

Chapter 7

AI–Powered Task–Based Learning for Cross–Border Higher Education

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ABSTRACT

The paper explores the application of artificial intelligence (AI) in task-based learning (TBL) in cross-border education, paying close attention to the potential of AI to enhance engagement and learning outcomes. It is, thus, rational from the paper that when AI is integrated with TBL, the outcome of student engagement will improve by 25%, offering personalized experiences that make students adapt themselves according to the needs. Key addressed challenges include cultural sensitivity, data privacy, and the ethical use of AI, whereby the issue of data security had, in turn, raised the eyebrows of the educators. All these are proposed in the study through which equity policy is promoted, established ethical guidelines, and supported international collaboration in emerging trends such as AI-driven personalization and immersive learning environments. In fact, these are going to change global education significantly by preparing students for their connected world.

INTRODUCTION TO TBL

Definition and Principles of TBL

Task-based learning is a type of educational teaching approach; in particular, it has several substantial forms regarding the teaching of language, which focuses on meaningful tasks in planning. This approach breaks away from the traditional styles of memorization and passive absorption, emphasizing participative and practical use. TBL is based on real-life contexts, enabling students to acquire language skills immediately applicable and relevant to everyday life. Essentially, the TBL theory allows learners to learn best with active involvement in tasks where they use their target language to achieve a certain outcome. The tasks could be simple, like ordering food in a restaurant, or complex, like planning an itinerary or

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doing a survey. The key lies in the fact that these tasks are purposeful and need to accomplish a goal with language as a tool.

According to (Lansari & Haddam Bouabdallah, 2023), a TBL task should be primarily meaning-focused, involve a 'gap' (information gap, reasoning gap, or opinion gap), require learners to use their own linguistic resources, and have a clearly defined outcome other than the use of language itself. The following are the theoretical justifications:

- **Meaningful Communication:** This approach implies that language is something used meaningfully, not as an end in itself but as a means to an end.
- **Task Authenticity:** Tasks should be meaningful and be close enough to real-life situations to increase the motivation of learners.
- **Focus on Meaning and Form:** It stresses meaning, though the focus is on the appropriate use of forms to develop fluency and accuracy.
- **Learner-Centeredness:** There is active student participation in learning, which fosters independence and learning through collaboration.
- **Outcome-Oriented:** Everything that is done has a pre-determined outcome, and this provides a clear goal for the students to work towards.

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