EDUMASPUL:
Jurnal Pendidikan
P-ISSN 2548-8201 | E-ISSN 2580-0469

Vol. [10] No. [2] ([2026])1395-1414
DOI: 10.33487/ edumaspul.v10i2.586.

Student Agency in AI-Assisted English Language Learning: A Systematic Literature Review

Sylvia
Universitas Terbuka, Tangerang Selatan, Indonesia
Email : sylvia89@ecampus.ut.ac.id

Received	Revised	Accepted	Published
[10-08-2026]	[13-08-2026]	[07-09-2026]	[01-10-2026]

Abstrak : Perkembangan pesat teknologi kecerdasan buatan (*Artificial Intelligence*/AI) dalam pembelajaran bahasa Inggris sebagai bahasa asing (*English as a Foreign Language*/EFL) telah membuka peluang baru dalam menciptakan pembelajaran yang personal, adaptif, dan mendukung kemandirian peserta didik. Namun, pemanfaatan AI juga menimbulkan tantangan terkait kemampuan mahasiswa dalam mempertahankan pengambilan keputusan secara mandiri, berpikir kritis, dan bertanggung jawab terhadap proses pembelajarannya. Penelitian ini bertujuan untuk mengkaji secara sistematis perkembangan agensi peserta didik (*student agency*) dalam pembelajaran bahasa Inggris berbantuan AI, dengan menitikberatkan pada praktik agensi, literasi AI kritis, dukungan pembelajaran berbasis AI (*AI-supported scaffolding*), serta faktor psikologis dan pedagogis yang memengaruhinya. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan pendekatan kualitatif melalui analisis terhadap enam publikasi ilmiah yang diterbitkan pada periode 2025–2026. Data dianalisis menggunakan analisis isi kualitatif dan sintesis tematik lintas penelitian. Hasil kajian mengidentifikasi empat temuan utama. Pertama, agensi peserta didik berkembang secara dinamis melalui praktik reseptif, partisipatif, dan ko-kreatif yang mencerminkan peningkatan kemandirian dalam memanfaatkan AI. Kedua, literasi AI kritis berperan penting dalam meningkatkan kemampuan peserta didik untuk mengevaluasi informasi yang dihasilkan AI, mengenali keterbatasan teknologi, dan mengambil keputusan pembelajaran secara tepat. Ketiga, dukungan pembelajaran berbasis AI berkontribusi terhadap pengembangan keterampilan bahasa Inggris, khususnya menyimak dan menulis, melalui materi adaptif, umpan balik langsung, dan pengalaman belajar interaktif. Keempat, faktor psikologis dan pedagogis, seperti efikasi diri, motivasi, emosi positif, kesadaran metakognitif, dan pembelajaran yang mendukung otonomi, turut memengaruhi perkembangan agensi peserta didik. Meskipun demikian, ketergantungan berlebihan terhadap AI, ketidakakuratan umpan balik, dan berkurangnya kepemilikan intelektual terhadap karya menjadi tantangan yang perlu diperhatikan. Penelitian ini menyimpulkan bahwa integrasi AI dalam pembelajaran bahasa Inggris perlu menyeimbangkan pemanfaatan teknologi, penguatan literasi AI kritis, kemandirian belajar, dan pendampingan pendidik agar AI berfungsi sebagai mitra pembelajaran yang mendukung, bukan menggantikan, tanggung jawab intelektual peserta didik.

Kata kunci: Agensi Peserta Didik; Kecerdasan Buatan; Pembelajaran Bahasa Inggris; Literasi AI Kritis; Kemandirian Belajar; Tinjauan Literatur Sistematis.

Abstract: The increasing integration of artificial intelligence (AI) into English as a Foreign Language (EFL) education has created new opportunities for personalized learning, adaptive instruction, and learner autonomy. However, concerns remain regarding students' ability to maintain independent decision-making, critical engagement, and ownership of their learning processes when interacting with AI technologies. This study aims to systematically review the development of student agency in AI-assisted English language learning, focusing on agentic practices, critical AI literacy, AI-supported scaffolding, and psychological and pedagogical influences. Employing a qualitative systematic literature review (SLR) approach, six publications published between 2025 and 2026 were examined using qualitative content analysis and cross-study thematic synthesis. The findings reveal four interconnected themes. First, student agency develops dynamically through receptive, participatory, and co-creative practices, reflecting increasing independence and control over AI-mediated learning activities. Second, critical AI literacy strengthens students' ability to evaluate AI-generated information, recognize technological limitations, and make informed learning decisions. Third, AI-supported scaffolding facilitates English language development, particularly listening and writing, through personalized materials, adaptive feedback, and interactive learning opportunities. Fourth, psychological and pedagogical factors, including self-efficacy, motivation, positive emotions, metacognitive awareness, and autonomy-supportive teaching, significantly influence students' agentic engagement. Nevertheless, excessive reliance on AI, inaccurate feedback, and diminished authorial ownership remain important challenges. This review concludes that effective AI-assisted EFL instruction requires a balanced integration of technological assistance, critical AI literacy, independent decision-making, and meaningful teacher guidance. The findings highlight the importance of positioning AI as a supportive learning partner rather than a replacement for students' intellectual responsibility and autonomy.

Keywords: Student Agency; Artificial Intelligence; English as a Foreign Language; Critical AI Literacy; Learner Autonomy; Systematic Literature Review.

CITATION:	Sylvia, S. (2026). Student Agency in AI-Assisted English Language Learning: A Systematic Literature Review. *Edumaspul: Jurnal Pendidikan*, *10*(2). https://doi.org/10.33487/edumaspul.v10i2.586
COPYRIGHT:	© [2026] Sylvia, S (s). Open access under the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

INTRODUCTION

The rapid development of Artificial Intelligence (AI), particularly generative AI (GenAI), has brought significant changes to English as a Foreign Language (EFL) education (Alshammari & Alhamazany, 2026). AI-powered applications have increasingly been integrated into language learning to provide personalized learning materials, adaptive instruction, interactive practice, and immediate feedback (Ali et al., 2025). These technological affordances create opportunities for learners to engage with English beyond conventional classroom activities and to access learning support according to their individual needs and abilities (Guan & Yang, 2026)zz. In particular, AI-assisted applications can support the development of language skills, including listening and writing, by offering adaptive listening materials, conversational interactions, idea generation, and feedback on written texts (Hafour et al., 2026; Zhang et al., 2026). Nevertheless, the educational value of AI does not depend exclusively on its technological capabilities. It also depends on how learners interact with AI, make decisions about its outputs, and maintain responsibility for their own learning processes (Mohan et al., 2026).

