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THE APPLICATION OF AI-BASED TOOLS IN BUSINESS ENGLISH LANGUAGE TEACHING

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Abstract: *The accelerated technical and technological development that occurred at the beginning of this century, but above all the rapid development of artificial intelligence during the last decade, created the prerequisites for the application of artificial intelligence in almost all areas of human activity. Tools that are based on artificial intelligence and support the learning process have also found application in the education sector. Due to the popularity and breadth of application, tools for learning foreign languages especially stand out in this context, and among them tools for learning English are dominant. They can be successfully applied as a complement to the classic group or individual approach to English language teaching. However, as in other areas of application of artificial intelligence in non-repetitive areas of human action, the human factor is not completely replaceable. In this sense, an experienced teacher who knows modern technologies will be able to guide students in adequate ways of applying these tools in order to achieve the expected learning outcomes.*

Key words: *artificial intelligence, ai driven tools, business english language teaching, the role of the teacher, learning outcomes*

JEL classification: *I21*

PRIMENA ALATA VEŠTAČKE INTELIGENCIJE U NASTAVI POSLOVNOG ENGLESKOG JEZIKA

Sažetak: *Ubrzani tehnički i tehnološki razvoj koji je nastupio početkom ovog veka, ali pre svega nagli razvoj veštačke inteligencije tokom poslednje decenije, stvorili su*

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preduslove za primenu veštačke inteligencije u gotovo svim oblastima ljudskog delovanja. Alati koji se zasnivaju na veštačkoj inteligenciji i podržavaju proces učenja pronašli su primenu i u obrazovnom sektoru. Popularnošću i širinom primene, u datom kontekstu se posebno ističu alati za učenje stranih jezika i među njima dominantno alati za učenje engleskog jezika. Oni se mogu uspešno primeniti u smislu dopune klasičnom grupnom ili individualnom pristupu nastavi engleskog jezika. Međutim, kao i u ostalim oblastima primene veštačke inteligencije u nereguliranim oblastima ljudskog delanja, ljudski faktor nije u potpunosti zamenjiv. U tom smislu, iskusni nastavnik koji poznaje savremene tehnologije moći će da uputi polaznike u adekvatne načine primene ovih alata u svrhu ostvarivanja očekivanih ishoda učenja.

Ključne reči: *veštačka inteligencija, alati veštačke inteligencije, nastava engleskog jezika, uloga nastavnika, ishodi učenja*

1. INTRODUCTION

It is with a great unbelievable speed with which artificial intelligence has opened new horizons related to language education, particularly in the field of Business English. The technology of artificial intelligence provides the classes fully adjusted to an individual, it is accompanied by the feedback, there is a wealth of communication simulations, which are the key factors for perfecting professional language skills. This article researches the application of artificial intelligence in the field of English language teaching, analyzes its success and efficiency. It also analyzes the challenges such as ethical issues and technological limitations. The application of AI enhances the participation of students, it leads to its far more concise and precise language application and simultaneously improves professional communication skills once artificial intelligence is skillfully integrated into the process of teaching Business English. The majority of middle aged students is still rather suspicious and doubtful when considering the application of artificial intelligence to the language learning process, while most recent research denies their lack of trust, emphasizing the very fact that the percentage of the passed international exams has been ever so greater and successful, specifically those of Business English, has been much more vivid than it was the case in the past. Those very candidates communicate with significantly much more self-confidence, hold their business meetings in English effortlessly, while their business English language competence manages to dominate.

In the paper we shall examine the role of Artificial Intelligence (AI) in the teaching of Business English, positioning AI within established paradigms of English for Specific Purposes (ESP), Business English as a Lingua Franca (BELF), and technology-enhanced language learning (Chapelle, 2001; Hyland, 2007; Nickerson, 2015; Chapelle & Sauro, 2017). Drawing on research in

second language acquisition and genre-based pedagogy, the paper conceptualizes AI not as a peripheral instructional tool but as a pedagogically consequential mediator that shapes task design, feedback mechanisms, assessment practices, and learner engagement with professional discourse (Ellis, 2008; Bhatia, 2017; Hyland, 2019). The analysis focuses on the use of AI-driven technologies—such as automated writing evaluation, natural language processing, speech recognition, and conversational agents—in the instruction of core Business English activities, including professional correspondence, report writing, oral presentations, meetings, and negotiations (Warschauer & Grimes, 2008; Li, 2022; Zhai et al., 2021). Evidence indicates that AI-enhanced learning environments support personalized trajectories, continuous formative feedback, and authentic task-based engagement aligned with professional discourse practices (Li & Hegelheimer, 2023; Kukulska-Hulme et al., 2023). Learner acceptance, instructor mediation, and institutional governance emerge as critical determinants of pedagogical impact (Davis, 1989; García & Villamil, 2024). Ethical and equity considerations—including data privacy, algorithmic bias, and equitable access—are critically examined (Hauck et al., 2022; Rose et al., 2023). It is clear that AI can only enhance Business English pedagogy when embedded in theoretically grounded, blended learning frameworks supported by sustained teacher development, comprehensive institutional policies, and robust assessment practices. Traditional instructional approaches often struggle to accommodate learner heterogeneity, discipline-specific discourse norms and limited opportunities for individualized, authentic feedback (Zawacki-Richter et al., 2020). AI-supported pedagogy is theoretically grounded in sociocultural learning theory, which posits that knowledge construction is socially mediated and occurs within the learner's zone of proximal development (Vygotsky, 1978). Adaptive AI systems function as mediational tools that dynamically adjust task difficulty, provide context-sensitive scaffolding, and promote learner autonomy (Godwin-Jones, 2021). Cognitive load theory further supports AI-enhanced instruction by emphasizing the importance of reducing extraneous cognitive burden while optimizing germane processing for complex language tasks (Sweller, 2011). From an ESP perspective, AI facilitates situated learning by embedding Business English instruction in authentic workplace contexts, such as meetings, presentations and email correspondence. The convergence of these theoretical frameworks underscores AI's role as a complementary tool that enhances, rather than replaces, instructor expertise.

