tips for young learners' teachers.

As Kristin Kersten and Andreas Rohde stated “Introducing a second/foreign language to young, children cannot start early enough. There is ample evidence that teaching a second language at both kindergarten and primary school level may be highly effective. However, at primary school where there is a fixed curriculum, teaching concepts and methods must be selected carefully and should **not** be based on explicit teaching of grammar and a pronounced focus on forms”.
(<https://lucris.lub.lu.se/ws/files/5329199/4075031.pdf#page=108>)



For the young learner teacher, the most important task is to motivate and create interest in the new language; because the younger the children, the less likely that they have any reason or need for learning the foreign language. They may not even understand what it means to learn a language or why they are learning the language. If children encounter a new language in a fun environment where they have a lot of songs, games, art and craft activities, stories, and dramatization, they can be motivated to learn it. Activities for children should be linked to some interesting everyday activities and concepts that they are familiar with. Furthermore, they need to feel safe in the learning environment. Children's early phase of language learning can create positive attitudes and a lifelong interest in the language if it is done appropriately. This fact puts a huge responsibility on the shoulders of young learners' teachers.

Good young learners' teachers should have:

- Knowledge of and fluency in English (including good classroom communication skills) and knowledge of the culture: As teachers provide the main language input for children who may have limited exposure outside the classroom, they must have very good English language skills. They also need to have good interaction skills, otherwise they cannot tackle with activity-based and interactive methods that are appropriate for children. They also need the flexibility to be able to adjust their language to the children's level, knowledge of English so they can provide feedback, and a rich knowledge of the culture so as to help children when necessary.
- YL foreign language pedagogy (knowledge of children's FL learning and appropriate teaching strategies for TEYL): Unless teachers know how children learn foreign languages and what appropriate teaching strategies for teaching English are, they cannot address the needs of children and create the necessary environment for learning.
- Knowledge/understanding of children's overall development: YL teachers should have the knowledge of children's cognitive, linguistic and emotional development as these impact on their learning.

Jayne Moon (2005) asserted that many scholars and educators agree that young learners need an experiential approach with some of the following characteristics:

- based on the here and now/use of concrete materials;
- activity-based;
- contextualized;
- focused on communication (meaning) rather than form;
- multi-sensory;
- play and fun-oriented;
- socially oriented;
- content/topic-based or cross-curricular;
- with a strong oral emphasis initially, especially with younger learners;
- plenty of teacher support and scaffolding;
- content chosen on the basis of children's cognitive level;
- some age-appropriate language awareness/ 'noticing' activities.

(taken from <https://ventana.fl.unc.edu.ar/files/Material-British-Council.pdf>)

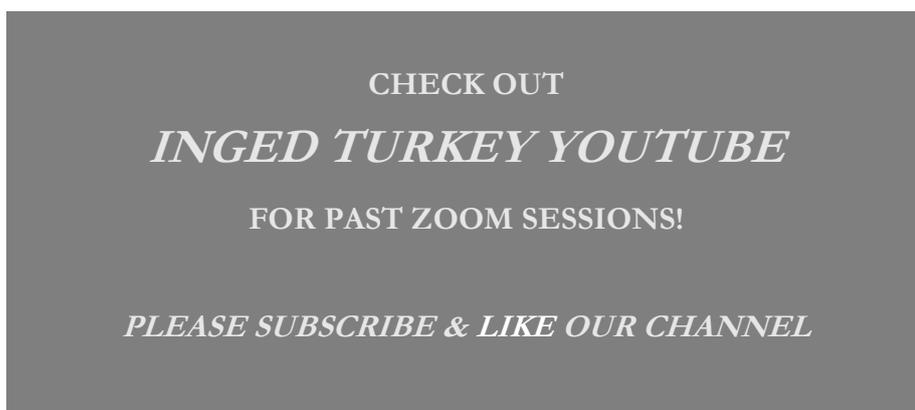
Children can benefit from learning a foreign language a lot. Curtain (1990) listed the following as the benefits:

1. Most importantly, if the experience is positive, it can create children's confidence in language learning and positive attitudes/motivation towards the language for the future and help to sustain children's language learning through secondary school and beyond.
2. Language learning can help to widen children's cultural horizons and develop intercultural understanding.

3. It can make children more aware of language as a phenomenon in its own right (i.e., that language and the objects it refers to are independent of each other) which helps children to understand their own language better and aids the study of other languages.

4. Learning a foreign language requires the acquisition of new learning strategies. The exposure to 'foreignness', something new and different is a kind of cognitive conflict in Piaget's terms and can be the catalyst for cognitive development (Curtain, H. (1990) Foreign Language Learning: An Early Start. Eric Digest ED3228083).

However, we should keep in mind that unless we have enough time, appropriate materials and curriculum in addition to well-trained and competent teachers, there is a high risk that very little is gained by starting younger and quite a lot lost in terms of resources, maybe frustrated teachers and young learners who get demotivated early and yet know they have to continue with English into secondary school.





