p-ISSN 2252-7427, e-ISSN 2541-3635
https://journal.uniku.ac.id/index.php/IEFLJ/index

p-ISSN 2252-7427 e-ISSN 2541-3635
Indonesian EFL Journal
AISEE
The Association of Indonesia Scholars of English Education

SUNDANESE, INDONESIAN, ENGLISH, AND AI: TRANSLANGUAGING PRACTICES OF EFL STUDENTS IN AI-ASSISTED ACADEMIC WRITING

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APA Citation: Fahly, F. Z. (2025). Sundanese, Indonesian, English, and AI: Translanguaging practices of EFL students in AI-assisted academic writing. *Indonesian EFL Journal. 11*(1), 143-152. https://doi.org/10.25134/ieflj.v11i1.11966

Received: 22-08-2024 Accepted: 28-10-2024 Published: 30-01-2025

Abstract: Many Indonesian students of English as a foreign language (EFL) write academically across three languages: a regional first language such as Sundanese, Indonesian as the national language, and English as the target language. Generative artificial intelligence (AI) has now entered this multilingual writing process, raising the question of how students draw on their full linguistic repertoire when they write with AI. This systematic literature review (SLR), conducted following PRISMA guidelines, examined research on AI-assisted academic writing to determine what is known about translanguaging practices of multilingual EFL writers, with particular attention to the Sundanese–Indonesian–English context. From a pool of 99 records, 96 unique records were screened. No study met the core eligibility criterion of examining translanguaging, regional languages, or Sundanese in AI-assisted academic writing. Twenty studies were retained as adjacent evidence across four domains: L2 and EFL writers' AI use (11 studies), Indonesian higher education (3), language and power in AI-assisted scientific writing (2), and multilingual national contexts (4). Synthesis of this adjacent evidence suggests that L2 writers use AI differently from native speakers, that critical AI literacy shapes how they evaluate AI output, and that English dominance in academic publishing frames AI as a tool for linguistic enhancement. Yet the evidence treats writers as monolingual learners of English, overlooking their full repertoires. The review therefore identifies an empty evidence base, proposes a trilingual translanguaging framework for AI-assisted writing, and sets out a research agenda and study design for investigating Sundanese EFL writers.

Keywords: *translanguaging; Sundanese; multilingual writers; generative AI; EFL academic writing; systematic literature review; Indonesia*

INTRODUCTION

For many university students in West Java, writing an academic essay in English is never a monolingual act. A student may think through an idea in Sundanese, the language of home and community, discuss it with classmates in Indonesian, read sources in English, and finally draft the essay in English. Moving between languages in this way is not a sign of deficiency. Within translanguaging theory, it is understood as the normal practice of multilingual people, who draw on a single, integrated linguistic repertoire rather than switching between separate languages [cite core translanguaging sources, e.g., García & Li Wei, 2014]. From this perspective, the question is not whether multilingual students use their other languages when writing in English, but how they do so and with what effects

Generative artificial intelligence (AI) has added a new participant to this multilingual process. Tools such as ChatGPT can respond in many languages, translate between them, paraphrase, and polish English prose (Abd-Elsalam & Abdel-Momen, 2023; Borger et al., 2023). For EFL students, AI is attractive precisely because it promises language support at any time. Studies report that EFL learners use AI to improve their writing skills and motivation (Song & Song, 2023), and that students value AI-based language tools for academic writing (Boillos & Idoiaga, 2025). In multilingual settings, AI may therefore become a site where students' languages meet: a student may prompt in Indonesian, request an English draft, ask

for an explanation in Indonesian, and check meaning by thinking in Sundanese.

This possibility raises questions that matter for both theory and practice. If AI encourages students to treat their first languages only as a stepping stone to English, it may reinforce a monolingual model of academic writing in which non-English languages are tolerated but not valued. If, on the other hand, students use AI to bring their full repertoire into the writing process, AI could support deeper understanding, more authentic voice, and more confident participation in English academic discourse. Concerns about English dominance in scientific writing (Zangana et al., 2025) and about AI as a tool of linguistic enhancement that requires legal and ethical oversight (Baltezarević et al., 2026) make these questions especially pressing.

