A SYSTEMATIC LITERATURE REVIEW ON ARTIFICIAL INTELLIGENCE (AI) AS A TOOL IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

THESIS

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MOTTO

Ad Astra per Verba

"To the stars through language"

DECLARATION OF AUTHENTICITY

Herewith I,

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Declare that:

1. In the result of my research there are no elements plagiarism of research works or scientific works that have been carried out or made by anyone other than those that are quoted in this text and mentioned in citation sources and reference lists.
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Tsania Fitra Maulidia

ABSTRACT

Maulidia, Tsania Fitra. 2023**.** A Systematic Literature Review On Artificial Intelligence (AI) As A Tool In Teaching And Learning English As A Foreign Language. Advisors: (1) Nur Afifi, M.App.Ling, Ph.D (2) Dr. Toyyibah, M.Pd.

Keywords: Systematic Literature Review, Artificial Intelligence, EFL.

This systematic literature review explores the use of artificial intelligence (AI) tools in teaching and learning English as a foreign language (EFL) across different educational levels. A total of 59 studies were reviewed, providing insights into the types of AI technologies used in EFL contexts, implementation methods, associated benefits, and challenges, as well as student and teacher perceptions.

The key AI tools utilized encompass writing assistants, tutoring applications, simulations and virtual reality platforms that offer personalized and engaging English practice. Teachers implement these tools as complements to instruction by structuring age-appropriate, curriculum-aligned activities. Benefits include enhanced language proficiency, vocabulary gains, motivation and participation, while risks involve over-reliance, ethical issues and focus on basic versus higher-order skills. Students and teachers largely recognize the promise of responsibly integrating AI to elevate traditional teaching. Key requirements for effective adoption are balanced incorporation, comprehensive training and ongoing research on emerging innovations.

In summary, AI demonstrates significant potential to optimize EFL education across all levels when thoughtfully incorporated based on evidence-based guidelines focused on complementary human-AI approaches. Further studies can build an understanding of long-term impacts and pedagogical models for transformative, equitable, and ethical integration.

DEDICATION

“This thesis is dedicated to my beloved family, whose unwavering support and encouragement have been my guiding light throughout this journey. To my parents, for their endless love and sacrifices, and to my siblings, for their constant motivation and understanding.

I also extend my heartfelt gratitude to my esteemed advisors and mentors, whose wisdom and guidance have been invaluable. Lastly, to my friends and colleagues, for their companionship and encouragement along the way.

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The writer hopes this thesis proves useful to all its readers and acknowledges that it may have imperfections due to my limited capability and knowledge. Therefore, the writer eagerly welcomes constructive criticism and suggestions for its improvement. Comments, suggestions, and questions are always appreciated.

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