**REFLECTIONS ON
THE “COURSEBOOK ADAPTATION” SESSION
BY ATILIM UNIVERSITY**

25 – 27 January 2023

By Prof. Dr. Aydan Ersöz

Sponsored by Gordion Akademi and UES, The School of Foreign Languages, Atılım University held a three-day professional development program for the instructors. I was invited to give an interactive session titled “Coursebook Adaptation”. There were about 60 instructors in the session.

You can find a brief summary of this session below:

Each and every educational institution should have a curriculum that
-specifies its educational philosophy
-reflects its cultural philosophy

ATILIM UNIVERSITY
School of Foreign Languages

PROFESSIONAL DEVELOPMENT PROGRAM 2023

25 January 2023, Wednesday Jason PRICE	10:30 - 12:00 <i>Demand High-ELT</i>
25 January 2023, Wednesday Nihal ÖZDEMİR	13:30 - 15:00 <i>Elevating Students Speaking Performances</i>
26 January 2023, Thursday Suzan ÖZGELEN	10:30 - 12:00 <i>CPD and Reflective Practice</i>
26 January 2023, Thursday Gökçe MANDALI	13:30 - 15:00 <i>The Top 5 Bad Teaching Habits</i>
27 January 2023, Friday Aydan ERSÖZ	10:30 - 12:00 <i>Coursebook Adaptation</i>
27 January 2023, Friday Yasemin YELBAY	13:30 - 15:00 <i>Teacher's Well-being</i>

gordion AKADEMİ

UES UNLIMITED
EDUCATIONAL SERVICES

- contains a broad description of general goals
- covers learning, or graduate outcomes that are stated in broad terms and are meant to describe the graduate requirements. By nature, it is abstract.

A syllabus, on the other hand, covers the steps to be taken to reach the goals stated in the curriculum. It shows the content (what and when) and methods (how).

When a coursebook is to be chosen, the syllabus becomes the backbone of the materials evaluation. The materials are evaluated to find out whether they can fulfil the requirements of the syllabus. In some institutions where there is no set curriculum/syllabus, the content of the course book becomes the syllabus. Although this is not something that we desire, it simply happens. When this is the case, teachers cannot change or modify the coursebook as much as they like as the evaluation/assessment process is totally based on the syllabus of the coursebook.

Course books should be selected as a result of an evaluation process which has three stages;

- initial evaluation (evaluation at first sight or after scanning its preface, contents and abstract);
- detailed evaluation (to check how suitable the material is when the syllabus is considered. Evaluation forms can be used);
- in-use evaluation (constant evaluation of the material to see how it works in the actual classroom situation).



Among all, the in-use evaluation i.e., constant evaluation of the material to see how it works in the actual classroom situation is the most important as it will reveal the problems encountered in the classroom or how much teachers and learners benefit from the material.

In-use evaluation can be done through three different ways:

- Student based evaluations,
- Learning based evaluations,
- Teacher based evaluations.

Student based and teacher-based evaluations can be done through

- checklists,
- questionnaires, and/or
- interviews.

Learning based evaluations aim to determine whether any measurable learning took place as a result of the materials. In addition to the quizzes and exams (summative assessment), observations (formative assessment) can also be used in determining the effectiveness of the materials.

What can be done to make the coursebook more effective?

Coursebook adaptation can be in the form of

- change
- add
- remove
- replace



Change: Teachers may make changes in the content or organization of the material. They may

- change the order of the activities or texts;
- use a speaking activity as a writing activity;
- Change a mechanical activity into a meaningful (or a communicative) one;
- Change a TRUE/FALSE activity into a MATCHING activity,
- Change an individual activity into a pair and group work;
- Change the visual, so on.

Add: Teachers may feel that the activities in the main course book are not sufficient; hence, they may want to add extra activities. Isolated activities do not influence the textbook procedure but can be used to supplement a grammar point, pronunciation, etc. Teachers may also want to add variety to the class so they may want to bring in an additional game, song, visuals, etc. to reinforce what has been learned.

Remove: Teachers may feel that a certain activity is above/below the level of the learners, or that it is not useful, or that it is boring, etc. In such a case they may decide to remove (skip) that particular activity.

Replace: Teachers may want to replace an activity with another one which seems more useful or suitable for the learners.

Sample Adaptations (from Empower A2)
 Activity to be adapted:

2B Do you worry about exams?

Learn to talk about study habits
 G Present simple: questions and short answers
 V Studying; Time

1 READING

a Ask and answer the questions.

- Are you good at exams?
- Do you worry about exams and tests?
- Do you study a lot for an exam or test?

b Read comments 1–3 on the *Unichat* forum and match them with pictures a–c.

c Read the comments again and answer the questions with a partner.

