NEWS ON-LINE

2023-Issue 3 – Together we stand!

TABLE OF CONTENTS

From the President

Dear members,
As three executive board members had been removed from the board due to dereliction of duty and the reserved members were called to duty, we decided to hold an extraordinary general assembly. We held the assembly on 12 August 2023. The new board members who have been elected are Prof. Dr. Aydan Ersöz (President), Assoc. Prof. Dr. Sedat Akayoğlu (Vice-president), Defne Akıncı-Midas (Accountant), Assoc. Prof. Dr. Aysel Sarıcaoğlu Aygan (Secretary), Dr. Suzan Öniz (Newsletter editor), Assoc. Prof. Dr. Melike Ünal Gezer (Member), and Assoc. Prof. Dr. Ufuk Balaman (Member). Asena Karaduman (non-member volunteer) accepted to continue working for our association to be responsible for social media coordination and administration, video shooting, editing and publishing.

Below, you can see the 10-month report which covers all the activities we have done between October 2022 and August 2023.

Dr. A. Suzan Öniz regularly renewed and updated our website and published our Newsletters online.

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. 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, a one-year free INGED membership, free attendance to the virtual TESOL 2023 conference (thanks to the RELO, the American Embassy, Ankara), and a 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.

The seminars/workshops/conferences that INGED has contributed are listed below:

- Upon invitation, Prof. Dr. Aydan Ersöz held two sessions (one in the morning and one in the afternoon) titled "Increasing Student Motivation" for Atılım University, School of Foreign Languages on 21 October 2022.
- As a part of the project called "The Integration of the Intercultural Communication Competence to TEYL" held by Malatya İnönü University, Prof. Dr. Aydan Ersöz held an online plenary session titled "Intercultural Communication/ Awareness in TEYL"

and three workshops on "storytelling and dramatization, songs, and games" between 4 and 6 November 2022.

- Upon invitation, Prof. Dr. Aydan Ersöz joined INTAW 2022 held by Kırıkkale University between 9 and 10 December 2022. She promoted our association and talked about the importance of academic writing as a part of the opening speeches.
- Upon invitation from BARU English Language Society of Bartın University, Prof. Dr. Aydan Ersöz held an online session titled "Teaching English to Young Learners" on 22 December 2022.
- Upon invitation, Prof. Dr. Aydan Ersöz joined the three-day in-service training program by Atılım University, School of Foreign Languages between 25 and 27 January 2023. She held a session and a workshop on "Coursebook Adaptation".
- Upon invitation, Prof. Dr. Aydan Ersöz joined the 17th ELT E-Conference by Maltepe University, School of Foreign Languages between 6 and 7 May 2023. She held an online plenary session titled "Language is a whole, otherwise it's not language anymore".
- Upon invitation, Prof. Dr. Aydan Ersöz joined the online panel discussion titled "How often do you reflect on your own teaching?". The panel was on the International Teachers' Chat Room, Facebook on 29 June 2023.

We continue holding INGED Zoom Series sessions on Fridays. You can see the list of our Zoom sessions below in the chronological order between the dates mentioned above:

- Dr. Görsev Sönmez - Classroom without borders: Inquiry-based language learning/teaching
- Dr. Serkan Gürkan - How to gamify our classrooms?
- Assoc. Prof. Dr. Babürhan Üzüm - "Teaching Second Language Writing: Conceptual Underpinnings and Practical Strategies"
- Assoc. Prof. Dr. Bedrettin Yazan - "An identity approach to language teaching and teacher education"
- Gülbin Özdemir Altıgöz- "Snacks for the EFL Classes"
- Doç Dr. Hayal Köksal - "Eğlenerek Öğrenmenin Şifreleri"
- Dr. Tony Gurr - Talks with Colleagues 1: "Professional Development"
- Sait Atay - "Erasmus+ projeleri"
- Dr. Işıl Günseli Kaçar - "Universal Design for Learning (UDL) in Face-to-Face and Online Learning Environments"
- Özkan Seyrek - "Proje yapmanın en kolay yolu: eTwinning"
- Assoc. Prof. Dr. Mehmet Kılıç - "Stop Preaching and Let Them Learn! Learner Strategy Training in EFL Classes"
- Dr. Abdullah Ertaş - Talks with Colleagues 2 "İngilizce Öğretim Görevlisi Olmak"
- Assoc. Prof. Dr. Melike Ünal Gezer - "From Theory to Practice: Ways to Enrich Early Literacy Development of Young Language Learners"
- Prof. Dr. Birsen Tütüniş - Ustalarla Söyleşi 6
- Doç. Dr. Eda Aslan Duruk - "ELT öğrencileri: Geleceğim için Şimdiden Projede Varım - TÜBİTAK 2209-A projeleri"

- Dr. Nilüfer Özgür - "Destroying Pedestals and Expanding Horizons-The Role and Legacy of Literature in ELT Teacher Education"
- Dr. Aylin Tekiner Tolu - "What does Speaking Involve and How do We Teach It?"
- Dr. Bülent İnal - "Uluslararası Bakalorya (IB) Programları ve Uygulamaları"
- Defne Akıncı Midas - "Creative Writing Tasks: Just fancy stuff or the real deal for our learners?"
- Prof. Dr. Feyza Erden - "Günümüz Çocukları ve Gereksinimleri"
- Prof. Dr. Turan Paker - Talks with Colleagues 3 "İngilizce Öğretmenliği Dalında Akademisyen Olmak"
- Dr. A. Suzan Öniz - "A Practical Idea for ELT Learners to Self-Edit Paragraphs for Better Cohesion"
- Dr. Ceren Mutluer - "ELT'de Ölçme-Değerlendirmeye Giriş"
- Brent Warner - **"**Bringing Artificial Intelligence into Your Classroom"
- Dr. Ceren Mutluer **-** "Ölçme-Değerlendirmede Geçerlik ve Güvenirlik"
- Annie Altamirano **-** "How to Effectively Help Students Reach their Full Potential"
- Prof. Dr. Abdülvahit Çakır **-** Ustalarla Söyleşi 7
- Assoc. Prof. Dr. Nurdan Gürbüz **-** "Current Views and Practices in Teaching the Spoken Language"
- Volkan İner - Talks with Colleagues 4 "Özel Okulda İngilizce Öğretmeni Olmak"
- Prof. Dr. Aydan Ersöz, Doç. Dr. Sedat Akayoğlu, Gülbin Özdemir Altıgöz - Öğrenenlerle Söyleşi
- Dr. Ali Erarslan - "What do English Language Teaching Program Evaluation Studies show in Turkiye?"
- Assoc. Prof. Dr. Ahmet Başal – "ChatGPT: The New Assistant for English Teachers?"
- INGED YK Üyeleri – INGED Sizi Dinliyor 2023

Asena Karaduman, our content manager, has shot, edited, and added new videos to our INGEDTurkiye YouTube channel.

The 21st INGED International ELT Conference – Hybrid "Getting Off the Beaten Path in ELT" will be held between 3 and 5 November 2023 and will be hosted by Erciyes University, Kayseri. We hope that the participants will share and compare their own teaching practices and ideas and collaborate in finding solutions to common problems.

We will continue working in order to create platforms and opportunities to exchange professional experiences, opinions, and research findings; but as always, we need your support. Together we stand!

Prof. Dr. Aydan Ersöz
INGED President

From the Editor

Dear Colleagues,

It's back to school once again! After the summer break, it's once again time to plan lessons, find activities that will motivate the students, read and check homework, meet and greet familiar faces as well as new ones. Another term is starting! With this on our minds, we have tried to find reading material that will give you new ideas for teaching or for conducting research. In the Technology for Teaching section, you will find an article that lists all types of AI apps; in fact, the author has come up with 100 such apps! In the following pages, you will find ideas for using ChatGPT in writing and a detailed paper on teaching with text generation techniques. The authors of the last paper have included a collection of assignments as teaching resources. The links to these have been listed at the end of the paper.

We would like to take this opportunity to introduce the new INGED Board members. You can find their bios on our web page.

Last but definitely not least, it's time for our conference! We hope to see you at the 21st INGED International ELT Conference at Erciyes University in Kayseri on 3 – 5 November 2023. This year's theme is: Getting off the beaten path in ELT. You can find out about the details by going to our conference web page: **http://www.inged2023.com**

All of us at the board wish you all a successful, healthy and enjoyable academic year. "Kolay gelsin" to each one of you… See you in Kayseri…

Warm greetings

A. Suzan Öniz
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 102nd Zoom Session; an additional session with one of the masters of teaching and one more where INGED Talks with Colleagues!

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:

USTALARLA SÖYLEŞİ # 7
2 June 2023
Guest: Dr. Abdülvahit Çakır

INGED ZOOM SERIES # 99
9 June 2023
"Current Views and Practices in Teaching the Spoken Language"
Guest: Assoc. Prof. Dr. Nurdan Gürbüz26

INGED ZOOM SERIES # 100
7 July 2023
"Öğrenenlerle Söyleşi"
Guests: Prof. Dr. Aydan Ersöz, Assoc. Prof. Sedat Akayoğlu, Gülbin Özdemir Altıgöz

INGED ZOOM SERIES # 101
14 July 2023
"What do English Language Teaching Program Evaluation Studies Show in Turkiye"
Guest: Dr. Ali Erarslan

INGED ZOOM SERIES # 102
21 July 2023
"ChatGPT: The New Assistant for English Teachers?"
Guest: Assoc. Prof. Dr. Ahmet Başal

INGED ZOOM SERIES

4 August 2023
"INGED Sizi Dinliyor"

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

SEE YOU ALL SOON AT THE ZOOM SESSIONS

CHECK OUT OUR WEB PAGE!

THE JOB POSTINGS & CALENDAR OF EVENTS ARE

UP-TO-DATE

THE 2023 – 2024 INGED BOARD MEMBERS & THEIR AREAS OF RESPONSIBILITY

President	**Prof. Dr. Aydan Ersöz**	Teacher & Trainer Education Zoom sessions Videos for INGED YouTube Workshop-seminar & conference organization Freelance (retired/full professor) aydanersoz@yahoo.com
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Secretary	**Associate Prof. Dr. Aysel Sarıcaoğlu Aygan**	Liason for Ministry of National Education Contact person for IATEFL & other partner associations Social Sciences University of Ankara, Department of English Language and Literature saricaogluaysel@gmail.com
Member	**Dr. A. Suzan Öniz**	INGED News On-Line Editor INGED web manager Freelance (retired instructor & teacher educator) suzanoni@metu.edu.tr

Member	**Associate Prof. Dr. Melike Ünal Gezer**	TESOL Contact Person INGED Drama Festival Co-ordinator TED University, Faculty of Education, Department of English Language Education melikeunalgezer@gmail.com
Member	**Ufuk Balaman**	Liason for European Union projects Research & Development Liason for higher education Workshop-seminar conference organizatio TED University, Faculty of Education, Department of English Language Education ubalaman@gmail.com
Non-member volunteer	**Asena Karaduman**	Social Media Co-ordination & administration Video shooting, editing & publishing

HAVE YOU RENEWED YOUR MEMBERSHIP?

INGED NEEDS YOU!

PLEASE RENEW YOUR MEMBERSHIP!