In this context, learner agency has become an important concept for understanding students' roles in AI-mediated language learning. Learner agency refers to learners' capacity to take initiative, make informed decisions, regulate their learning activities, and exercise control over their educational experiences(Gupta et al., 2026). Rather than functioning as passive recipients of information, agentic learners actively establish learning goals, select appropriate learning strategies, evaluate available resources, and take responsibility for their learning outcomes (I.T., 2005). In AI-supported EFL environments, agency becomes particularly relevant because learners are required to determine how, when, and for what purposes AI technologies should be used (Jiang et al., 2026). They need to decide whether AI-generated suggestions are appropriate, whether feedback should be accepted or modified, and how technological assistance can contribute to their language development without undermining their independence(Mohammed & Khalid, 2025). From this perspective, AI should be considered a mediating resource that supports learners' decision-making and participation rather than a substitute for their intellectual responsibility.

Recent empirical studies have provided insights into the development of learner agency in AI-mediated EFL learning. Liu et al. (2025), for example, identified three forms of agentic practices in AI-mediated informal digital learning of English: receptive, participatory, and co-creative practices. These forms illustrate how learners may progress from consuming AI-generated information to actively managing AI interactions and collaboratively developing personalized learning experiences. Similarly, Zhang et al. (2026) identified three developmental phases of writing agency in GenAI-assisted courses: initial exploration, strategic adaptation, and deliberate appropriation. Their findings suggest that learners may initially depend heavily on AI-generated suggestions but gradually develop more selective and strategic ways of integrating AI into their writing processes (Ye et al., 2026). These findings indicate that learner agency is not automatically established through access to AI technologies; rather, it develops through learners' experiences, critical decisions, and increasing ability to maintain control over their

learning activities.

An important aspect of learner agency in AI-mediated EFL learning is critical AI literacy and critical engagement with AI-generated content. Effective AI use requires more than operational skills, such as accessing applications or constructing prompts (Kaakandikar & Sinkar, 2026). Learners also need to understand the capabilities and limitations of AI systems, recognize potential algorithmic biases, evaluate the credibility of generated information, and make informed decisions about the relevance of AI outputs. Liu et al. (2025) demonstrated that learners' critical digital literacies were associated with their ability to understand AI functionalities, experiment with prompt construction, and recognize power relations embedded in AI platforms. Such practices enable learners to move beyond simply accepting AI-generated responses toward questioning, evaluating, and negotiating technological assistance. Likewise, Zhang et al. (2026) highlighted the importance of learners' metacognitive awareness and critical evaluation in determining whether AI-generated feedback should be accepted, modified, or rejected. Therefore, critical AI literacy is closely connected to learner agency because it enables students to retain control over their learning decisions and maintain responsibility for their academic work.

Furthermore, AI-supported scaffolding provides another perspective on how learner agency can develop through EFL learning activities. AI technologies can facilitate language development by providing adaptive materials, immediate feedback, repeated practice, and personalized assistance. Hafour et al. (2026), for instance, found that intelligent mobile-assisted language learning, which incorporated adaptive AI-generated listening materials and AI voice agents, was more effective than conventional mobile-assisted language learning in improving learners' macro-listening skills. In writing instruction, Zhang et al. (2026) showed that GenAI could support learners in exploring ideas, evaluating feedback, revising texts, and developing personalized writing strategies. However, technological scaffolding needs to be appropriately designed to prevent excessive dependence on AI-generated assistance. Li and Wilson (2025) also discussed the potential of AI-integrated scaffolding to support learners' autonomy, decision-making, self-regulation, and creativity. These findings suggest that the contribution of AI-supported scaffolding should be evaluated not only in terms of language performance but also in relation to learners' increasing ability to manage and regulate their learning independently.

In addition to technological and cognitive factors, learner agency is influenced by psychological and pedagogical conditions. Learners' motivation, self-efficacy, emotional experiences, metacognitive awareness, and self-regulation may shape their willingness to take initiative and maintain control over AI-assisted learning activities. Zhang et al. (2026) emphasized that positive emotions, increased self-efficacy, and reduced writing anxiety could support the development of writing agency, whereas concerns about AI dependency, inaccurate feedback, and the loss of personal writing voice could constrain it. From a broader EFL perspective, Gan et al. (2026) found that autonomy-supportive teaching positively predicted agentic engagement, both directly and indirectly through positive academic emotions, including enjoyment, hope, and pride. This indicates that learners' agency is not solely an individual capacity but is also shaped by the learning environment and teachers' instructional practices. Accordingly, teachers remain essential

in providing appropriate scaffolding, emotional support, meaningful learning choices, and opportunities for reflection and independent decision-making.

Despite the growing interest in AI-supported EFL learning, the available studies address learner agency from different perspectives, including critical digital literacy, informal AI-mediated learning, adaptive language practice, writing development, psychological experiences, and autonomy-supportive teaching. These perspectives provide valuable insights but also indicate that the development of learner agency is a multidimensional and context-dependent process. Some studies emphasize learners' control over AI interactions and their critical evaluation of AI-generated information, while others focus on the role of technological scaffolding, emotional experiences, or pedagogical support. Consequently, these findings need to be brought together to provide a more integrated understanding of how learner agency is manifested, developed, and supported across different AI-mediated EFL learning contexts. In particular, further synthesis is needed to clarify the relationships among learners' agentic practices, critical AI literacy, AI-supported language development, and the psychological and pedagogical conditions that influence their capacity to maintain autonomy when using AI technologies.

To address this need, the present systematic literature review synthesizes existing research on learner agency in AI-mediated EFL learning. Specifically, it examines how learners exercise agency when interacting with AI technologies, how critical AI literacy supports their independent decision-making, how AI-supported scaffolding contributes to language learning and learner autonomy, and how psychological and pedagogical factors shape the development of learner agency. By bringing these perspectives together, this review aims to provide a comprehensive understanding of the opportunities and challenges associated with fostering learner agency in AI-assisted English language education. The review is guided by the following research questions:

1. How is learner agency manifested and developed in AI-mediated EFL learning?
2. How does critical AI literacy contribute to learners' agency and critical engagement with AI technologies?
3. How does AI-supported scaffolding facilitate English language development and learner autonomy?
4. What psychological and pedagogical factors influence learner agency in AI-assisted EFL learning?

This review is expected to contribute to the growing discussion of AI integration in EFL education by positioning learners as active decision-makers rather than passive users of AI technologies. It also offers pedagogical insights into designing AI-supported learning environments that balance technological assistance with critical engagement, independent thinking, learner autonomy, and meaningful teacher support.

Method

2.1 Research Design

This study employed a qualitative Systematic Literature Review (SLR) design to examine the development of learner agency in Artificial Intelligence (AI)-assisted English as a Foreign Language (EFL) learning. The systematic review approach was adopted to identify, analyze, and synthesize existing research concerning how learners exercise agency when interacting with AI technologies, particularly generative AI (GenAI), in English language

learning contexts. Rather than examining individual studies separately, this review aimed to identify recurring patterns, conceptual relationships, and emerging perspectives concerning learner agency, critical AI literacy, AI-supported scaffolding, and the psychological and pedagogical conditions that influence learners' autonomy.