- Which study habits are:
 - useful
 - funny?
- Put the study habits in the order you want to try them from 1 (really want to try) to 3 (don't want to try).

2 VOCABULARY Studying

a Look at the underlined words in questions 1–7. Match them with pictures a–g below.

- Do you have a break in the middle of your English lesson?
- Do you have a timetable for your study routine?
- Do you make notes when you read something in English?
- Do you get good marks in English tests?
- How many weeks is a term at your school?
- Do you have an exam at the end of the year?
- Do you enjoy your English studies?

b Match the words in the box with 1–4. You can use some of the words more than once.

UNICHAT
 Home Forums Articles Revision

Exam stress!

Hi guys! I have a big exam on Friday. It's really hard to study. I read my study notes for an hour and then I watch really bad TV programmes! What about you? Do you worry about exams? What are your study habits? **MIMI23**

1 Yeah I hate tests. They're really difficult and I can't always remember everything. I need to study every day and make lots of notes. It's not easy but it helps to listen to R&B music – really loud! It helps me think. **SOUL BOY2** [REPLY](#)

2 I agree – exams and tests are really, really hard. In my study breaks I play with my pet rabbit. Some people say that animals stop stress and relax people. I think it's true, well, for me it is! Everybody needs a rabbit (or maybe a cat!) to help them study! **BUNNY LOVERS** [REPLY](#)

3 I think it helps to have a good study routine. I make a study timetable and that helps me to pass my exams. I always plan lots of breaks and have a cup of tea and something small to eat. I don't want to get tired when I study! But the breaks are only short – about five or ten minutes. Then I go back to studying hard for one or two hours. Good marks come from lots of hard work!

Why adapt: Not very useful; not challenging; can be used for scanning.

How to adapt: REMOVE/REPLACE

Adapted Version: Read the comments on the UNICHAT forum and fill in the table.

WHO	
	Has an important exam on Friday
	Studies every day
	Has some tea and a snack at breaks
	Plays with the pet rabbit
	Listens to loud music
	Watches bad TV programmes at breaks
	Makes a study timetable
	Believes animals help with exam stress
	Plans short breaks
	Makes lots of notes

Activity to be adapted:

30 Everyday English
How about next Wednesday?

Learn to make arrangements
 1 Thinking about what you want to say
 2 Main stress

1 LISTENING
 1 Ask and answer the questions.
 1 How often do you watch TV?
 2 Are there programmes you watch every week?
 3 Do you have a favourite TV programme? Who do you watch it with?
 Watch or listen to Part 1. Do Martina, Annie and Dan all like the same TV programme?

2 USEFUL LANGUAGE Making arrangements
 Match beginnings 1-6 with endings a-f.
 1 Why
 2 How
 3 Are you
 4 That'd
 5 That's a
 6 It'd
 a be great.
 b free next Friday?
 c don't we try it?
 d love to.
 e about next Wednesday?
 f good idea.

Why adapt: There is no warm-up activity/not enough scaffolding. Students may need more guidance.

How to adapt: ADD (as the first activity)

Adapted Version: Work in pairs. Look at the pictures and answer the questions.

- What are they?
- Do you like / watch them?



The only limit to materials adaptation is the time restrictions and background knowledge that we have, in addition to our enthusiasm, creativity and imagination. The materials writers do not know our students like we do. Hence, we should make the necessary adaptations in line with our students' needs and interests.

**CHECK OUT OUR WEB PAGE
FOR THE UPCOMING ZOOM SESSIONS!**

What is Psychological First Aid? How can we Support our Students after such a Devastating Disaster?

**By
Defne Akıncı Midas**

Some were affected in unthinkable ways and some were affected very lightly, but I claim that all of us have been affected by the devastating large-scale earthquake that hit Türkiye in February 2023. We now have students in our classes who may have directly or indirectly experienced the disaster. As teachers, we too may have been affected, of course. We also know that we need to get up and tend to our loss and pain in order to get back to “life”. Naturally, we need to resume class, say “good morning” to all the kids in our class, and talk about English in our courses.

There might be students in our classes who may have been affected in different ways. When we think about it, we realize that the range of different types of damage that the disaster inflicted on the students and perhaps ourselves and colleagues are rather wide:

- Loss of loved ones close (e.g. family members) or distant (e.g. neighbors)
- Loss of others one is attached to (e.g. pets, farm animals)
- Loss of one’s personal space or safety of a home
- Loss of belongings (e.g. clothes, books, desk, toys)
- Loss of memories (e.g. pictures, photos)
- Loss of finances

We may add more to these when we think of the social and psychological impact of the disaster.

- Loss of the possible future envisaged before the incident
- Loss of any familiar scene in the surrounding area
- Loss of a feeling of security

Upon these, we may add the possible news that we may hear as we approach our classes on the first day of class. We may hear about what may have happened to our students’ or our colleagues’ circumstances. These may be relieving or saddening. We cannot be totally ready for any of these, which makes us human.

