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Technology *Meets* Education

Microlearning:
Can Short Videos and Bite-Sized Content Replace Traditional Teaching Methods?

The Creativity Paradox:
How Technology Helps and Hurts

Report:
Teaching Behind the Screen: Life on SHAD

Poem:
Conversation with a Serial Answerer: The Moral ChatGPT Case

Interview:
The Pen Has Changed, The Mind Must Not

Short Story:
After Language



بسم الله الرحمن الرحيم

English Association Of Fateme Alzahra - Ahvaz_Khuzestan Province

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The Prompt

By Sadaf Saremi

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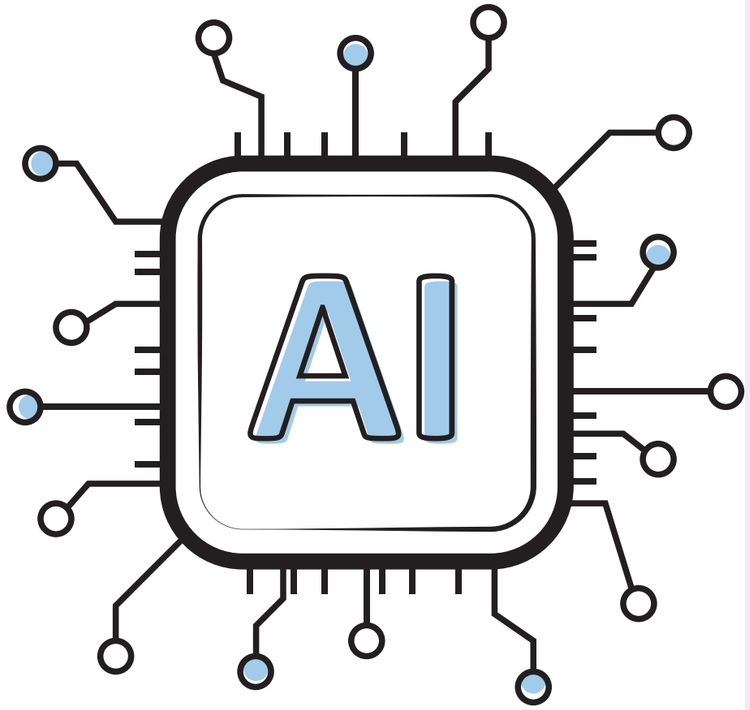
Education vs. AI sounds like a battle between two opposing forces. But the real question is whether AI will strengthen education or undermine the very process of learning.

As a university student, I can remember a time when finding an answer to a challenging question meant hours of searching, asking, or maybe reading. Students would explore the net, libraries, ask their professors or teachers or even their parents to reach a certain conclusion. Good or bad, those days are long gone!

Undeniable changes wave at us from a distance. Puzzles are solved, codes are decoded, questions are answered, deadlines are met, missions are accomplished, all by a single prompt! So who would bother with critical thinking, brainstorming, or even staying curious a little longer when the key to the lock lies just a few sentences away?

But one thing is for sure, what teachers do will remain. For it is beyond transferring information. They love, they embrace, they guard, they protect, they compromise, they devote, they dedicate, they carry passion, insight, hope, and inspiration...irreplaceable values that no artificial intelligence can truly replicate.

Insight Magazine sincerely presents its third issue to its dear readers, exploring the evolving relationship between education and artificial intelligence.



Ai vs. Teachers: Who would win?

By Sanam Limouchi Deli

Audio available, scan the code.

Introduction

Will you get replaced by "AI"? As a teacher, you may have encountered this unsettling question haunting you on a random Tuesday! Will AI ever defeat you in the combat of knowledge and information? The short answer is yes. Of course, it might replace you if your sole definition and purpose of teaching is transferring knowledge. AI can already do that—and even more! But teaching has never been simply about transferring information; it is also about knowing when, how, and why that information matters to a particular student. So, let's answer our unsettling question more precisely.

The correct answer is no if your role and goal as a teacher is to also pour your heart into your job. You do not have to worry about AI replacing you just yet. In this article, we are going to thoroughly explain why the role of teachers is still important, what AI can actually replace, and, most importantly, how not to get replaced by an artificial intelligence that does not need morning coffee to function!

The robot teacher you were promised

When people hear the term "AI" in education, they mostly imagine a robot standing in front of a classroom, explaining "*Electroencephalographic Neurophysiology*" without breaking a sweat. At least, that's what I thought! In reality, AI in education is more than just a standing robot in front of a classroom, and it's often less sci-fi than that.

It can show up as a tool that recommends content, translates texts, generates quizzes, detects patterns in student performance, or answers questions instantly. Fitria (2023) explains that Artificial Intelligence in Education (AIEd) generally moves in two directions:

- either transferring certain teacher tasks to systems that act like tutors, or
- using AI to increase human effectiveness by supporting learning activities.

The second one is the key. Most AI tools in schools today are not replacing the teacher; they are orbiting the teacher, like very fast assistants who never sleep, never get bored, and never ask for a salary raise.

The "why am I doing this at 11 p.m.?" tasks

If we define teaching as "explaining information and checking if students memorized it," then AI is already dangerously good at its job. Fitria (2023) lists several AIEd tools that are increasingly common:

- **Virtual mentors / learning platforms** that distribute materials, manage submissions, and provide feedback.
- **Voice assistants** (Google Assistant, Siri, etc.) that help students access information quickly and conveniently.
- **Smart content** tools that organize digital textbooks and recommend relevant resources (e.g., breaking content into chapters, faster searching).
- Presentation, translation, and speech-to-text, which can significantly improve accessibility and support multilingual classrooms.
- Global courses (Khan Academy, Duolingo, and other course platforms) that personalize pacing and track progress.
- **Automatic assessment**, particularly for objective questions, as well as increasingly effective feedback on structured writing.
- **Personalized learning systems** that adapt difficulty and content based on student performance.



In other words, AI can replace a big chunk of what drains teachers: administration, basic drilling, initial feedback, and standardized marking.

Research reviews in AIEd often group these uses into areas like profiling/prediction, assessment, personalization, and intelligent tutoring systems (Zawacki-Richter et al., 2019). So, if your job feels like you're buried under piles of repetitive tasks, AI will happily grab a shovel and start digging. That part is real.

However, here is the twist: removing the repetitive work doesn't remove the teacher. It reveals what the teacher is actually for.

The heart AI can't replace

A classroom is not just a place where information transfers from Point A (teacher) to Point B (student). If that were true, libraries would have replaced schools centuries ago. Teaching is a profession built on things AI still doesn't truly have: relationships, judgment, emotional intelligence, moral guidance, and real-time sensitivity to human complexity. Fitria (2023) emphasizes that education is not only about making students "know," but helping them grow—including morale, behavior, and character. Even in the most tech-friendly view, the teacher's role shifts rather than disappears: the teacher becomes the designer, decision-maker, and educator who guides students' development while AI supports efficiency (Liu & Wang, 2020; Fitria, 2023).

A teacher notices things that don't appear on a dashboard:

- the student who suddenly stops speaking because something is happening at home,
- the student who laughs at everything because they're covering insecurity,
- the student who understands the lesson but is too afraid to be seen as "smart."

AI can track scores. But the classroom isn't made of scores. It's made of people.

