

# Blending AI Tools with Task-Based Learning in English Education: Opportunities and Challenges

Norhafizah Amir<sup>1\*</sup>, Siti Zarikh Sofiah Abu Bakar<sup>2</sup>, Zuraidah Sumery<sup>3</sup>, Dia Widyawati Amat<sup>4</sup>, Diana Othman<sup>5</sup>, Haniza Sarijari<sup>6</sup>

Academy of Language Studies, Universiti Teknologi MARA, Cawangan Johor

\*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2025.924ILEIID0071>

Received: 23 September 2025; Accepted: 30 September 2025; Published: 01 November 2025

## ABSTRACT

Artificial Intelligence (AI) has introduced new opportunities for innovation in English Language Education. However, Task-Based Learning (TBL) remains as a widely known pedagogical approach that promotes communicative competence through a meaningful, real-life tasks. This concept paper proposes to investigate the integration of AI tools into task-based English instruction, with a focus on their effectiveness in supporting task performance. This paper has specific purposes which to address the impact of AI-assisted tasks on students' language proficiency, students' perceptions of AI and the challenges encountered by both students and lecturers in blending AI tools with the task in the classroom. A mixed-method design will be implemented, combining pre-task and post task assessment, questionnaires for students and interview sessions for the lecturers. It is expected that AI tools will improve students' fluency and motivation while also presenting potential concerns related to over-reliance and ethical use. The findings are expected to offer helpful feedback to educators, curriculum designers, and institutions regarding the effective and balanced integration of AI within task-based English education.

**Keywords:** Artificial Intelligence (AI), Task-Based Learning (TBL), English language education, language technology

## INTRODUCTION

English Language education is now undergoing a significant transformation with the integration of technology. With all new and advance technologies for more effective learning outcomes, traditional approach is now not enough to stand alone in education line. The rapid development of Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and many more applications that provide instant feedback somehow give the traditional task-based learning a form of competition. Task-Based Learning (TBL) which focuses more on real-world tasks and communicative competence is widely recognized as an effective approach in education, especially English Language. AI-powered applications such as intelligent tutoring systems, grammar and writing assistants, automated feedback tools, and conversational chatbots have been shown to enhance learning by offering personalized instruction, adaptive feedback, and greater learner autonomy (Zawacki-Richter et al., 2019; Huang et al., 2022).

This concept paper is to investigate the AI tools into task-based learning in English Education, focusing on its opportunities and challenges. To be more specified, three research objectives are to study the impact of AI-assisted tasks on students' language proficiency, to explore students' perceptions of AI use within Task-Based Learning contexts, and to identify the challenges encountered by both students and lecturers in blending AI tools with Task-Based Learning.

## METHODOLOGY

A formative assessment is called as a task-based approach as it requires lecturers to pay attention to the process



of the task as well as the progress of the lessons (Bachman, 2002; Norris et al., 1998). For this concept paper, it is designed to be a mixed method that combines assessments, questionnaires and interview. The participants will be students from the program of LG120 from Part 2 and Part 3 because they learn few courses that need them to use certain AI tools. Other than that, lecturers will be interviewed to get their opinions about the challenges of mixing the AI tools in their teaching and learning. To measure improvement of the students, a pre-test and a post-test assessment will be given to the students. The students who did the pre and post test will be given a set of questionnaires to complete the data collection. Questions consist of multiple-choice questions and open-ended questions related to AI tools and TBL.

## RESULTS AND DISCUSSION

### Task- Based Learning in English Education

Task-Based Learning (TBL) is a popular approach that frames instruction based on real-world tasks. It is a contemporary approach which attracts a numerous deal of study over the past decades. Task-Based Learning is commonly applied in the SLA sense in the language learning field. In recent decades or so, task-based learning has evolved to a high level in English teaching (Willis & Willis, 2007). Long (1985) defined the task as work is done freely or for some benefit for oneself and others.

TBL's achievements are because of its notable benefits. In this context, Willis (1996) states that TBL provides language students four key factors for language acquisition, specifically visibility, application of the language, motivation, and readiness. For Willis, TBL allows learners to interact with the target language via listening, reading, or both. This involvement would enable students to generate language output in the future. In other terms, the exhibition provides students with more opportunity to discuss and understand the significance of the assignment or the role of the partner carrying out the same activity and obtaining indirect feedback from peers or instructors, awareness of the difference between the output generated by learners and their input, along with the collection of memories from previous language outputs (Robinson, 2011). Exposure to and use of the subject language would also enhance students' motivation (Robinson, 2011; & Willis, 1996) and lessen the training of educators (Willis, 1996).

### AI tools in English Language Education

Major reviews and reports argue that AI can offer adaptive instruction and give personalized learning pathway which may lead the let the lecturers free from extra workload. However, how AI supports the learning goals is more important rather than the technology itself.

With the big impacts for educational theory and practice, the application of AI technologies in language learning environment, especially English Language is a rapidly emerging field. By describing how intelligent systems can enhance individualized learning and satisfy the needs of a diverse range of learners, Luckin and Holmes (2016) present a compelling case for artificial intelligence (AI) in education. Their analysis indicates that artificial intelligence (AI) technologies can provide scalable, responsive, and adaptive solutions to conventional educational problems, particularly when traditional instructional methods are unable to provide individualized attention. Thenmozhi et al. (2023) examine the connection between artificial intelligence, language acquisition, and communication, providing a comprehensive examination of how AI technologies are transforming language instruction. Among other language learning tasks, the study highlights how AI systems can support vocabulary acquisition, grammar instruction, pronunciation practice, and writing development. The study emphasizes that successful AI integration requires careful consideration of pedagogical principles and learner needs, unlike technology-driven implementation strategies.