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1978
THE 21ST INGED INTERNATIONAL ELT CONFERENCE - HYBRID
GETTING OFF THE BEATEN PATH IN ELT
HOSTED BY
ERCİYES UNIVERSITY, KAYSERİ
03 - 05 NOVEMBER 2023
FOR INFO, VISIT:
WWW.INGED2023.COM
ONLY PRESENTERS AND
PARTICIPANTS ABROAD CAN
JOIN THE CONFERENCE ONLINE.

https://sonsoz.com.tr/isinizi-kolaylastiracak-100-yapay-zeka-araci/

100 AI APPS FOR EVERY NEED & EVERYONE

BY
Ali Demiraslan

Academic writing and research
1. ChatPDF
2. Paperpal
3. Consensus
4. Writesonic
5. Scholarcy
6. Trinka
7. Bearly
8. Supertools

Coding
9. GitHub Copilot
10. Amazon Codewhisperer
11. CodeGPT
12. Durable AI
13. DeepCode
14. Web10
15. Akkio
16. Replit

Text creation & organization
17. ChatGPT
18. AISEO

19. Jasper AI
20. Quillbot
21. Rytr
22. Copy AI

Writing assistants
23. Writesonic
24. Adcreative
25. Bertha AI
26. Simplified
27. ArticleForge

Content creation and organization
28. ContentEdge
29. Copy Smith
30. Pepperr Type
31. Mutiny
32. Simplified
33. Synthesia
34. Tablio
35. Beautiful AI
36. Tome AI
37. Murf AI
38. Steve AI

Marketing assistants
39. Lavender
40. Regie
41. Warmer
42. Twain
43. Octane

Chatbots
44. YatterPlus
45. Typewise
46. Quickchat
47. Cohere
48. Kaizan

Design tools
49. Flair AI
50. Booth AI
51. Stock IMG
52. Autodraw
53. Clipdrop
54. Adobe Firefly

55. Midjourney
55. Leonardo AI
57. Looka
58. Galileo AI
59. Uizard

Music tools

60. Boomy
61. Amper
62. Jukedeck
63. Melodrive
64. Brain FM
65. Whisper Memos
66. Soundful
67. Steno

Presentation tools

68. Sides AI
69. Murf AI
70. Gamma
71. Tome AI

Time savers

72. Eightyfy
73. Perplexity
74. Grammarly
75. Nanonets
76. lumen5
77. Jenni

Video apps

78. Decript
79. 2short ai
80. Pictory
81. Supercreator ai
82. Tavus
83. Windsor

For daily life

84. Taskade
85. Notion AI
86. Bardeen AI
87. Vondy AI
88. TLVR
89. Rationale
90. Mixo

For Twitter
91. Tweetmonk
92. TweetHunter
93. Tribescaler
94. Tweetlify
95. Postwise

Image creation from text
96. Midjourney
97. DALL·E 2
98. WOMBO Dream
99. Craiyon
100. Starry AI

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 chatGPT and an introduction to text generation technologies.

http://newsmanager.commpartners.com/tesolc/issues/2023-05-01/2.html

ChatGPT in ELT: Writing Affordances and Activities
by
Allessandra Elisabeth dos Santos, Larisa Olesova, Cristiane Vicentini, and Luciana C. de Oliveira

To open this article, ChatGPT, a chatbot developed by OpenAI, introduces itself. This introduction helps us understand, or at least reflect on, the conflicting opinions and uneasy feelings provoked by its widespread popularity since its launch in November 2022:

Hello English Language Teachers! I am ChatGPT, a highly advanced artificial intelligence language model…I have been trained on a diverse range of texts and topics, including information on grammar rules, pronunciation, vocabulary, and much more. This makes me an ideal tool for English language teachers and students alike, as I can assist in answering questions and providing explanations, generat[ing] text on a given topic such as writing essays, composing stories, or even creating lesson plans. This makes me a valuable resource…as a starting point for [your] lessons, or as a way to engage [your] students in conversation or writing exercises. (OpenAI, 2023a)

This situation reminds us of how previously launched technologies (e.g., smartphones) also caused fears and enchantment but later became an integral part of our daily social and educational practices. In fact, and especially, after the COVID-19 pandemic, our social interactions became increasingly dependent upon digital technologies; therefore, considering that educators have been continuously examining the effectiveness of various technologies when utilized as pedagogical resources, our main focus turns to artificial intelligence (AI) and the pedagogical affordances of ChatGPT.

About ChatGPT

The acronym GPT stands for generative pre-trained transformer. *Pre-trained* means that when ChatGPT is used to generate texts, it does not browse the Internet. Instead, it bases the generation of text upon its previously trained datasets (Brown et al., 2020). ChatGPT's training data included sources up to 2021, so at times it might not be the most adequate tool to develop content consisting of current events. The second term, *transformer,* indicates that

its architecture was built using machine learning algorithms (OpenAI, 2023b). Also noteworthy is that ChatGPT is not a standalone language model because it is a subset of GPT-3, a much more powerful model, released in 2020 (see the generative AI timeline in Appendix A).

Capabilities

As an optimized version of GPT-3's capabilities, ChatGPT has impressed us with its abilities to translate language; generate, complete, and classify text; and carry out conversations in diverse genres (e.g., articles, poems, short stories, and narratives). As such, the outstanding levels of proficiency often make it hard to distinguish ChatGPT from human-created content. Additionally, ChatGPT is capable of creating podcast outlines; composing song lyrics; and writing blog posts, advertisements, and video scripts. ChatGPT can create entire lesson plans and give individualized feedback on students' writing. With this in mind, our main goal is to highlight some pedagogical affordances of ChatGPT to offer different ways in which it can be integrated into teaching.

Limitations

Before sharing ideas on the ChatGPT integration into teaching, it is worth mentioning some limitations. The following limitations have been noted by OpenAI (2023b):

- ChatGPT possibly provides incorrect information without a citation source.
- ChatGPT generates new text or different answers with only slight alterations in the prompts or repeating previously utilized phrases.
- ChatGPT assumes interpretations, even if the posed questions sound ambiguous.
- ChatGPT accepts inappropriate prompts, demonstrating biased actions/language.

ChatGPT and Writing Development

As writers are engaged with writing, their minds are often overflowing with thoughts and emotions. When these emotions are taken for granted, common issues include having writer's block, feelings of anxiety, and lack of confidence. Additionally, when writing tasks are assigned, students at emerging English language proficiency levels may need additional supports in language and mechanics, such as punctuation and spelling conventions, as well as content related to the given topic and genre expectations. Although these needs in writing are common for everyone, they become even more relevant for second language writers. To address this, research examining how technologies can support writing has reported on how technology tools can enable peer editing and be used for sharing learners' work (Vicentini & de Oliveira, 2018). Findings demonstrate that technology can enhance student motivation, increase engagement, and scaffold writing.

There have been concerns about the use of ChatGPT for academic writing, particularly regarding cheating, breach of intellectual property, and creativity. Although these concerns are valid, we should also consider the numerous affordances of ChatGPT. A major benefit of ChatGPT is that it can be utilized as a mentor text, which is a great source for scaffolding writing instruction. For example:

Prompts and Paraphrasing: Instructors can show students how AI can be used as a resource for writing prompts and paraphrasing. Teachers can have students place different

classmates' entries (or examples from textbooks) into ChatGPT and have it paraphrase the content. The paraphrased output could in turn serve as a mentor text that would be analyzed in detail and assessed for quality, information accuracy, language choices, and style as part of the deconstruction phase in genre-based pedagogy (Vicentini et al., 2022).

Teacher Professional Development: Boa Sorte et al. (2021) described how ChatGPT's algorithm can be applied and implemented into writing practice, using it for teacher reflection, planning, and preparation.

Based on these examples, and considering that scaffolding strategies are known to enhance writing development and should be incorporated into writing instruction, we make a case for the integration of ChatGPT as a pedagogical resource due to its numerous affordances. Next, we offer practical examples of how the tool can successfully enhance writing instruction.

Integrating ChatGPT Into Writing Instruction

To afford opportunities for higher level thinking, we recommend using the revised Bloom's taxonomy (Anderson et al., 2001; see Figure 1) as a guide to create activities incorporating ChatGPT. The activities should include information about learners, context, objectives, tasks, and assessment criteria. The tasks can vary by level of complexity: from a low level of understanding up to the highest level of evaluation. To illustrate, you can check the table created by the Center of Excellence in Learning and Teaching at Iowa State University, which contains examples for each level of critical thinking.

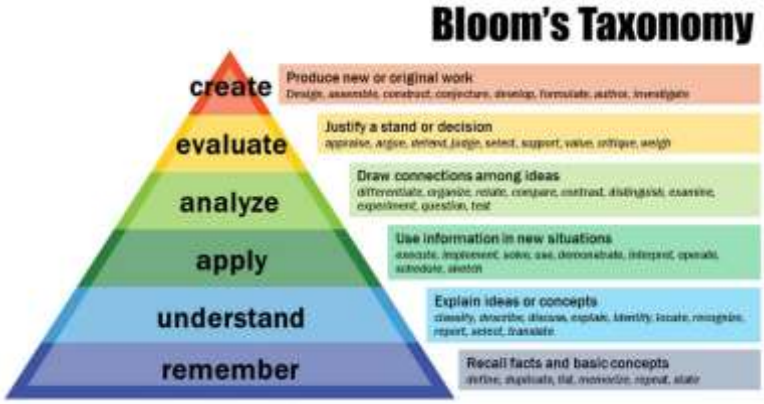

Figure 1. Revised Bloom's Taxonomy. (The Center for Teaching, Vanderbilt University, 2016, CC BY 2.0; click here to enlarge.)

Remember and Understand

Considering that *remember* and *understand* require learners to retrieve prior knowledge, you can ask learners to list or summarize, recognize or classify, recall or clarify, and identify or predict. ChatGPT can be integrated into these tasks as an ideas generator, used for brainstorming and helping learners spark further thinking. For example, brainstorm ideas for a podcast script (see Appendix B for a full lesson plan).

Apply

The *apply* level of the taxonomy can be used for discussions. Learners can respond to frequently asked questions or provide advice. For example, ChatGPT can be implemented as an introductory activity before the discussion so that students can gain awareness, reflect, consider perceptions, talk, and then discuss (see Appendix B).

Analyze

The *analyze* level helps learners break materials into foundational parts and determine how those parts relate to one another. ChatGPT can support achieving this challenging level. Watkins (2022), among other activities, outlines how learners can use AI to reflect and improve by

- identifying a major question in their field,
- utilizing ChatGPT to answer the question,
- reflecting on the output and their own next steps, and
- improving on the output.

Mollick (2023), in his blog "The Practical Guide to Using AI to Do Stuff," shares how students can just write anything and then ask ChatGPT how to make their own writing better, or how they can ask the chatbot to suggest a header or opening paragraph to combat writer's block.

Evaluation

Finally, ChatGPT can help learners achieve the *evaluation* level of Bloom's taxonomy; this is one of its highest levels and requires learners to make judgements based on criteria and standards. When using ChatGPT, instructors can create a prompt competition to promote critical thinking by asking students to develop criteria collaboratively, create prompts individually, and then pose the questions to ChatGPT and use their predefined criteria to evaluate the responses, rating and ranking the responses to determine who wrote the best prompts (Watkins, 2022).

Conclusion

ChatGPT has brought numerous and relatively vital calls for reflection, discussion, and change among educators. Changes such as this can give rise to fear of the unknown and lack of confidence, and it can leave educators feeling as if there is the constant need for adaptation; nonetheless, ChatGPT has come to stay. Like previous technologies (the internet or smartphones) and despite some early reactions to negative impacts, ChatGPT is a powerful tool with incredible potential; to reap its benefits, we must perceive it as a pedagogical resource.

This article demonstrates how ChatGPT can be integrated into education, specifically into writing classes. Ideas shared in this article can help teachers, teacher educators, schools, and higher education institutions to consider creative ways to start using ChatGPT to develop students' higher levels of critical thinking.