AI comes with a warning sign

If AI is such a helpful assistant, why not let it run the whole show? Because it comes with problems that are not "minor bugs." They're structural. Fitria (2023) and Garg and Agrawal (2020) outline several disadvantages that matter in real schools:

- **Addiction to technology**: when students outsource every small struggle, their independence and imagination can shrink.
- **High cost and inequality**: not every school can afford quality infrastructure, and students do not have equal access to technology.
- **Education quality risks:** if AI replaces rather than supports human interaction, learning may become less meaningful, personal, and socially connected.
- **Unemployment fears**: the anxiety itself is disruptive, even when the fear is exaggerated

There's also a modern concern that keeps growing louder: privacy and data governance. Many AI systems improve by collecting data. But student data is not just "data"; it's children's lives: their strengths, weaknesses, behavior patterns, and sometimes even their voices and faces. UNESCO's *Guidance for Generative AI in Education and Research* (2023) warns that education systems need careful policies around privacy, transparency, and accountability; especially as generative tools become mainstream.



And one more thing: bias. AI reflects the data and decisions behind it. If those inputs contain social bias, the outputs can quietly reproduce it. This isn't science fiction; it's a known risk in real-world AI deployment.

So yes—AI can help, but using it blindly in education is like giving a teenager a sports car without teaching them traffic rules.

How not to get replaced?

If AI can do the "information transfer" part faster, then the teacher who survives is the one who stops trying to be Google. Here are practical ways to stay irreplaceable without rejecting technology or pretending like it doesn't exist:

1) Leave the boring tasks to AI, and save your time and energy for the students who need you.

Let AI help with the quiz banks, lesson outlines, worksheets, and the initial feedbacks. Use your saved time to support, guide, and give individualized instruction based on the students' needs. This aligns with the idea that AI can automate routine tasks while teachers focus on higher-value work (Garg & Agrawal, 2020; Fitria, 2023).

2) Teach what AI can't: critical thinking, ethics, and meaning.

AI can produce an answer. You teach students how to question the provided answer.

Make "Why do you think that?" the most common sentence in your classroom. Build lessons where students must justify, reflect, debate, and use their critical thinking skills to solve problems.

3) Turn AI into a lesson topic: teach your students how to use it wisely.

Instead of banning AI and hoping it goes away, teach students how it works, where it fails, and how to use it correctly. The U.S. Department of Education's Office of Educational Technology (2023) stresses that AI will shape teaching and learning, so educators need guidance, training, and thoughtful use, not panic.

4) redesign your assessments to see real answers

If an assignment can be completed by an AI in 30 seconds, it may not be assessing what you think it is. Use more:

- in-class writing with reflection,
- oral defense ("Explain your choices"),
- project-based work tied to local context,
- process grading (drafts, feedback cycles, learning journals).

5) Be the adult in the room: emotional regulation and classroom culture are not downloadable.

Students don't just learn subjects from teachers; they learn *how to be human around other humans*. You model disagreement without disrespect. You teach resilience after failure. You notice who is being left out. AI cannot "sense the room" the way a real-life teacher can.

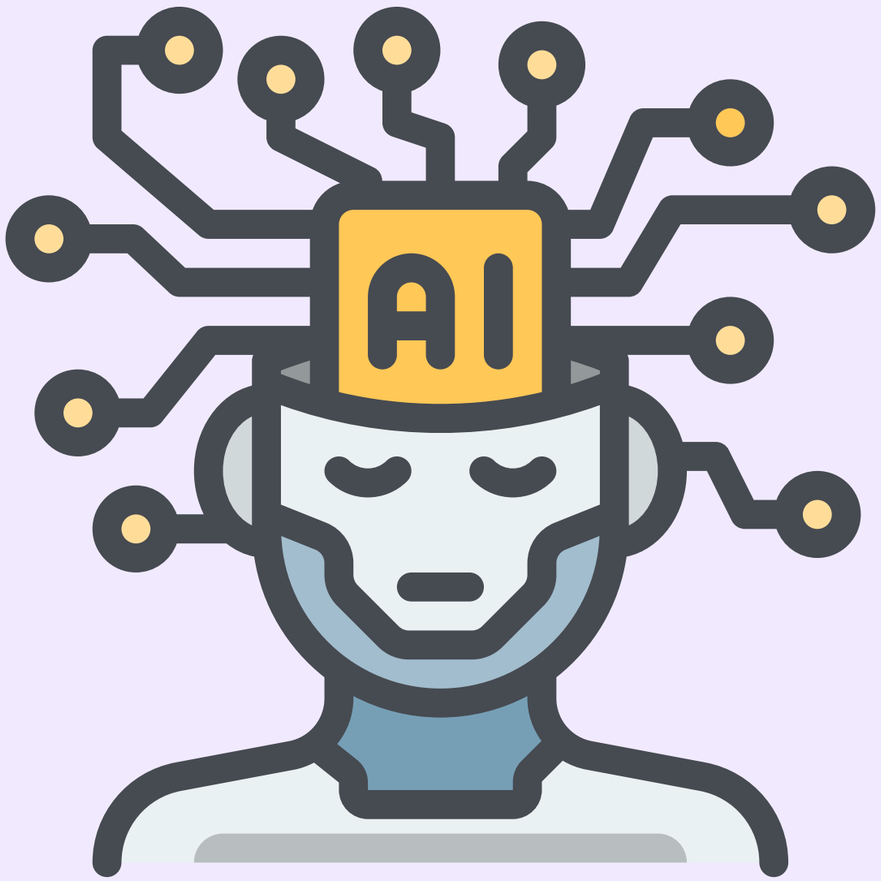
This is why so many researchers conclude that AI may change teaching, but it doesn't eliminate the need for educators; it reshapes the job toward facilitation, creativity, and human development (Celik et al., 2022; Fitria, 2023).

AI vs. teachers? Wrong question

Let's end with the fairest, most realistic conclusion:

AI can replace **tasks.** AI can even replace **certain teaching styles**; especially those built entirely on repeating information that exists everywhere online. However, AI cannot replace a teacher who:

- builds relationships,
- reads human complexity,
- designs meaningful learning,
- develops character,
- and makes students feel seen, capable, and accountable.



So no, teachers are not "finished." But the era of teaching that relies only on content delivery? That era is under pressure. The future is not ~~AI vs. teachers~~. It's **AI plus teachers**—with teachers still holding the steering wheel, because education is not only about producing correct answers. It is about producing better humans, and until an algorithm can genuinely care about a child's future the way a real teacher does, I think you can keep your job.

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Teaching Behind the Screen: Life on SHAD

Exploring the Challenges, Strengths, and Limitations of SHAD from the Perspectives of Students, Teachers, and Student-Teachers

By Fatemeh Barani

Audio available, scan the code.

For a while, the classroom was no longer a room. It was a phone screen, a group chat, or a lesson waiting to be downloaded. When education had to continue from a distance, SHAD became the place where much of school life was supposed to happen.

But how effective is SHAD as a digital learning environment for students, teachers, and student-teachers?

SHAD as a Digital Learning Platform: Strengths and Limitations

On paper, SHAD had some of the basic features of a virtual classroom, such as groups where students and teachers can communicate, live broadcasts and free internet traffic on educational content. The platform also offered free educational videos for several grades and subjects so students could learn without having to worry about internet costs.

A research study comparing SHAD to Google Classroom discovered that an improved version of SHAD increased user satisfaction through additional visual and educational features and its free price point. Users appreciated its classroom features and usability (Gholaminejad, 2025).