The Indonesian context gives the issue particular significance. Indonesia is linguistically diverse, and many students acquire a regional language such as Sundanese before Indonesian and English. For students at universities in Sundanese-speaking regions, academic writing in English typically involves at least three languages. Yet research on AI-assisted academic writing in Indonesia has focused mainly on ethics and integrity (Pratiwi et al., 2025), broad challenges and opportunities (Hidayatullah et al., 2025), and pedagogy (Fadhly et al., 2026), without examining the role of students' regional languages.

At the international level, research on AI-assisted academic writing has grown rapidly (Lendvai, 2025; Li & Wu, 2025). Several studies attend to L2 writers specifically, examining their AI literacy (Hossain et al., 2025), their critical AI literacy (Wang & Wang, 2025), and the differences between native and non-native English speakers' AI-assisted writing processes (Wang, 2025). Reviews of EFL students' perceptions of AI-assisted writing tools also exist (Sarıca & Gençoğlu, 2025). However, it is unclear whether any of this work examines the multilingual repertoires of writers, as opposed to treating them simply as learners of English. Systematic evidence is needed to establish what is known, what is not, and where research should go next.

This article addresses that need through a systematic literature review (SLR). Rather than a narrative review of the field, the SLR follows a transparent, replicable procedure to identify, screen, and synthesize relevant studies. The review is guided by three research questions: (1) RQ1. What does research on AI-assisted academic writing report about multilingual EFL writers' use of their linguistic repertoires, including translanguaging? (2) RQ2. What adjacent evidence can inform understanding of translanguaging in AI-assisted academic writing, particularly in Indonesian and Sundanese contexts? (3) RQ3. What conceptual framework and research agenda can guide future research on translanguaging in AI-assisted academic writing?

The review makes three contributions. First, it documents the state of evidence on a topic at the intersection of translanguaging, regional languages, and AI. Second, it synthesizes adjacent evidence to identify what can reasonably be inferred and what cannot. Third, it proposes a trilingual translanguaging framework for AI-assisted writing and a concrete study design for investigating Sundanese EFL writers. The article proceeds directly from method to results, discussion, and conclusion; relevant concepts are introduced where they are needed rather than in a separate literature review.

METHOD

This study is a systematic literature review reported in line with the PRISMA 2020 statement [cite Page et al., 2021]. A systematic design was chosen because it makes every decision about searching, screening, and synthesis explicit and replicable. Because the topic sits at an emerging intersection, the review was designed in advance to accommodate two possible outcomes: a synthesis of directly relevant studies if such studies were found, or a gap-mapping review that reports the absence of direct evidence and synthesizes adjacent evidence if they were not. Reporting an empty or near-empty evidence base is a legitimate and informative outcome of systematic review, since it prevents premature claims and directs future research [cite methodological source on empty reviews, e.g., Yaffe et al., 2012].

The review drew on a pool of 99 records on AI-assisted academic writing, ethics, and pedagogy published between 2018 and 2026, assembled by the author through database searches [specify databases, e.g., Scopus, ERIC, Web of Science, Google Scholar, Garuda, and SINTA, and search dates]. To capture studies on translanguaging and regional languages, the following search string is recommended` for the final database search: ("translanguaging" OR "multilingual" OR "plurilingual" OR "code-switching" OR "first language" OR "L1 use" OR "regional language" OR "Sundanese" OR "bahasa daerah") AND ("generative AI" OR "ChatGPT" OR "large language model" OR "AI-assisted")

AND ("academic writing" OR "L2 writing" OR "EFL writing" OR "second language writing")

Searches in Indonesian national databases should use equivalent Indonesian terms, such as *translanguaging*, *alih kode*, *bahasa Sunda*, *kecerdasan buatan*, and *menulis akademik* [report results of each search].

Two levels of eligibility were defined (Table 1). Core eligibility required that a study examine how writers use more than one language, through translanguaging, code-switching, L1 use, or regional languages, in AI-assisted academic writing. Adjacent eligibility applied to studies that did not meet the core criterion but addressed one of four domains that can inform the review question: (A) L2 or EFL writers' use of AI in academic writing; (B) AI-assisted academic writing in Indonesian higher education; (C) language, power, and linguistic enhancement in AI-assisted scientific writing; and (D) AI-assisted academic writing in multilingual national contexts.

