



Acknowledgment of AI Assistance in the ESL-Wise Blog Series

This blog series is based on my 35+ years of classroom teaching. Every idea, story, structure and piece of writing is rooted in my own professional experience. To support clarity, consistency, and accessibility, I have used AI tools selectively and responsibly in the following ways:

- To generate photorealistic blog images
Prompt example:
“Create a photorealistic image of a secondary ESL classroom where students are actively participating and the teacher is prompting answers.”
- To refine original titles into clear ‘Why...’ statements
Prompt example:
“Convert these draft blog titles into engaging ‘Why...’ questions suitable for a reflective teacher-to-teacher series.”
- To proofread spelling, grammar, and punctuation
(including with Grammarly)
Prompt example:
“Check this blog post for punctuation and grammar errors while keeping my personal tone intact.”
- To maintain consistency in style across blog entries
Prompt example:
“Match the tone and structure of my previous ESL-Wise blogs: reflective, anecdotal, teacher-to-teacher.”
- To generate one or two additional examples to support my own
Prompt example:
“I’ve listed several examples of eliciting strategies. Suggest one or two more that fit my classroom voice.”
- To source clickable academic references for the ‘Further Reading’ section
Prompt example:
“Find accessible, verifiable research sources that support this blog on ESL eliciting techniques.”

In addition to AI-generated images, I also include photos from my own classroom practice wherever possible. The ideas, stories, structure and writing are entirely my own. To a degree. Read on.

Here’s the thing, though: when I asked AI to either proofread or ensure stylistic conventions were the same across the blogs, it started creating its own input – and not my voice. The proliferation of m-dashes, sentence fragments and rules of 3 was horribly evident, and I had to spend considerable time trying to identify how it had changed my original documents and tried my best to delete and retain my writing identity. In the end, I had to concede that, in order to maintain a consistent style, I would need to use some of what AI had generated. If it felt distinctly false – and not something I would naturally say or write – I did my best to address those issues.

AI has played a supportive, not creative, role in helping me bring classroom truths to life more clearly. But, like every other human being on the planet at the moment, if it saved me time and energy, then I reluctantly allowed some of what AI had produced. After all, the ideas were all mine. The concept was all mine. The original style was all mine. AI was my editor who ensured there was a consistent tone and presentation style throughout. And helped me shape my blogger’s voice.

Barrier & Theme

X SPY...

dismiss

10x

10x

Universal?

Surprising?

LiA story / biography

About h2 person

1 student can write another can act

5 Ws + H

Thought bubble

Series

sup?

smaller?

new?

less?

capto?

What happened before?

why?

What will happen next?

why?

T? F?

RA SS write T/F statements

More examples of the notes I have been making to prepare for my blog series and resource creations can be found on the ABOUT page of www.contentedbeing.com