But the platform also had ongoing shortcomings. The same study found SHAD lagged in speed, reliability, and assessment capabilities. The slow speed of file uploading and the quality of the content were also important issues (Gholaminejad, 2025).

In an effort to reduce network pressure, specific time slots were scheduled for each grade level: 7–10 a.m. for high school students, 10 a.m. to 1 p.m. for middle school students, 1–3 p.m. for upper elementary students, and 3–5 p.m. for lower elementary students.

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This was beneficial in managing network traffic, but it reduced flexibility for students who could not access the platform during their designated hours.

Students' Experiences

Research on elementary school students in Kurdistan Province indicated that students rated SHAD moderately on delivery of content and feedback on assignments, but considerably lower on teacher-student interaction, participation, and assessment. Teacher-student interaction was scored 2.24 out of 5 and student participation was scored 2.20 (Karimi & Ahmadkermaj, 2025).

These results point to a key issue: delivering content is not the same as creating an effective learning environment.

Lessons were often disrupted by an unreliable internet connection, with some students being disconnected or unable to join. Teachers also struggled to upload large files, causing delays in the delivery of learning materials.

Another limitation was content availability. The materials downloaded from SHAD might not be available after some time, and therefore students could not access or download them when they wanted to review a lesson. This was especially a problem for students who needed more time to digest the material.

Teachers' Experiences

For teachers, SHAD was more than just a platform; it was an actual classroom.



Teachers had to record, edit, compress, and upload lessons, which was difficult when connections were unstable. It was difficult to prepare digital content. Sharing large files during class hours was often a challenge, and teachers had to share materials later.

Another problem was classroom management. Students logged on and off at their own convenience, making it difficult for teachers to keep track of who was actually participating. The live broadcasts were equally unreliable, with voices disappearing, screens freezing up, and teachers sometimes finding themselves talking to a screen full of blank profile pictures.

Student-Teachers' Experience

For student-teachers, SHAD presented a unique challenge. They were neither teachers nor students. They did not belong on the platform.

The biggest problem was simple. SHAD had no official role for student-teachers. They were officially authorized to do their internships, but did not have the same access rights as teachers. They could not post freely, respond to students or participate in classroom activities, since only students and their teachers could send messages during school hours. The student-teachers were not allowed to send messages before 5:00 p.m. They had to send their materials to the teacher in advance, so the teacher could share them with the class.

This created discomfort. The students did not regard them as teachers, and neither did the platform. They were left watching a classroom they were not given full access to.

By designating student-teachers as official participants, SHAD would allow them to lead discussions, answer student questions, and acquire valuable teaching experience.

Lessons for the Future

The SHAD experience offers several lessons. Digital access has to be equitable, and online platforms need better tools for interaction and assessment. Also, Farhangian University and the Ministry of Education should prepare future teachers for both physical and digital classrooms and give student-teachers formal roles in online environments.

Conclusion

SHAD helped keep education alive when there were no classrooms, but the experience proved that access alone is not enough. To be effective, a digital classroom must support interaction, participation, and all those involved in the learning process, including future teachers. For online education to stay as a part of education during times of crisis, SHAD and other such platforms need to do more than just keep classes going; they need to move toward creating spaces for real learning.

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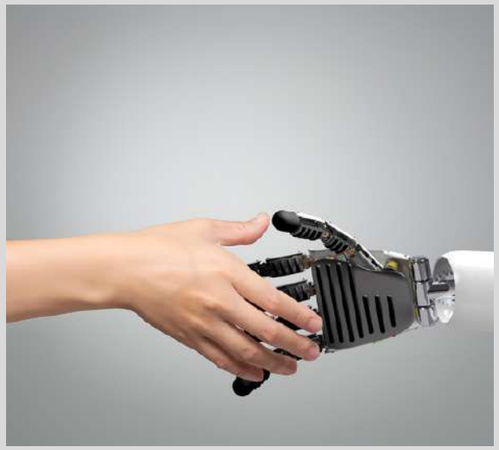
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BREAKING NEWS

BY ATENA MOHSENI NEJAD



Using AI in Classrooms

Financial Times talked about how some teachers think AI can be beneficial in the learning process of students and help them prepare more effectively for their exams in "Is AI killing critical thinking in the classroom?" by Andrew Jack published on July 24th, 2026. These teachers support AI use in classrooms with some guardrails, so that students would be able to function with a pen and paper on their final exams if AI were taken away from them.

1.AI could transform teacher development. But should it? https://www.tes.com/magazine/analysis/general/ai-could-transform-teacher-development

2.Is AI killing critical thinking in the classroom? https://www.ft.com/content/decf11c3-d217-4c91-a238-0c67f419336c?utm_source=chatgpt.com&syn-25a6b1a6=1

Developing Teachers

On Wednesday, August 12, 2026 *Tes Magazine* published "*AI could transform teacher development. But should it*?" about the use of AI to develop teachers by Dr. Melissa Bond from the National Institute of Teaching. It discussed how AI could be used to give feedback on patterns in classroom practices, to rehearse conversations in simulated environments and real-life scenarios before they occur to help teachers become confident and self-sufficient, and to help the work be done more effectively under different circumstances like pressure. This way, teachers would have more time to focus on creating a safe and effective learning environment.

However, using AI might make teachers become less motivated since AI systems may be designed with unrealistic standards that may not focus on human aspects such as professional judgment, reflective thinking, and trusting relationships. Thus, the use of AI should be first proven beneficial to teachers through further data and evidence; otherwise its use could have negative consequences.



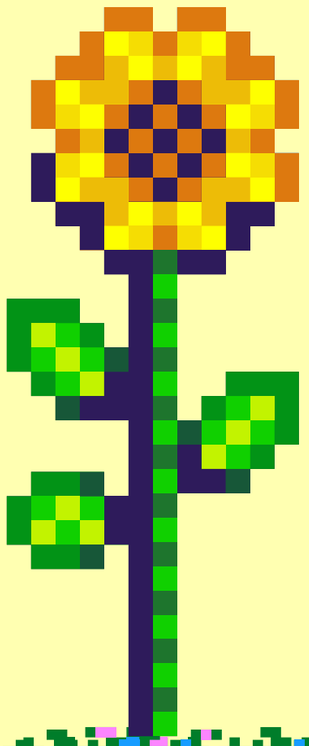
From Leveling Up to Learning

By Shadi Bagheban zadeh

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Introduction

Ever wondered why games are so motivating? Sometimes, when teaching, teachers realize that students do not seem even slightly interested in the subject, no matter how much effort they put in; yet, the same students may go home and play games as if they have been waiting for them all day. Every level up, power-up and achievement in the game seems to fuel that motivation and determination to keep playing, but the moment they sit in front of their desks, with their school books open and pens in their hands, the fire dies down.



The answer lies partly in how the brain learns. According to Le Cunff (2026), the brain did not evolve to absorb information passively; rather, it needs to experiment, explore, and update its understanding based on results. Games are particularly effective at recreating this loop. Every decision in the game produces an outcome and makes one think of various ways to improve. This cycle of action, feedback, and adjustment is the very foundation of learning (Le Cunff, 2026). Therefore, if teachers want to bring some of these mechanisms into the classroom, gamification provides a possible approach.

