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Dear colleagues,

April is about to end and Cambridge has a wide variety of free teaching and learning materials to support you and your learners at this stage of the learning process.

In this issue you will find the latest Cambridge exam booklets as well as information about timed practice tests and minor changes to the beginning of Speaking exams.

It is also time for teachers to reflect on how to assess and develop students' writing and speaking skills. Along these lines, you will find a very special invitation for our Cambridge upcoming webinar on 27th May, delivered by Pablo Toledo, and exclusive for Uruguay!

Pablo, who holds a Postgraduate Advanced Certificate in Educational Assessment from the University of Cambridge and a diploma in education policy from Universidad Torcuato Di Tella and is vice-president of LAALTA (Latin American Association of Language Testing and Assessment) will focus on how to assess and develop students' writing skills at C1 level.

In this issue you will also find two very interesting articles, one with tips for freelance teachers and another one on ways we can use ChatGPT to develop our students' writing skills. Besides, there is an invitation to catch up on recordings from the latest Academic English Conference.

Finally, enrolments for July examination sessions open on 15th May. See all exam dates for Cambridge, IELTS, Linguaskill and Michigan Exams 2023 here.

Warm regards,

The Anglo Department of International Examinations

Table of contents

Exam information for candidates

The *Information for Candidates* booklets are full of tips, suggestions, and links to further resources. Please share the booklets with your learners.

- B2 First
- B2 First for Schools
- C1 Advanced
- C2 Proficiency

And watch the webinar Preparing learners for success in Cambridge English Qualifications: new Information for Candidates, to find out more.

In this interactive session you will learn what candidates need to know to fully demonstrate their language skills with Cambridge English Qualifications, with a focus on those planning to take B2 First, B2 First for Schools, C1 Advanced or C2 Proficiency exams. As well as exploring our revamped candidate information guides, you will also get ideas for incorporating them within engaging, impactful learning activities across a range of settings. See how they can be used to inspire, support and enable learners on exam preparation courses by developing an understanding of key exam information top tips, and common Q&As for each skill about what to expect on the day and what happens next.

Changes to Speaking exams

A minor change to the beginning of some of Cambridge Speaking exams came into effect this year and can be found in new exam materials.
The Cambridge English Qualifications affected are:

- A2 Key, A2 Key for Schools,
- B1 Preliminary, B1 Preliminary for Schools,
- B2 First, B2 First for Schools,
- C1 Advanced, C2 Proficiency.

The questions "Where do you come from?", "Where are you from?" or "Who do you live with?" have been either entirely removed from the introductory section or replaced with a more neutral "Where do you live?"

Online sample tests will be updated soon.

Replicate exam conditions with timed practice tests

We are always in the lookout for Cambridge official practice test materials to add to our courses. Test & Train offers 6 complete practice tests which will certainly help you and your candidates as from this time of the year.