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https://wac.colostate.edu/repository/collections/textgened/

An Introduction to Teaching with Text Generation Technologies
***by* Tim Laquintano, Carly Schnitzler, and Annette Vee**

When we issued the CFP for this collection, teaching and research in automated writing was still rather niche. In the language arts, it existed in critical code studies and creative domains such as computational poetry and, more broadly, electronic literature. In writing studies, interest in automated writing existed in corners of technical writing, computers and writing, and rhetoric. Most writing teachers are comfortable with word processing, content management systems, search, and email, and it has been possible to run a writing class with little else. Now, with the introduction of ChatGPT, it might soon become difficult to research and teach writing *without* thinking about, or addressing, automated writing technologies and artificial intelligence (AI). As Big Tech rushes ahead in its AI arms race with the intention of having large language models (LLMs) mediate most of our written communication, writers and teachers are forced to consider issues of prompt engineering, alignment, data bias, and even such technical details as language model temperature alongside issues of style, tone, genre and audience.

At the cusp of this moment defined by generative AI, *TextGenEd* collects early experiments in pedagogy with generative text technology, including but not limited to AI. The resources in this collection will help writing teachers to integrate computational writing technologies into their assignments. Many of the assignments ask teachers and students to critically probe the affordances and limits of computational writing tools. Some assignments ask students to generate Markov chains (statistically sequenced language blocks) or design simple neural networks and others ask students to use AI platforms in order to critique or gain fluency with them. A few assignments require teachers to have significant familiarity with text generation technologies in order to lead students, but most are set up to allow teachers and students to explore together. Regardless of their approach, all of these assignments now speak to the contemporary writing landscape that is currently being shaped by generative AI. Put another way, the assignments in this collection offer initial answers to urgent calls for AI literacy.

We hope this collection offers something for teachers with all levels of comfort with technologies—from teachers seasoned with digital writing technologies to teachers approaching the entire domain with trepidation. To that end, we have made the teaching resources in this collection as accessible as possible. WAC Clearinghouse is publishing the collection as fully open access and all of the assignments are licensed as Creative Commons Attribution-Noncommercial (CC-BY-NC), which means that nonprofit educators are free to adapt and use and share them (with credit to the source) as they see fit. We hope they will!

One requirement of every assignment accepted for this collection was that instructors had taught it at least once. So, all assignments include a description of how students responded along with reflections from the instructors. Short abstracts accompany each assignment and detailed implementations are included. Assignments are organized according to learning goals relevant to writing: rhetorical engagements; AI literacy; ethical considerations; creative

explorations; and professional writing. We hope instructors treat this as a living collection, adapting the assignments to local conditions and new technologies as they evolve.

As context for this collection of assignments, we provide below a brief introduction to past, present, and future attempts to automate writing. This general framework can guide instructors' understanding and their selection of what to emphasize in their courses, especially given the hype that surrounds contemporary generative AI. This collection works alongside many emerging resources for instructors, including panels sponsored by CCCC and by MLA, a working paper authored by a MLA/CCCC joint task force, a recent forum in *Composition Studies,* a WAC Clearinghouse resource curated by Anna Mills, and published research across many academic disciplines, from sociology to rhetoric. Many of the scholars whose assignments appear in this collection also publish on generative AI and other text generation technologies.

It will take all of us to respond to this moment. As editors of this collection, we believe that generative AI is the most influential technology in writing in decades—nothing since the word processor has promised as much impact. And generative AI is moving much faster. Although generative technology for text has been quite good for the last 5 years, it's been less than a year since the watershed release of ChatGPT in November 2022, which by many measures has been one of the fastest growing technologies in the history of humanity. A technology this impactful to education requires collective response and collaboration from teachers. This collection has allowed us to put our heads together with some of the most thoughtful and innovative writing teachers across English studies and beyond. May their ideas invigorate your teaching as much as they have ours.

A Brief History of Automated and Computational Writing

While conversations about text generation with AI sometimes present it as a fully new phenomenon, automated writing has its origins much earlier. In the seventeenth century, mathematician G.W. Leibniz invented a cryptographic cipher machine that "would serve to encipher and decipher letters, and do this with great swiftness and in a manner indecipherable by others" (Rescher). In Swift's *Gulliver's Travels* (1726), a Lagado professor engineered an automated system of writing including young scholar-laborers, blocks of wood, wires and cranks "so that the most ignorant person, at a reasonable charge, and with a little bodily labour, might write books in philosophy, poetry, politics, laws, mathematics, and theology, without the least assistance from genius or study." Automata that ran on complex clockwork mechanisms proliferated in the 18th and 19th centuries, largely as a way for mechanics and clockmakers to show off their technical prowess (Riskin). These automata, powered by the winding of gears, could variously dance, write, draw, breathe, and, in the case of one mechanical duck, defecate.

The automation of writing—a uniquely human activity—accompanied conversations about artificial intelligence, even in the early modern era, long before the term came about. With the invention of the computer in the 20th century, the connections between writing and AI grew tighter, most clearly illustrated in Alan Turing's 1950 article in the philosophy journal, *Mind:* "Computing Machinery and Intelligence." At the time, computers were humans (mostly women), and digital computers were primarily used for complex calculations,

especially in wartime military contexts. Amid the ballistic calculations, Turing speculated on a prompt from his teacher, philosopher Ludwig Wittgenstein: Can machines think? Both men thought it was a ridiculous question—Wittgenstein because he thought machines were nothing like humans and Turing because he wasn't even sure we knew what *humans* thought. But, Turing argued that if a machine could fool a human into thinking it was a human, then it could be said to think. The machine—a computer—would naturally use writing for this deception. Writing, in other words, is thinking—and the automation of writing is machine thinking.

By the early 1950s, computation had advanced to the point where programs could be written to generate text. While awaiting his first assignment at Britain's National Research and Development Corporation in the summer of 1952, British computer scientist Christopher Strachey—a collaborator and friend of Turing who also invented a precursor to the programming language C—created a program that generated campy, over-the-top love letters, all signed by M.U.C., the Manchester University computer. One letter, reproduced below, was later printed in the arts magazine *Encounter* in 1954:

> Honey Dear
> My sympathetic affection beautifully attracts your affectionate enthusiasm. You are my loving adoration: my breathless adoration. My fellow feeling breathlessly hopes for your dear eagerness. My lovesick adoration cherishes your avid ardour.
> Yours wistfully M. U. C. (Campbell-Kelly 25)

Strachey's love letter generator is widely-cited as the first work of electronic literature, a more flexible, fun, and digital version of the mechanical writing automata that preceded it (Rettberg). The emergence of e-literature and the generative creative texts in the decades that followed Strachey's generator established a sensibility of subversion, play, and critique. Even non-computational work by artist groups such as Oulipo were influenced by the combinatorial work done by those working on computers. Following Turing, Strachey and others, a small number of artists and programmers were going against the grain of what computation was generally designed to be used for—things like crunching census data and calculating the trajectory of ammunition in wartime. Instead, they were using computation to generate literature and art.

Early text generation worked with templates or statistical models such as Markov, a model where the next words in a chain are determined by probabilities. Even as computing became more accessible in the 1980s and 90s, text generation was a niche practice: for determined experimental artists or computational linguists huddling together in the AI winter, when funding for such work dropped in response to greater needs in basic literacy programs and defense (NCEE). Natural language processing—including understanding and generation—were both still active research areas with significant implications for transcription, translation, surveillance, and support for people with disabilities. Advances in machine learning, statistical methods, word embeddings, and dramatic increases in available compute plus data from the web all drove text generation technologies through the 2000s until now. In this collection, assignments by Boyd and Egan are particularly helpful in providing students with context for this history of text generation.

The Current State of Text Gen Tech: Large Language Models (LLMs)

While earlier models of text generation leaned on grammatical rules, current models are more speculative—predicting the next word in a sequence based on patterns in its dataset. For text generation, large language models (LLMs) train on massive datasets gleaned primarily from the Web using machine learning techniques; they are then subjected to fine tuning and reinforcement learning through human feedback (RLHF) to hone desired output. Over the last ten years, and particularly since late 2017, these techniques have catapulted the field of generative AI, producing so-called "foundation models" that can generate text, image, video or sound across generalized contexts. Developments have been so dramatic that in technology news, AI podcasts and social media, the story told of generative AI is about our relentless march toward artificial general intelligence (AGI). Amid the distortion from overblown claims—no research field has promised so much and delivered so little as AI—there are real potentials and limits to generative AI. Yet, when the hype is dislodged from reality, these remain extremely difficult technologies to grasp: even AI scientists and engineers do not fully understand them or their implications. Below, we outline briefly how generative AI works for text generation and what variables might shape the future of text generation technologies. AI's dominant role in text generation right now means that soon even engagement with word processing might require a basic understanding of how contemporary LLMs work.

Large language models are called so because they *model* language. That is, they take examples of language and then use certain processes to attempt to reproduce it. We can therefore approach an understanding of LLMs by breaking down the *processes* they use and then the *data* they draw from.

Processes

Contemporary LLMs are built with neural networks, souped-up versions of what Warren McCullogh and Walter Pitts introduced in 1944. McCullogh and Pitts borrowed the concept of a neuron from the human brain, comprised of billions of layers of interconnected tiny processors. The mathematical model of neurons fell out of favor in AI for decades, but has been revived with current "deep learning" techniques, so-called because contemporary artificial neural networks are many, many layers deep with simulated neurons that respond to information signals. Convolutions, backpropagation, and transformers—technologies that have accelerated generative AI since 2017—are all deep learning techniques that add layers of complexity to the neural network and can affect outputs.

The ways that contemporary neural networks recursively feed information back into the models has helped them to produce more coherent text across greater lengths of passages. Early text generation models could only generate short passages before they began to lose earlier details that were needed for coherence. In late 2017, Google researchers published the now famous paper “Attention is All You Need” (Vaswani, et al.), which enabled AI scientists to use transformer models to develop current LLMs. For writing instructors, the relevant detail to know about this advancement is that it effectively enabled language models to retain relevant information and place greater emphasis on earlier parts of the input. This is another way of saying that language models built using transformers could now sustain arguments, narratives, or discussion for thousands of words without "forgetting" crucial ideas from

earlier in the prose. The expanded context window of LLMs is not infinite, however, which is why LLMs that consumers can now access tend to be only capable of writing stories for a few thousand words at a time. Some newer models have larger context windows but for the time being remain difficult to access. Regardless of the specifics of the models, it is also important to note that because the networks are so complex, with so many hidden layers, and because models adjust their parameters based on feedback, even the programmers and engineers who design the models cannot fully trace the path from language input to output.

Data

Large language models are called "large" because of the massive datasets they draw on to model language and the enormous amounts of parameters they have that the model uses to make predictions. AI scientists and engineers draw from large, open datasets such as Common Crawl (petabytes of text scraped from the Web) and websites such as Wikipedia. OpenAI's GPT-3 used CommonCrawl, outbound links from Reddit, Wikipedia, and text from books out of copyright in its dataset (Brown, et al.). (OpenAI has not revealed the data sources for more current versions of GPT, both for what they claim are safety reasons and to retain a competitive edge.) The datasets for contemporary LLMs such as GPT-3 are so large, they are relatively uncurated and unlabeled, although they've been "lightly filtered" (Brown, et al.). This filtering removes some of the most toxic language from a dataset, but the datasets tend to be so large that it has been difficult to clean all unsavory language, and Bender, et. al. also note that the inherent ambiguity of language means that scrubbing certain terms from datasets can preclude the perspectives of marginalized groups. Perhaps more importantly, if a dataset is so large that it can only be read through computational means, then it becomes extremely difficult to account for, or even understand, many of the possible worldviews in the data—although a variety of fields are now hard at work measuring the various kinds of bias embedded in LLMs through various benchmarks (mostly through more computational means). The problem of embedded bias is one of the reasons Bender, et al. have argued that LLMs can be too large. Each of the sources of data for GPT-3, for instance, over-represents men, white people, Western viewpoints and English language patterns. A language model built on that foundation is inevitably going to represent dominant perspectives. Datasets such as "The Pile" have been developed to attend to more diverse uses of language, and LLMs such as BLOOM include large amounts of non-English language training data in order to counter some of these biases.