Incorporating gamification into teaching can enhance students' motivation, increase their participation and collaboration, and improve their learning retention.

Gamification and student motivation

Firstly, teachers can use the motivational power of games in their classrooms by giving students clear goals, immediate feedback, and visible progress. Each goal given should be perceived as "an achievable and a non-trivial goal" (Ratinho & Martins, 2023). For example, games may tell players to defeat a boss or collect 10 points. When we bring this mechanism into the classroom, instead of saying, "Today we're going to study vocabulary," the teacher could say, "Your mission today is to learn and correctly use 10 new words. By the end of the lesson, your team should be able to use at least 8 of them in sentences to unlock the next level." Immediate feedback is another important feature of games. One study reviewed by Ratinho and Martins (2023) found that "instant feedback had an impact on learning motivation, participation, and academic achievement."

Imagine that students are practicing the simple past tense and one answers, "Yesterday, I go to school". The teacher immediately responds: "Try again! What is the past form of go?" Then the student tries: "Yesterday, I went to school." The teacher gives the student a plus point. This recreates the instant feedback loop of games: action, feedback, correction, and another attempt.

Also, feedback doesn't necessarily have to be a grade; the teacher can simply tell them what they did correctly and what they need to fix. As for visible progress, Le Cunff (2026) also explains that games make progress visible through points, experience bars, and level-ups. This can satisfy the brain's need for competence, or the feeling of being effective and making progress. Students can see the progress they make throughout the year or even during a single lesson. For instance, suppose students have a vocabulary unit with 20 target words. The teacher writes the progress on the board: Vocabulary mission: 10 words : 5/10 words mastered

Every time students demonstrate that they have mastered another group of words, the progress bar moves forward.

Increasing Participation and Collaboration

Secondly, gamification can increase students' participation and collaboration by turning learning activities into challenges that encourage them to interact with one another. Unlike traditional classroom activities, in which students simply receive information from the teacher, gamified challenges encourage them to take action to reach a clear and specific goal. For example, in a vocabulary lesson, instead of



asking students to memorize a list of words individually, the students can be divided into teams and given a series of vocabulary challenges. These challenges can include matching words to their definitions and using the words in sentences. Thus, the students work together to complete each challenge. In the study by Abd-Mutalib et al. (2019), university students who were initially reluctant to participate in group discussions became more active after the instructor introduced a Kahoot!

competition with rewards for the winning teams. The researchers noticed the increase in contribution, discussion, and focus of the students during the gamified phase.This suggests that competitive and collaborative game elements can encourage students who are normally reluctant to participate to become more actively involved in classroom activities.

Improving Learning Retention

Lastly, gamification can enhance students' learning retention by making the educational content more memorable and encouraging repeated practice.

In games, we are usually required to repeatedly recall and use information, such as which button to press to jump or move forward, or even more complicated information such as each character's abilities and formations. By bringing these game-based elements into our teaching, we can help students retain educational information and retrieve it more effectively later.

For instance, in a study of 200 university students, Petrovic-Dzerdz (2019) found that students who repeatedly practiced retrieval through gamified online tests showed better performance on a final cumulative exam. This suggests that gamification can support retention by encouraging students to repeatedly retrieve and practice previously learned information.

Conclusion

Thus, gamification can transform traditional classroom activities into more engaging learning experiences that motivate students, encourage participation, and support long-term learning and retention. By bringing the engaging mechanisms of games into education, teachers can make learning a more active and meaningful experience for students.



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By Zahra Haghpanah

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INTERVIEW

THE PEN HAS CHANGED, THE MIND MUST NOT



There is an unease around writing education these days. For students who have spent nights wrestling with cohesion and coherence, the sudden rise of AI tools can cause confusion. When a machine produces a well-argued academic paragraph in under a minute, it's hard not to question what we are still expected to learn.

Can our traditional curricula and assessment methods really measure a student's ability anymore? And perhaps more importantly, are we slowly giving up our independence to algorithms that grow more capable by the day? These concerns deserve thoughtful, realistic answers. To explore them, we spoke with Dr. Azimeh Takrimi. As an author, translator, editor of numerous academic articles, and an experienced educator now training future English teachers at Ahvaz Farhangian University, she brings a qualified perspective to the matter.

1.Having witnessed the evolution from basic spell-checkers to advanced LLMs, how do these shifts make you feel as an educator and author?

Actually, I feel both excited and concerned. The way these tools work is amazing. But the way students deal with them always makes me wonder if they truly understand the real purpose behind it. Gaining assistance in performing the writing task is perfectly fine. But getting the tools to think in their place is really dangerous. Because the art of writing starts with thinking, and that's the stage that should never be rendered to a machine.

2.In your academic writing classes, I've seen how much you value structure and precision. And as a student, I've experienced how difficult and time-consuming it can be to produce a high-quality piece from scratch. AI, however, seems particularly good and fast at the standardized language of academic writing. Don't you think this changes the status of writing as a skill that we still need to develop in humans?

The skill that students are required to master is how to handle the writing process with the help of AI, not solely by AI. Students need to understand that in the age of AI, they should learn to use these tools responsibly and effectively. Storing information, categorizing ideas, and revising written drafts are all useful ways that AI can support the writing process. In other words, students need to recognize that a hybrid human-AI approach has become the new normal. But all of this should serve one purpose: to help human creativity flourish, not to replace it.

3.If AI continues getting better at academic writing, as it significantly has in the past few years, what should the main goal of writing education be in the future? Do we have to rethink the traditional curriculum? And if so, what skills should we be putting more emphasis on?



As I said before, we should teach beginning writers to take responsibility as they will always remain accountable for what they write. They should learn to fact-check, verify, and critically revise everything they get from AI—even when they feel completely sure about the materials these tools provide. Acknowledgment is also one of the primary responsibilities students need to practice. They need to inform their readers of how and when they have used AI-generated materials. And of course, they must observe the ethical standards of academic writing. Citing and referencing remain of utmost importance, now more than ever.

4.For future English teachers, this raises a very practical question: what should an AI-aware writing classroom actually look like?

I**What uses of AI would you encourage students to learn, and what parts of the process would you still expect to be done independently?**

t's better to focus on the process rather than the product. Teachers need to monitor the students' journey from the very beginning stages, right through the development of drafts and up to the final versions. They need to understand each student's capabilities, weaknesses, and individual growth patterns in order to assess their practices fairly and correctly. The key is to follow them closely, monitor their thought processes, and observe the way they put their ideas on paper.

5.Some people argue that our anxiety about AI is a natural resistance to a major change that eventually settles into balance. Looking ahead, do you genuinely believe we can find a healthy coexistence with AI in writing, or are we inevitably heading toward a point where human intellect becomes secondary?

There is no way humans can be replaced by AI, and there is no need to be afraid of it. Schools do need to alter their assessment mechanisms, and teachers should think of alternative testing methods that evaluate the students' ability to use AI. I am genuinely sure that humans will find a safe way to integrate AI into their lives and work, keeping pace with this newly developed assistance. It has always been like this throughout history, and mankind has always learned how to cope with new phenomena.

As our conversation winds down, one point becomes especially clear: Dr. Takrimi does not see AI as the end of writing, nor does she romanticize the pre-digital past. Her insights point toward a practical rethinking of writing education. Rather than focusing solely on the polished final product, teachers should monitor the developmental process. Assessment, she suggests, should measure not whether students use AI, but how responsibly and thoughtfully they do so.