Test & Train Self-study

Test & Train helps learners grow in confidence by being better prepared for their exam. Featuring multiple practice tests, auto marking and unlimited attempts, Test & Train is also mobile-friendly, allowing learners to access test practice on the go and leaving you more time for supporting learners in the classroom.
If you use Open World, Complete, Compact, Prepare, or Think preparation courses in your classroom, you already have access to Test & Train.
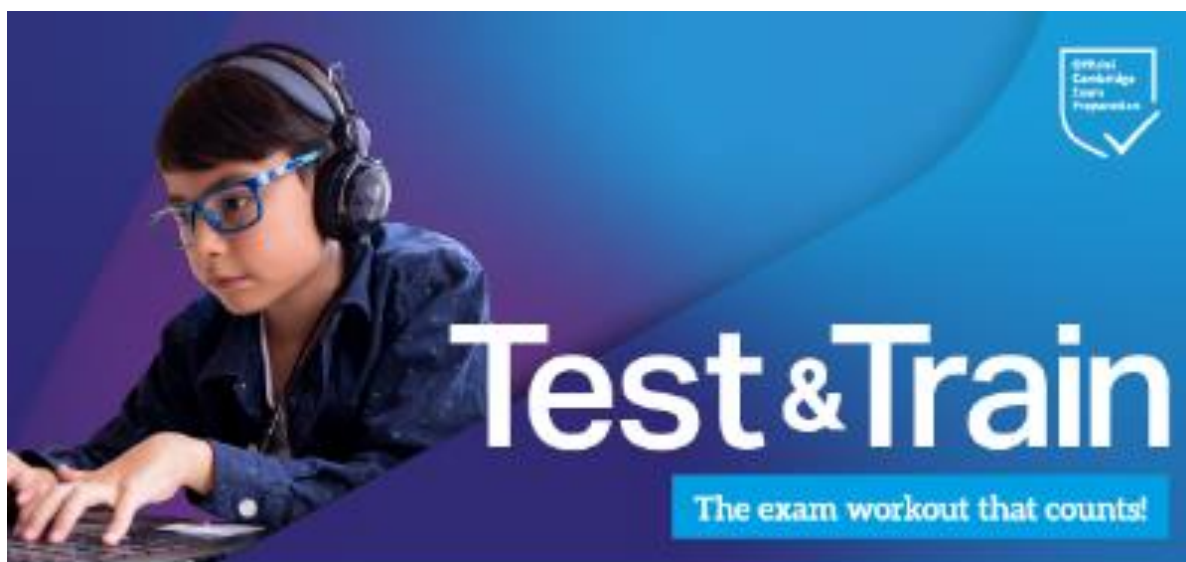
Test & Train Class-based

The Class-based version of our new, mobile friendly, test practice experience with the bonus of a timed Practice Test.

Available across all digital devices *Test & Train* delivers unique, easy-to-use practice through short, sharp workouts to maximise performance on exam day.

- Inspire learners with official Exam Practice on any device
- Maximise study time with auto-marking and at-a-glance class overviews
- Manage individual and class performance through real time Class Data view
- Replicate exam conditions with the Timed Practice Test.

Test & Train Class-based access is available with the following courses:

- *Open World*
- *Complete*
- *Compact*
- *Prepare*
- *Think*

Learn more about Test & Train here

Catch up on recordings from the Academic English conference

The Academic English conference 2023 was a huge success with over 15,000 registrations! We heard from leading ELT experts about the latest trends and insights including digital learning, critical thinking, assessment, and academic writing.

If you weren't able to join us live, check out these recordings of the sessions on digital learning.

- Keeping students (and yourself!) motivated with digital learning with Deirdre Cjiffers
- How to choose digital tools for learning and assessment? with Joanna Szoke

Six business tips for freelance English teachers

Running your own business as a freelance English teacher is *very* different from being employed. You don't have anyone else telling you what to do, you can plan your own time, and make all the decisions about the best direction to take.

All of these are huge benefits to running your own business… and they can also be your biggest challenges. So here are six top tips to help you make the most of being a freelancer.

1. Recognise that you are a business owner now.
Perhaps you started working as a freelance English teacher almost by accident? Maybe you lost your job, or just wanted some extra cash.

If you want to be a successful freelancer, you need to take running a business seriously. Quite often freelancers tell me, 'but I don't have a business, I just teach online.' If you are charging people for your services, believe me, you have a business, and need to be 'business-like' in your approach.

2. Develop a strategy to attract the right clients.
As a business and mindset coach for ELT freelancers, people often say to me, 'I don't know where to find clients', or 'I can't find clients.' But it's not exactly about finding clients, it's more about helping them to find you.

There are thousands of freelance English teachers out there, so how is a student supposed to know who to choose?

You certainly don't want those who are simply choosing on the basis of the cheapest price.

The students you want are those who are serious about their studies, and who want to find the right person to help them achieve their goals. They're looking for someone who really

understands exactly what they need, and someone that they trust has the skills and experience to help them overcome any challenges.