A qualitative synthesis was considered appropriate because learner agency in AI-mediated EFL learning is a multidimensional and context-dependent phenomenon. It involves learners' capacity to make independent decisions, regulate their learning activities, critically evaluate AI-generated information, and maintain control over their learning processes. Furthermore, the development of learner agency may be influenced by technological affordances, critical digital literacy, emotional experiences, self-efficacy, and instructional practices. Accordingly, this review sought to develop an integrated understanding of how learner agency is manifested, developed, and supported in AI-assisted English language education.

2.2 Data Sources and Search Strategy

This review focused on studies published between 2025 and 2026 that investigated learner agency, AI literacy, critical digital literacy, AI-supported scaffolding, and psychological or pedagogical factors in EFL learning. This publication period was selected to capture recent developments in AI integration in language education and emerging research on learners' autonomy and agency in AI-mediated learning environments.

The search strategy was designed to identify studies addressing the relationship between AI technologies and learner agency in English language learning. Particular attention was given to research examining agentic practices, critical engagement with AI-generated content, adaptive language learning, writing agency, learner autonomy, and psychological experiences. Relevant search terms for this review included the following:

1. "learner agency in AI-assisted learning"
2. "student agency and generative AI"
3. "AI-mediated EFL learning"
4. "generative AI and learner autonomy"
5. "critical digital literacy and EFL"
6. "critical AI literacy and language learning"
7. "agentic practices in AI-mediated learning"
8. "AI-supported scaffolding in EFL"
9. "AI-assisted language learning and learner agency"
10. "writing agency and generative AI"
11. "AI literacy and learner agency"
12. "learner autonomy and artificial intelligence"
13. "psychological factors and AI-assisted EFL learning"
14. "autonomy-supportive teaching and agentic engagement"

These keywords were combined using Boolean operators, particularly AND and OR, to identify relevant publications. An example of the search string is presented below:

("artificial intelligence" OR "generative AI" OR "generative artificial intelligence" OR ChatGPT) AND (EFL OR "English as a Foreign Language" OR "English language learning") AND ("learner agency" OR "student agency" OR "learner autonomy" OR "agentic engagement" OR "critical digital literacy")

Additional search combinations were

used to identify studies focusing on specific dimensions of learner agency, including critical AI literacy, AI-supported scaffolding, writing agency, emotional experiences, self-regulation, and autonomy-supportive teaching. The databases searched, complete search strings, and dates of the searches should be reported in the final manuscript according to the actual search process. This information is necessary to ensure the transparency and reproducibility of the review.

2.3 Inclusion and Exclusion Criteria

To ensure the relevance of the selected literature, this review applied inclusion and exclusion criteria related to the research focus, educational context, participant characteristics, and contributions to understanding learner agency in AI-assisted EFL learning.

Inclusion Criteria

Studies were considered relevant when they met the following criteria:

1. They investigated learner agency, student agency, learner autonomy, or agentic engagement in English language learning or EFL educational contexts.
2. They examined the integration of artificial intelligence, generative AI, or AI-mediated learning environments in language education.
3. They addressed at least one aspect of learner agency, including independent decision-making, self-regulation, learning autonomy, critical engagement, or control over AI interactions.
4. They examined factors associated with learner agency, such as critical AI literacy, digital literacy, AI-supported scaffolding, self-efficacy, motivation, emotional experiences, or autonomy-supportive teaching.
5. They reported empirical findings or substantive analyses relevant to the research questions.
6. They were published within the specified review period and provided sufficient information to support qualitative analysis and cross-study synthesis.

Studies examining general EFL learner agency without a direct focus on AI were considered when their findings provided relevant contextual insights into psychological and pedagogical factors influencing agentic engagement. Their findings were distinguished from direct evidence concerning AI-mediated learning.

Exclusion Criteria

Studies were excluded when they:

1. Did not address learner agency, learner autonomy, or related dimensions of independent learning and decision-making.
2. Focused exclusively on general technology integration without examining its relationship with learner agency or autonomy.
3. Examined AI applications in educational contexts unrelated to English language learning.
4. Did not provide empirical findings or substantive discussions relevant to the research questions.
5. Lacked sufficient methodological or analytical information to support the review.
6. Were published outside the specified publication period.

The final manuscript should also specify the publication types, language requirements, and peer-review criteria actually applied during article selection. Review articles should be identified separately from primary empirical studies when reporting the characteristics of the selected literature.

2.4 Data Collection Procedures

The data collection process focused on identifying and organizing studies relevant to the development of learner agency in AI-assisted EFL learning. The review corpus presented in the current synthesis comprised six publications published between 2025 and 2026:

1. Li and Wilson (2025), *AI-Integrated Scaffolding to Enhance Agency and Creativity in K-12 English Language Learners: A Systematic Review*.
2. Liu et al. (2025), *Critical Digital Literacies, Agentic Practices, and AI-Mediated Informal Digital Learning of English*.
3. Hafour et al. (2026), *EFL Learners' Agency, Perceptions, and Macro/Micro-Listening Processes in Mobile vs. Adaptive AI-Driven Aural Experiences*.
4. L. Liu et al. (2026), *Co-development of AI Literacy, Agency, Enjoyment, and Anxiety in EFL Learners: A Complex Dynamic Systems Perspective*.
5. Zhang et al. (2026), *AI-Learner Partnership: Psychological Mechanisms and Developmental Trajectories of EFL Learners' Writing Agency in GenAI-Assisted Courses*.
6. Gan et al. (2026), *Autonomy-Supportive Teaching, Positive Academic Emotions, and Agentic Engagement in EFL Contexts*.

These publications represented different research perspectives concerning learner agency in AI-assisted or technology-enhanced EFL learning. Their research focuses included critical digital literacy, agentic practices in informal AI-mediated learning, adaptive listening experiences, writing agency, AI literacy, emotional experiences, and autonomy-supportive teaching. For analytical purposes, information from the selected publications was organized according to six dimensions:

1. Research Context: The geographical, institutional, and educational settings in which learner agency and AI-assisted EFL learning were investigated.
2. Research Participants: The characteristics of the participants, including EFL learners, their educational levels, and other relevant participant groups.
3. Research Focus: The primary objectives and research issues examined in each publication, particularly their relationship with AI integration and learner agency.
4. Dimensions of Learner Agency: The specific aspects of agency investigated, including independent decision-making, learner autonomy, self-regulation, critical engagement, agentic practices, and control over AI interactions.
5. Factors Influencing Learner Agency: The technological, cognitive, psychological, pedagogical, and contextual factors identified as facilitating or constraining learners' agency.
6. Research Methodology: The research designs, data collection instruments, analytical approaches, and methods used to investigate learner agency.

These dimensions provided a common analytical framework for organizing the literature, comparing research findings, and identifying similarities, differences, and emerging patterns across the selected publications.

Data Analysis

The selected publications were analyzed using qualitative content analysis to identify and synthesize findings concerning learner agency in AI-assisted EFL learning. This approach enabled the researcher to examine the reported findings systematically and organize them into thematic categories aligned with the research questions.