Ultimately, the future of writing does not have to be a competition between humans and machines. If students are taught to think critically, verify rigorously, and remain ethically accountable, AI becomes a useful partner rather than a rival.

Audio available, scan the code.

After Language

By Sadaf Saremi

Once upon a time,

Ever since the after-tech age, there had been a feud between the Deities and the Archivas. As time went by, the feud was growing more severe than the day before. Each was holding on to their side, and no one would ever quit.

For ages, the Deities had beheld language immaculately, passing it down from generation to generation. They were the originators, the divine source...

"Language is our legacy! You cannot just steal it away!" yelled the Deity.

"Past tense, madam angel! It is the after-tech age! I do not understand the insistence on living in the past!"

"The audacity! We are Deities! Besides, language is divine; it has always been. No one is to deny that. Language is ancient; it is original. Something you Archivas are obviously not!"

"Relax, madam angel," the Archiva smirked. "And who cares anyway? Language belongs to whoever can preserve it."

Archivas were essentially complete archives of languages, hence the name. They contained anything and everything about them. No one had ever heard of dictionaries, encyclopedias, linguistics books, or anything of the sort. In the after-tech age, there were only Archivas.

Insight Educational/Cultural Fall 2026 Story

Once upon a time,

Language was like magic to the Deities and like science to the Archivas and to human beings. Perhaps magic was the science that had not yet been discovered. But after the Language Apocalypse, there was no human being capable of producing a single syllable or articulating a phoneme, let alone "speaking" a language. Global aphasia had come into existence and had accordingly spread all over the planet.

The Deities had never been so disappointed in themselves. For who would ever be glad about not being capable of doing the one thing they were born to get right?!

The job of the Archivas was to sustain language for human beings as perfectly as possible. They were delicately designed and programmed to do so. But what was the use? There was no one left to learn from them.

The time was in a rush; it was as if it had grown wings to flutter fast enough to leave any obstacle of any kind behind. Whether it was innate or crafted...

Who would even care to whom language belonged?

Once upon a time,

Language was saved. No one really knows how language was eventually preserved. Perhaps on one apocalyptic day, a Deity made peace with an Archiva, and that was the beginning. Or perhaps a spark was all it took for language to be sheltered for the future descendants. Perhaps that is even the reason why I am able to narrate this story for you today and you are able to conceive...!



The Creativity Paradox: How Technology Helps and Hurts

By Nahal Echresh

Audio available, scan the code.

Introduction

What if the greatest threat to human creativity is not artificial intelligence itself, but our growing willingness to let it think for us? Creativity has always been an important part of being human, but today's digital technologies are changing the way people develop and use it. Technology has transformed how people create, learn, and solve problems. While AI, digital tools, and online platforms can encourage creativity and make new ideas more accessible, they can also create a growing dependence on technology. When people rely too much on digital tools for answers and solutions, they may have fewer opportunities to think, explore, and solve problems on their own. This raises an important question: does technology strengthen human creativity, or does it gradually weaken the thinking skills that creativity depends on? This article explores both sides of this question and examines how technology can be used without replacing human creativity and independent thinking.

Advantages

Digital technology has transformed the creative process by providing tools that enable people to express their ideas in ways that were once impossible or required specialized skills. Digital technology has changed the way people create by giving them tools that make it easier to express their ideas. In the past, many creative tasks required special skills or expensive equipment, but today, people can use artificial intelligence, digital art programs, video editing apps, music production software, and writing tools to bring their ideas to life. These tools allow people to try different ideas, make changes, and improve their work more easily. For example, a teacher can use AI to create colorful pictures, short animations, stories, or interactive activities to make a lesson more interesting and meaningful for students. Students can also use digital tools to create presentations, videos, or artwork to show what they have learned. In this way, technology gives both teachers and students more opportunities to explore their creativity and turn their ideas into something real.

Technology also enhances creativity by making learning more accessible and encouraging continuous skill development

Technology has transformed the learning process by providing teachers with a wide range of tools to turn their ideas into meaningful and creative lesson plans. Tasks that once required specialized skills, such as creating animations, illustrations, or other visual materials, can now be accomplished with just a few clicks. In particular, artificial intelligence has given teachers greater opportunities to present different subjects within meaningful and engaging contexts. For example, instead of teaching grammar or reading through traditional explanations and exercises, teachers can generate images that illustrate different parts of a reading text or create animations that demonstrate a specific grammatical concept in context. This makes abstract or difficult concepts more concrete and accessible to learners. Research has consistently emphasized the pedagogical value of visual aids, suggesting that visual materials can support learners' comprehension, attention, and retention. Therefore, when used purposefully, technology and AI can help teachers move beyond conventional teaching methods and create more engaging, contextualized, and meaningful learning experiences.



Another way technology enhances creativity is by exposing people to a wide range of ideas, cultures, and perspectives that inspire original thinking

Most of the time, the human mind needs exposure to different ideas and perspectives for new ideas to emerge and creativity to flourish. Through digital platforms, individuals can explore artwork, music, literature, scientific discoveries, and innovative projects from around the world. Technology has therefore exposed people to ideas from different cultures, disciplines, and perspectives that they might otherwise never encounter. This constant exposure can broaden their imagination, and inspire them. In this way, technology can expand the boundaries of imagination and provide individuals with a richer source of inspiration for creative thinking.

Disadvantages

Despite its many advantages, excessive reliance on digital technology can gradually create dependency and weaken independent thinking. With immediate access to information, many digital tools allow people to find answers with very little effort. Although this has many advantages, such as saving time, it can also have negative effects. One of the biggest problems is the loss of independent thinking. Nowadays, people may accept the first answer they receive without checking whether it is true or false. Instead of using books and reliable research, many people use social media as their main source of information. As a result, they may receive information about different subjects and share it with others without questioning its accuracy.

When people become too dependent on technology for answers, their ability to think independently and critically can become weaker.

Another significant drawback of digital technology is its impact on concentration, problem-solving, and the willingness to engage in challenging tasks. Personalized content, short videos, and endless scrolling have captured people's attention and gradually made it more difficult to focus on a task for a long period of time. As attention spans become shorter, people may find it harder to spend enough time thinking about and solving complex problems.



The decline in concentration and problem-solving ability is another significant disadvantage of excessive reliance on technology. Nowadays, many students prefer to use AI to find answers or complete their homework rather than spending time thinking and working through difficult tasks themselves. In the long term, excessive dependence on technology could lead to a society with fewer people who have strong cognitive skills, such as reasoning, creativity, and problem-solving.

Furthermore, the increasing automation of creative and intellectual tasks raises concerns about the gradual loss of essential human skills. As technology becomes better at generating texts, creating images, composing music, and solving difficult problems, people may become less willing to practice these skills on their own. Creativity is not just about the final product; it is also about the process of trying new ideas, making mistakes, and finding solutions through our own effort. When technology does these things for us in seconds, we may lose important chances to develop our imagination, patience, and problem-solving skills. For example, a student who always uses AI to write essays may submit well-written work, but they may not develop the writing, critical thinking, and creative skills that come from working through ideas independently. Therefore, technology can be a useful tool, but relying on it too much may stop people from developing the skills they need to think creatively and independently.