Your job is to find out as much about your ideal client and their needs as you possibly can, and then show them:

- how well you understand their situation, and the help they need.
- why you are exactly the right person to help them.

This is basically what we mean by 'niche'.

If you can get your niche right, and get the message out consistently and clearly, you will magnetically attract clients to you.

3. Adopt a strategic mindset

A business is a kind of organic life-form. Things change constantly, and the strategy that worked to get clients last year, might stop working this year. Or you might find that the clients who really want to work with you, aren't exactly who you imagined they might be.

You need to allow time to step back and look at what's working and what isn't, and be willing to keep trying things out, and adapt your plans as you go along.

Remember how you tell your students that making mistakes is all part of the process of learning? As a business owner you need to take your own advice.

It's half the fun of having your own business, but it's not always easy.

4. Develop consistency and patience

Most businesses are not an overnight success. Particularly if you're trying to build your business through organic marketing (without paid adverts) and word of mouth.

People imagine that success looks like a straight upward line from A to Z, but more often success is about going backwards and forwards. We can only see the progress we have made when we look back at where we started.

5. Create and maintain healthy habits

Lots of people will tell you that to build a successful freelance business you have to be prepared to put in long, long hours.

Of course, setting up and running a business requires effort. However, it's up to us to create a business model which is sustainable.

Decide what healthy habits will support you to make a success of your business. Maybe it's about always getting eight hours of sleep, or always getting out for a walk, or not working weekends.

Build those into your business model and make them non-negotiable. Learning how to prioritise is key to running a successful business. And what's more of a priority than your health and mental well-being?

6. Stop giving your Inner Critic all the power

We all have an Inner Critic. It's that little voice in our head that tells us that we're not good enough, or that people will judge us, and so on. It's basically trying to protect us, but often ends up holding us back.

Here are two key Inner Critic messages I often hear about in my work as a coach:

'There's too much competition.'

Find your niche, get visible, be patient and those clients who are looking for someone just like you will find you.

'I don't know if my students can afford that.'

All too often we make assumptions about what our students are willing to pay. Sometimes we may be right, of course. But that just means we need to look again at our niche, or at our business model. Most of the time though it's just our scared Inner Critic making up stories again.

Don't get angry with it (or with yourself). Just notice the stories, question them, and decide to take the action you need to take anyway.

At the Anglo Department of International Exams, we are here to support you. If you would like to work as a Cambridge preparation centre, do not hesitate to contact us at

nramos@anglo.edu.uy.

To teach better writing, don't ban artificial intelligence. Instead, embrace it.

By inviting ChatGPT into the classroom instead of locking it out, schools can push students toward independent thinking in a way that doesn't signal mistrust.

Michael B. Horn   Daniel Curtis

For all the speculation about ChatGPT's potential to upend K–12 writing instruction, there has been little investigation into the underlying assumption that the AI chatbot can produce writing that makes the grade.

We put OpenAI's ChatGPT to the test by asking it to write essays in response to real school curriculum prompts. We then submitted those essays for evaluation. The results show that ChatGPT produces responses that meet or exceed standards across grade levels. This has big

implications for schools, which should move with urgency to adjust their practices and learning models to keep pace with the shifting technological landscape.

Background

When it burst onto the scene in November 2022, ChatGPT's clear and thorough written responses to user-generated prompts sparked widespread discussion. What it might mean for K–12 education was one area of speculation. Some worried about the potential for plagiarism, with students dishonestly passing off computer-generated work as their own creative product. Some viewed that threat as particularly formidable, pointing to three attributes that make ChatGPT different from past tools. First, it generates responses on-demand, meaning that students can receive a complete essay tailored to their prompt in a matter of seconds. Second, it is not repetitive. It tends to answer multiple submissions of the same prompt with responses that are distinct in their arguments and phrasing. And third, its output is untraceable, as it is not stored in any publicly accessible place on the Internet.