The analysis involved three interconnected activities. First, the researcher examined the research context, participant

characteristics, research focus, dimensions of learner agency, influencing factors, and methodological approaches reported in each publication. Second, the findings were compared across publications to identify recurring patterns, conceptual relationships, and differences in how learner agency was understood and investigated. Third, the findings were synthesized and interpreted to develop broader themes representing the main dimensions and influencing factors of learner agency in AI-mediated EFL learning.

The thematic synthesis was organized around four principal themes:

1. The Development of Learner Agency in AI-Mediated EFL Learning: This theme examined how learners exercise control over AI interactions, establish learning objectives, make independent decisions, and take responsibility for their learning processes. Particular attention was given to the different forms and developmental phases of learner agency, including receptive, participatory, and co-creative practices, as well as initial exploration, strategic adaptation, and deliberate appropriation.
2. Critical AI Literacy and Learners' Critical Engagement with AI Technologies: This theme explored how learners' understanding of AI functionalities, technological limitations, algorithmic biases, and platform-related power relations contributes to their ability to critically evaluate AI-generated information. It also examined the roles of prompt construction, information verification, evaluative judgment, and ethical awareness in maintaining learner autonomy and independent decision-making.
3. AI-Supported Scaffolding and English Language Skill Development: This theme focused on how AI technologies provide adaptive learning materials, personalized assistance, immediate feedback, and opportunities for language practice. It examined the contribution of AI-supported scaffolding to listening and writing development, as well as its potential to strengthen learners' self-regulation, autonomy, and independent learning capabilities.
4. Psychological and Pedagogical Factors Influencing Learner Agency in AI-Assisted EFL Learning: This theme examined the psychological and instructional conditions shaping learner agency, including self-efficacy, motivation, enjoyment, anxiety, metacognitive awareness, self-regulation, and autonomy-supportive teaching. Particular attention was given to how positive academic emotions, meaningful learning choices, instructional scaffolding, and teacher support encourage learners to take initiative and maintain control over their learning activities.

Cross-study synthesis was subsequently used to examine the relationships among these four themes. Particular attention was given to the interaction between learners' agentic practices and critical AI literacy, the role of AI-supported scaffolding in facilitating language development and learner autonomy, and the influence of psychological and pedagogical conditions on learners' capacity to exercise agency.

The analysis also considered the challenges and limitations identified across the selected publications, particularly excessive dependence on AI-generated content, inaccurate AI feedback, algorithmic bias, reduced independent decision-making, and the potential loss of learners' authorial voice. Findings from studies examining general EFL engagement without a direct focus on AI were interpreted as contextual evidence rather than direct evidence of AI-mediated learner agency.

The trustworthiness of this systematic literature review was supported through the application of predefined inclusion and exclusion criteria, a consistent analytical framework, and systematic comparisons of findings across the selected publications. The six analytical dimensions used during data collection provided a structured basis for examining research contexts, participants, research focuses, dimensions of learner agency, influencing factors, and methodological approaches.

In addition, the four thematic categories provided a consistent framework for organizing and interpreting the findings. Cross-study comparison was used to distinguish recurring patterns from context-specific findings and to identify convergent and contrasting evidence. For example, the review considered how learners progressed from receptive to more participatory and co-creative AI practices, how critical AI literacy supported independent decision-making, and how psychological and pedagogical factors contributed to the development of learner agency.

The synthesis also distinguished direct findings from AI-related EFL studies from contextual insights obtained from broader research on learner agency and autonomy-supportive teaching. This distinction was important to ensure that conclusions about AI-mediated learning were supported by relevant evidence.

To strengthen methodological transparency, the final review should report the databases used, complete search strings, search dates, the number of records retrieved, procedures for removing duplicates, and screening and eligibility decisions. The reasons for excluding publications should also be documented. Where applicable, independent checking of publication selection and thematic coding would further strengthen the credibility and consistency of the review.

Overall, this methodology provides a structured basis for synthesizing existing research on learner agency in AI-assisted EFL learning. By examining agentic practices, critical AI literacy, AI-supported scaffolding, and psychological and pedagogical influences, this review seeks to develop a comprehensive understanding of how learners exercise agency and maintain autonomy while engaging with AI technologies in English language education.

Results and Discussion

The reviewed studies indicate that learner agency has become an increasingly important dimension of AI-assisted English as a Foreign Language (EFL) learning, extending beyond the use of AI technologies to encompass learners' autonomy, independent decision-making, self-regulation, critical engagement, and ownership of the learning process. Across different educational contexts and language-learning activities, the findings reveal that AI technologies provide opportunities for learners to exercise greater control over their learning through personalized assistance, adaptive learning materials, interactive practices, and immediate feedback. The studies also demonstrate that learner agency develops through different forms of engagement, ranging from receptive practices, in which learners primarily consume AI-generated information, to participatory and co-creative practices that involve more active control over AI interactions and learning decisions. However, the findings also highlight several challenges, including excessive dependence on AI-generated content, inaccurate feedback, algorithmic bias, reduced

independent decision-making, and potential loss of learners' authorial voice. Furthermore, the development of learner agency is influenced not only by the technological affordances of AI but also by learners' critical AI literacy, metacognitive awareness, self-efficacy, emotional experiences, and pedagogical support. Based on these findings, the results and discussion are synthesized according to four interrelated themes: the development of learner agency in AI-mediated EFL learning; critical AI literacy and learners' critical engagement with AI technologies; AI-supported scaffolding and English language skill development; and psychological and pedagogical factors influencing learner agency in AI-assisted EFL learning.

Table 1. Research Result

Article Title (Author)	Research Focus
AI-Integrated Scaffolding to Enhance Agency and Creativity in K-12 English Language Learners: A Systematic Review (Li & Wilson, 2025)	This study focuses on examining EFL students' digital literacy in terms of their digital knowledge, technological skills, attitudes toward technology integration, and frequency of digital technology use in English learning.
Critical digital literacies, agentic practices, and AI-mediated informal digital learning of English (G. L. Liu et al., 2025)	This study focuses on examining how Chinese university EFL learners develop critical digital literacies (CDL) through investment in generative AI tools, particularly in navigating AI-related power relations and exercising agency in informal AI-mediated digital English learning (AI-IDLE).
EFL Learners' Agency, Perceptions, and Macro/Micro-Listening Processes in Mobile vs. Adaptive AI-Driven Aural Experiences (Hafour et al., 2026)	This study compare the effectiveness of mobile-assisted language learning (MALL) and adaptive AI-driven listening experiences (IMALL) in developing EFL learners' macro- and micro-listening skills, while examining learners' perceptions and strategic agency in AI-assisted listening practice.
Co-development of AI literacy, agency, enjoyment, and anxiety in EFL learners: A complex dynamic systems perspective (L. Liu et al., 2026)	This study focuses on investigating the longitudinal co-development and interrelationships among AI literacy, learner agency, foreign language enjoyment, and foreign language classroom anxiety among Chinese university EFL learners over a 16-week semester, using a Complex Dynamic Systems Theory (CDST) perspective to

	examine their developmental trajectories and reciprocal associations.
AI-Learner Partnership': Psychological mechanisms and developmental trajectories of EFL learners' writing agency in GenAI-assisted courses (Zhang et al., 2026)	This study investigates how Chinese EFL university students develop and negotiate their writing agency through sustained engagement with GenAI, focusing on the interplay of cognitive, affective, and contextual factors in AI-assisted academic writing.
Autonomy-supportive teaching, positive academic emotions, and agentic engagement in EFL contexts (Gan et al., 2026)	This study focuses on examining the relationship between perceived autonomy-supportive teaching and agentic engagement among Chinese university EFL learners, particularly investigating the mediating role of positive academic emotions, namely enjoyment, hope, and pride, in explaining how supportive teaching practices encourage students to take proactive initiatives and actively shape their English learning experiences