Recent Evolution of LLMs

Earlier language models needed to be fine-tuned to particular tasks in order to produce text that resembled good human writing—for instance, models that acted as chatbots in customer service. When GPT-3 came on the scene in 2020, it proved remarkably good at "few-shot learning" tasks—that is, it didn't need fine-tuning to a specific instance in order to produce coherent results that hit established NLP (natural language processing) benchmarks for quality. OpenAI achieved impressive results by scaling up both the parameters and the data they used, and they ushered in a new era and excitement about LLMs.

It is important to remember that the task of LLMs is simply to predict the next token given an input; it so happens that if you train them on enough data and enough compute, you begin to see emergent capabilities from the act of token prediction (e.g., the ability of LLMs

to write computer code and simulate reasoning capabilities). But this prediction is also the reason why Emily Bender and colleagues insist that LLMs are tools of natural language *generation* and not natural language *understanding*, even if the performance of some models is so good it feels to the user as if the models understand. But these models don't operate with an understanding of the world, or any "ground truth;" they work statistically. They model language based on associated terms and concepts in their datasets, always predicting the next word (in units called "tokens") from what's represented in their data. This prediction of the next token is also the reason language models can convey false information or "hallucinate". They don't know false from true—only statistical relationships between tokens.

Hallucination has not been the only problem with LLMs. When GPT-3 was released in 2020, researchers used adversarial testing to coax all manner of toxic and dangerous outputs from the model. This became something of a social media game when ChatGPT was released, as users made every attempt to "jailbreak" it in an attempt to get it to say nasty things. Numerous reports and swirling internet rumors suggested LLMs might provide good instructions for making methamphetamine or chemical weapons using ingredients available from Home Depot.

Engineers have developed a number of ways to try to mitigate these issues, including fine tuning, implementing safety guardrails (e.g., from blocking certain terms from being input and certain topics from being output), and reinforcement learning through human feedback (RLHF). In RLHF, humans help to train models by giving them question-answer pairs, rating the model's responses for accuracy and appropriateness, and identifying toxic responses (sometimes in the Global South for very little pay, see Perrigo). These methods have improved safety, eliminated some toxicity (a common joke is that the models have been through the corporate diversity training program), and improved the accuracy of responses. However, they are still not perfectly accurate and, given the philosophical complexity of representing "truth," likely never will be. The current hope of model designers and users seems to be that the accuracy of the models will be improved through add-on technologies and plug-ins (e.g., linking a LLM to a database of curated content to help prevent misinformation).

Developments in LLMs are coming at such a pace that it's difficult to keep up. But we can see a few trends: as machine learning techniques improve, the size of datasets and computation needed appears to be shrinking. Consequently, models with fewer parameters are producing more accurate outputs and the resources needed to run them have been shrinking, although as of this writing, the best models are still resource hogs. This means that we have entered a time of "model proliferation" that will lead to models with different purposes, politics, and values. We may soon see accessible models fine-tuned on personalized datasets (e.g., one's own emails), which might help language models better mimic the voice of the writer instead of producing the general, bland voice that has become relatively identifiable to some teachers of writing. AI plug-ins and apps will extend the capabilities of LLMs and be used in search as well as a host of other writing tasks, as language models begin linking various applications we use on a daily basis through a single interface. And, while many writers have been using ChatGPT as a standalone application, Google and Microsoft have begun embedding language models in their word processing

systems and office software, a feature that will soon be rolled out on massive scales. Our writing environments will inevitably be shaped by these AI integrations, but it's unclear what effects this integration will have on our writing or writing processes. The only thing certain here is change—rapid change.

Despite Big Tech's insistence that these technologies will sweep the world, there are a number of variables that will affect their trajectory as writers decide the extent to which writing with AI is viable. These variables include:

1. Scale and access: Can engineers create language models that achieve decent performance without using extraordinary computing resources? If the technologies remain expensive to use and operate, what does it mean for access? Data at a large scale is impossible to review for accuracy or bias. As Bender, et al. ask: Can language models be too big?
2. Security and privacy: To what extent do language models leave users vulnerable to breaches of personal information, either in using the models or in having their data as part of the training set for the models? What security is possible in locally-run instances of language models?
3. Legality: Who will be liable for the harms created by the output of generative AI? Is it fair use for generative AI to mimic the styles of living authors and artists? How will copyright case law develop?
4. Implementation and user experience: How seamlessly will AI writing applications be integrated into now-standard technologies such as word processors and email clients? To what degree will writers or educators be able to decide on the level of integration or visibility of use for these language models?
5. Fact and ground truth: What methods will be developed to decrease inaccuracies (such as "hallucinations" of scholarly references or historical facts) in language models? Can reinforcement learning or connections to established databases prevent language models from their tendency to produce incorrect information?
6. Complementary technologies: What will language models be capable of when other applications become bolted onto them? To what degree will AI language models shape our digital discourse?
7. Abuse by malicious actors: Will the benefits of generative AI outweigh the potential harms they can create such as supporting disinformation campaigns?
8. Identification and disclosure: Software for detecting AI generated text has not proven to be particularly effective. A variety of solutions have been proposed, but for the time being it seems to be a cat and mouse game that seems to be initiating a crisis of social trust related to certain kinds of writing.
9. Social stigma: Upon its arrival, ChatGPT received intense press coverage that framed it as a cheating technology for students. To what extent will collective impressions of the technology shape its trajectory?
10. Style and language bias: Language models write with "standard" grammar in languages that are well-represented in the dataset, such as English. Given significant bias against "accented" writing in educational and professional contexts, how will language models affect writers' or readers' perceptions of "accent" in writing?
11. Lesser-known or minoritized languages: How will languages and discourse with little or minoritized representation in the training data be reflected in language models?

Will smaller language models be tailored for use by these discourse or language communities? Will supervised learning or synthetic data supplement training to enhance representation? To what degree can or will minoritized discourse communities embrace language models?

While generative AI with language models is the overwhelming force and background in the contemporary writing scene as well as this collection, it is not the whole picture. The spirit of early creative computational writing, for example, is still very much alive both apart from and inclusive of uses of LLMs. Creative uses of computation have evolved alongside the technologies themselves. A wide variety of tools exist to make creative text generation accessible in a pedagogical context. Educators in this collection employ user-friendly tools and libraries like Tracery, RiTA.js, and Markovify to both teach about text generation technologies, and about creative constraint, as it predates and contextualizes AI text generation.

Shaping Writing's Futures

Regardless of the power of new language models, nothing happens in the writer's life without implementation. And implementation is often a messy process. Implementation is when we learn whether or not tools are useful to us, when we adjust to new and clunky interfaces, and when we suss out exactly how hollow or flush the promises of big tech's marketing language is. Implementation is also an obfuscatory process. The environmental impact of AI, the potential for it to induce extensive job loss, the potential for it to remove thought and care from human work, will not be altogether apparent to the average user of a Google doc who clicks a "Help me write" button and has the tone of their paragraph changed. To the first generation of AI users, it might feel like magic. To the second generation, it might feel ordinary.

For many writers, the near future will be an experiment in implementation. Like literacy practices themselves, the implementation of new writing tools will be highly sensitive to context as writers assess their needs, and their organizations' needs, to automate rhetorical practices against the backdrop of questions about data security, privacy, resources, and goals. Writing instructors and higher education as a whole will also be working to determine how implementation will happen in our lives and in the lives of our students. If there is one benefit to the otherwise harrowing "AI arms race," it is that many of these tools have already come online undercooked and with a clunky or creepy user experience that might stall their adoption. A potential delay in widespread use could buy us some time to learn more about them, understand them, and generate research about how they are used.

Potential Paths

Even if the variables above restrict the spread of AI, it will be widespread enough that writing teachers need to prepare. We've seen the hazy outlines of four responses begin to emerge:

1. Prohibition: We are skeptical that this will be a viable model. In the near future, any writing done in a word processor will likely be difficult to do without some AI intervention, whether tacit or explicit. Moreover, we are not convinced by any current research that accurate labeling of AI generated prose—which is currently

unreliable—will ever be available. A student "honor code" could sidestep the labeling challenge in a prohibition path, but only if students understand when AI intervenes in their prose. As of this writing, Grammarly has integrated a LLM into its interface; Google has a "Help me write" feature that obscures that it's an LLM, and Microsoft is on track to implement a similar feature in Word. Big Tech plans to integrate AI into its next generation search technologies, and complete prohibition might very well lead to an eventual de-skilling of students, something Antonio Byrd has recognized in a recent forum on AI and Writing in *Composition Studies*. While turning back time before generative AI is not an option, some restrictions on students using LLMs may be beneficial. Well-crafted assignments can create conditions in which students might receive only minimal advantage from engagement with AI.

2. Leaning In: Some professors have advocated that generative AI is the future of writing and that we should be leaning into the use of language models, having them assist with most if not all stages of the writing process. This might be where we all wind up, but it is crucial to note that an uncritical stance that accepts the discourse of inevitability is unlikely to empower students or educators, and the open issues we mention above can disrupt any full embrace of language models. Yet treating AI as a collaborator—such as some assignments in this collection advocate—can equip students to prepare and even shape a future with AI writing.
3. Critical exploration: Students can probe the limits of the technology while learning how to use it. This is the direction we believe to be the most beneficial to our students and which is implied by many of the assignments in this collection that require LLM use. These assignments ask students to flush out data bias, rhetorically examine the output of LLMs, compare their writing to the writing of language models, and discover the limits of the technology.
4. A chaotic blending of all the options: This is the current scenario, and the most likely path of the near future. Institutions of higher education are not homogenous, and many of them are pedagogically conservative. We also don't know what the uptake of generative AI will be in secondary schools and the workplace, i.e., two forces that sandwich higher education and shape our teaching-scape in subtle ways. If these technologies continue to spread, and if they experience rapid uptake, it is clear that we face a serious challenge: We have a narrow path to travel as we try to augment student learning without displacing it.

Writing Teachers Are Invested in Writing

While we consider these paths forward, writing instructors must confront our own investments and biases in this future of AI and writing. One variable that obscures the future of writing for us is our affinity for writing. Even if we find it difficult at times and drudgery at others, writers and readers connected to this collection appreciate acts of writing and have their livelihoods bound to it. We collectively believe writing is a form of thinking, learning, and communicating. We believe students should write to empower themselves and to prepare themselves to be ethical citizens.

Not everyone has such investment in writing, of course. Most people who write do so with limited time, skill, or interest. Writing is stressful and is often done under duress, in high-pressure educational and workplace settings. Automation often promises to deliver us from

drudgery and disadvantage and yet rarely delivers. But perhaps automating some aspects of writing will free some writers to choose other forms of expression more inspiring to or effective for them.

We need to be mindful of our investment in writing as we try to determine which parts of the writing process we might yield to AI—and to what extent we have a choice in the matter. Which parts of the writing process can we cede to AI while retaining what we value about writing? We will soon learn if it is tenable to allow students to use AI for some parts of the writing process (e.g., brainstorming and grammar/style checkers) but not for others (e.g., text generation). We may want to embed constraints in our assignments so as not to offload too much of students' cognitive work to AI. The open question is whether or not these constraints will be possible as AI language models are increasingly integrated into standard writing workflows, or whether students, employers, readers or writers will care about the human or AI origin of prose.