Education decision makers are already moving to respond to this new technology. In January, the New York City Department of Education instituted a ban on ChatGPT by blocking access to it on all its devices and networks. Los Angeles, Oakland, Seattle, and Baltimore school districts have imposed similar prohibitions. As leaders in other districts, schools, and classrooms grapple with if, when, and how to make changes in response to this technology, they need a read on how well ChatGPT, in its present form, can deliver on the threat it is purported to pose.

To help answer this question, we took three essay prompts per grade level from EngageNY's curriculum for grades 4 through 12, which are the grades in which students produce long-form essays. For each grade level, the three essay prompts covered the three main types of writing —persuasive, expository, and narrative—that students do. The tasks ranged from creating a choose-your-own-adventure story about an animal and its defense mechanisms to selecting a central idea common to Robert Browning's poem "My Last Duchess," William Shakespeare's *Hamlet*, and an excerpt from Virginia Woolf's essay "A Room of One's Own" and explaining how the texts work together to build an understanding of that idea. We then asked ChatGPT to produce an essay response in the voice of a student from the

respective grade level. With the essays in hand, we commissioned a K–12 grading service to assess ChatGPT's writing. The human graders evaluated each essay using rubrics from the Tennessee Department of Education that were tailored to the grade level and writing task. The graders assessed the essays across four categories of criteria—focus and organization, idea development, language, and conventions—and produced a numerical grade.

There is a caveat to our approach in answering this question. The way in which we asked ChatGPT to write its essays would likely differ from the way in which a discerning student using ChatGPT to plagiarize would use it. We provided little reworking of the essay prompts—just enough so that ChatGPT could understand them. Nor did we edit the chatbot's output. In contrast, students would likely evaluate the AI's writing and resubmit prompts that coached it toward a better product or edit its work to improve it where they saw fit. A student seeking to have ChatGPT write them an essay could likely take this cyborg approach to their assignment—presuming they did the work with more than just an hour of lead time—and earn higher grades than in our approach of using the chatbot on its own.

ChatGPT Clears the Bar

ChatGPT earned passing marks on each essay type at each grade level. It performed especially well in response to the writing tasks of the lower grades. Figure 1 depicts its average essay scores across the range of grades. Even at the upper grade levels, ChatGPT is a solid B or C student. Although its performance on high school prompts would not land it a spot at the valedictorian's podium, it would still get it to the graduation stage, which has important implications for schools.
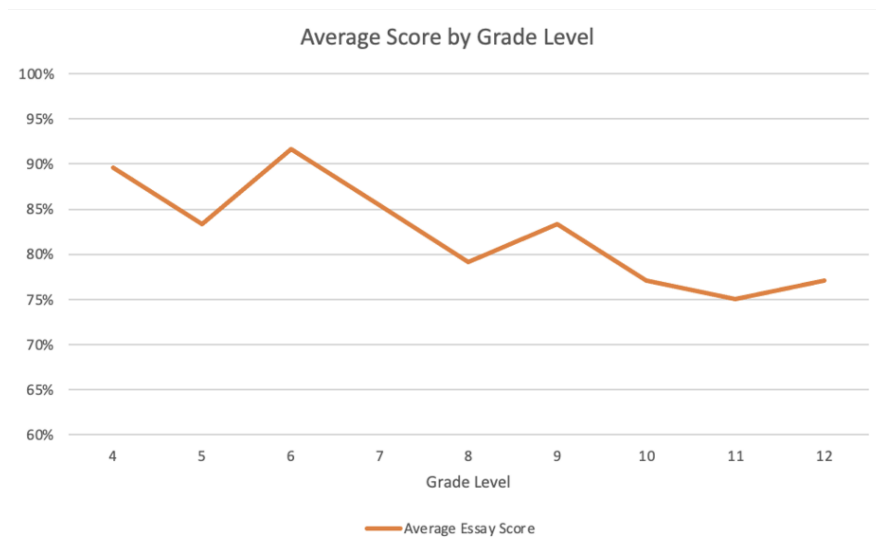
Figure 1

Figure 2 compares ChatGPT's abilities across the four criteria categories: organization, idea development, language, and conventions.

