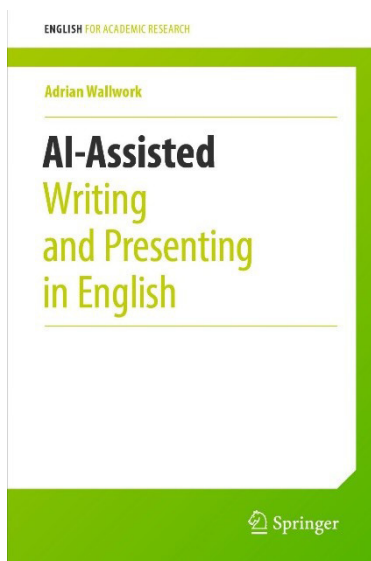


BOOK REVIEW



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The widespread integration of Generative Artificial Intelligence (GenAI) into higher education has transformed conventional practices for drafting, revising, translating, and presenting academic work. For multilingual researchers, large language models (or LLMs) provide immediate linguistic support, but their use also raises questions about reliability, authorship, overreliance, and academic integrity. Adrian Wallwork's *AI-Assisted Writing and Presenting in English* enters this discussion from a deliberately practical perspective. Published in Springer's *English for Academic Research* series, the book is aimed primarily at university students, doctoral candidates, researchers, language editors, translators, and English for Academic Purposes (EAP) teachers. Wallwork, a scientific editor and EAP teacher of PhD students, does not attempt to formulate a theory of GenAI-assisted language acquisition. Instead, he offers a hands-on guide to using chatbots and machine translation for recurring academic communication tasks. This practical orientation is both the book's principal strength and the source of some of its limitations.

The volume consists of ten chapters that progress from general principles to specific academic applications. Chapter 1, "Being realistic about what AI can and cannot do," establishes the book's overarching conceptual framework: GenAI can assist with language-level tasks but should not be treated as an autonomous academic writer. Chapter 2 develops prompt-writing strategies for correction and paraphrasing, while Chapter 3 introduces pre-editing to improve the input to machine translation and chatbots. Chapter 4 focuses on using a chatbot as a language editor. Chapter 5 expands this interactional dimension through meta-prompting and simulations of academic situations. Chapter 6 strengthens the book's ongoing emphasis on responsible usage and connects back to earlier discussions of language improvement. Chapters 7 and 8 address presentations and academic correspondence, respectively. Chapter 9 compares GenAI-assisted language support with professional editing and translation, and Chapter 10 concludes with classroom applications for EAP teachers. This organization is coherent and pedagogically cumulative: readers first learn to delimit GenAI's capabilities,

then to formulate instructions, prepare texts, assess outputs, and apply the technology to academic genres.

Several chapters are particularly effective because Wallwork illustrates principles through concrete tasks rather than abstract claims. Chapter 1, for example, distinguishes between operations a chatbot can often perform—such as correcting grammar, paraphrasing, summarizing, transforming passive constructions, suggesting titles, and generating scripts—and higher-level judgements it cannot be expected to make reliably, such as identifying a paper’s genuinely important findings for which revisions are essential. This distinction is valuable for L2 writers because it separates textual fluency from disciplinary judgment. Similarly, Le and Tran (2025) demonstrate the potential of ChatGPT to support students’ writing and personalized learning through text generation and feedback, while acknowledging limitations associated with potentially inaccurate responses. Wallwork’s contribution is to convert this general caution into an operational principle: the writer remains responsible for deciding whether an apparently fluent output is rhetorically and scientifically appropriate.