Now, we need to stand up and be supportive of each other as teachers. How can we do that? According to the clinical psychologist Dr. Nedret Öztan, as she explained in an online webinar (February 2023), the first move for us to do is to take care of ourselves as people who are responsible for the well-being of others around us. She suggests that we make sure that we are in a healthy state to evaluate the situation, our own, and others’ circumstances in a balanced way. We need to take care of our daily needs such as nourishment, cleanliness, and rest in a balanced way. Otherwise, we cannot be supportive of others. Only then can we turn to others’ needs.

What to do then? We are not expected to run around and save each person. We are not expected to provide everything that the others are missing. Psychological First Aid does not require these. It does not involve psychotherapy or having to act like a psychologist. We cannot and should not try to be one. We are teachers. As teachers, we can provide some first aid following such a disaster. What do we do then? We can do the following:

- Listen to the affected ones with an open ear and open heart.
- Connect to them. Keep the connection so that they know that there is support.
- As you listen and keep connection, look out for their needs. You do not need to provide them with all their needs, but you can direct them to the right place or sources so that they can reach the right sources.
- Instill hope that we are building a future.

The basic notion that psychological first aid involves three main components: look, listen, and link ([Psychological First Aid: A Crash Course - KIT Royal Tropical Institute](#)).



There are some cautions, though, about what not to do because certain actions may backfire or affect in ways we never imagined they might. These are:

- Do not try to solve all the problems yourself. Direct the affected ones to the right places where they can find the solution. For instance, if they need psychological help, direct them to the professionals operating near them. If they need somewhere to stay, direct them to the local authorities such as the municipality to find a place to stay for the individual.
- Do not try to provide psychological counseling yourself. We are teachers, not psychologists. What we might believe to be helpful might be very harmful to people who suffered losses we have no idea about.

Dr. Nedret Öztan provided the following list of words, phrases, or sentences to **avoid**:

- Don't worry.
- Don't cry.
- It could be worse.
- You are strong. You can overcome this.
- At least you have other children.
- Do not think about the event.

- I know how you feel.
- Let's talk about something else.

Dr. Öztan warns that each person experiences pain or loss in a different way, and so they might express themselves in a different way. She warns us not to think that we understand their feelings or we can approach them all in the same way. Moreover, she warns us not to ask for details about their experiences.

So what to do? What we can do is be there and listen when they need it. Direct them to the sources of help.

When we think that the student is losing touch with the current events and cannot concentrate due to the aftermath of the trauma, the one thing we can do is to encourage them to get to the “here and now”, according to ..., (Ev Okulu Derneği, Afet Eğitimi). Ask them to look around them and experience their surroundings. You might ask them to put their hands on the wall and place their feet on the ground. You can ask them to describe the colors they see in front of them: the book, the desk, or the pencil. Then ask them to describe the feeling. Is it hot or cold? Then ask them to describe what they are doing at that very moment: sitting, talking, looking. This brings them to the “here and now”, which is the most concrete thing that they have at the moment. This may help them to think about their current needs and what they need to do about tomorrow.

As teachers, we can learn more about first aid and helping others from the online courses and leaflets, too. Here are some useful areas to read and learn from:

Turkish Psychologists Association

Webinar: How to approach children and family members following a disaster

<https://www.youtube.com/watch?v=YPIkcbbd9NE>

Webinar: Psychological First Aid for all

https://www.youtube.com/watch?v=9UcN_SrCRAg

Home School Association (Ev Okulu Derneği)

Webinar series: Disaster Support Program (Afet Destek Programı)

I selected two of the webinar series, but you may find the entire series very useful. You can find the rest of the recordings on the youtube page.

https://www.youtube.com/watch?v=oVFz_wu-XcA

<https://www.youtube.com/watch?v=aO0ch3YasLU>

Interview with Dr. Nedret Öztan about post-disaster psychological first aid

<https://www.youtube.com/watch?v=gclP-NOB6Ak>

AYNA Clinical Psychology Support Unit (METU)

<https://ayna.metu.edu.tr/>

INGED The Most Inspiring Teacher Award 2022 Ceremony

by
Prof. Dr. Aydan Ersöz



As you all know, in 2021 the INGED Executive Board decided to start giving "the Most Inspiring Teacher Award» every year. With this award, we aim to honor English teachers who never stop improving themselves and, meanwhile, helping the ELT society by providing opportunities for professional development.

Please follow INGED on social media as we will announce the nomination period there. If you know an inspiring teacher who is enthusiastic, creative, and empathetic, you can nominate them for 2023. As INGED, we want to show our appreciation to those teachers who have a positive attitude toward life and toward teaching to inspire students to do their best. Exceptional teachers with a positive worldview who also inspire colleagues to improve their teaching skills by acting as role models and coaching them surely deserve to be awarded.