Table 1 *Eligibility criteria*

Element	Core eligibility	Adjacent eligibility	Exclusion
Population	Multilingual EFL/L2 writers in higher education	L2/EFL writers, Indonesian students or lecturers, or writers in multilingual national contexts	School learners; journal reviewers; populations with no language focus or relevant context
Phenomenon	Translanguaging, code-switching, L1 or regional-language use with AI	AI-assisted academic writing, with attention to L2 status, language, or context	Ethics, detection, or publishing policy with no link to writers' language or context
Context	Any; priority to Indonesia and Sundanese	Any	—
Study type	Empirical or review	Empirical, review, or analytical chapter	Editorials, brief commentaries, guidelines
Period and language	2018–2026; English or Indonesian	2018–2026; English or Indonesian	Outside this period or language

The 99 records were checked for duplicates, and three duplicate entries were removed, leaving 96 unique records. Titles were then screened against the core criterion and, where the core criterion was not met, against the adjacent criterion. Screening at this stage was conducted on titles [to be extended to abstracts and full texts, with two independent screeners and reported agreement]. Figure 1 presents the flow of records through the review.

For each retained study, the following information was extracted: author and year, context, participants, design [verify at full text], domain of adjacency, and the study's relevance to the translanguaging question. Relevance was coded according to whether the study explicitly attends to the writer's language status (for example, EFL, L2, or non-native) and whether it attends to the writer's other languages.

Retained studies will be appraised using the Mixed Methods Appraisal Tool [cite MMAT, Hong et al., 2018] for empirical studies and an appropriate checklist for reviews [report ratings in a supplementary table]. Given the adjacent status of the evidence, appraisal is used to weigh each study's contribution rather than to exclude studies.

Because no study met the core criterion, synthesis followed a thematic approach applied to adjacent evidence. Findings relevant to multilingual writers were coded, grouped into themes, and then examined for what they imply, and what they cannot imply, about translanguaging in AI-assisted writing. The resulting themes informed the conceptual framework and research agenda presented in Sections 4 and 5.