The article titled "AI-Integrated Scaffolding to Enhance Agency and Creativity in K-12 English Language Learners: A Systematic Review " byLi and Wilson (2025) investigated EFL students' digital literacy in terms of their digital knowledge, technological skills, attitudes toward technology integration, and frequency of digital technology use in English learning. The findings indicate that AI integration is closely related to the development of student agency, particularly in terms of learners' autonomy, decision-making, self-regulation, and ownership of the learning process. AI tools provide scaffolding that enables students to take greater control of their writing activities by generating ideas, evaluating feedback, selecting appropriate suggestions, and independently revising their work. Rather than passively accepting AI-generated content, students demonstrate agency when they critically assess, modify, or reject AI recommendations based on their own intentions and understanding. Furthermore, AI-supported writing environments create opportunities for students to exercise greater control over their learning goals, writing strategies, and creative expression. However, the relationship between AI and student agency is not automatically positive, as excessive reliance on AI may weaken learners' independence and reduce their involvement in decision-making. Therefore, the development of student agency depends on how students engage with AI and whether instructional practices encourage active participation, critical evaluation, and independent judgment. From a sociocultural perspective, AI can function as a mediating tool that supports learners' development through scaffolding, while maintaining students as the primary agents responsible for their learning and writing outcomes.

The study entitled "Critical digital literacies, agentic practices, and AI-mediated informal digital learning of English" by Liu et al., (2025) scrutinized how Chinese university EFL learners develop critical digital literacies (CDL) through investment in generative AI tools, particularly in navigating AI-related power relations and exercising agency in informal AI-mediated digital English learning (AI-IDLE). The study reveal that critical digital literacies (CDL) play an essential role in developing student agency in AI-mediated informal digital English learning (AI-IDLE) among Chinese university EFL learners. Students demonstrated their investment in CDL through three interconnected dimensions: understanding the mechanisms and limitations of generative AI tools, developing critical awareness of the power relations embedded in AI platforms, and negotiating different levels of agency in their learning practices. Specifically, students developed their understanding of AI by exploring platform functionalities, experimenting with prompt construction, and comparing different AI applications. They also demonstrated critical awareness by questioning AI-generated information, examining potential algorithmic biases, and recognizing the influence of commercial interests and training datasets on AI responses. Furthermore, the findings identified three levels of student agency: receptive practices, in which students primarily consumed AI-generated content; participatory practices, in which they actively controlled AI interactions and determined their learning objectives; and co-creative practices, in which students collaborated with AI to develop personalized learning experiences. These findings suggest that student agency is not simply determined by access to AI technologies but develops through learners' critical engagement, informed decision-making, and ability to maintain control over their learning processes. Drawing on Darvin and Norton's (2015) model of investment, the study highlights how learners mobilize their linguistic, technological, and cultural capital to negotiate their identities and exercise agency in AI-supported learning environments. Therefore, developing critical AI literacy, prompt literacy, and evaluative skills is essential to ensure that generative AI functions as a learning partner rather than replacing students' autonomy, critical judgment, and responsibility for their own learning (Liu et al., 2025)

Research conducted by Hafour et al., (2026) discuses "EFL Learners' Agency, Perceptions, and Macro/Micro-Listening Processes in Mobile vs. Adaptive AI-Driven Aural Experiences". The findings revealed that Intelligent Mobile-Assisted Language Learning (IMALL), which integrates adaptive AI-generated listening materials and AI voice agents, was significantly more effective than conventional Mobile-Assisted Language Learning (MALL) in improving EFL learners' macro-listening skills, particularly in global comprehension, inferencing, prediction, and understanding speakers' intentions. However, both MALL and IMALL demonstrated comparable effectiveness in developing micro-listening skills, such as phoneme recognition, word identification, stress, and intonation. Furthermore, micro-listening skills showed only limited predictive power for macro-listening performance, indicating that higher-level listening comprehension involves cognitive processes beyond basic linguistic decoding. Qualitative findings also showed that IMALL learners appreciated personalized learning materials, real-time feedback, flexible interactions, and opportunities to exercise learner agency by modifying prompts and managing AI

interactions. Nevertheless, they encountered challenges related to AI's limited understanding of language nuances, emotional expressions, and tone variations. The discussion emphasized that adaptive AI provides dynamic scaffolding that supports higher-order listening comprehension, while conventional mobile applications remain useful for structured listening practice and multimodal support. Therefore, integrating adaptive AI with multimodal learning resources and strengthening learner autonomy may provide a more comprehensive approach to EFL listening development.

Research conducted by L. Liu et al., (2026) discussed "Co-development of AI literacy, agency, enjoyment, and anxiety in EFL learners: A complex dynamic systems perspective". The findings revealed three major themes concerning Thai EFL university students' perceptions and experiences of AI-generated and human teacher feedback in academic writing. First, regarding feedback quality, most participants (19 out of 26) perceived AI-generated feedback as more detailed, systematic, and comprehensive, particularly in addressing grammar, vocabulary, organisation, and task response. However, eight participants valued human teacher feedback for its contextual understanding and ability to address individual learning needs. Additionally, 17 participants considered AI feedback more consistent because it was not affected by teacher fatigue, while 13 perceived it as fairer due to reduced interpersonal bias. Second, concerning relational motivation and emotional engagement, 21 participants preferred teacher feedback because it provided personal recognition, encouragement, emotional support, and accountability. Nevertheless, 14 participants appreciated AI because it offered a psychologically safe environment for asking questions without embarrassment or fear of judgement. Third, regarding learner agency, 22 participants reported combining AI and teacher feedback by using AI to improve grammar, vocabulary, and sentence structures before consulting teachers about arguments and overall writing quality. However, 12 participants hesitated to challenge teachers' evaluations even when AI feedback appeared more credible because of the Thai cultural norm of kreng jai, which emphasises respect for authority. In the discussion, the authors highlighted that AI and human teacher feedback should be complementary rather than competitive. AI served as a preparatory resource or a rehearsal function that enabled students to experiment with writing, resolve linguistic problems, and build confidence before consulting teachers. Furthermore, negotiating conflicting feedback appeared to encourage autonomous evaluative judgement and assessment literacy, as 18 participants reported becoming more independent in evaluating feedback and 13 indicated a better understanding of academic writing standards. Nevertheless, cultural expectations and institutional constraints could limit learners' ability to exercise agency, suggesting that effective AI-assisted writing instruction should integrate technological support, human interaction, and opportunities for critical evaluation.