Chapters 2 to 3 represent the central methodological strength of the book. Chapter 2 repeatedly shows that broad instructions such as asking a chatbot simply ‘to improve’ English are less useful than prompts that focus on audience, grammar, clarity, register, or alternative formulations. Wallwork also warns against overloading a single prompt and recommends dividing complex instructions into smaller tasks. Chapter 3 extends this logic through pre-editing. Rather than asking whether machine translation can repair an unclear source text, writers are encouraged to remove redundancy, simplify syntax, check factual consistency, and clarify the source-language version before translation. This insight is particularly productive because it keeps the multilingual writer actively involved in meaning-making. The book therefore promotes a workflow of human preparation, GenAI-supported transformation, and human evaluation rather than a one-step model of automated correction. This process orientation also aligns with findings from Meniado et al. (2024), whose Thai and Vietnamese EFL participants reported using ChatGPT to brainstorm, organize ideas, refine outlines, clarify concepts, and edit drafts for appropriateness and accuracy.

Chapter 5 broadens the book’s scope beyond text correction by treating the chatbot as an interlocutor. Wallwork introduces meta-prompting as a technique whereby users ask the chatbot to improve their own prompts and then demonstrates its application through role-plays involving a job interview, social interaction at an academic conference, and pronunciation practice. The job-interview example is especially useful because users can provide a CV, application letter, and job advertisement, and ask the chatbot to act as the interviewer, posing questions one at a time. Similarly, the conference scenario lets less confident PhD students rehearse small talk and adjust formality in real time. These activities demonstrate a genuine pedagogical affordance of conversational GenAI in enabling repeated, low-stakes rehearsal. However, at the same time, they reveal a limitation that the book could address more explicitly, such as the fact that the usefulness of GenAI-generated practice does not necessarily guarantee the accuracy or pedagogical reliability of the feedback it provides. Shadiev et al. (2026) argue that ChatGPT has considerable potential for supporting L2 writing, while acknowledging persistent limitations in the reliability, contextual appropriateness, and depth of its responses.

Wallwork therefore presents GenAI most convincingly as a language assistant rather than as an autonomous academic author.

Chapter 7, on presentations, is another strong segment of the volume because it connects GenAI assistance to a complete communicative event. Wallwork begins with the principle of simplicity and shows how a prepared script can be used to generate an outline, slide sequence, title, possible images, and questions for a Q&A session. In one example, a script on plant-inspired bio-robotics is converted into a proposed eight-slide structure. Wallwork does not accept the output uncritically; he notes that generic slide titles and formulaic introductions may fail to engage an audience and shows how further prompting is needed. This self-correcting demonstration is more convincing than simply presenting AI-generated slides as successful products. It also reinforces one of the book's most consistent messages: useful output often emerges through iterative prompting and human revision rather than from the first response.

Chapter 8 applies the same critical approach to academic correspondence. The chapter covers applications for summer schools, job and funding letters, cover letters, difficult messages, subject lines, and changes of tone. This chapter is highly relevant to multilingual researchers because email is a consequential but often under-taught academic genre. Particularly helpful is Wallwork's attention to GenAI's tendency toward inflated, impersonal prose. In examples of application and cover letters, he identifies adjectives, conventional phrases, and entire sentences that add little substance and should be removed. He also shows that subject lines often require additional prompting if they need to be specific and concise. However, this recommendation appears to illustrate the process of iterative prompt refinement rather than to demonstrate that additional prompting is always necessary. Once the weaknesses of the initial suggestions have been clearly recognized, a competent user could reasonably revise or formulate the subject line independently, which may be more efficient than continuing to interact with the chatbot. In my view, the book would benefit from clarifying that further prompting should be regarded as an optional strategy for users who require additional linguistic support rather than as an essential step in composing a subject line. Such clarification would also strengthen the book's broader emphasis on using GenAI as a supportive tool while preserving the writers' personal linguistic judgement, autonomy, and editorial responsibility. Thus, the chapter is strongest when it uses GenAI to revise a user's communicative intention rather than to perform that intention.