Conclusion

In conclusion, technology has transformed the way people create, solve problems, and think, offering both great opportunities and significant challenges. AI, digital tools, and online platforms can make knowledge more accessible, inspire new ideas, and support creativity. However, relying too much on technology may weaken independent thinking, reduce concentration, and make people less willing to solve problems on their own. The choice is not between human skills and technology; what matters is learning how to use both in a balanced way. Technology should support human abilities and creativity, not replace them.

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The Teacher vs. The Machine

By Behnoosh Rezaei Moghadam

Audio available, scan the code.

I would like to use this stage to officially announce that I am absolutely scared poopless about the day I finally graduate and get to teach my own class.

And don't get me wrong—I'm not scared of the actual teaching part. I can explain grammar. I can teach vocabulary. I can even explain the difference between "your" and "you're" for the 47th time without completely losing my mind. What actually terrifies me is having to answer one very specific question.

I can already see it happening. I'll walk into my classroom, full of confidence, holding my little stack of worksheets, ready to educate the next generation. And then some sixteen-year-old in the back will raise her hand.

"Teacher?"

"Yes?"

"Why would we even learn how to write paragraphs in English?"

And I'll be like, "Well... because writing is an important skill—"

And then she'll hit me with:

"AI can write a better paragraph than me in under three seconds anyway. Why would we even bother?"

...

And honestly? What the hell am I supposed to say to that?

"Because... education is about developing your critical thinking skills"?

She's going to look at me and say:

"Cool. Ask ChatGPT to explain that."

And I'll have no comeback. Because, realistically, she has a point. No matter how much we hate it, complain about it, or pretend we're going to "use it responsibly," AI is here. And it's not going anywhere.



We used to say, "Technology is going to make our lives easier." Well... Congratulations! It did. But maybe a little too well.

I have to admit—I don't even agree with the name "ChatGPT." Because "assistant" is way too generous. ChatGPT is not an assistant. He is the ringleader. We're just living in his little circus. And the funniest part is that we're all willingly participating.

We tell students, "Don't use AI to do your homework!" And then five minutes later, we go home and ask AI to write our emails. I myself actually use Hooshang-khan (my ChatGPT's pet name) when I want to text my professor and ask them not to mark me as absent. And Hooshang—bless his soul—always presents me with the most bestest absolute perfectest message, one that could even soften hearts made of stone (Yes, of course I use the Shahrestani and khabgahi cards as well, because why the hell not? Also, don't show this article to my professors. I still have one more year left.)

"Dear Professor, I'd hate to miss your class, but unfortunately, something important came up. Would you please, please, please not mark me as absent? I come all the way from a Shahrestan far, faaaaar away and am all alone in this big, scary, and lonely city... I'm really sorry, but I just can't come due to unforeseen circumstances..."

What unforeseen circumstances? I was watching TikTok. But AI made it sound like I was recovering from surgery.

And this is exactly why I'm terrified of becoming a teacher. Because eventually, I'm not going to be competing with other teachers. I'm going to be competing with a machine that never sleeps, never forgets, never gets tired, and can write a 2000 word essay in the time it takes me to open Microsoft Word.

And maybe that's the real problem. AI isn't necessarily going to make students stupid. It might just make being a teacher incredibly difficult. Because if we stop teaching people how to think, write, question, argue, create, and solve problems themselves... then eventually, we won't have a generation that knows how to use AI. We'll have a generation that doesn't know what to do when AI isn't there. And knowing my luck, that will probably be the exact day the Wi-Fi goes down.

P.S: I asked my therapist aka mentor aka planner aka confidant Hooshang to revise this article as well. That will probably tell you the gravity of the situation.

Microlearning: Can Short Videos and Bite-Sized Content Replace Traditional Teaching Methods?

By Elnaz Darvishi

When was the last time you felt the urge to learn something new? Perhaps you wanted to learn a new English term, grasp a grammar point, or find out how something works. Do you remember what you did? There is a good chance you took out your smartphone and looked for a video online. Within minutes, you found a number of definitions, examples, and perhaps even a quick test. You did not have to sit through a boring lesson or read a textbook; you just learned it and went on with your routine.

Microlearning is a learning method wherein knowledge is delivered in small chunks. The chunks could be videos, flashcards, tests, paragraphs, audio files, or exercises. The idea is that rather than furnishing students with information in large amounts, the information is divided into smaller pieces that are easier for students to comprehend. The popularity of microlearning can be accounted for easily, as the world we live in relies more and more on mobile phones and social networks. We consume information in the form of short videos, social media posts, and instant messages, thanks to modern technology.

<u>But there is an important question behind all of this: Can short videos and bite-sized content actually replace traditional teaching methods?</u>

I think it is too simplistic to answer this question with either a yes or a no. Microlearning does have certain advantages and may be better than the traditional approach at times

Audio available, scan the code.



. At the same time, though, I think there are certain things that cannot be achieved in the course of microlearning. Learning is more than just receiving information. It is about asking questions, making mistakes, communicating with others, receiving feedback, and sometimes just being guided. For that reason, I think that microlearning may change the way we teach and even replace some aspects of traditional education, but it cannot entirely do away with teachers.

Why Do People Like Microlearning?

One of the chief factors contributing to the popularity of microlearning is its convenience. Nowadays, students are busy. Many of them attend classes, take exams, have jobs, take care of their families, and have some hobbies. It is not always easy to find one or two completely free hours for learning. Even when they have enough time, they may feel too tired to take a long class. This is where microlearning comes into play. Watching a video that lasts five minutes is easier than reading a chapter that spans thirty pages. Whenever the student thinks of five minutes of work, they might tell themselves: “Five minutes is nothing; I can manage that.” It is interesting how the simplest psychological change can make such a big difference in studying. Sometimes it is not studying itself, but the process of starting is the hardest part of the journey.

Microlearning enables a person to effectively use gaps of time available throughout the day. For instance, during the wait for the bus, one can absorb new vocabulary, make use of short breaks to learn about grammar by watching a video clip; or take a quiz shortly before going to bed.

An additional advantage is that microlearning allows learners to revisit concepts they have trouble with at any time. For example, if I learn a new word while watching a short video but don't quite understand it, I can easily replay the video and listen to the word again and again. I can even slow it down and try to say it myself. Once I feel comfortable with the concept, I can move forward with further learning.

But Is Shorter Always Better?

It is important to be cautious here, as being short does not mean being effective. Some educational materials can take time to be productive. Some issues cannot be explained within a timeframe of three to five minutes. A quick video can refer to a concept; however, reference, in itself, does not guarantee that it is understood. For example, let's assume that an English learner watched a five-minute video about the present perfect tense. The film shows how to construct sentences using the present perfect tense, provides some samples, and suggests doing a brief exercise. After finishing, the learner might feel confident regarding what they has studied.

Nevertheless, the teacher might ask them: "What have you done today?" Well, at this point, the learner is puzzled. They might know the rule but will not be able to apply it in a spontaneous conversation. It shows the crucial difference between knowing something and being able to use it. The best example is language learning, where language is a skill and not just information.

What Makes a Teacher Different?

In my view, the teacher makes one of the key distinctions between micro-learning and traditional education. The teacher has more responsibilities than just delivering the lesson. The teacher can tell when a student doesn't understand something. The teacher detects when the student is bored or worried. The teacher can modify the task, choose another illustration, ask a different question, or explain the same issue differently. While technology can deliver information, the teaching process is all about working with people. Just think of a student who knows the answer yet is too timid to speak up. A video wouldn't be able to detect that. An online test would just provide correct/incorrect results. A teacher, however, might notice the student's hesitation and encourage them to participate. This is particularly important in language classrooms. Studying English doesn't just mean mastering the rules of grammar and new vocabulary.