Figure 2
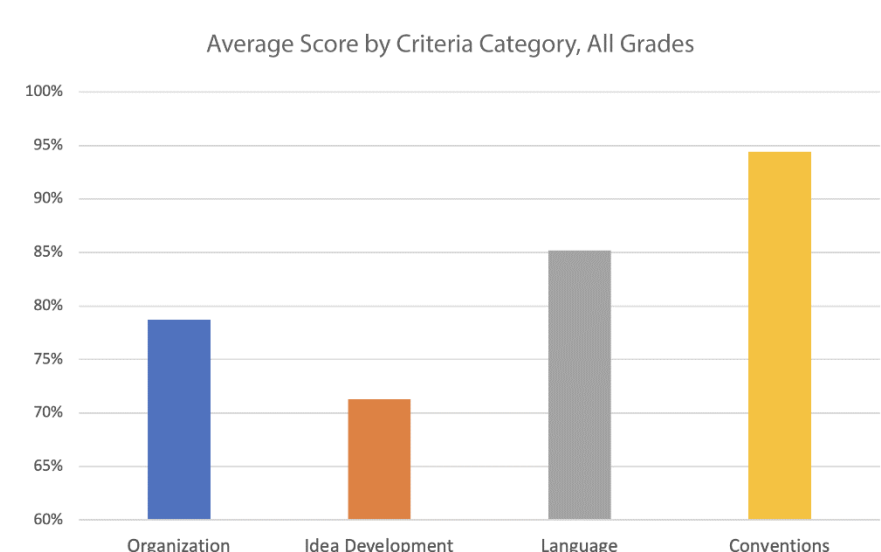
ChatGPT's strength in language and conventions show that it is a clear writer, capable of crafting fluent, grammatically sound prose. The chatbot either met or exceeded standards in both these categories for all 27 essays submitted.

The AI has the most room for improvement in its development of ideas. The graders' written feedback reveals that it sometimes fails to support its claims with reasons or evidence and, in a few instances, makes assertions that are flat out false. It struggles the most to develop

its ideas in response to literature. All five of the instances in which it earned a D+ —its lowest grade—were those in which the chatbot was asked to demonstrate its understanding of long-form prose, such as *A Midsummer Night's Dream* or *The Joy Luck Club*. This calls into question if and how closely the chatbot has "read" these materials.

Now what?

These findings suggest that ChatGPT is already powerful enough that educators must change the status quo of writing instruction. Schools should evolve their practices, pedagogy, and policies to address the underlying forces that compel students to use technology like ChatGPT in counterproductive ways without resorting to blocks and bans that limit the use of this potentially powerful learning tool.

Use ChatGPT to Help Students Go Beyond its Capabilities

Some of the early actions taken in response to ChatGPT have focused on catching students misusing it or preventing them from accessing it altogether, such as the districts banning or blocking the AI. Elsewhere, teachers are now requiring students to do their writing with pen and paper in an effort to thwart copy-and-pasting from the chatbot. Developers are also creating new plagiarism detection software designed to identify AI-generated writing.

Each of these options comes with its own set of tradeoffs, but one drawback common to all of them is the cat-and-mouse dynamic they establish between schools and students. Each sends the message that students cannot be trusted with technology.