AI and Economies of Authorship

Research into professional writing has shown the kinds of writing in workplace and civic contexts and the kinds of inquiry-based writing in higher education are at odds with each other. This includes issues of length (short form versus sustained argumentation), intellectual property and citation conventions, collaboration and individual learning, and a host of other issues. To some extent, we have a gap in values and practices between writing in higher education and writing in workplace/civic/personal spheres. Many of us value that gap, but we also observe that it can devalue our work in higher education, as we are accused of not preparing students for the writing they will "actually" do. We need to address the question of whether these tools open a much wider rift between the writing we do in higher education and writing in the wider world. Writing outside the university is often transactional. While McKee and Porter (2020) rightly point out that AI writing hides or ignores the social and rhetorical contexts of writing to favor an information-transmission model of communication, many writing contexts *are* satisfied well enough with this stripped-down model of communication. Will a potential misalignment between writing inside and outside of higher ed further devalue the writing for critical inquiry that we assign and practice?

The European Network for Academic Integrity (ENAI) recently published guidelines on the ethical use of AI that show how vexing some of these issues will become (Foltynek, et al.). The document focuses on education for students and faculty. The guidelines focus on authorization and acknowledgment. Following the lead of a number of major journals (e.g., *Nature* and *Science*, see Thorp), the guidelines state that AI cannot be an author, and that "all persons, sources, and tools that influence the idea or generate the content should be properly acknowledged" (2), which includes documenting "input" to the tool, or prompts (3). The guidelines also state that "appropriate use of services, sources, and tools that only influence the form is generally acceptable (e.g., proofreaders, proofreading tools, spelling checkers, thesaurus)" (3). Crucially, these guidelines state that AI cannot be an author because only humans can take responsibility for writing.

This position of the ENAI reflects a growing consensus within academic research and teaching about AI collaboration: it's a tool, not an author. And to some extent, these

recommendations are simply an extension of the status quo. To preserve the integrity of authorship and academic economies of citation and prestige, disciplines have developed specific and nuanced protocols for acknowledging influence: help from mentors, peer reviewers and editors may go in an endnote or an acknowledgements page, intellectual and research precursors will go in a citation system, and some labor remains invisible. Some disciplines have a history of citing constitutive instrumentation—especially in science. No author writes alone, and technological tools have always been part of the entangled materialities that shape writing (Baron). The extent to which AI is constitutive to writing—or acknowledged as such—will depend on disciplinary conventions, individual writing processes, and specific implementations of the technology.

Finally, we want to call attention to discrepancies in theories and practices of authorship between academic and professional spaces because we see AI potentially heightening the tension between them. In the last decades, we've seen academic theories of authorship that have concentrated on influence, remix, materialism, and the messiness of human writing experience. These theories have not always aligned well with the neater and more artificial economies of authorship in higher education (e.g., the preservation and veneration of individual authorship) that we use to measure professional advancement. In addition to that discrepancy, for the sake of education we have not structured economies of student authorship in the same ways as economies of professional authorship. Professional academic authors work in ways that do not always square with academic honesty policies for undergraduates: professional writers have access to proofreaders and editors; they outsource intellectual processes to research assistants or support staff; and they sometimes publish in teams of dozens. Some of the artificiality in student authorship practices is warranted as it provides a practice ground for burgeoning writers. And now undergraduates will have access to a variety of assistive technologies that mimic work that we often outsource (e.g., copyediting), and we see the potential for AI to be integrated into every step of the writing process. Will higher education be able to discipline AI to bring it into alignment with academic economies of authorship? Or, as writers adapt to working with large language models, will AI destabilize the detente between academic and professional economies of authorship and expose the artificiality of writing practices in the academy?

What This Collection Does

The answers to many of these open questions will take years to understand, but writing teachers are poised to help steer the discourse and paths of generative AI technology. This collection serves to orient writing teachers in that essential work. This section will explain how the assignments have been grouped, but before we outline each theme, we would like to say a bit about student privacy and data collection, as a number of assignments ask students to employ commercial language models, which require them to register for a Gmail account, a Microsoft account, or an OpenAI account. We've already seen a number of corporations ban employees from using language models for fear that employees will divulge proprietary information. Until technology companies producing the models offer much more stringent protections, industries such as finance, higher education, and medical will not be able to use them in any large measure. Thus we expect that in the next few years (if not months), Microsoft and Google will introduce models with greater privacy protections built into them for organizations. That said, we are temporarily in a state where access to models requires

one of three things: 1) registration with commercial companies that often requires divulging personal information (such as a phone number) and then further divulging information through prompting (best practices for the protection of student privacy would frown at this); 2) installing an open source language model on a private or institutional server and providing students with access, a step that requires a bit more technical know-how; 3) using what is likely a smaller model hosted and accessible for free on a site like Hugging Face.

If you are bound by law or personal ethics to protect student privacy at all costs, you may need to help students use an open source version or wait until technology companies implement organization solutions. For those instructors who do not mind asking students to experiment with commercial applications, we should note that most can do this without divulging much new personal information (e.g., if they already have a Google account they can use Bard). If students do express privacy concerns, instructors can work with them to offer a number of privacy protection strategies. Depending on the model, it might be possible for students to register with burner accounts (always a good idea with social media experiments in the classroom) and employ data pollution strategies to frustrate surveillance capitalism's attempt to invade their privacy. We should also note that there have been a number of applications that will allow students to connect to ChatGPT anonymously and without signing in. These applications come and go and any we recommend may be defunct by the time of publication, but they sometimes require registering for another commercial service (e.g., Telegram or Discord). We trust students and instructors to work together and we recommend that instructors provide alternate assignments if a student objects to using a commercial application.

Turning to the assignments, we have grouped the assignments into five categories to provide instructors with an orientation to the collection and themes that will likely emerge as they begin integrating computational writing activities into their classrooms. The categories are: rhetorical engagements, AI literacy, ethical considerations, creative explorations, and professional writing. Most of the assignments tend to be user friendly and require minimal technology competencies. A few require both students and the instructor to have more prior knowledge and technical competencies.

The assignments we have grouped under **rhetorical engagements** ask students to consider how computational machines have already and will become enmeshed in communicative acts and how we work with them to produce symbolic meaning. Many of these assignments have comparative dimensions and/or ask students to analyze and work with the output of large language models. Aryal asks students to chat with a chatbot on a subject they're familiar with to analyze its "thinking" patterns, and Pardo-Guerra has students revise and annotate an AI-generated passage to consider how it excels and fails in its consideration of course concepts. Byrd's assignment recognizes the current limitations of LLMs as text generators and has students experiment with automating processes of revision, while Booten's work with prompt engineering provides students with the opportunity to develop "synthetic metacognition" via "iterating and tinkering with the instructions that guides the output of the LLM." These assignments help students build out the new rhetorical competencies enabled by LLMs and also the possibility of using them to enhance more traditional literacies.

The **AI literacy** grouping helps students to develop a crucial suite of critical thinking skills needed to work with emerging technologies: functional awareness, skepticism about claims, and critical evaluation of outputs. In a preliminary report on how language models might influence the labor market, researchers from OpenAI concluded that "critical thinking skills show a negative correlation with exposure [to automation], while programming and writing skills are positively associated with LLM exposure" (3). In other words, LLMs can automate writing tasks but not critical thinking tasks, a message that is not always clear in the over-hyped language now circulating. LLMs produce text, but without a user to prompt them with the right questions, and without a user to assess their output, they are deceptively worthless. Critical thinking matters more than ever, and sometimes this means peeking under the hood of the machines.

Assignments from this group tend to focus on concepts that will help students understand how the machines work. Some of them require instructors to have some technical skills or familiarity with concepts from natural language processing. They all support instructors learning AI literacy alongside students. Egan asks students to produce a Markov Chain to learn more about how probabilistic text generators work. Goodman takes students through the process of training a LLM and has them view its processes through a neuroqueer framework. Beshero-Bondar's assignment introduces students to some fundamental concepts of natural language processing with an emphasis on key concepts in word embeddings.

In the **ethical considerations** category, assignments are split between two primary foci—the first engages students in the institutional ethics of using LLMs in undergraduate classrooms and the second attends to the ethical implications of LLMs and their outputs. In this first focus area, Fyfe takes a playful approach to serious questions of academic integrity, asking students to write a term paper using a LLM with the express purpose of fooling their instructor in a "Term Paper Turing Test." Watkins emphasizes the production of an AI Standards of Conduct Framework with his students, creating clear ethical boundaries around LLM use in first-year writing courses. Relatedly, Frazier and Henley discuss how they adapted a pre-LLM assignment for a post-LLM world with an eye towards academic integrity, providing a model for other instructors looking to do the same. In the second focus area, the attention turns to the ethical implications of the general use of these tools. The opacity of the production, training, and outputs of LLM-driven software are among their biggest shortcomings (if not *the* primary shortcoming), prompting a necessary engagement with each of these opaque processes. Writers working with these systems should think carefully about what they are enabling in using these tools. Jimenez asks students to look at their own social and cultural identities as they are represented (or not) in the outputs of LLMs, with an eye towards these systems' tendencies to reproduce biases in response to prompt design. Whalen positions his creative assignment as a thoughtful rejection of LLMs for reasons of opacity, opting instead for a text generation assignment that is minimalist and fully transparent in its operations. The assignment also opens up ethical questions about why and why not to use different types of text generation technologies.

Creative explorations play around the edges of text generation technologies, asking students to consider the technical, ethical, and creative opportunities as well as limitations of using these technologies to create art and literature. Many of these assignments look beyond our contemporary scene of LLM text generation and lend valuable context to our current moment, drawing from earlier technologies or historicizing connections. Emphasizing the constraints of LLMs, Luman draws an explicit connection between prompt engineering and the literary work of the Ouvroir de littérature potentielle ("Oulipo") to articulate the need for precision in human writing, specifically in our role as instructors for the machine. Wu locates text generation in a larger tradition of found art and writing, asking students to create with found materials first using analog processes, then using the RiTa.js Markov library. Calhoun proposes a connection between Hoodoo as a Black Southern American spiritual practice and AI writing platforms, asking students to make conjuring toolkits and compare their own poetic spells with those generated by ChatGPT. In his "Curveship-js" assignment, Montfort uses a JavaScript framework to interrogate narrative discourse and variation. Easter and Sample both examine different creative genres with their text generation assignments; Easter asks students to use text and image AI software to generate a children's book; Sample prompts students to engage with creative combinatory writing using Tracery to make substantive social critiques through their combinatory poetry.

Finally, the section on **professional writing** presents assignments that enable students to understand how computational writing technologies might be integrated into workplace contexts. Unlike academic discourse, professional writing is not grounded in an ethos of truth-seeking and critical inquiry; it tends to be grounded in an ethos of efficacy as well as constraints of legality and workplace ethics. The pivot to orient around technologies of automation could be more aggressive and the ground more fertile for uptake of AI, but this will also hinge on variables such as legal compliance, security concerns, and accuracy. Many professional writers hope to complete their own tasks as rapidly and efficiently as possible while retaining quality standards. If they can produce a document of similar quality with AI and it drops time to completion, they will most likely adopt the technology, if allowed. But if quality is inconsistent, or if AI output requires more human intervention than human-generated text, or if a stigma around AI-generated text degrades its value, or if search engines can detect and downgrade AI-generated text, then professional writers may think twice or even be disallowed from adopted the technology.

However, instructors of professional writing still have openings for critical and ethical intervention as we prepare students to be effective communicators in the world of work and the civic sphere, especially as students begin adopting new writing technologies. Among this group, Eyman asks students to research and evaluate a range of text analysis and summarization tools to determine how capable the tools are at summarizing technical documents. McKee explores the use of AI in an assignment that asks students to make medical journal findings intelligible for lay audiences. Ranade helps students understand the tools AI provides in an assignment designed for a course on technical editing. Laquintano pits students against AI in an assignment to lower the reading level of a document, and students learn what's lost in translation as well as what's challenging about this common professional writing practice. Crider's assignment asks students to write then evaluate their peers' writing as AI text detectors, but with a twist. Ding helps students hone prompt

engineering skills while they summarize, synthesize, and edit AI writing alongside doing their own research. Taken together, the assignments in this grouping provide an opening to help students respond to the trend toward seamless interaction between human and AI assistance in workplace writing.

