

RESEARCH ON MOTIVATION AND SELF-EFFICACY IN AI-ASSISTED L2 LEARNING

WHERE ARE WE AND WHERE ARE WE GOING? INSIGHTS FROM A SCOPING REVIEW



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AI-assisted L2 learning

motivation

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scoping review



WHAT EVIDENCE IS SUMMARISED



73

empirical
studies
published
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Maps the geographical, theoretical, methodological & empirical landscape and identifies key evidence gaps.

WHAT CAN I LEARN?

- How AI-assisted L2 learning shapes motivation and self-efficacy
- Which contexts, learner groups, and AI tools dominate research
- Which theories are widely used—and which remain underused
- Where the key methodological evidence gaps lie
- Future directions for AI-assisted L2 research

WHAT DOES IT FIND?

- East Asian university EFL contexts dominate.
- Generative AI chatbots are most studied.
- Short-term interventions are prevalent.
- Learning-oriented and self-determination frameworks dominate.
- Self-efficacy, dynamic, and longitudinal perspectives remain limited.
- Positive motivational outcomes are common, but largely short-term

HOW CAN I USE THE FINDINGS?



For Researchers

Design more theory-driven, longitudinal, and process-oriented studies.



For Teachers

Integrate AI feedback with teacher guidance to support motivation and self-efficacy



For Learning Designers

Design AI-supported tasks that scaffold reflection, agency, confidence, and sustained engagement

MAIN CONCLUSION



AI reshapes learning through interaction, feedback, and adaptive support, influencing how motivation and self-efficacy develop over time. Stronger theoretical and longitudinal research is needed to understand these dynamic processes.