There's another approach, however. By inviting ChatGPT into the classroom instead of locking it out, schools can push students toward independent thinking in a way that doesn't signal mistrust. There are indications that, despite some of the high-profile bans, many teachers are thinking along these lines. According to a survey of more than 2,000 teachers commissioned by the Walton Family Foundation, 40 percent of teachers report already using ChatGPT at least once a week. Thirty-eight percent of teachers report allowing students to use ChatGPT, whereas only 10 percent say they have caught the students using it without their permission. And 72 percent say that "ChatGPT is just another example of why we can't keep doing things the old way for schools in the modern world."

One way to leverage ChatGPT is by intentionally using it in class. For example, teachers can have ChatGPT generate writing samples in response to different essay questions, which they can then use with their class to dissect the quality of the writing. Weighing the strengths and weaknesses of writing examples is a commonly used teaching tool. It can force students to think deeply about what constitutes good prose. Doing this with ChatGPT's output has multiple potential benefits. Because ChatGPT can generate writing on-demand, teachers can produce samples tailored to the needs of their lesson without sinking valuable time into crafting the examples themselves. In addition, by using ChatGPT in this way, teachers can show students where the chatbot falls short and how they are expected to go above and beyond its capabilities. Doing so disincentivizes inappropriate use of ChatGPT—not by threatening punishment or imposing bans but by communicating high expectations.

Teachers can also use the essays that ChatGPT produces to help check that their own prompts are asking enough of students. If not, they may want to consider revising their assignments. This approach encourages students to think outside the bot and, in doing so, helps them build writing skills that cannot already be automated away.

Teachers can also allow students to bring the AI in as a writing aid for certain assignments. Students could use it to conduct research, refine their prose, and test their ideas to see if they make sense to ChatGPT. Some have characterized ChatGPT in this role as a calculator for writing. Like the calculator, the technology's efficiencies and enhancements could be leveraged to push student work to levels of complexity and quality that would be otherwise outside the realm of possibility.

Flip the Classroom to Support Students Throughout Their Writing Process
In a traditional classroom, students sit in whole-class instruction during school hours and do most of their writing assignments at home. Under this model, students who do not master the skills taught in class have little recourse when it comes time to apply them on a graded take-home assignment. That, along with time management, can lead some students to resort to academic dishonesty. By flipping the classroom—which often entails students learning the content at home online and then spending class time practicing the skills taught in the digital lessons—teachers can support students in turning that confusion into understanding.

In a flipped English Language Arts classroom, a teacher might send students home to watch a video on how to organize their ideas in writing. The following day's class could start with an activity analyzing the flow of a sample essay. Then, in the next part of class, students take time to work on their own outlines for an upcoming paper as the teacher moves around the room to help address misconceptions and to provide support to those who need it. Under such a model, students receive more intentional writing instruction. If they feel lost, they can turn to a teacher for guidance instead of looking to a chatbot for the answer.

Realign Incentives Toward Learning

More broadly, in today's zero-sum education system, some students will likely feel tempted to turn to ChatGPT as a way of getting a leg up on their competition—their classmates. This stems from the traditional time-based grading system, which relies on one-shot assessments to award students term grades that are used to rank and group them. These marks are unchanging and follow students around for years, no matter how much learning they demonstrate after the fact. By placing such steep and long-lasting consequences on grades and such little emphasis on actual understanding, schools are communicating clearly that they value scores earned over skills learned. Given the priorities of this system, we shouldn't be shocked that some students are willing to sacrifice a learning opportunity for a chance at a better score.

Today's seat-time based school system, in which students advance from concept to concept after an allotted amount of time, regardless of whether they demonstrate understanding of the topic, is responsible for this traditional, one-shot assessment model. Contrast this with a mastery-based model, in which students advance only when they show they have a concept down pat. This means students are allowed multiple attempts to demonstrate their mastery through assessment. In doing so, mastery-based learning reduces the do-or-die stakes that can drive students to dishonesty. This may help more students gain the confidence to put their own thoughts on the page, even if that means risking failure on that attempt.