Conclusion

On the whole, the collection demonstrates that instructors (and we are including ourselves) and students have much to learn and (re)learn if indeed we are on the brink of a paradigm shift of how writing gets produced. We need to be aware, though, that as of yet we have few best practices established and few data driven studies about how writers will implement these tools in their processes. The timeline for corporations releasing models is on a far faster scale than that of university policies, courses, and training—especially with little funding or energy to support such studies or retooling in the wake of the Covid-19 pandemic. Yet AI safety and response is now our concern as educators.

In his media blitz of the last year, Sam Altman, CEO of OpenAI and current mouthpiece for LLM advocacy, has spoken at length about the future of AI safety, including the need for government regulation and oversight. But his (real? feigned? misguided?) advocacy about AI safety was preceded by many AI researchers who have alerted us to the dangers of large language models and generative AI. Emily Bender, Timnit Gebru, Margaret Mitchell and Angelina McMillan-Major pointed out the problems with oversized models. Janelle Shane has used humor and the uncanny to lightheartedly critique the failings of generative AI. Meredith Broussard points to failings and limitations in AI's models of the world. Altman and other corporate leaders have repeatedly hyped their own products to argue that their impressive power demands collective decisions on safety parameters for AI alignment (i.e., the extent to which AI aligns with human values). We can read his message with cynicism ("let's all look at how great OpenAI is!"), and we can note that his interviews and congressional testimony suggest that he seems dangerously naive about how social change happens and the extent to which AI has already been weaponized against vulnerable populations, and we can be aware of how the foundational work on AI safety and ethics by AI researchers (many of them women) have been brushed aside for a narrative that promotes existential risk as our main concern (Troy).

Despite the complexities behind the motivations of corporations who are developing this technology and the differences in opinions among AI researchers, we believe that these tools are likely to be adopted rapidly in certain sectors of the writing economy in the coming months and years, and fostering student understanding of them is important. This instructional experimentation will collectively put us in a much better position to determine, to the extent that we are able, how these tools should be adopted, and how we might resist them when necessary.

Acknowledgements

Thank you to the staff at the WAC Clearinghouse, especially Lindsey Harding, who has championed and shepherded and edited this collection. We appreciate the incredible dedication and ingenuity of the teacher-authors in this collection. Thank you to the anonymous reviewers who diligently read and offered comments on the introduction and the

assignments. We also appreciate the educators out there who are working overtime to learn about technological tools as they influence the teaching of writing (some of you by reading this collection!)—despite underfunding, the Covid-19 epidemic, and now highly accessible generative AI. You made this collection possible. A backhanded thank you to OpenAI for releasing ChatGPT and instigating an AI arms race with little understanding of how LLMs will be exploited by malicious actors or weaponized against the poor. Keep on believing in that future of techno utopianism! You made this collection necessary.

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Front Matter

Read the collection's CFP and meet the editors.

AI Literacy

The AI literacy grouping helps students to develop a crucial suite of critical thinking skills needed to work with emerging technologies: functional awareness, skepticism about claims, and critical evaluation of outputs.

Creative Explorations

Creative explorations play around the edges of text generation technologies, asking students to consider the technical, ethical, and creative opportunities as well as limitations of using these technologies to create art and literature. Many of these assignments look beyond our contemporary scene of LLM text generation and lend valuable context to our current moment, drawing from earlier technologies or historicizing connections.

Ethical Considerations

In the ethical considerations category, assignments are split between two primary foci—the first engages students in the institutional ethics of using LLMs in undergraduate classrooms and the second attends to the ethical implications of LLMs and their outputs.

Professional Writing

This section presents assignments that enable students to understand how computational writing technologies might be integrated into workplace contexts. Unlike academic discourse, professional writing is not grounded in an ethos of truth-seeking and critical inquiry; it tends to be grounded in an ethos of efficacy as well as constraints of legality and workplace ethics.

Rhetorical Engagements

These assignments ask students to consider how computational machines have already and will become enmeshed in communicative acts and how we work with them to produce symbolic meaning.

REFLECTIONS ON A VIDEO ON "BELGIN ELMAS ILE EĞITIMIN RENKLI DÜNYASI" ON YOUTUBE CEREN KESGIN*

9 June 2023

By Prof. Dr. Aydan Ersöz

*Ceren Kesgin is an ELT student at TED University and wrote the following report as a task for a department course. She agreed to give permission to us to print it.

"People have a terrible resistance to innovation and change."
Prof. Dr. Aydan Ersöz

Prof. Dr. Aydan Ersöz was the guest of the "Belgin Elmas ile Eğitimin Renkli Dünyası" youtube channel hosted by Prof. Dr. Belgin Elmas. Prof. Dr. Aydan Ersöz, originally a linguist, is a very valuable professor who has made a name in the field of English language and education today. At the very beginning of the video, Ersöz emphasizes how much people resist change. Isn't it so true? Pointing out how effective teachers are by giving examples from her own education life, Ersöz is actually calling for change.

She talks about her experiences in which she stated that the stereotypical methods used by teachers and teacher candidates can be pedagogically inappropriate and that it is sensitive to provide education without forgetting that younger students are still "children". With a perspective that will enable us to realize that the use of various activities and materials we learn in educational sciences department courses is critical, the responsibility of having the power to make children want to learn English is revealed. From here, we can understand that the main character of the story is teachers for students who have reached their goal in English learning as well as for students who have not reached their goal. When I consider my own language education life, I understand better that the reason why I love English and even today if I am a teacher candidate as an English language teaching department student is because of my English teacher, whom I love very much and even fall in love with.

On the other hand, I know many people who are still afraid to learn English. Although it does not include private schools, I believe that the English language education system applied in public schools today created these people who are afraid of learning English with their own hands. Unfortunately, few people will be interested in memorizing-based language teaching focused solely on the grammar teaching method. My only suggestion to teachers who expect students to get high grades in the exams is to do what they love and leave the teaching profession! If, as a public school student, I could do it by learning English with pleasure, as I mentioned above, the only responsible for this is not the education system, but also the teachers.

It is impossible not to be conscious in this interview with Prof. Dr. Aydan Ersöz. I would like to thank Prof. Dr. Belgin Elmas for bringing us together with Aydan Hoca, one of the valuable professors of the field. I recommend this video, which teachers and teacher candidates can watch with the taste of Netflix mini-series, to anyone who is interested.

REFLECTIONS ON THE ONLINE PANEL DISCUSSION ON THE INTERNATIONAL TEACHERS' CHAT ROOM ON FACEBOOK

29 June 2023

By Prof. Dr. Aydan Ersöz

Upon invitation, I joined the online panel discussion titled "How often do you reflect on your own teaching?". The panel was on the International Teachers' Chat Room, Facebook on 29 June 2023.

The other panelists were Liliana Malacrida, Patricia Arbona, and Ioria di Landri. We first talked about what we understand from the term "reflective teaching". Then we all expressed our thoughts on the importance of reflective teaching. Finally, we discussed why a great number of teachers do not know anything about it or avoid it even if they have learned about it.

In order to increase the quality of the education system, authorities can improve the curriculum and the assessment system, choose excellent books, create safe and nice schools. However, without well-qualified, caring, and committed teachers, none of these will work. Professional development for teachers can be defined as an ongoing learning process (in the form of a series of activities) in which teachers engage voluntarily to grow. It is a continuous search for opportunities to learn how to better their teaching and improve their practice.

One way of developing ourselves professionally is reflective teaching. Reflective teaching means looking at what we do in the classroom, thinking about why we do it, and thinking about if it works - a process of self-observation and self-evaluation.

By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we can identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Reflective teaching involves critical reflection. Critical reflection is not limited to teaching techniques but includes our attitudes, beliefs, behaviors, and perceptions. Self-inquiry and self-discovery (not external agenda) are extremely effective in changing our attitudes, beliefs, behaviors, and perceptions. Teacher change and development require an awareness of the need to change.

Critical reflection enables us to take more responsibility for our actions. Reflection develops consciousness which is more important than experience for teacher development. Most of the time, when teaching, we are guided largely by impulse, intuition, or routine. When we reflect on our practice, we should be able to think on a different level. If impulse, intuition, and routine control our self-observation, we cannot critically question what we have done and why we have done it, what alternatives are available, and what limitations there are.

The process of self-observation and self-inquiry requires turning on the light in our heart and mind. Self-observation is all about developing an outsider in our mind. This outsider simply observes us objectively. This outsider is not conceited. S/he doesn't have any ego issues.

Good teachers create ongoing and regular opportunities to learn from each other and improve their language skills. They know that ongoing professional development keeps them up to date. They try their best for quality teaching.

As R. Verdi stated "Good teachers are those who know how little they know. Bad teachers are those who think they know more than they don't know."

Traditional Ways vs Modern Ways of Teaching Language

by
Prof. Dr. Aydan Ersöz

According to Britannica, human language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. No matter how many sources we check, we will always get the same or similar definition. Language is the most important means of communication. Yes, it is true that language is a structured system of communication that consists of grammar, vocabulary, and sound combinations. However, no one uses these in isolation. People do NOT communicate with each other for the sake of using grammar; they use grammar to communicate. Hence, grammar is NOT the master but the servant. They have a message and a purpose in their mind and that's why they produce language.

All main language skills (reading, listening, speaking, and writing) and sub-skills (grammar, vocabulary, pronunciation, etc.) exist to serve communication. We also employ non-verbal and suprasegmental features to communicate. Sometimes, just one look or a smile or a hand gesture is enough to express the message. All these aspects are like stitches in knitting. They stand together to form a pattern in a whole. They are tightly interwoven. If we miss one stitch, the pattern is destroyed.

Rebecca Oxford stated that when we use a segregated approach (also known as a language-based approach), *"the language itself [becomes] the focus of instruction (language for language's sake) … the emphasis is not on learning for authentic communication"* (Oxford, Rebecca. (2001). Integrated Skills in the ESL/EFL Classroom. ERIC Digest, Number: ED456670; Oxford, Rebecca. (2008). Hero with a thousand faces: Learner autonomy, learning strategies and learning tactics in independent language learning. In Hurd, S.& Lewis,T. (eds) Language learning strategies in independent settings. Cromwell Press Ltd.)

When we teach language integratedly on the other hand, we teach all main skills (listening, reading, speaking, and writing), and associated skills (syntax, vocabulary, spelling, and pronunciation) function together for effective and successful communication. Learners are exposed to the authentic (or sometimes semi-authentic) language and challenged to interact naturally in the language.

Oxford stated that integrating language skills promotes the learning of real content, not just the dissection of language forms. It can be highly motivating to students of all ages and backgrounds.

Some commonly known and used integrated approaches are:
Procedural/task-based approach
Topical (theme-based or topic-based), and
Content-based (recently re-named as CLIL: Content and Language Integrated Learning) approach.

Teaching language integratedly makes the old PPP technique unfashionable and outdated. PPP is the technique of *presenting* the language, *practicing* it in a controlled way, and then giving students the chance to use it in a free communication *production* activity. (https://www.tefl.net/elt/articles/teacher-technique/why-ppp-is-unfashionable/)

David Evans
stated that PPP cannot be defended on a theoretical basis, for it does not seem to have one. It never had a philosophical underpinning. The defenders of the PPP model are those who are for the teaching of grammar explicitly in a segregated manner. (Evans, D. (1999). https://www.birmingham.ac.uk/essays/evanssla)

Evans explained PPP as follows:
The standard class consists of presentation, practice, and production. Typically, a teacher selects a target or 'language item' from a preordained syllabus and explains it deductively to the student. The teacher lectures and explains; students listen to learn.