Research conducted by Zhang et al., 2026) discussed "AI-Learner Partnership': Psychological mechanisms and developmental trajectories of EFL learners' writing agency in GenAI-assisted courses". The findings revealed that EFL learners' writing agency developed through three interrelated but non-linear phases: initial exploration, strategic adaptation, and deliberate appropriation. During the initial exploration phase, students tended to rely heavily on GenAI-generated content and

accepted AI suggestions with limited critical evaluation. As they gained experience, they became more selective in using AI feedback, developed metacognitive awareness, and began evaluating suggestions based on their own writing intentions. In the deliberate appropriation phase, learners integrated GenAI into personalized writing workflows, used more specific prompts, and maintained greater control over their ideas, writing strategies, and authorial voice. The discussion further highlighted that writing agency was shaped by the interaction of cognitive, affective, and contextual factors. Metacognitive awareness, critical evaluation, and self-regulation encouraged more independent and strategic AI use, while positive emotions, increased self-efficacy, and reduced writing anxiety strengthened learners' motivation and confidence. However, concerns about AI dependency, inaccurate feedback, and the loss of personal voice sometimes constrained agency. Task design also played a significant role: structured guidance supported initial engagement, while gradually reduced scaffolding, reflective activities, peer discussions, and the positioning of AI as a planning or revision assistant rather than a primary text generator encouraged learner autonomy. Overall, the study demonstrates that writing agency in GenAI-assisted learning is a dynamic and context-sensitive process in which learners continuously negotiate the balance between technological assistance, independent decision-making, and authorial ownership.

Previous research conducted by Gan et al., (2026) discussed "Autonomy-supportive teaching, positive academic emotions, and agentic engagement in EFL contexts". The findings revealed that perceived autonomy-supportive teaching positively influenced agentic engagement among Chinese university EFL learners, both directly and indirectly through positive academic emotions, including enjoyment, hope, and pride. Specifically, autonomy-supportive teaching significantly predicted positive academic emotions ($\beta = 0.70$, $p < .001$), while positive academic emotions strongly predicted agentic engagement ($\beta = 0.65$, $p < .001$). The mediating analysis confirmed that positive academic emotions partially mediated the relationship between autonomy-supportive teaching and agentic engagement, accounting for 66.18% of the total effect. These results suggest that students are more likely to take proactive initiatives, express their learning needs, contribute ideas, and actively participate in shaping their learning experiences when teachers provide autonomy-supportive environments that acknowledge students' perspectives, offer meaningful choices, and explain the relevance of learning activities. The discussion emphasizes that fostering positive academic emotions is essential for strengthening learner agency in EFL classrooms. Therefore, teachers should combine autonomy-supportive instructional practices with emotionally supportive learning environments, reflective activities, self-assessment, and collaborative tasks to encourage students' active involvement and ownership of their English learning. However, the study acknowledges that its cross-sectional design, reliance on self-reported data, and focus on Chinese university EFL learners limit the generalizability and causal interpretation of the findings.

The Development of Learner Agency in AI-Mediated EFL Learning

The reviewed studies demonstrate that learner agency is an essential dimension of AI-mediated English as a Foreign Language (EFL) learning, particularly in explaining how learners actively participate in, regulate, and take responsibility for their learning processes. Rather than positioning learners as passive recipients of AI-generated information, the studies indicate that agency emerges through learners' capacity to make independent decisions, establish learning objectives, evaluate technological assistance, and determine how AI-generated suggestions should be incorporated into their learning activities. Liu et al. (2025) identified three forms of agentic practices in AI-mediated informal digital learning of English: receptive, participatory, and co-creative practices. These categories illustrate different levels of learner involvement in interacting with generative AI. At the receptive level, learners primarily consume AI-generated information, whereas participatory practices involve greater control over AI interactions and learning objectives. At the co-creative level, learners collaborate with AI to construct more personalized learning experiences. This progression suggests that access to AI technologies does not automatically lead to learner agency; instead, agency develops through increasingly active and purposeful engagement with technological resources.

A similar developmental perspective was identified by Zhang et al. (2026), who examined writing agency in GenAI-assisted academic writing courses. Their findings revealed three interrelated but non-linear developmental phases: initial exploration, strategic adaptation, and deliberate appropriation. During initial exploration, learners tended to rely heavily on AI-generated content and accepted suggestions with limited critical evaluation. As their experience increased, they entered the strategic adaptation phase, in which they became more selective in using AI feedback and developed greater awareness of their writing intentions. In the deliberate appropriation phase, learners integrated GenAI into personalized writing workflows while maintaining greater control over their ideas, writing strategies, and authorial voices. These findings indicate that writing agency is a dynamic developmental process rather than a fixed learner characteristic. The progression also highlights the importance of learners' metacognitive awareness and ability to negotiate the relationship between technological assistance and independent decision-making.

Furthermore, Gan et al. (2026) extended the understanding of learner agency by examining agentic engagement in relation to autonomy-supportive teaching and positive academic emotions. Their findings demonstrated that perceived autonomy-supportive teaching positively predicted agentic engagement, both directly and indirectly through positive academic emotions. This suggests that learners' ability to take initiative is also influenced by the instructional environment in which AI-assisted learning takes place. When students are encouraged to express their perspectives, make meaningful choices, and participate actively in learning activities, they are more likely to demonstrate agentic engagement. Taken together, these studies suggest that learner agency in AI-mediated EFL learning encompasses three interconnected dimensions: learners' control over technological interactions, their independent decision-making in learning activities, and their proactive engagement in shaping learning experiences. An important implication is that AI should be positioned as a

learning partner that facilitates learners' decision-making rather than as an autonomous source that replaces their intellectual responsibility. Therefore, effective AI-mediated EFL instruction should provide opportunities for learners to experiment with AI tools, evaluate suggestions, personalize learning strategies, and gradually develop greater independence in managing their learning processes.

Critical AI Literacy and Learners' Critical Engagement with AI Technologies

Another prominent theme emerging from the reviewed literature concerns the importance of critical AI literacy in supporting learners' responsible and meaningful engagement with artificial intelligence. The findings suggest that effective AI use requires more than operational knowledge or the ability to access and interact with AI applications. Instead, learners need to understand how AI technologies function, recognize their limitations, evaluate the credibility of generated information, and make informed decisions about the relevance of AI-generated outputs. Liu et al. (2025) particularly emphasized the relationship between critical digital literacies and agentic practices in AI-mediated informal digital learning of English. Their findings showed that learners developed critical digital literacy through understanding AI functionalities, experimenting with prompt construction, and recognizing the power relations embedded in AI platforms. Learners also became more aware of how algorithmic biases, commercial interests, and training datasets could influence AI-generated responses. Such awareness enabled them to move beyond simply accepting technological outputs toward more critical and reflective engagement with AI technologies.