The winners of 2022 were Aylin Leventoğlu and Gülbin Özdemir Altıgöz. The award ceremony was done online on 23 December 2022. Both winners were given time to talk

about themselves, how and why they have chosen this profession, the most important events in their education and professional life, and what inspires/motivates them.



Both winners received a set of books, a plaque, a certificate, one-year free INGED membership, free attendance to the virtual TESOL 2023 conference (thanks to the RELO, the American Embassy, Ankara) and one-year free subscription to Dr. Tony Gurr's professional development portal as their award. They both expressed their gratitude for receiving this award as they have felt even more motivated to continue being exceptional and inspiring teachers.

Both Aylin Leventoğlu and Gülbin Özdemir Altıgöz have stated that outstanding and inspiring teachers are the ones who are warm, accessible, enthusiastic, passionate and caring. Such teachers make themselves available to their colleagues, students and parents who need them. They don't pretend to have all the answers and look for opportunities to improve themselves. They love learning and they are life-long learners themselves. Outstanding and inspiring teachers don't follow trends and traditions; they are forward-thinkers and leaders. They try to develop meaningful and sustainable approaches to education.



Our colleagues are a great example of the saying “If there is a will, there is a way”. Despite the fact that, both work at state schools where resources are limited and motivation is not very high, being passionate teachers, they have managed to create very effective learning environments for their students. Students learn best from people they like or admire and from people who believe in them. Both Aylin Leventođlu and Glbin zdemir Altıgz show their students that they matter. They have high expectations, build relationships, and are present to provide personal feedback and guidance. Children need to be valued individually and as a group and they need a safe space in which they can think for themselves and learn how to learn, without fear of asking questions or making mistakes. These colleagues have created that positive atmosphere.

The video of this event has been published on INGEDTurkiye YouTube Channel; you can watch it there. We all need to take inspiration from these teachers and never ever stop learning and growing.

Prof. Dr. Aydan Ersz
INGED President

CHECK OUT OUR WEB PAGE!

THE JOB POSTINGS & CALENDAR OF EVENTS ARE

UP-TO-DATE

SOMETHING TO THINK ABOUT

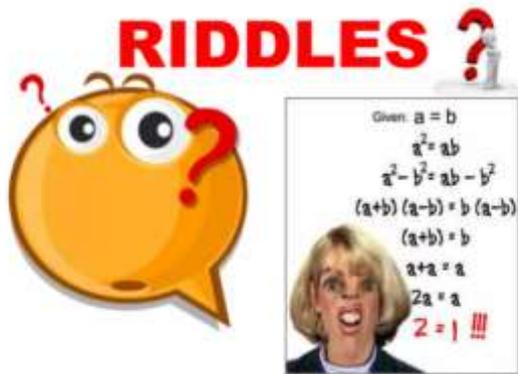
In this issue we would like to share with you an article discussing

<https://www.teachingexpertise.com/classroom-ideas/easy-riddles-for-esl-students/>

18 Riddle Resources For The ESL Classroom

No matter what their native language is, people all over the world are familiar with riddles. From famous riddles in world literature to simple riddles that hint at everyday objects, there's something to suit everyone's fancy! So how can you incorporate riddles into your ESL classroom as a way to boost vocabulary and comprehension? We've collected eighteen of the best riddle resources from around the web to help you add some puzzling fun to your English language classes. Let's explore them together!

1. Riddle Slides for Classroom Fun



This premade slideshow is a great way to introduce the topic of riddles and to get a feel for the student's range of vocabulary. It is ready to go, which means you just have to project it at the front of the classroom and dive right in!

Learn More: [Slideshare](#)

2. "Riddles to Ponder" Worksheet

This riddle sheet is a great one to send home with students. Or, you can offer it as an activity for students who finish their classwork or exams early. It features several riddles that take a bit of thinking, and maybe even a dictionary for beginner-level students.

Riddles to Ponder	
Can you figure out the answers to the riddles?	
1. I come one in a minute, Twice in a moment, But never in a thousand years.	1. _____
2. I always run, but never walk. I have a bed, but I don't sleep. I have a mouth, but I don't eat.	2. _____
3. When you put this in a heavy wooden box, the box will become lighter.	3. _____
4. You hear my sound, You feel me when I move, But see me you never will.	4. _____

Learn More:
[Super Teacher Worksheets](#)

3. Riddles and Point of View Lesson Plan

This lesson plan uses basic riddles to introduce the concept of point of view. It's a great way to get your students thinking from a new perspective, and you can also teach them the idiomatic uses of different words with this lesson. It's perfect for intermediate and advanced students transitioning from language learning into language arts.