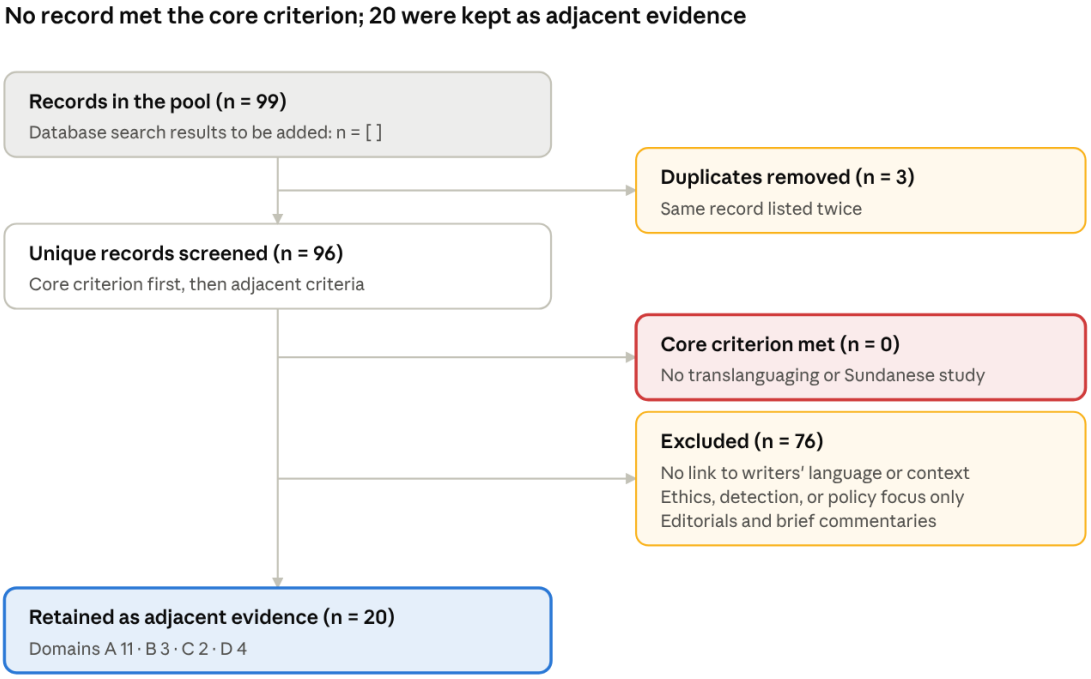


Figure 1 *PRISMA flow of record identification, screening, and eligibility*

Domains of adjacent evidence: A, L2/EFL writers' AI use; B, Indonesian higher education; C, language and power in AI-assisted writing; D, multilingual national contexts.

RESULTS AND DISCUSSION

Overview of the evidence (RQ1)

The answer to RQ1 is unambiguous at this stage of the review: no study in the pool examines translanguaging, code-switching, first-language use, or regional languages in AI-assisted academic writing, and none concerns Sundanese. The pool contains a substantial body of research on AI-assisted academic writing, but it treats writers' languages in one of two ways. Either language is not addressed at all, or writers are characterized only by their status as EFL, L2, or non-native users of English, without reference to the other languages they speak.

Twenty studies were retained as adjacent evidence. They were published between 2023 and 2026 and are distributed across the four domains defined in Section 2.3. Domain A, L2 and EFL writers' use of AI, is the largest, with 11 studies. Domain B, Indonesian higher education, contains three; Domain C, language and power in AI-assisted scientific writing, contains two; and Domain D, multilingual national contexts, contains four. Table 2 lists the adjacent studies with their relevance to the review question.

Table 2. *Adjacent studies retained in the review (title-level coding; verify at full text)*

No.	Study	Domain	Context or participants	Attention to language	Relevance to translanguaging
1	Bacon & Maneerutt (2024)	A	EFL learners, Southeast Asia [verify]	EFL status	AI combined with peer interaction, a likely site for L1 talk
2	Boillos & Idoiaga (2025)	A	Higher education students	Language tools	How students use AI for language support
3	Hossain et al. (2025)	A	EFL students	EFL status	AI literacy as a condition for using AI across languages
4	Pakdel et al. (2025)	A	L2 writers, medical education	L2 status	Strengths and threats of AI for L2 academic writing
5	Sarıca & Gençoğlu (2025)	A	Review of EFL studies	EFL status	Whether EFL perception research mentions L1 use
6	Song & Song (2023)	A	EFL students	EFL status	AI effects on EFL writing skills and motivation

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7	Taşçı & Tunaz (2024)	A	Pre-service EFL teachers	EFL status	Teachers' views that shape classroom language norms
8	Tran et al. (2025)	A	MA English students, Vietnam	English studies	Benefits and challenges for writers with a shared L1
9	Wang (2025)	A	Native and non-native English speakers	Native vs. non-native	Most direct evidence that L2 writers use AI differently
10	Wang & Wang (2025)	A	L2 writers	L2 status	Critical AI literacy (APSE model) for L2 writers
11	Younus Jasim et al. (2024)	A	EFL learners	EFL status	Benefits and challenges of AI for EFL writing
12	Fadhly et al. (2026)	B	Indonesian university writing pedagogy	Not explicit	Pedagogical space for multilingual practice
13	Hidayatullah et al. (2025)	B	Review by Indonesian scholars	Not explicit	Whether Indonesian research addresses language
14	Pratiwi et al. (2025)	B	Indonesian doctoral students	Not explicit	Ethical tensions in Indonesian AI use
15	Baltezarević et al. (2026)	C	Analytical study	Linguistic enhancement	AI as a tool that reshapes writers' language
16	Zangana et al. (2025)	C	Book chapter	English dominance	Power of English in AI-assisted science
17	Bouaziz & Eddouada (2026)	D	Doctoral students, Morocco	Not explicit	Multilingual national context
18	Kondoro (2025)	D	Universities, Tanzania	Not explicit	Multilingual national context
19	Subaveerapandiyan et al. (2025)	D	PhD scholars, India	Not explicit	Multilingual national context
20	Ya'u & Mohammed (2025)	D	Higher education, Nigeria	Not explicit	Multilingual national context