The practice stage is typically divided into two sections, controlled and more meaningful. In controlled practice the student is involved in mechanical production, simply repeating the target, without needing to think about when or where or how to use it. In more meaningful practice, the student decides how the target is used and may be required to manipulate the form.

The production stage is when the student must decide if and when to use the structure that has been 'learned'. Supposedly, at this stage, the student can communicate which has never been the case.

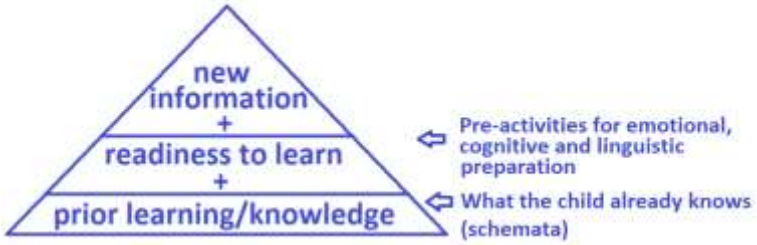
The traditional ways of teaching language do not work very well. However, it is very hard to get rid of an entrenched habit and a long-time tradition, one that is accepted by both the student and the teacher. We need a new path to lead us to a new dimension. Let's have a look at a more modern instructional model which is known as the 5E or 7E model.

Adopting a constructivist viewpoint here based on Lev Vygostky, Jean Piaget, and even John Dewey's theories, I believe that when as humans we encounter something new, we have to reconcile it with our previous knowledge and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant.

Constructivism asserts that humans can CONSTRUCT new learning on already existing knowledge and/or experience. The deeper the foundation of the building (schemata: our previous knowledge and experience) is, the stronger the building (new information) will be.

Constructivism explains the construction of new understanding as a combination of

Vygotsky developed the concept, 'zone of proximal development', which describes the gap between what a learner can do alone and what he is able to achieve with help and guidance. Hence, scaffolding (guidance by the teacher) is vital. This guidance is necessary to activate the schemata (help learners recall what they already know about something), and to help them feel ready to learn using preparatory activities.

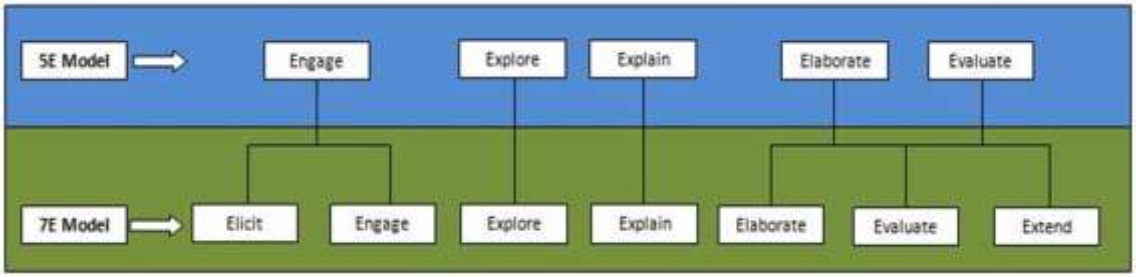


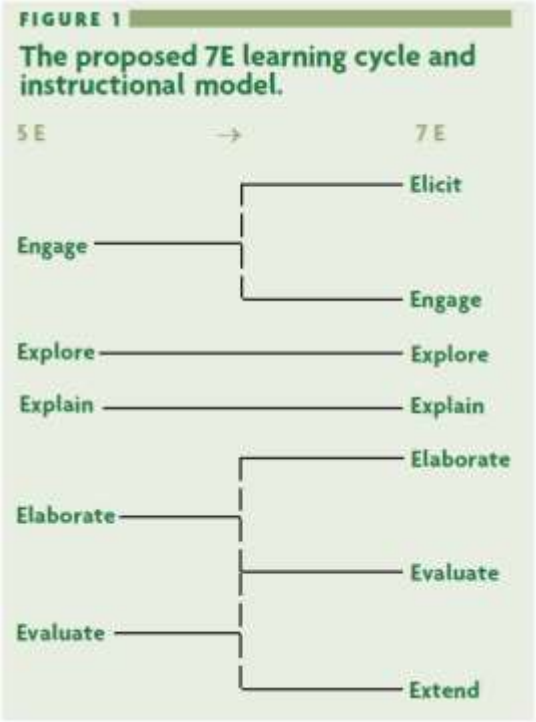
Overall principles in a constructivist classroom can be listed as:

1) Learning is an active process.
2) Learning is a personal interpretation of the world; and knowledge is constructed from (and shaped by) experience.
3 Teaching should be systematic, but learning can be fuzzy.
4) Learning is a social activity; hence, learners learn best when they cooperate and collaborate.
5) Learner autonomy is crucial.
6) The focus is on learning rather than teaching.
7) The focus is on the learner rather than the teacher.
8) Learning involves analysis, synthesis, and evaluation of the concepts.
9) Learning is enhanced by challenge and inhibited by threat.
10) Learning will occur as long as the brain is not prohibited by discouraging, ignoring, or punishing.
11) Content should be presented holistically –not in separate smaller parts.
12) Learning can take place only using authentic tasks, experiences, settings, and assessments.
13) Problem-solving and understanding are key concepts in learning.
14) Motivation is the key to learning so we should encourage
    - learner inquiry;
    - learner curiosity;
    - learner initiative.
15) Learning takes time. It requires reflection and maturing. It is a long and slow process. It is a long journey with lots of barriers on the way but the aimed destination at the end.

The 5E (or 7E) model has not been designed specifically for language teaching. Hence, we need to implement it in our setting to create a constructivist language classroom.

The figures below display what these "e"s stand for, and how are similar. 7E model is the modified form of the original 5E model.





In order to ***engage*** students, we can use pre-activities or warm-up activities. Our aim is to

- grab the learners' attention, and get them into the mood, set the necessary atmosphere for learning;
- help them recall what they already know about the topic (to activate their schemata); remember their previous experiences;
- prepare them linguistically, cognitively, and mentally (emotionally) for the main learning aim – scaffolding.

In order to help students ***explore***, we can use while activities. Learners have the opportunity to get directly involved with phenomena and materials. The teacher acts as a facilitator, providing materials and guiding the students' focus by giving them reasons to perform a language task.

The next step is ***explain/elicit.*** We should not let the title mislead us. This explanation comes from the students with the help of the teacher. At this stage, learners begin to put the abstract experience into a concrete form. They explain (or the teacher elicits) first «the use»

(function and meaning) and then «usage» (form) of a certain language focus. This is done as a part of while activities using the text and/or context by the 'guided discovery' technique.

In other words, students induce the meaning and rules from exposure to the language in use. They discover rules and how they are applied by looking at examples in context. The teacher asks questions to elicit this information. If the teacher feels that learners have difficulty understanding, they may contribute to the learning process by helping them to explain by asking further questions. Hence, teachers function as a guide as they show the right "direction". They offer counselling. Furthermore, they offer cognitive support (make suggestions; give advice; challenge creativity; encourage independent thinking).

Then learners ***expand (or elaborate)*** on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them. This can be done with the help of post-activities. A post-activity can become a pre-activity for a coming task as long as there is a smooth transition.

Although ***evaluation*** looks like the last step in this model, it is in fact an ongoing process that starts the moment the lesson begins. This ongoing diagnostic process allows the teacher to determine if the learner has attained an understanding of concepts and knowledge. Observation is a big part of this process. Evaluation and assessment can occur at all points along the continuum of the instructional process. The learner is also encouraged to evaluate themselves.

It is obvious that this model keeps the learners active in the learning process. The teacher helps the learners take control and responsibility for their own learning, both in terms of what they learn and how they learn it.

If you want to get more information on the contrasts between traditional and constructivist classrooms, please visit
http://eflmethodologyvallecentral.blogspot.com.tr/2012/10/constructivism-holistic-approach-to.html

SOME THINGS TO THINK ABOUT

In this issue of our newsletter, you will find articles on new words in English and words that mean 'brief'.

https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/new-words-english

New words in English
Paul Kaye, British Council, Syria

New words enter the English language all the time - the exact number is uncertain but there are thousands appearing every year. The focus of this article and the accompanying lesson plan will be on how we make new words. If we know this, then we can find ways of giving our learners strategies to help them cope with language that is new to them.

- The ability to grow
- Borrowing
- Affixation
- Coinage
- Onomatopoeia and reduplicatives
- Acronyms
- Clipping
- Blending
- Conclusion

The ability to grow
There are various factors behind the ability of English to grow at such a significant rate:

- Words, however they are created, can become part of the language very easily. They only need to be used by enough speakers. This may be an unfamiliar concept for some learners, as other languages have systems which are more controlled.
- Native speakers enjoy playing with the language and actively invent new vocabulary.
- English is a common language in many specialised areas such as science, technology and the Internet, and as these areas grow so does the vocabulary needed to express new ideas and objects.
- English has many points of contact with other languages. Here words can cross over.
- There are many ways in which new words come into existence.

Below are some of the ways in which new words come into being.

Borrowing
Many words in English seem to have a Latin quality to them - this is because some of them have developed from French vocabulary learnt during the Norman occupancy many years ago. However, words have been borrowed from many languages, not just French - some of

them are now extinct or almost never used. Learners can be asked to match words that are familiar to them with languages - and suggest what their origins might be.

- Examples (from unusual languages):
    - capsize (Catalan)
    - apartheid (Afrikaans)
    - billiards (Breton)
    - saga (Icelandic)
    - funky (Congo)
    - panda (Nepali)

Affixation

The use of prefixes and suffixes is one of the most common ways in which new words are created, so common in fact that a speaker will be unsure if a word exists or they have just created it. A key skill for learners developing their vocabulary is knowing how prefixes and suffixes change meaning and form.

- Example (with the root use):
    - misuse
    - disuse
    - unused
    - unusable
    - useless
    - useful
    - abuse etc.

Coinage

This is the creation of entirely new words - quite unusual given the competition from all the other, perhaps easier ways of creating words. These can be based on similar sounding words - ***'Hobbit'*** was based on rabbit - or change from a brand or product to common usage - ***Kleenex*** and ***Hoover***. They can also of course have no roots in anything, such as the scientific terms ***'googol'*** and ***'quark'***, or slang terms such as to ***'chug'*** a drink.

Onomatopoeia and reduplicatives

Words can be invented to describe sounds and the things that make sounds, such as ***'cuckoo'***, ***'splash'***, ***'plop'*** and ***'whoop'***. They can also be invented by duplicating a sound, e.g. ***'honky-tonk'***, ***'wishy-washy'***, ***'mish-mash'*** and ***'ping-pong'***. More recent new words of this kind include ***'analysisparalysis'*** and ***'chick-flick'.***

These words can be fun to learn and motivating, as sound often guides learners to meaning.

Acronyms

Phrases that are reduced to acronyms often enough become words in their own right and the original phrase is often forgotten. Some are still written as acronyms such as AIDS and VDU, but others are not, radar, yuppy and scuba, for example. Some acronyms become familiar very quickly, such as SARS and WMDs.

Top of page

Clipping

This is the shortening of a longer word, often reducing it to one syllable. Examination

becomes exam, laboratory lab. Many examples are very informal or slang, like ***'bro'*** from brother, '***dis'*** from disrespect and '***maxing'*** , from maximising.

Blending

This is another interesting area to explore with learners. Blends are words created by combining elements from two words - normally beginning and end - and so combining their meaning to create a new one.

- Examples:
    - electrocute (electrify and execute)
    - smog (smoke and fog)
    - transistor (transfer and resistor)
    - brunch (breakfast and lunch)

There are also newer words such as ***'televangelist'***, ***'rockumentary'*** and ***'dancercise'*** which are more or less clear from the structure. Others are not so clear, for example ***'Cubonics'*** (the combining of Cuban Spanish and English) and ***'acrobranching'*** (a new sport involving acrobatics in trees).