Learn More: [Speak English Podcast](#)

4. Long List of Easy Riddles



This is just a long list of riddles to help ESL students think outside the box with their vocabulary knowledge. You can use them as vocabulary riddles to help introduce new words and concepts throughout the year. Each riddle also includes the correct answer so you can provide immediate feedback.

Learn More: [Stickyball.net](#)

5. Riddles With Indefinite Pronouns



English uses indefinite pronouns to express so many ideas and using riddles to teach this concept really benefits students. Creative students will find superb ways to contextualize indefinite pronouns, especially where their native language may lack this specific structure.

Learn More: [ESL Brains](#)

6. Vocabulary Riddles

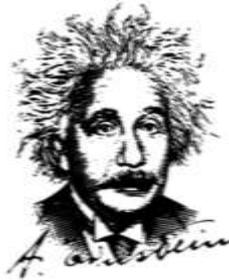


These vocabulary riddles are specifically geared toward kids who are learning English as a second language. The correct answer for each riddle is an everyday object that young learners will be familiar with, including school supplies and other household things.

Learn More: [Worksheets Planet](http://www.WorksheetsPlanet.com)

7. Einstein's Riddle For ESL

1. The British man lives in the red house.
2. The Swedish man keeps dogs as pets.
3. The Danish man drinks tea.
4. The German plays soccer.
5. The green house's owner drinks coffee.
6. The owner who plays baseball has birds.
7. The owner who plays basketball lives next to the one who keeps cats.
8. The Norwegian lives in the first house.
9. The owner who plays the violin drinks beer.
10. The owner of the yellow house plays the piano.
11. The owner living in the center house drinks milk.



This is a great way to get ESL students to exercise their critical thinking skills. It combines critical thinking with reading comprehension. You might get several wrong

answers from your students before they solve it. Since it's a long-form riddle, it's perfect for group or pair work.

Learn More: [Einstein's Riddle](#)

8. Animal Riddle Activities for Beginner-Level Students

Reading Worksheet

Animal Riddles
Can you find out what I am?

		
	<p>I have four legs. I live in Africa. I am big and grey. I live in the river.</p>	<p>I am small. I can be scary. I have eight legs. I spin a web.</p>
	<p>I have four legs. I am a pet. I hate cats. I bark.</p>	<p>I am beautiful. I have six legs. I can fly. I eat honey.</p>
	<p>I eat vegetables. I can run fast. I can be a pet. I have long ears.</p>	<p>I can swim. I can't fly. I eat fish. I am a bird.</p>
		
		

You can test young kids' knowledge of

vocabulary about animals with these super easy riddles. They're appealing to young kids who are learning about animals and animal sounds in their native language at the same time. You can use pictures to make the tasks easier, too!

Learn More: [Scribd](#)

9. Halloween Riddles for ESL Students



Celebrate everyone's favorite horror night with these spooky riddles for Halloween. You can use these as classroom riddles or send them home for some extra Halloween fun. It's also a fun way to introduce the Halloween holiday as a cultural lesson for kids who might not be familiar with it.

Learn More: [Anglomaniacy](#)

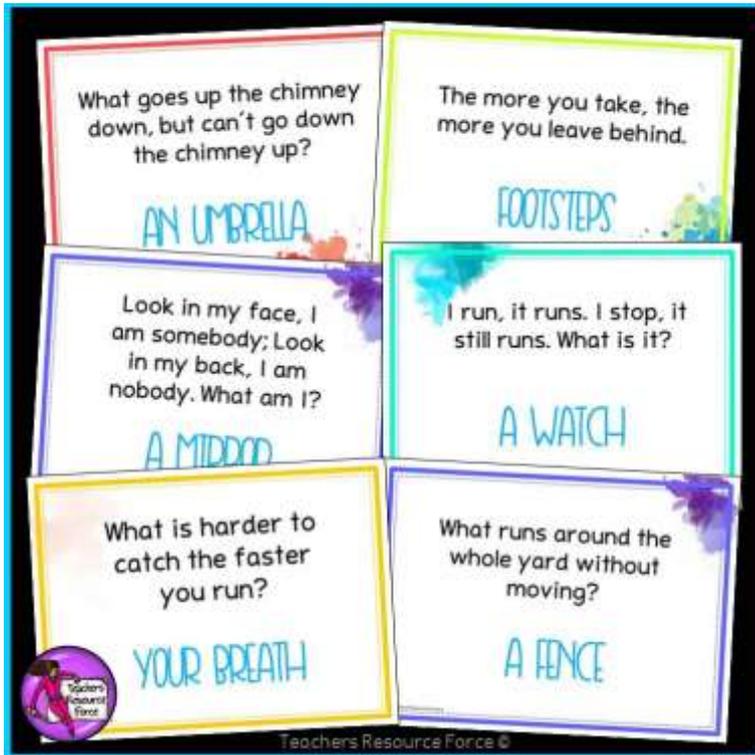
10. Christmas Riddles for ESL Students



Here is another great set of holiday riddles! They are pretty easy, and they touch on all of the major Christmas vocabularies. This worksheet might be best for students who are already semi-familiar with the Christmas holiday since the vocab featured here is targeted to the holiday.