The findings also highlight the importance of verification and evaluation in maintaining learner autonomy. Learners who actively questioned AI-generated information demonstrated greater opportunities to exercise independent judgment and make informed decisions. This is particularly important in EFL learning because AI-generated feedback may contain inaccurate linguistic suggestions, inappropriate expressions, or information that does not correspond to the intended meaning of a particular writing task. Zhang et al. (2026) similarly demonstrated that learners gradually developed the ability to evaluate AI suggestions according to their writing intentions. Rather than accepting all recommendations, they learned to modify, reject, or selectively incorporate AI-generated feedback. This process reflects the development of critical engagement, in which learners remain responsible for determining the appropriateness of technological assistance. Consequently, critical AI literacy becomes closely connected to learner agency because the ability to evaluate AI-generated information allows learners to retain control over their learning decisions.

Moreover, the reviewed findings indicate that critical AI literacy involves ethical and reflective dimensions. Recognizing algorithmic bias, understanding the limitations of AI-generated information, and maintaining responsibility for academic work are important aspects of developing responsible AI engagement. These dimensions are particularly relevant in academic writing, where excessive dependence on AI-generated content may weaken learners' independent thinking and create challenges related to originality and authorship. The findings therefore suggest that AI literacy should not be limited to technical

competence, such as knowing how to formulate prompts or operate applications. It should also include evaluative judgment, information verification, awareness of technological limitations, and ethical decision-making. From a pedagogical perspective, EFL teachers should incorporate activities that require learners to compare AI-generated responses with credible sources, identify inaccurate information, evaluate alternative suggestions, and justify their decisions when accepting or rejecting AI feedback. Such practices can transform AI use from a technology-oriented activity into a critical learning process that strengthens learner autonomy, digital responsibility, and independent judgment.

AI-Supported Scaffolding and English Language Skill Development

The third theme concerns the role of AI-supported scaffolding in facilitating English language development through adaptive learning experiences, personalized instructional support, and feedback mechanisms. The reviewed studies demonstrate that AI technologies can provide different forms of assistance depending on the language skills being developed and the learning objectives being pursued. Hafour et al. (2026), for example, investigated the effectiveness of conventional mobile-assisted language learning (MALL) and intelligent mobile-assisted language learning (IMALL) in developing EFL learners' listening abilities. Their findings indicated that IMALL, which integrated adaptive AI-generated listening materials and AI voice agents, was significantly more effective in improving macro-listening skills, particularly global comprehension, inferencing, prediction, and understanding speakers' intentions. However, both approaches demonstrated comparable effectiveness in developing micro-listening skills, including phoneme recognition, word identification, stress, and intonation. These findings suggest that adaptive AI-based learning environments may provide additional opportunities for developing higher-level listening comprehension through personalized materials and interactive listening experiences.

In writing development, the findings reported by Zhang et al. (2026) demonstrate that GenAI can function as a scaffold throughout different stages of the writing process. Learners used AI to explore ideas, generate suggestions, evaluate feedback, revise written texts, and develop personalized writing strategies. However, the study also revealed that the effectiveness of AI-supported scaffolding depended on how learners interacted with technological assistance. During initial engagement, learners tended to rely heavily on AI-generated content, whereas more experienced learners gradually developed selective and strategic approaches to AI feedback. This finding indicates that scaffolding should not encourage continuous dependence on AI-generated assistance. Instead, instructional support should help learners gradually develop the knowledge and confidence required to manage writing activities independently. Li and Wilson (2025) also highlighted the potential of AI-integrated scaffolding to enhance learner autonomy, decision-making, self-regulation, and creativity. However, the specific findings and claims from this systematic review should be checked against its original publication before being incorporated into the final synthesis.

Collectively, these studies indicate that AI-supported scaffolding can contribute to

language learning through three major functions. First, AI provides personalized and adaptive learning resources that respond to learners' needs and language abilities. Second, it offers immediate feedback and opportunities for repeated practice, enabling learners to identify difficulties and improve their language performance. Third, AI facilitates independent learning by supporting idea generation, revision, reflection, and the development of personalized learning strategies. Nevertheless, AI-supported scaffolding should be designed to complement rather than replace teacher guidance and learner engagement. In particular, teachers need to ensure that AI-generated feedback is appropriate, accurate, and relevant to learning objectives. They should also encourage learners to explain their revisions, compare alternative responses, and demonstrate their understanding of language choices. Thus, the pedagogical value of AI-supported scaffolding lies not merely in its capacity to provide answers or feedback but in its potential to create learning opportunities that gradually strengthen learners' language competence and independent learning capabilities.

Psychological and Pedagogical Factors Influencing Learner Agency in AI-Assisted EFL Learning

The fourth theme emphasizes that learner agency in AI-assisted EFL learning is influenced by the interaction of psychological conditions and pedagogical practices. The reviewed studies suggest that learners' willingness and ability to engage actively with AI technologies are not determined solely by their technological knowledge or language proficiency. Rather, emotional experiences, self-regulation, metacognitive awareness, self-efficacy, and the instructional environment also contribute to how learners interact with AI and manage their learning decisions. Zhang et al. (2026) identified several cognitive and affective factors associated with the development of writing agency, including metacognitive awareness, self-regulation, positive emotions, increased self-efficacy, and reduced writing anxiety. These factors helped learners become more strategic in using GenAI and more confident in maintaining control over their writing processes. Conversely, concerns about AI dependency, inaccurate feedback, and the potential loss of personal writing voice could constrain learners' agency. These findings demonstrate that the development of agency involves both cognitive and emotional processes, particularly when learners negotiate the extent to which they should depend on AI assistance.

The importance of emotional experiences was also demonstrated by Gan et al. (2026), who examined the relationship between autonomy-supportive teaching, positive academic emotions, and agentic engagement among Chinese university EFL learners. Their findings revealed that autonomy-supportive teaching positively predicted positive academic emotions, while positive emotions significantly predicted agentic engagement. Furthermore, positive academic emotions, including enjoyment, hope, and pride, partially mediated the relationship between autonomy-supportive teaching and agentic engagement, accounting for 66.18% of the total effect. This finding highlights the importance of creating learning environments that support learners' emotional experiences and encourage active participation. When teachers acknowledge students' perspectives, provide meaningful choices, explain the relevance of learning activities, and create supportive classroom environments, learners may become more willing to express

their learning needs and take responsibility for their progress. Therefore, autonomy-supportive teaching represents an important pedagogical condition for strengthening learner agency, including in technology-enhanced EFL environments.

In addition, the study by L. Liu et al. (2026) addresses the longitudinal relationships among AI literacy, learner agency, foreign language enjoyment, and foreign language classroom anxiety from a complex dynamic systems perspective. This perspective is relevant because it considers psychological and learning-related variables as interconnected dimensions that may develop and influence one another over time. It also provides a broader understanding of learner agency as a dynamic construct that can change according to learners' experiences and interactions with their learning environments. However, the specific statistical relationships and developmental patterns should be reported only after checking the original article's results. Overall, the reviewed studies suggest that psychological and pedagogical factors should be considered together when designing AI-assisted EFL instruction. Teachers need to provide not only technological resources but also emotional support, appropriate instructional scaffolding, opportunities for reflection, and activities that promote self-regulation. In this regard, AI-assisted learning should create a balance between technological support and human interaction. AI can facilitate personalized practice and immediate assistance, while teachers remain important in providing contextual guidance, emotional encouragement, and pedagogical direction. Such an integrated approach can help learners develop confidence, autonomy, and sustained engagement while maintaining responsibility for their own learning decisions.