Chapter 9 provides an important counterweight to technologically driven solutions by asking what professional editors and translators can still contribute. Wallwork argues that GenAI can make local corrections but may fail to distinguish major from minor problems or detect issues such as misleading self-references, excessive acronyms, inappropriate hedging, factual inconsistencies, or context-sensitive stylistic problems. A key merit of the chapter is less in defending a profession than in clarifying levels of textual expertise. A fluent sentence is not necessarily a clear argument, and a grammatically correct manuscript is not necessarily an effective research article. However, some of the comparisons between GenAI and professional editing are based on the author's professional observations rather than systematically reported empirical evidence. They are persuasive as expert commentary but should not be read as generalizable findings across languages, disciplines, or rapidly changing GenAI models.

The final chapter is particularly relevant to *rEFlections* readers because it translates the book's principles into EAP classroom practice. Wallwork proposes activities in which students compare digital tools, evaluate grammar checking, experiment with machine translation, practice paraphrasing, and use speech-recognition functions to check pronunciation. One exercise asks students to rate tools such as ChatGPT, Gemini, Copilot, Google Translate, DeepL, Grammarly, and other language-support applications. Another task asks them to compare the number of errors produced before and after pre-editing a source-language text. These activities can promote AI literacy because students test tools rather than consume their outputs. Nevertheless, one item suggesting that a chatbot used for translation or correction may be "95% accurate if used correctly" illustrates the need for greater empirical caution. Accuracy depends on language pair, text type, prompt input, the model version, and the criteria used to define an error. A fixed percentage risks conveying a level of stability that current evidence does not support. More broadly, Chapter 10 would benefit from making its GenAI literacy learning outcomes explicit, for instance, enabling students to formulate effective prompts, pre-edit source texts for machine translation, critically evaluate and revise AI-generated output, and recognize the limitations of GenAI tools, while also providing clearer guidance on the assessment and disclosure of AI-generated work, data privacy, and equitable access to GenAI technologies.

From an applied linguistics perspective, the book is somewhat light on theoretical and empirical grounding. Its practices can be related to process writing, noticing, feedback, learner autonomy, and technology-enhanced language learning, but these connections are not developed systematically. This matters because improvement in an GenAI-assisted text is not equivalent to development in the writer's L2 competence. Research has begun to show that learner engagement with AI-generated corrective feedback varies behaviorally, cognitively, and affectively (Yan & Zhang, 2024), while intervention research suggests that ChatGPT can support academic writing when used as a formative feedback tool (Mahapatra, 2024). Bringing such distinctions into the book would have strengthened its explanation of when GenAI assistance may support learning and when it merely improves a product. A further limitation concerns technological and contextual change. The book captures a relatively early stage of widespread generative GenAI use, and specific observations about particular tools will inevitably date as models and interfaces evolve. Its imagined user is also predominantly an individual multilingual academic with sufficient digital access and autonomy to experiment with multiple tools. More attention to resource-constrained settings, institutional restrictions, multilingual practices, and uneven access to paid GenAI services would broaden its relevance. These limitations do not undermine the book's practical significance, but they indicate where a future edition could move from AI-assisted productivity toward a fuller model of critical GenAI literacy.

Overall, *AI-Assisted Writing and Presenting in English* remains a timely and highly usable contribution to EAP and technology-mediated academic communication. Its originality lies not in proposing a new theory of second language acquisition (SLA), but in translating emerging GenAI capabilities into concrete workflows for multilingual academic writers. The strongest chapters do more than provide prompts because they demonstrate where a chatbot's first response is inadequate and show how human judgment, pre-editing, iterative



prompting, and post-editing improve the result. The book is therefore most convincing when GenAI is framed as a fallible assistant rather than a substitute for writing, disciplinary expertise, or interpersonal judgment. For graduate students, early-career researchers, EAP teachers, editors, and translators, it offers a substantial repertoire of immediately applicable strategies. For researchers in L2 writing, its limited theoretical engagement and largely practice-based evidence leave important questions open. Even so, Wallwork offers a compelling middle position in a field often polarized between enthusiasm and apprehension: GenAI can lower linguistic barriers and facilitate academic communication, but responsibility for meaning, evidence, authorial voice, and final judgement must ultimately remain with the human writer.

THE REVIEWER

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