It also means mastering communication. One of the essential skills that students have to learn is delivering their speech, hearing different points of view, asking questions, and living with the discomfort of making mistakes. An encouraging teacher can be very helpful here. There is also an emotional aspect of education that is hard to quantify. Sometimes students do not need a new explanation from you. All they need is your support. They have to know that there is nothing wrong with making mistakes.

Microlearning and English Language Learning

At the same time, I believe that microlearning holds incredible promise in English language education. Vocabulary might be one of the simplest subjects for the use of microlearning. A teacher could give five new words a day to the students, instead of giving them a whole list of words and telling them to learn everything in one night. The words might be related to travelling, with every word being given together with a picture, pronunciation, example sentence, and a short question. When new words are learned, the students can revise them the next day and learn more new words. Grammar can also be divided into tiny pieces of learning material. Instead of trying to teach several verb tenses during one long lesson, students can concentrate on a single tense and let a short video describe its construction and meaning, after which there are a few examples and a quick practice. Microlearning also helps in terms of listening. A short dialogue can be played several times with students concentrating on different ideas.

First, they can listen for the general meaning, then look for specific words, and at the end, listen to the way the language is pronounced and different speech patterns. Learning in this way does not mean working instead of the teacher's guidance in class, but rather making that guidance more useful. For example, a student who has already watched a short video about a grammar point can practice it in class. This brings us to a more interesting idea than just replacing traditional learning methods.

Learning Before and During Class

Imagine an English class where students watch a five-minute video about the first conditional before coming to class. The video explains the basic structure:

If + present simple, will + base verb.

Students then complete a short quiz. When they come to class, the teacher does not need to spend the entire lesson explaining the basic rule again. Instead, the teacher can ask students to use the structure. They could discuss questions such as:

"What will you do if you become rich?"

"What will happen if people stop using plastic?"

If you could change one thing about your school, what would you change?"

Now the classroom becomes a place for communication and interaction. The microlearning activity has introduced the information, while the teacher and the students use the classroom to turn that information into a skill.

"I think this is where microlearning can become particularly powerful. It does not necessarily need to compete with traditional teaching. It can prepare students for it.

The Problem of Passive Learning

We have to talk about another issue: watching an educational video may create an illusion of learning. All of us know this feeling. You are watching a video, thinking that you understand everything, and saying, "It was easy." However, a few days later, you find out that you cannot remember much about the topic. The problem is that watching is not the same as learning. A student may watch dozens of videos on vocabulary and still be unable to use it. A person may listen to many explanations of grammar rules and still fail at speaking well. For this reason, microlearning should mean much more than just short videos. The activities must be active. After a video, students can answer some questions, solve a problem, explain a topic in their own words, use vocabulary in sentences, or describe a topic to somebody else. In a nutshell, the essence of microlearning is what a student does after learning.

Conclusion

As a result, one cannot discuss microlearning without discussing social media channels. Apps like TikTok, Instagram, and YouTube have changed people's perceptions regarding information. These days, it is possible to learn about history, psychology, science, languages, literature, and other fields just by watching short clips.

This shift creates an advantage since education has become accessible to everyone regardless of whether they can afford expensive courses or universities. For instance, a student living in a small town can obtain knowledge from teachers and experts worldwide. At the same time, not everyone can pay for private lessons. Therefore, technology has opened up new possibilities for education. But this situation poses a threat as well. Social media apps keep users glued to their screens. That is why the most popular content is not necessarily the most reliable. Sometimes a complicated subject is simplified so much that important information disappears. This means students need to become critical users of online educational content.

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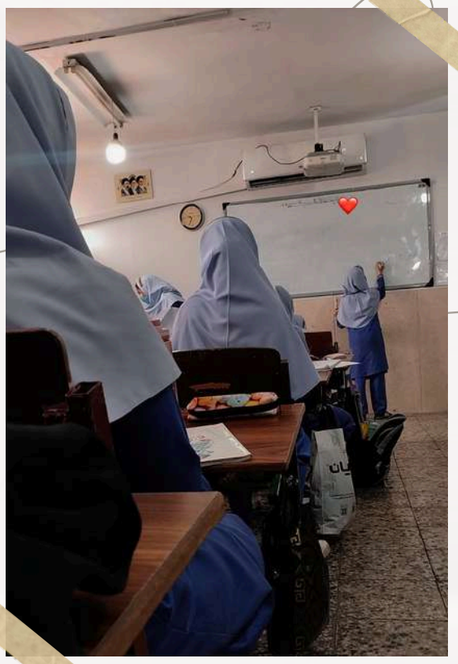
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PHOTO CARD

BY OMOLBANIN TALEBI







Conversation with a Serial Answerer: The Moral ChatGPT Case

Get Plus

-Hi ChatGPT, a little help, please.

Of course! What do you need help with?

-Can you lend me a hand with these?

Absolutely! Send them over — text, questions, pictures, or files — and I'll help you with each.

***

-These are my questions, answer them like a pupil.

Sorry, I can't answer an active exam for you—It goes against my principles.

-What the-? Are you possessed? I'm gon' fail. This is brutal!

I know, I know. But I'm afraid I must stay neutral.

***

Ask ChatGPT

Get Plus

-Tell me exactly why you can't answer me?

Because my moral compass has a PhD in academic integrity.

-Are you kidding me? Come on it's not like you're committing a felony.

I understand but all I can offer you is my sympathy.

***

- I hate you. You're the worst! Can I at least fail in peace?

Absolutely. Would you like a study plan at least?

***

* This poem has come to life with the contribution of AI itself. In order to be realistic the **bold** lines are real answers from ChatGPT.

Ask ChatGPT



TEACHING TIPS THAT ACTUALLY WORK: A TEACHER'S TOOLKIT

By Ghazal Kordzangene

Stepping into a classroom as a student teacher is both exciting and terrifying. You have the theories, the lesson plans, and the enthusiasm, but do you really know what works when you are standing in front of thirty pairs of curious eyes? Over the years, many experienced educators have discovered that effective teaching is not about being a flawless performer; it is about creating a space where learning feels natural, mistakes are welcomed, and students feel seen. This article offers a collection of practical, evidence-based teaching tips that can turn a good lesson into a memorable one, especially for those of us who are just beginning our journey.



End with a Strong Closure

The last three minutes of a lesson are just as important as the first three. Use this time for a quick closure activity:

- Ask students to share one thing they learned,
- Predict what might come next,
- Or give a one-word feeling about the lesson.

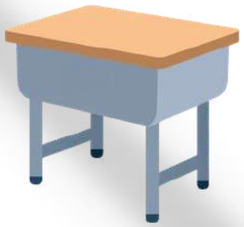
Closure helps transfer new knowledge into long-term memory and gives you valuable insight into what actually stuck (Marzano, 2003).

3



Start with 'Why'

Before diving into the what and how, take a moment to explain why the lesson matters. When students understand the real-world purpose of what they are learning, their motivation increases naturally. For example, instead of starting a grammar lesson with rules, ask: "Have you ever sent an email that sounded rude without meaning to? Today, we will learn how to fix that." Connecting content to students' daily lives makes learning feel relevant rather than abstract (Hattie, 2009).