The column "Attention to language" reveals the central pattern. Thirteen of the 20 studies explicitly mention writers' language status, whether as EFL, L2, non-native, English-studies students, or in terms of English or linguistic enhancement. The remaining seven are situated in multilingual settings, such as Indonesia, Morocco, Tanzania, India, and Nigeria, but do not foreground language in their titles. Not one study, however, addresses writers' multilingual repertoires. Figure 2 visualizes how the evidence narrows from the full pool to zero studies on Sundanese translanguaging.

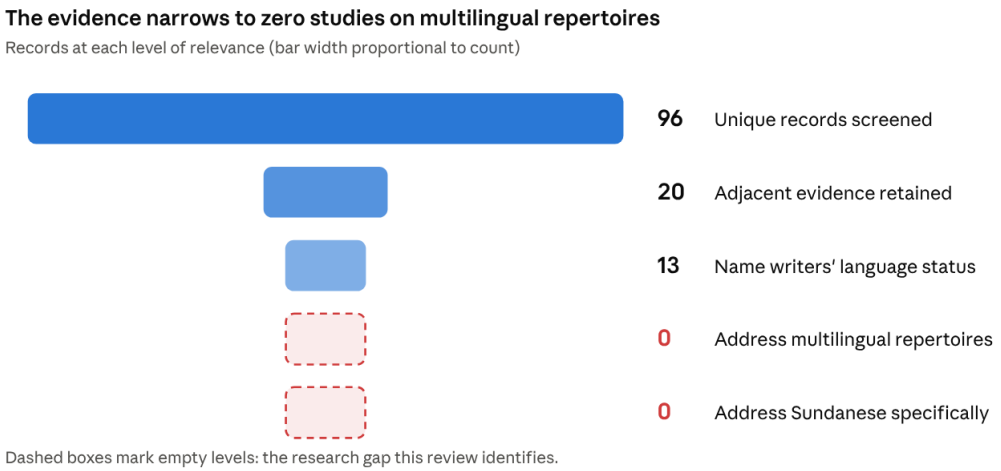


Figure 2. *Narrowing of the evidence base toward the review question*

The field has moved from ignoring language to naming writers as EFL or L2 users, but it has not yet reached their full multilingual repertoires.

Synthesized findings from adjacent evidence (RQ2)

Thematic synthesis of the 20 adjacent studies produced five themes. Each theme states what the evidence suggests and, equally important, what it

does not allow us to conclude about translanguaging. Because coding was conducted at title level, the themes are provisional and should be confirmed against the full texts.

Theme 1: Language background shapes how writers use AI

The most direct evidence that language matters comes from research comparing native and non-native English speakers, which finds differences in their generative AI-assisted writing processes, perceptions, and experiences (Wang, 2025). Studies of MA students in English language studies likewise identify benefits and challenges specific to writers learning academic English as a second language (Tran et al., 2025), and a SWOT analysis of AI writing tools from L2 academic writing perspectives places these writers' strengths and threats side by side (Pakdel et al., 2025). Together, these studies establish that writers' language backgrounds are not neutral in AI-assisted writing. They do not show, however, how writers' first languages enter the process, because writers are classified by their relationship to English rather than by their full repertoire.

Theme 2: AI is framed as a tool of linguistic enhancement toward standard English

Across Domain A and Domain C, AI is typically positioned as a means of improving writers' English. Studies report gains in EFL writing skills and motivation (Song & Song, 2023), weigh the benefits and challenges of developing EFL writing with AI (Younus Jasim et al., 2024), and describe students' use of AI-based language tools to refine their texts (Boillos & Idoiaga, 2025). Analytical work frames AI-assisted writing as linguistic enhancement that requires legal and ethical oversight (Baltezarević et al., 2026), and discussions of English and AI in scientific writing draw attention to the dominance of English as the language of publication (Zangana et al., 2025). The implicit model in this body of work is monolingual: the goal is a polished English text, and other languages appear, if at all, as obstacles to be overcome. Translanguaging theory would instead treat those languages as resources [cite].