Learn More: [ISL Collective](#)

11. Brain Teasers for Bell Work



Here is a great resource for bell work activities that will get kids' minds working before you even start the formal lesson. They take just a few minutes and are perfect for starting the class in a fun way. You can also use them to fill time at the end of class if you have a few minutes free to spare.

Learn More: Shane Schools

12. Rhyming Riddles for the ESL Classroom



Introducing the topic of rhymes and paired rhyming words is easy with this riddle activity. It offers so many great examples of rhymes, and the engaging questions will have kids discovering the answers with their new rhyming skills.

Learn More: DigiNo

13. Information Gap Riddles for Speaking Practice

These riddles are designed to get your intermediate-level students to speak. They are geared towards starting discussions that everyone can join and are a great starting point for any speaking class. You can use them individually, in small groups, or as a whole class.

Learn More: [Everyday ESL](#)



14. TED-Ed Riddle Videos to Use in Class



If you still don't know what to do for school tomorrow, consider these fun riddle videos from TED-Ed. They're definitely best for teen or adult ESL students who have an intermediate to advanced grasp of the language.

Learn More: [Educators Technology](#)

15. Detective Riddles for ESL Students

#1 - CID Murder Mystery Problem

Difficulty ★★★★★

An old man lives alone in a flat. Because of his age, he is not able to move comfortably and so most of the things have to be delivered to his house.

On Friday while delivering the mail, the postman feels something suspicious in the flat and tries to look inside through the key hole and he saw the body of the old man covered with blood.

A detective arrived on the scene.

Outside the flat, he found two bottles of warm milk, Tuesday's newspaper, some unopened mails and some gifts.

The detective immediately knows who the murderer is.

Who was the murderer?

#2 - Detective Hercule Murder Mystery Puzzle

Difficulty ★★★★★

Detective Hercule Poirot reviewed the information they had on the case so far.

A lady named 'Monica' was found shot and Hercule already had a list of suspects:

Rooney, Torres, David, Messi and Ronaldo.

The killer is a fan of Poirot and challenged him by leaving notes at various places.

The first was found in a dressing room.

The second was found in the attic.

The third was in the vestibule.

The fourth in an ice-cream room.

The fifth in the dining room

All of the notes read the same thing, 'The clues are where you find the notes.' But nothing was found anywhere.

Hercule Poirot thought for a moment and then arrested the killer. Who was the killer?

This activity is great for fans of Agatha Christie or Sherlock Holmes. They combine short and easy detective stories with a big riddle at the end. So, intermediate ESL students can practice reading comprehension and critical thinking skills with these fun and attainable riddles.

Learn More: [ISL Collective](#)

16. Summertime Riddles Powerpoint



Here's a quick way to get students excited for the Summer holidays! You can use this premade PowerPoint to introduce summer vocabulary words through riddles. You can also use the pictures and engaging content in the presentation to help the vocab really stick, even through the long holiday break.

Learn More: [Tes](#)

17. Online Puzzlemaker to Make Riddles More Fun



If you have a great list of riddles, you can use this puzzle-making app to set up an awesome crossword puzzle. Simply use the riddles as clues, plug in the correct answers, and let the machine create a cool puzzle that your students will love!

Learn More: [Puzzlemaker](#)

18. More Animal Riddles for Young ESL Students

Reading Worksheet & Team Game.

Animal Riddles 2

Can you find out what I am?

  I can fly. I am not a bird. I sleep during the day. I am black. <input type="text"/>	  I have four legs. I live on the farm. I bleat. I give milk. <input type="text"/>	  I live in China. I am a kind of bear. I am black and white. I eat bamboo. <input type="text"/>
 I have four legs. I live in the field. I am cunning or sly. I love chickens. <input type="text"/>	 I can swim. I have eight arms. I have a soft body. I can change colour. <input type="text"/>	 I have two legs. I lay eggs. I live on the farm. I cluck. <input type="text"/>
 I can swim. I have a hard shell. I move sideways. I have eight legs. <input type="text"/>	 I eat grass. I live in Africa. I am black and white. I look like a horse. <input type="text"/>	 I live in the forest. I eat grass. People hunt me. I have antlers. <input type="text"/>

Here is another round-up of animal riddles to keep your young English learners engaged. Combine it with discussions of animal sounds and motions for a more complete lesson plan.

Learn More: [Animal Riddles](#)

Five alternatives to 'child'

1. **Little one**

The adults are having wine and there's apple juice for the **little ones**.

2. **Youngster**

I loved riding my bike when I was a **youngster**.

3. **Kid**

Abid's just a **kid** - he's not allowed to work.

