From Technology to Talk: A Systematic Review on Intelligent Tutoring Systems and Willingness to Communicate in EFL Contexts

RESEARCH BACKGROUND & OBJECTIVE

Low-exposure EFL learners have few authentic opportunities to speak and often experience communication anxiety.

Question: How can ITS + TECLL sustain learners' WTC?



WHY WTC STALLS



Objective: identify how intelligent tools and collaborative pedagogy reverse this pathway

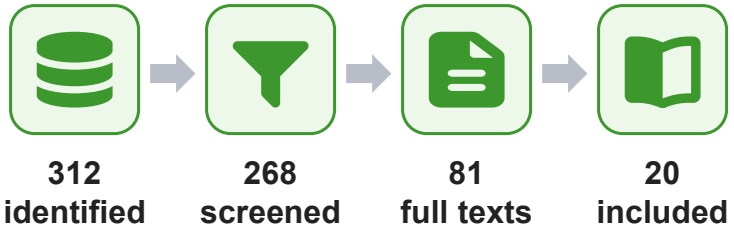
SYSTEMATIC REVIEW

PRISMA 2020 | Studies published 2020-2025

Scopus • Web of Science • Thai Citation Index (TCI)

Thematic synthesis | Two independent reviewers

PRISMA STUDY-SELECTION FLOW



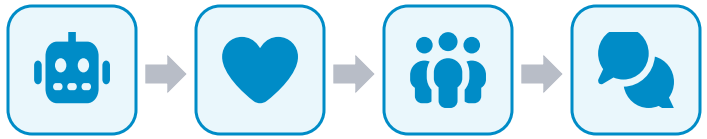
Included studies: 11 ITS/AI-based | 9 TECLL

KEY RESULTS & IMPLICATIONS

- Technology expands practice access and builds initial confidence
- Anxiety, motivation and self-confidence mediate WTC
- Sustained gains require ITS + teacher-mediated TECLL + meaningful peer interaction



HOW PRACTICE BECOMES SUSTAINED WTC



Technology enables practice; pedagogy turns it into communication

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