Theme 3: Critical AI literacy determines how L2 writers evaluate AI output

L2 writers' critical AI literacy influences whether they evaluate, adapt, or simply accept AI suggestions (Wang & Wang, 2025), and EFL students' familiarity with, knowledge of, and ethical perceptions of AI vary considerably (Hossain et al., 2025). For multilingual writers, critical AI literacy plausibly includes a cross-linguistic dimension: judging whether an English output faithfully conveys a meaning first formulated in Indonesian or Sundanese. No study in the pool examines this dimension, but the existing literacy models offer a starting point for doing so.

Theme 4: Social settings around AI are likely sites of first-language use

Some studies place AI within social learning arrangements, such as AI combined with peer-assisted learning in EFL academic writing (Bacon & Maneerutt, 2024), and pre-service EFL teachers' perceptions of AI-assisted language teaching (Taşçı & Tunaz, 2024). In classrooms where students share a first language, peer discussion around AI output is a likely site of translanguaging, and teachers' beliefs about language use will shape whether such practice is encouraged or discouraged. This theme is an inference from study design rather than a reported finding, and it identifies a promising context for future observation.

Theme 5: In multilingual national contexts, language remains invisible

Studies conducted in multilingual countries, including Indonesia, Morocco, Tanzania, India, and Nigeria, focus on ethics, adoption, perceived effectiveness, and proficiency rather than on language practices (Pratiwi et al., 2025; Bouaziz & Eddouada, 2026; Kondoro, 2025; Subaveerapandiyan et al., 2025; Ya'u & Mohammed, 2025). Indonesian research similarly maps challenges and opportunities (Hidayatullah et al., 2025) and develops pedagogical frameworks for the AI age (Fadhly et al., 2026) without addressing regional languages. The multilingual reality of these contexts is therefore present in the setting but absent from the analysis.

Translanguaging functions and their evidence status

Drawing the themes together, Table 3 lists the translanguaging functions that multilingual EFL writers could plausibly perform with AI, and records the evidence status of each in the reviewed literature. The functions are derived from translanguaging theory [cite] and from the adjacent evidence; their evidence status shows how much remains to be investigated.

Table 3. *Plausible translanguaging functions in AI-assisted academic writing and their evidence status*

Function	Description	Evidence status in this review
Conceptualizing in L1	Thinking through ideas in Sundanese or Indonesian before or while prompting AI	None
Prompting across languages	Writing prompts in Indonesian or mixed language to obtain English output	None; indirect support that L2 writers use AI differently (Wang, 2025)
Translating as drafting	Drafting in Indonesian and asking AI to render the text in English	None; related to L2 language-tool use (Boillos & Idoiaga, 2025)
Meaning-checking	Asking AI to explain or back-translate English output into Indonesian	None
Polishing toward academic English	Using AI to refine grammar, vocabulary, and register	Indirect (Song & Song, 2023; Younus Jasim et al., 2024; Baltezarević et al., 2026)
Peer talk around AI output	Discussing AI suggestions with peers in a shared L1	Indirect, inferred from design (Bacon & Maneerutt, 2024)
Expressing culture-specific meaning	Rendering Sundanese or Indonesian concepts in English academic text	None; relevant to English dominance (Zangana et al., 2025)
Cross-linguistic evaluation	Judging whether AI's English output preserves the intended meaning	Indirect, via critical AI literacy (Wang & Wang, 2025; Hossain et al., 2025)

Of the eight functions, five have no evidence (two of them with only loosely related findings) and three have only indirect support. None has direct evidence, and none has been studied in a Sundanese–Indonesian–English context.