4. **Young 'un**

Can I have a child seat for the **young 'un**?

5. **Nipper**

I was just a **nipper** when we lived here.

[View this email in your browser](#)



ALL SHOOK UP

'A Musical featuring the songs of the King of Rock 'n Roll'

We are looking for actors, singers, dancers and a production team for our SUMMER SHOW.

Come to the first rehearsal at ITI on Saturday 4th March 2023 at 14.00pm

If you are interested in being a member of Speech Bubbles and want to be involved in our shows – come along and join the fun.

Register on our web site: www.speechbubbles.org

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Dear Speech Bubbles Parents and Children,
We hope this email finds you great wherever you are!
This term we will present "The K-9 Kids of Istanbul" show to you!



Please find our Spring Term dates below:

-  Sat 25 March 9:30 am - 1 pm
-  Sat 1st April 9:30 am - 1 pm
-  Sat 8th April 9:30 am - 1 pm
-  Holiday - 15 April and 22nd April
(Şeker Bayramı and National Children's Day)
-  Sat 29th April 9:30 am - 12:30 pm
-  Sat 6th May 9:30 am - 12:30 pm
-  Show Day ~ 13th May 9:30
am - 12:30 pm + Show 12:45 pm - 1:30 pm +
Treats 

All the best!
Speech Bubbles Team

News



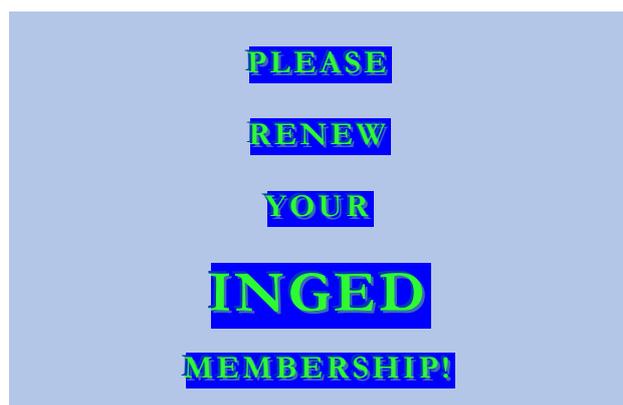
<http://www.iatefl.org>

The 56th International IATEFL Conference & Exhibition

April 18 - 21, 2023

at Harrogate - Harrogate Convention Centre, UK

<https://www.iatefl.org/conference/past-and-future-conferences>



News from



<http://www.tesol.org>



TESOL 2023 INTERNATIONAL CONVENTION AND LANGUAGE EXPO

ON 21 – 24 MARCH 2023

IN PORTLAND, OREGON, USA.

<https://www.tesol.org/tesol-convention/>

2023 Recipients

Travel Grants and Scholarships for TESOL International Convention and English Language Expo

GRANTS

Award for International Participation at TESOL	
<ul style="list-style-type: none"> Dilrabo Babakulova Valentina Canese 	<ul style="list-style-type: none"> Thi Ha Do Beatrix Price

Meral Guceri TESOL/TEFL Travel Grant
<ul style="list-style-type: none"> Mutabar Jumaeva

University of Pittsburgh Travel Award for IEP Instructors
<ul style="list-style-type: none"> Lisa Parzefall

SCHOLARSHIPS

TESOL Leadership Mentoring Program	
<ul style="list-style-type: none"> Wing Shuen, Lau Linh Phung 	<ul style="list-style-type: none"> Doaa Rashed

Professional Development Scholarships	
<ul style="list-style-type: none"> Madeline Crozier Nosirjon Davlatov Chioma Ezeh Kamal Raj Devkota Marcelle, Monchanin 	<ul style="list-style-type: none"> Holly Sawyer Enkhchimeg Sharav Connie Siebold Elizabeth Wadell

20 **Doozies!** Don't **lollygag** about! Read on **lickety-split** and see how many of them you know!

Source: <https://www.funenglishgames.com/funstuff/funnywords.html>

Anencephalous - Absence of a brain

Borborygmus - Stomach rumbling

Brouhaha - An uproar or noisy response

Canoodle - Hugging and kissing

Cantankerous - Bad tempered or grumpy

Crudivore - Someone who eats raw food

Discombobulate - To confuse someone

Doozy - Something really good

Fartlek - A training system for runners

Flummox - To perplex or bewilder

Gobbledygook - Meaningless or nonsensical language

Kerfuffle - A mild scandal, commotion or fuss

Klutz - A clumsy or foolish person

Lickety-split - As quickly as possible

Lollygag - To dawdle or spend time aimlessly

Mollycoddle - To treat someone leniently

Pratfall - A fall on the buttocks or an embarrassing action

Rambunctious - Uncontrollably excitable or exuberant

Shenanigan - Silly behaviour

Skullduggery - Deception or trickery