Conclusion

Exploring this area of new words can be a useful way of equipping our students to deal, not only with the way English evolves and the new words they are likely to encounter but can also help them to understand th e way the words they already know have evolved and developed. An understanding of this area can be a key skill in helping them to become more independent in their language learning and develop a greater enjoyment and engagement with the language.

https://dictionaryblog.cambridge.org/2019/05/22/passing-phases-and-fleeting-glimpses-words-that-mean-brief/

Passing phases and fleeting glimpses: words that mean 'brief'

by Kate Woodford

Today's post looks at words and phrases that describe things that end after a short time. A very common adjective for this is ***brief***. A brief activity or period of time does not last long:

We had a *brief* phone conversation.
For a *brief* period she taught in the US.

Less common adjectives that are still useful and which mean 'lasting only a short time' are ***ephemeral, fleeting*** and ***momentary***. 'Fleeting' and 'momentary' describe a very short time:

Fashion is by definition *ephemeral*.
He caught a *fleeting* glimpse of her as she walked past.
There was a *momentary* hesitation before she spoke.

Something that is ***passing*** lasts only a short time and is therefore unimportant:

It was nothing – just a *passing* phase.

Short-lived, meanwhile, usually describes a feeling or experience that ends after a short time:

His enthusiasm for the subject was fairly *short-lived*.

She'd had one or two *short-lived* relationships.

Temporary is a very common word to describe things that are brief. A situation or arrangement that is temporary is intended only for a short period:

This is only a *temporary* solution to the problem.

He's found a *temporary* job.

An adjective with a very similar meaning is ***short-term***:

Most of these people are employed on short-term contracts.

The bank only offers *short-term* loans.

There are also a number of words used to describe situations that are not meant to be permanent. A ***stopgap*** is a temporary arrangement that is in place until a better arrangement is found:

Hostels are used as a *stopgap* until permanent accommodation is found.

An arrangement or plan that is intended for a short period and is likely to change may be described as ***provisional***:

These dates are only *provisional*.

The country was ruled by a *provisional* government until new elections could be held.

Similarly, a ***caretaker*** government/manager is doing the job of government/manager until a permanent one is in place:

A *caretaker* manager will be appointed until the end of the season.

The adjective ***interim*** is used in the same way:

An *interim* government was set up to oversee the transition.

A ***pop-up*** shop/restaurant/gallery is one that is intended to operate for only a short period, often using a building that was previously empty:

Chefs often use *pop-up* restaurants to test out new ideas.

Such a place is sometimes also referred to simply as ***a pop-up***:

It's just *a pop-up* – it's closing in December.

Of course, there are also idioms that describe things that are brief. Something that is successful only once and for a very short period may be described as ***a flash*** in the pan:

She's determined to prove that her team's success is no *flash* in the pan.

A phrase that is sometimes said of something that lasts only a short time is ***here today, gone tomorrow***:

Sadly, like so many independent shops in this area, it's *here today, gone tomorrow*.

Dear Speech Bubble participant or parent

Hello.

We are starting our new term on **Saturday 7th October at 9.30**.
If you wish to attend Speech Bubbles School of Performing Arts please register on our web site: www.speechbubbles.org

Register NOW

We look forward to your application

Dr. Tom Godfrey

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Come to the auditions at ITI on Saturday 16th September 2023 at 11.00

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Dr. Tom Godfrey
Director

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News

http://www.iatefl.org

The 57th International IATEFL Conference & Exhibition

April 16 - 19, 2024
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https://www.iatefl.org/conference/iatefl2024-overview

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News from TESOL http://www.tesol.org

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TESOL 2023 INTERNATIONAL CONVENTION AND LANGUAGE EXPO

ON 21 – 23 MARCH 2024
IN TAMPA, FLORIDA, USA.

https://www.tesol.org/professional-development/education-and-events/in-person/tesol-convention/

https://tesol.secure-platform.com/a/organizations/main/home

Submit Your Online Award Application for TESOL Grants & Scholarships

Eligibility Requirements

TESOL grants and scholarships are available only to TESOL members. Membership must be active at the time of application.

- You may apply for multiple grants or scholarships, but you will not receive more than one award per year.
- You may win an award only once. If you have received an award in the past, you are no longer eligible for that award.
- Refer to the specific grant or scholarship for information on the eligibility criteria for each award and application process.

IMPORTANT: On the basis of the best information currently available to the United States Department of the Treasury, the following countries require or may require participation in, or cooperation with, an international boycott (within the meaning of section 999(b)(3) of the Internal Revenue Code of 1986). The boycotted countries are Iraq, Kuwait,

Lebanon, Libya, Qatar, Saudi Arabia, Syria, and Yemen. As a result, TESOL International Association cannot send funds or issue awards to recipients of these countries. Award applications received from residents of these countries will be removed from consideration. We apologize to those individuals affected.

Deadlines
Applications are due 15 September 2023.

Travel Grants

- TESOL Awards for International Participation
- The Meral Güçeri TESOL/TEFL Travel Grant
- The University of Pittsburgh Travel Award for IEP Instructors

Scholarships

- The TESOL Leadership Mentoring Program

Awards for Excellence and Service

- **The TESOL Teacher of the Year Award**: To recognize and honor exceptional English language teachers at all levels. This award is presented by TESOL and National Geographic.
- **TESOL Award for Excellence in Research**: To recognize excellence in research on language teaching and learning.
- **TESOL Outstanding Advocate Honor Award**: To recognize an exceptional leader and professional who has demonstrated outstanding advocacy efforts in the TESOL field.
- **Ron Chang Lee Award for Excellence in Classroom Technology**: To honor three TESOL members who have achieved excellence through the implementation of technology in ELT. This award is presented by Ron Chang Lee.
- **James E. Alatis Award for Service to TESOL:** To acknowledge outstanding and extended service by a TESOL member.

Convention Travel Grants and Scholarships

- **TESOL Awards for International Participation:** To increase the participation of presenters from outside of North America at the annual TESOL convention.
- **Meral Guceri TESOL/TEFL Travel Grant**: To provide resources for English language professionals to attend the TESOL Convention.
- **University of Pittsburgh Travel Grant for IEP Instructors**: To support the professional development of ESL teachers and trainers in IEPs by offsetting costs for the annual TESOL convention.
- **TESOL Leadership Mentoring Program Award**: To help TESOL members become more involved in the work of the association.

The application deadline is **15 September 2023**

"Try to think of each sentence as a tweet sent by a celebrity named William Shakespeare."

"I think the rule is: @ before # except after :-) "

"Yes, some books come in high definition — dictionaries!"

Let me know

- **Keep me updated**
- **Keep me informed**
- **Keep me in the loop**
- **Keep me posted**
- **Enlighten me**
- **Notify me**
- **Inform me**
- **Tell me if you find anything**

Normal English	Advanced English
Let's meet today.	Let's catch up today.
I'm very hungry.	I'm starving.
I'm very happy.	I'm over the moon.
I'm very busy.	I'm swamped.
I'm very tired.	I'm exhausted.
Sorry, I fell asleep.	Sorry, I nodded off.
It's very cold outside.	It's freezing outside.
Good luck bro.	Break a leg bro.
Stop wasting time.	Stop faffing around.
You are so lucky.	You are so jammy.
Keep it a secret.	Keep it under wraps.
Leave me alone.	Give me a break.
How are you?	How's it going?
It's not so difficult.	It's not rocket science.
I'm very tired.	I'm worn out.
I'm fit and healthy.	I'm fit as a fiddle.
I'm a bit busy.	I'm a bit tied up.
Are you mad?	Are you out of mind?
I like you a lot.	I'm so into you.

DID YOU KNOW ALL THIS?

DID YOU KNOW THESE THINGS HAD NAMES?
1. The space between your eyebrows is called a glabella.
2. The way it smells after the rain is called petrichor.
3. The plastic or metallic coating at the end of your shoelaces is called an aglet.
4. The rumbling of stomach is actually called a wamble.
5. The cry of a new born baby is called a vagitus.
6. The prongs on a fork are called tines.
7. The sheen or light that you see when you close your eyes and press your hands on them is called phosphenes.
8. The tiny plastic table placed in the middle of a pizza box is called a box tent.
9. The day after tomorrow is called overmorrow.
10. Your tiny toe or finger is called minimus.
11. The wired cage that holds the cork in a bottle of champagne is called an agraffe.
12. The 'na na na' and 'la la la', which don't really have any meaning in the lyrics of any song, are called vocables.
13. When you combine an exclamation mark with a question mark (like this ?!), it is referred to as an interrobang.
14. The space between your nostrils is called columella nasi.
15. The armhole in clothes, where the sleeves are sewn, is called armscye.
16. The condition of finding it difficult to get out of the bed in the morning is called dysania.
17. Illegible hand-writing is called griffonage.
18. The dot over an "i" or a "j" is called tittle.
19. That utterly sick feeling you get after eating or drinking too much is called crapulence.
20. The metallic device used to measure your feet at the shoe store is called Bannock device.
HOW MANY OF THE ABOVE DID YOU ALREADY KNOW?

ABBREVIATIONS

1. **LOL : Laugh out loud**
2. **OMG : Oh my God**
3. **ILY : I love you**
4. **LMAO : Laughing my a** off**
5. **TTYN : Talk to you never**
6. **FBO : Facebook official**
7. **TTYS : Talk to you soon**
8. **HMB : Hit me back**
9. **SFW : Safe for work**

Abbreviations A to L	
2moro	Tomorrow
2nte	Tonight
AEAP	As Early as Possible
ALAP	As Late as Possible
ASAP	As Soon as Possible
ASL	Age / Sex / Location?
B3	Blah, Blah, Blah
B4YKI	Before You Know it
BFF	Best Friends, Forever
BM&Y	Between Me and You
BRB	Be right Back
BRT	Be right There
BTAM	Be that as it May
C-P	Sleepy
CTN	Cannot talk now
CUS	See You Soon
CWOT	Complete Waste of Time
CYT	See You Tomorrow
E123	Easy as 1, 2, 3
EM?	Excuse Me?
EOD	End of Day
F2F	Face to Face
FC	Fingers Crossed
FOAF	Friend of a Friend
GR8	Great
HAK	Hugs and Kisses
IDC	I Don't Care
IDK	I Don't Know
ILU / ILY	I Love You
IMU	I Miss You
IRL	In Real Life
J/K	Just Kidding
JC	Just Checking
JTLYK	Just to Let You Know
KFY	Kiss for You
KMN	Kill Me Now
KPC	Keeping Parents Clueless
L8R	Later

Abbreviations M to Z	
MoF	Male or Female
MTFBWY	May the Force be with You
MYOB	Mind Your Own Business
N-A-Y-L	In a While
NAZ	Name, Addess, ZIP
NC	No Comment
NIMBY	Not in my Backyard
NM	Never Mind / Nothing Much
NP	No Problem
NSFW	Not Safe for Work
NTIM	Not that it Matters
NVM	Never Mind
OATUS	On a totally Unrelated Subject
OIC	Oh, I See
OMW	On My Way
OTL	Out to Lunch
OTP	On the Phone
P911	Parent Alert
PAL	Parents are Listening
PAW	Parents are Watching
PIR	Parent in Room
POS	Parent over Shoulder
PROP(S)	Proper Respect / Proper Recognition
QT	Cutie
RN	Right Now
RU	Are You
SEP	Someone else's Problem
SITD	Still in the Dark
SLAP	Sounds like a Plan
SMIM	Send Me an Instant Message
SO	Significant Other
TMI	Too Much Information
UR	Your / You are
W8	Wait
WB	Welcome Back
WYCM	Will You Call Me?
WYWH	Wish You Were Here
XOXOXOX	Hugs, Kisses, ...