Why the gap exists

The absence of research on translanguaging in AI-assisted academic writing is striking given how multilingual most of the world's EFL writers are. Three factors may help explain it. First, research on AI-assisted writing has grown so quickly that early studies have concentrated on the most immediate questions: whether AI improves writing, how students perceive it, and what ethical risks it carries (Lendvai, 2025; Li & Wu, 2025; Balalle & Pannilage, 2025). Questions about language practice have not yet risen to the top of the agenda. Second, the field inherits a monolingual orientation from academic writing itself, in which English is both the medium and the measure of success (Zangana et al., 2025). Third, research instruments such as surveys of perceptions and pre–post writing tests capture outcomes in English but rarely capture the multilingual process that produces them. Studies that trace the writing process, such as those comparing native and non-native speakers (Wang, 2025) or examining human–AI collaboration patterns (Nguyen et al., 2024), come closest, but they do not record which languages writers think, prompt, or talk in.

From language fixer to repertoire mediator

The adjacent evidence positions AI mainly as a language fixer that corrects and polishes English (Theme 2). A translanguaging lens suggests a different view: AI as a repertoire mediator, a resource through which multilingual writers can move between their languages to understand, generate, and refine ideas. In this view, a student who drafts an argument in Indonesian, asks AI to explain an English source in Indonesian, and then writes in English is not avoiding English but using the full repertoire to reach it [cite translanguaging pedagogy sources]. The shift matters because it changes what counts as good AI use. Under the language-fixer view, the ideal is maximal English and minimal L1. Under the repertoire-mediator view, the ideal is purposeful movement across languages that deepens understanding and preserves the writer's meaning.

The repertoire-mediator view also connects to concerns about voice. Scholars warn that AI may erode human agency and the writer's own voice in academic writing (Han, 2025). For multilingual writers, voice is partly rooted in the languages through which they first formulated their ideas. If AI renders those ideas into fluent but generic English, the writer's voice may be lost twice: once to the machine and once to the dominant language. Supporting translanguaging may therefore be one way to protect voice in AI-assisted writing.

A trilingual translanguaging framework for AI-assisted writing

To answer RQ3, this review proposes a framework that brings the themes together (Figure 3). The framework places the writer's integrated repertoire of Sundanese, Indonesian, and English at the centre, with AI as a mediating resource rather than an independent author. It distinguishes four phases of the writing process, namely conceptualizing, prompting, drafting, and evaluating, and suggests the languages most likely to be active at each phase. Sundanese and Indonesian are expected to dominate conceptualizing and peer talk; Indonesian and English are likely to share prompting; English dominates drafting; and evaluating requires cross-linguistic judgment of whether the English text preserves the writer's meaning. Critical AI literacy (Wang & Wang, 2025; Hossain et al., 2025) and pedagogical design (Fadhly et al., 2026) act as conditions that shape whether translanguaging with AI is productive.

The framework is a set of hypotheses, not a finding. Every link in it awaits empirical testing, and the relative roles of Sundanese and Indonesian in particular are unknown. It is also an open question how well current AI tools handle Sundanese input, which may itself shape whether students use their regional language with AI or shift to Indonesian [to be tested].

Risks and ethical considerations

Translanguaging with AI also raises risks. One is linguistic erasure: if students learn that AI responds better in Indonesian or English, they may stop using Sundanese in academic contexts, reinforcing the marginalization of regional languages. A second is homogenization of voice, discussed above. A third concerns integrity. When a student writes in Indonesian and asks AI to produce the English version, it is unclear whether the result is a translation, an AI-generated text, or the student's own work. Existing discussions of AI authorship and ethics (Zohouri et al., 2024; Zhang et al., 2026) and guidance on disclosing AI use (Cleland et al., 2026) do not address this cross-linguistic case. Institutional policies will need to distinguish between AI used to support a multilingual writer's own composing and AI used to substitute for it (Gulumbe et al., 2025; Amini et al., 2026).

Pedagogical directions

For lecturers in Indonesian EFL programmes, the findings suggest that classroom policies on AI should not assume a monolingual writer. Teachers could explicitly permit purposeful use of Sundanese and Indonesian in planning and peer talk, teach students to prompt across languages, and include cross-linguistic evaluation as part of critical AI literacy (Cardon et al., 2023). Revision logs in which students record which languages they used with AI, and for what purpose, would make translanguaging visible and discussable. Such practices are consistent with calls to redesign academic writing pedagogy for the AI age rather than to police AI use (Fadhly et al., 2026; Giray et al., 2025).