Technological advancement will continue to grow AI's effectiveness not only as a writer but also as a writing coach for students. Even between the time we wrote this article and its release, OpenAI released GPT-4, which does better on standardized tests than the previous

version. Khan Academy announced it will use GPT-4 to power "Khanmigo, an AI-powered assistant that functions as both a virtual tutor for students and a classroom assistant for teachers." It is unclear how or in what instances the work of a student guided by an AI tool can be inputted in the gradebook to spit out a letter that conforms to old-fashioned principles of grading. But in a classroom where students are evaluated on their ultimate mastery of a concept, they are free to practice in the ways that best build that mastery. More conventional schools should also rapidly adjust their pedagogical practices, including grading systems, to make full use of this new technology.

Conclusion

With ChatGPT already capable of producing prose that earns passing marks across grade levels, schools must adjust to make sure that students will learn how to write effectively and think critically. Some of the earliest actions taken by districts have missed the mark by trying to stuff the ChatGPT genie back in the bottle. Technologists predict that numerous professions – including those requiring advanced skills – will leverage ChatGPT in their day-to-day work in the near future. Lawyers will look to the chatbot instead of their more junior colleagues to create summaries of case notes and relevant laws. Journalists will use it to generate checklists of points to cover for articles on given topics. In these professional use cases, it will be critical for workers to accurately evaluate ChatGPT's output and put it to effective and ethical use. The best place and time for a worker of tomorrow to learn how to do that is in a classroom today.

As a result, blocking ChatGPT is not only futile, but also counterproductive for students who will be forced to use this tool and others like it in a working world where they are ubiquitous. By rethinking classroom practices and restructuring learning models, schools can give students the tools, guidance, and incentives to grow their writing skills in the age of artificial intelligence.

Michael Horn is an executive editor of Education Next, *co-founder of and a distinguished fellow at the Clayton Christensen Institute for Disruptive Innovation, and author of* From

Reopen to Reinvent. *Daniel Curtis is a Master in Public Policy candidate at the Harvard Kennedy School of Government.*

https://www.educationnext.org/teach-better-writing-dont-ban-artificial-intelligence-instead-embrace-it-inviting-chatgpt-into-classroom/

**Upcoming Anglo - Cambridge Webinar on 27th May**

Developing and assessing writing skills for C1 Advanced

Everything changes after B2, and writing is one of the places where that change becomes more evident. What are the basics of the assessment of writing in C1 Advanced? How can I know when my students are ready for the exam? What resources are available and how can I use them to plan lessons and deliver results for my students?

Let's take a look at level descriptors, assessment criteria and the principles that build the exams to "break the Cambridge code"!

May, Saturday 27th
9:30 to 10:30

Virtual event:
register here!
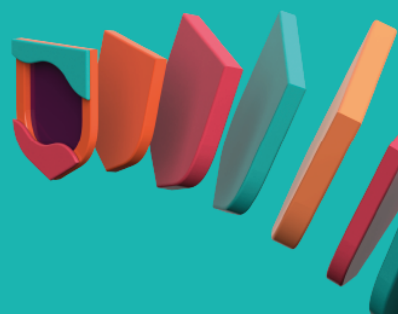
Cambridge Exams Dates and Fees for 2023

You can access all the dates here:

https://www.anglo.edu.uy/examenes-internacionales-cambridge/#precios

IELTS Exams Dates and Fees for 2023

You can access all the dates here:

Fee 2023: USD 255

MET Go! Exams Dates and Fees for 2023

MET Go! is an on-demand exam so we can make arrangements for your candidates to sit the test whenever it suits them. Just contact us at inscripcionescambridge@anglo.edu.uy and we will make all the arrangements.

Fee 2023: USD 90

Linguaskill Dates and Fees for 2023

Linguaskill is on demand so we can make arrangements for your candidates to sit the test whenever it suits them, Just contact us at linguaskillcambridge@anglo.edu.uy and we will make all the arrangements.

Fee 2023: USD 45 per Module

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We look forward to hearing from you!