Conclusion

This systematic literature review examined the development of student agency in AI-assisted English as a Foreign Language (EFL) learning by synthesizing six scientific publications published between 2025 and 2026. The findings reveal that student agency is a multidimensional and dynamic process involving learner autonomy, independent decision-making, self-regulation, critical engagement, and responsibility for learning outcomes. Four interconnected themes emerged from the review: the development of agentic practices, critical AI literacy, AI-supported scaffolding, and psychological and pedagogical influences. Student agency develops through receptive, participatory, and co-creative practices, enabling learners to progressively exercise greater control over AI-mediated learning activities. Critical AI literacy strengthens learners' ability to evaluate AI-generated information, recognize technological limitations, and make informed decisions. Furthermore, AI-supported scaffolding facilitates English language development, particularly listening and writing skills, through personalized learning materials, adaptive feedback, and interactive practice. Psychological and pedagogical factors, including self-efficacy, motivation, positive emotions, metacognitive awareness, and autonomy-supportive teaching, also contribute to strengthening learners' independence and active engagement.

The findings emphasize that effective AI integration in EFL education requires a balanced relationship between technological assistance, learner autonomy, and meaningful teacher guidance. Although AI offers substantial

opportunities to enhance language learning, excessive dependence on AI-generated content, inaccurate feedback, algorithmic bias, and reduced authorial ownership may undermine students' independent thinking and decision-making. Therefore, educators should integrate critical AI literacy, reflective learning activities, feedback evaluation, and opportunities for independent decision-making into AI-assisted instruction. AI should function as a supportive learning partner rather than a replacement for students' intellectual responsibility or teachers' pedagogical roles. Nevertheless, this review is limited to six publications covering different educational contexts and dimensions of student agency, which restricts the generalizability of its findings. Future research should employ longitudinal and mixed-methods approaches involving more diverse educational settings, language proficiency levels, and AI-assisted learning activities to investigate how learner agency, critical AI literacy, psychological experiences, and pedagogical support interact over time. Ultimately, strengthening student agency should remain a central priority in AI-assisted English language education to promote sustainable language development, critical thinking, learner independence, and responsible AI use.

REFERENCES

Ali, M. M., Anwar, M. N., Fazal, S., & Ayyaz, S. (2025). AI applications for English language learning. In *AI Applications for English Language Learning*. IGI Global. https://doi.org/10.4018/979-8-3693-9077-1

Alshammari, S. H., & Alhamazany, A. (2026). Artificial Intelligence-Supported English as a Foreign Language Learning: A Narrative Review of Personalisation, Feedback, Engagement and Pedagogical Collaboration. *International Journal of Technology in Education and Science*, *10*(2), 219–236. https://doi.org/10.46328/ijtes.7018

Gan, L., Zhu, S., & Wang, L. (2026). Autonomy-supportive teaching, positive academic emotions, and agentic engagement in EFL contexts. *BMC Psychology*, *14*(1). https://doi.org/10.1186/s40359-026-04531-4

Guan, L., & Yang, Q. (2026). Artificial Intelligence in Informal Digital Learning of English: A Systematic Review of Engagement Mechanisms and Learning Processes in Intelligent Learning Systems. *Journal of Intelligence*, *14*(8). https://doi.org/10.3390/jintelligence14080189

Gupta, N., Sunil, S., Ali, K., Fink, T., & Du, X. (2026). Learner agency in a problem-based learning curriculum: A qualitative study on perspectives of undergraduate dental students. *PLOS ONE*, *21*(3 March). https://doi.org/10.1371/journal.pone.0346079

Hafour, M., Aladini, A., & Alsabbagh, A. (2026). EFL Learners' Agency, Perceptions, and Macro/Micro-Listening Processes in Mobile vs. Adaptive AI-Driven Aural Experiences. *International Journal of Computer-Assisted Language Learning and Teaching*, *16*(1). https://doi.org/10.4018/IJCALLT.404768

I.T., H. (2005). An agent framework for learning systems. *Proceedings of the IASTED International Conference on Web-Based Education, WBE 2005*. https://www.scopus.com/pages/publications/33744803236?origin=scopusAI

Jiang, Y., Wu, Q., Yang, Y., Jian, C., & Zhao, J. (2026). Learner agency in revising GenAI-generated statements of purpose. *British Journal of Educational Technology*, *57*(4), 965–983. https://doi.org/10.1111/bjet.70041

Kaakandikar, R., & Sinkar, S. V. (2026). Key Skills for AI-Era Professionals. In *Upskilling for the Age of AI*

Automation (pp. 48–73). Bentham Science Publishers. https://doi.org/10.2174/9798898812614126010 1_05

Li, M., & Wilson, J. (2025). AI-Integrated Scaffolding to Enhance Agency and Creativity in K-12 English Language Learners: A Systematic Review. *Information (Switzerland)*, *16*(7). https://doi.org/10.3390/info16070519

Liu, G. L., Lee, J. S., & Zhao, X. (2025). Critical digital literacies, agentic practices, and AI-mediated informal digital learning of English. *System*, *134*, 103797. https://doi.org/10.1016/J.SYSTEM.2025.103797

Liu, L., Qin, L., & Ma, W. (2026). Co-development of AI literacy, agency, enjoyment, and anxiety in EFL learners: A complex dynamic systems perspective. *Acta Psychologica*, *270*, 107663. https://doi.org/10.1016/J.ACTPSY.2026.107663

Mohammed, S. J., & Khalid, M. W. (2025). Under the world of AI-generated feedback on writing: mirroring motivation, foreign language peace of mind, trait emotional intelligence, and writing development. *Language Testing in Asia*, *15*(1). https://doi.org/10.1186/s40468-025-00343-2

Mohan, R., Kidiya, G. H. S., Daniel, R. A., Rithana, S. K., & Arjun, A. S. (2026). Adaptive Intelligence: Reshaping Education Through AI in Ed-Tech. In *Studies in Systems, Decision and Control* (Vol. 631, pp. 625–638). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-032-04378-8_56

Ye, Y., Abdullah, A., & He, W. (2026). Understanding Generative AI' s Influence on Writing Process of Chinese EFL Learners: A PLS-SEM Analysis. *Proceedings of 2026 International Conference on Machine Learning and Neural Networks, MLNN 2026*, 483–491. https://doi.org/10.1145/3821725.3821794

Zhang, L., Wei, R., & Jiang, C. (2026). 'AI-Learner Partnership': Psychological mechanisms and developmental trajectories of EFL learners' writing agency in GenAI-assisted courses. *Acta Psychologica*, *270*. https://doi.org/10.1016/j.actpsy.2026.107983