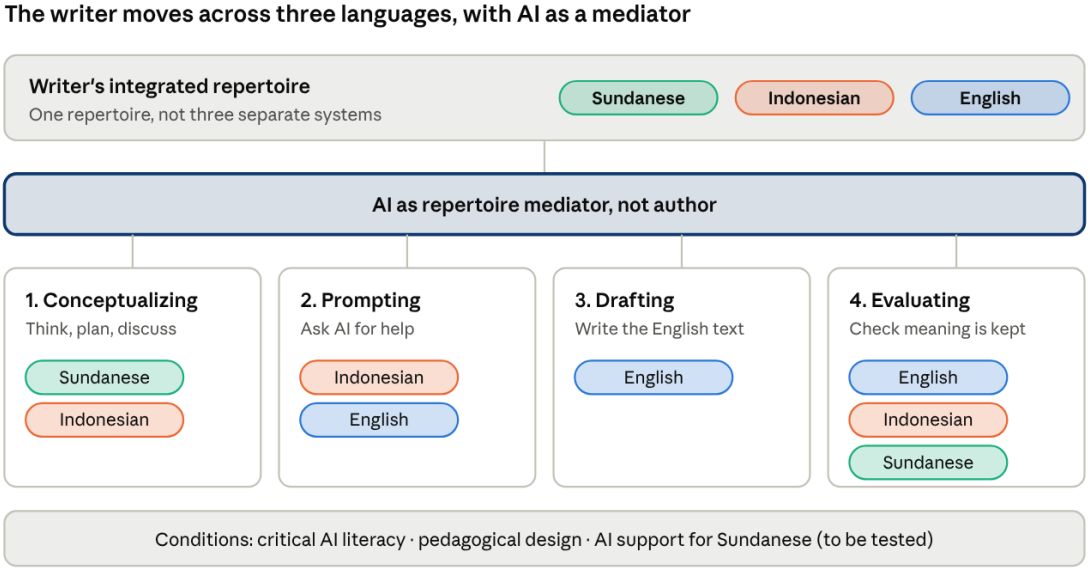


Figure 3. *Proposed trilingual translanguaging framework for AI-assisted academic writing*

Chips show the languages hypothesized to be most active at each phase; every link in the framework is a hypothesis for future research.

CONCLUSION

This systematic literature review asked what is known about the translanguaging practices of

multilingual EFL students in AI-assisted academic writing, with a focus on the Sundanese–Indonesian–English context. The answer is that, within the reviewed pool, nothing is yet known directly. No study examined translanguaging, first-language use, or regional languages in AI-assisted writing, and none concerned Sundanese (RQ1). The 20 adjacent studies show that language background shapes how writers use AI, that AI is framed mainly as a tool for polishing English, that critical AI literacy governs how L2 writers evaluate AI output, that social learning settings are likely sites of first-language use, and that in multilingual countries language remains largely invisible in research on AI and writing (RQ2). On this basis, the review proposed a trilingual translanguaging framework and a research agenda (RQ3).

For researchers, the findings show that the multilingual writer is the missing subject of AI-assisted writing research. Studies that classify participants only as EFL or L2 learners should record the full repertoire of their participants and the languages used at each stage of writing. For lecturers, the review suggests that AI policies and classroom practices should anticipate multilingual use rather than assume English-only interaction, and that purposeful use of Sundanese and Indonesian can be a legitimate part of AI-assisted academic writing. For institutions, it highlights the need for guidance on the cross-linguistic use of AI, including how translation through AI relates to authorship and disclosure (Cleland et al., 2026; Amini et al., 2026).

The review has important limitations. It drew on a pre-assembled pool of 99 records rather than a complete database search, and screening was conducted at title level. A comprehensive search using the strategy in Section 2.2, especially in Indonesian national databases and in journals of bilingualism and translanguaging, may identify relevant studies not captured here [update after search]. Coding of adjacent studies should be confirmed against full texts. Finally, the framework and the evidence-status ratings in Table 3 are interpretive and should be treated as hypotheses.

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