The use of AI has been proven to be widely useful in many fields especially academically. The integration of AI in classrooms has helped students and educators around the world to achieve many possibilities including making a more informed decision (University of Illinois, 2024). In recent years, when it comes to education, 88% students are reported to have integrated the use of AI in their assignments and tasks (Digital Education Council, 2024) which helps to reshape the learning environment.

Based on the study conducted by Khairun(2025) that aims to investigate the impact of AI on EFL learners, the study has shown that the integration of AI in TBLT approach is effective in enhancing students' language skills and support their communication skills. In the result, some students stated that they feel confident because AI provides opportunities to practice and have a conversation related to their tasks in English. This statement also supports quantitative data that present a positive increase in the post-test. The findings suggest that the integration of AI-based TBLT is effective in improving EFL learners' speaking and communication skills. (Nissa, 2025)

## CONCLUSION

We cannot deny that technologies slowly taking over the world, from the smallest thing to the big things like education. Merging AI tools with the traditional learning approach might promise a bright and clear future for todays generation where the students can learn both technology and real-world task. However, there will always be challenges when we try to merge to big things together, in this case, practising AI tools in learning English Language Education.

The merging of AI tools and TBL offers new possibilities to improve English education as we are well aware that AI tools can provide immediate feedback, as well as can reduce lecturer's workload in monitoring large classes, and enhance the authenticity of tasks by simulating real-world communicative situations (Li et al., 2021). However, this integration is not without challenges. Concerns have been raised regarding issues of overreliance on AI, ethical considerations in data use, reduced human interaction, and the risk of diminishing learners' problem-solving abilities (Holmes et al., 2022). Therefore, lecturers play an important role in balancing the advantages of AI with the principles of TBL to ensure meaningful and sustainable learning outcomes.

Although the adoption of AI in education is increasing, there remains a limited understanding of how it can be meaningfully integrated with established pedagogical models such as TBL. While some studies highlight the potential of AI for offering personalized learning and scaffolding learner engagement (Li et al., 2021; Zawacki-Richter et al., 2019), others raise concerns about its implications for academic integrity, critical thinking, and learner independence (Holmes et al., 2022). Furthermore, teachers often lack the training to incorporate AI effectively within communicative, student-centred activities (Huang et al., 2022). This gap highlights the need for research exploring both the opportunities and challenges of blending AI tools with TBL in English education.

## ACKNOWLEDGEMENTS

Firstly, all praise to Allah because He is the greatest and the most powerful. With His will, I managed to complete my responsibilities.

I would like to express my gratitude to my teammates for their endless support. Without their input and ideas, this concept paper might not be complete. Everyone plays their vital role to complete this concept paper, and I am beyond grateful to have them as my team. When I have a writer's block, they always support me to keep on writing and complete my part.

Next, I would like to thank my parents due to their understanding and patience with me. Without my mom's support, I do not think I can manage to complete my part due to the things that are currently happening. Even though I do my work at home, they tried their best not to disturb me to complete my task.

## REFERENCES

1. Bachman, L. (2002). Some reflections on task-based language performance assessment. *Language Testing*, 19(4), 453-476.
2. Digital Education Council. (2024, August 7). What students want: Key results from DEC global AI student survey 2024. <https://www.digitaleducationcouncil.com/post/what-students-want-key-results-from-dec-global-ai-student-survey-2024>
3. Holmes, W., Bialik, M., & Fadel, C. (2022). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.

4. Huang, R., Spector, J. M., & Yang, J. (2022). Educational technology: A primer for the 21st century. Springer.
5. Li, X., Chen, G., & Zhao, R. (2021). Artificial intelligence in language education: A systematic review. *Computer Assisted Language Learning*, 34(3), 409–433. <https://doi.org/10.1080/09588221.2019.1648849>
6. Long, M.H. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition*. Clevedon: Multilingual Matters
7. Luckin, R., & Holmes, W. (2016). Intelligence unleashed: An argument for AI in education. <https://discovery.ucl.ac.uk/id/eprint/1475756/>
8. Nissa, Khairun & Mardiah, Henny & Novita, Srikandi. (2025). Using Artificial Intelligence in Task-Based Language Teaching to Foster Students' Language Skills. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*. 17. 90-102. 10.37640/jip.v17i1.2372.
9. Norris, J. M. (2009). Task-based teaching and testing. In M. H. Long & C. J. Doughty (Eds.), *Handbook of language teaching* (pp. 578–594). Oxford: Blackwell.
10. Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning*, 1–36. Doi: 10.1111/j.1467-9922.2011.00641.x
11. Willis, D. & Willis, J. (2009). Task-based language teaching: Some questions and answers. *The Language Teacher*, 33(3), 3-8. <https://jalt-publications.org/tlt/articles/562-special-issue-task-based-learning-somequestions-and-answers>
12. Xiaojing Huang, Yanyan Wu, Anqi Dou. AI-Enhanced Task-Based Language Teaching: Fostering Personalized College English Learning. *Frontiers in Educational Research* (2024) Vol. 7, Issue 10: 204-209. <https://doi.org/10.25236/FER.2024.071033>.
13. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 1–27. <https://doi.org/10.1186/s41239-019-0171-0>