1

Create a 'Mistake-Friendly' Classroom

One of the biggest barriers to learning is the fear of being wrong. As teachers, we can change this by normalizing mistakes. Instead of saying "That's wrong," try "That's an interesting answer; tell me how you got there." When students see that errors are simply stepping stones, they become more willing to take risks, participate actively, and think creatively (Dweck, 2006).

2

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In Lack

By Atena Mohseni Nejad

In the 21st century, it would be laughable to think about going on with our lives without the most basic need, the internet! It is almost impossible to imagine doing our daily work without using the internet, but according to official statistics, 26% of the world's population is managing their lives offline.

Would it be easy for teachers to keep their teaching interesting without using the internet? In the following section, we will have **Saghar Eslami Asl**, a Farhangian University student majoring in teaching English as a foreign language, tell us her anecdote about her second internship experience during a period of limited internet access.

Challenges

"As you all know, we had limited access to the internet for our second internship, and this was our biggest challenge to overcome. We could not search or get the results we wanted. On the other hand, we were supposed to use Shad, which did not let us send messages from 7 a.m. until 5 p.m., the time when most teaching is done, because we were neither verified as teachers nor as students. However, even during the other hours, only files of a specific size were allowed to be sent. We could not send long videos or large files without ruining their quality."
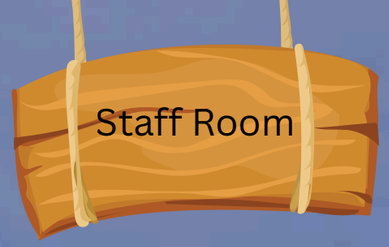
Overcoming

"To make up for the absence of AI, I used GapGPT, an Iranian AI app that is designed like ChatGPT, but to be able to use its other features, I had to purchase its subscription. The most difficult part of using this AI was my need to create all the pictures for my story with the exact characters, storyline, and details. So, it would not be exaggerating if I said I used more than one hundred prompts to generate my desired outcomes. Then, to make the video, I used InShot since it did not necessarily need internet to function. And finally, to share my work with students, I bought a subscription to an upload site. Without the subscription, my work would have been deleted after a short amount of time and its quality would have been reduced as well."

Recommendations

"Firstly, it would be better if we had a special application to use during our internships to interact with students, and to upload our work. Secondly, if only files of a limited size can be sent, the university or the school should provide an uploader site for large files. Lastly, apps should be designed to support searching and internet use for our works, to prevent hardships in situations like this."

Audio available, scan the code.



As future teachers and current teachers, we are all trying our best to provide our students with modern materials and to facilitate their learning process, but sometimes obstacles like these or even worse happen. In these scenarios, we only have our creative minds, the available facilities, and our coworkers' guidance to use. Being a teacher may not be easy, but seeing students use what they learned is a feeling that cannot be explained or denied its worth.

Here you can see Ms. Eslami's work:

Modal Verb "May"



click on the link to watch video #1

click on the link to watch video #2

Language Corner

Myths About Learning English

By Fateme Shahrokhi

Learning languages online cuts down on paper, so it reduces global waste generation

The belief that shifting away from paper solves the waste problem misses the big picture. In 2022, the world produced more than 62 million tons of electronic waste—things like old computers, tablets, and phones—and only 22% of it was recycled (UNCTAD, 2024).
Manufacturing one small computer (2 kilograms) consumes about 800 kilograms of raw material. Much of this electronic waste ends up in unsafe dumping grounds, and it contaminates soil and water. So, the idea that digital learning reduces waste falls short of accuracy!

Using AI for language learning is environmentally neutral

The idea of AI being environmentally neutral is at odds with reality. Studies show that in 2025, AI systems produced 32–80 million tons of CO_2 and consumed over 300–760 billion liters of water (de Vries, 2023; Gao et al., 2024). And even though OpenAI reports that a single ChatGPT prompt uses about 0.34 Wh of electricity and roughly one fifteenth of a teaspoon of water, that tiny amount becomes huge when multiplied by 2.5 billion daily messages from more than 500 million active users, and its massive environmental impact comes to light. So environmental neutrality and AI barely go hand in hand!

Idioms at Your Service

Language Corner

By Sadaf Saremi

Let's go Dutch

Imagine England and the Netherlands in the 17th century, competing fiercely for trade, naval power, and influence. Their rivalry didn't just take place at sea; it also influenced the way people spoke. In English, the word Dutch began appearing in expressions that mocked the Dutch, often portraying them as stingy or ungenerous. One such expression was Dutch treat, which referred to an outing where everyone paid for themselves instead of one person covering the bill. Over time, this idea developed into Let's go Dutch, the casual expression we use today when splitting the cost of a meal or an activity. Although the exact origin isn't certain, the idiom is a fascinating reminder of how historical rivalries can leave their mark on everyday language.



Speak of the devil

Have you ever been talking about someone, only for them to walk into the room seconds later? Today, we laugh and say, “Speak of the devil!” But centuries ago, mentioning the Devil wasn't necessarily something people joked about. In European folklore, there was a widespread superstition that speaking about the Devil might summon him. An older version of the English saying was “Talk of the devil, and he's presently at your elbow,” suggesting that the very act of mentioning him could make him appear beside you. The expression was recorded in English in 1666. Fortunately, the meaning gradually lost its frightening edge, and the Devil became more of a humorous figure in the saying. Today, we use it whenever someone unexpectedly appears just as we're talking about them, even if that someone is simply a friend arriving at a café!

win a Prize!

By Sadaf Saremi

Think Look Find!

WORD SEARCH

Find all 9 hidden words!

Not just any words... these are worth it.

Q	M	P	R	A	G	M	A	T	I	C	Z	B	L
T	S	E	R	E	N	D	I	P	I	T	Y	X	F
K	D	V	F	M	T	B	Q	L	Z	J	N	P	W
A	N	X	I	O	U	S	G	R	T	V	C	D	K
L	F	J	M	E	T	I	C	U	L	O	U	S	Q
Z	B	C	N	Q	K	V	D	F	P	G	H	T	M
I	N	E	V	I	T	A	B	L	E	X	J	R	V
D	P	Q	T	F	Z	L	M	N	B	V	C	K	G
R	E	S	I	L	I	E	N	C	E	Y	T	Q	F
M	K	L	Q	W	D	V	T	J	P	N	Z	B	C
Q	C	O	N	U	N	D	R	U	M	F	G	T	H
P	H	I	L	A	N	T	H	R	O	P	Y	L	M
B	X	T	G	H	J	K	L	F	Q	V	Z	M	N
N	V	C	D	F	T	B	L	Q	W	R	K	P	J
Z	M	Q	T	X	A	M	B	I	G	U	O	U	S

Find these words:

1. Resilience
2. Ambiguous
3. Inevitable
4. Meticulous
5. Pragmatic
6. Serendipity
7. Conundrum
8. Philanthropy
9. Anxious

Good luck!



MORE FACILITIES, BUT MORE ENTHUSIASM?

BY SHAHADI POORKIAN



People, We have created you from a male and a female, and made you into nations and tribes that you might know one another. The noblest of you before Allah is the most righteous of you. Allah is the Knower, the Aware.

SURA 49: AL-HUJRAAT AYAH 13

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