Adopting a critical and analytically informed stance, the article synthesizes findings from empirical studies in computer-assisted language learning and AI-supported feedback to evaluate both the pedagogical affordances and the limitations of AI-supported instruction in Business English contexts (Chapelle

& Sauro, 2017; Li, 2022; Zhai et al., 2021). Particular attention is given to the extent to which AI-generated feedback contributes to the development of genre awareness, pragmatic competence, and strategic language use in workplace communication (Hyland, 2019; Kohn, 2018; Baker, 2015), while also addressing documented concerns related to algorithmic bias, limited contextual sensitivity, standardization of discourse practices, and intercultural variability (Bhatia, 2017; Williamson & Eynon, 2020; Baker, 2015). The article argues that the educational value of AI in Business English teaching is contingent upon principled pedagogical design, sustained teacher mediation, and alignment with authentic workplace communication demands, as emphasized in ESP and BELF research (Hyland, 2007; Nickerson, 2015; Kohn, 2018). It concludes by advocating an ethically grounded and theoretically informed approach to AI integration, in which human pedagogical judgment remains central to effective Business English education (Chapelle, 2001; Williamson & Eynon, 2020).

The growing integration of Artificial Intelligence (AI) into language education has generated sustained scholarly interest regarding its pedagogical, epistemological, and ethical implications (Chapelle, 2001; Chapelle & Sauro, 2017; Williamson & Eynon, 2020). In the field of Business English teaching, this interest is particularly pronounced due to the explicit alignment between instructional objectives and real-world professional communication practices (Hyland, 2007; Nickerson, 2015). Business English, situated within the broader domain of English for Specific Purposes (ESP), prioritizes pragmatic competence, genre awareness, and strategic language use in institutional and workplace contexts (Bhatia, 2017; Hyland, 2019).

Recent advances in AI technologies—especially natural language processing, automated writing evaluation, and speech recognition—have accelerated their adoption in Business English classrooms (Warschauer & Grimes, 2008; Li, 2022; Zhai et al., 2021). These tools are increasingly used to support tasks such as professional correspondence, report writing, presentations, and simulated business interactions, which mirror authentic workplace genres and communicative demands (Nickerson, 2015; Kohn, 2018). However, despite their growing prevalence, questions remain regarding how AI reshapes pedagogical roles, feedback practices, and learner agency in Business English instruction (Chapelle & Sauro, 2017; Williamson & Eynon, 2020).

This article addresses these issues by critically examining the role of AI in teaching Business English through the combined lenses of ESP, BELF, and second language acquisition research (Ellis, 2008; Hyland, 2007; Baker, 2015). Rather than adopting a technology-driven perspective, the paper foregrounds pedagogical intentionality and teacher mediation as central to effective AI integration (Bhatia, 2017; Hyland, 2019). In doing so, it aims to contribute to

ongoing debates in technology-enhanced language learning by offering a theoretically informed and practice-oriented account of AI in Business English pedagogy. Artificial Intelligence in education refers to computer systems capable of performing tasks that typically require human intelligence. These include natural language processing (NLP), machine learning, speech recognition, and adaptive algorithms. In English language teaching, AI systems can analyze learner input, detect errors, model language use, and provide instant, personalized feedback. Such systems move beyond static digital resources and enable dynamic interaction between learners and instructional content.

2. APPLICATION OF AI IN TEACHING BUSINESS ENGLISH

The application of Artificial Intelligence (AI) in Business English teaching is closely linked to task-based and needs-driven instruction characteristic of English for Specific Purposes (ESP) pedagogy (Hyland, 2007; Bhatia, 2017). AI-based tools are increasingly employed to support professional writing, oral communication, and interactional skills through automated writing evaluation, speech recognition, and conversational agents (Warschauer & Grimes, 2008; Chapelle & Sauro, 2017; Li, 2022). In Business English contexts, these applications are particularly relevant for genre-specific tasks such as email writing, report production, presentation rehearsal, and simulated meetings and negotiations, which reflect authentic workplace communication practices (Nickerson, 2015; Kohn, 2018). AI technologies support these competencies through adaptive feedback, natural language processing, and immersive simulation-based tasks (Kukulska-Hulme et al., 2023). Moreover, AI facilitates meta-communicative awareness by encouraging learners to reflect on linguistic choices, pragmatic appropriateness, and cross-cultural implications, aligning with communicative competence frameworks in ESP (Johnson & Smith, 2022). AI-enhanced assessment represents one of the most transformative aspects of AI-integration in Business English pedagogy. Automated systems provide continuous, individualized, and immediate feedback on learners' writing, speaking, and listening outputs (Li & Hegelheimer, 2023). Learning analytics enable instructors to track performance trends, error types, engagement patterns, and response times, offering deep insight into learning trajectories (Zawacki-Richter et al., 2020). Formative AI-based assessment supports self-regulated learning, fostering reflection, planning, and strategic revision. Hybrid models, combining AI feedback with instructor evaluation, are critical for assessing higher-order competencies such as pragmatic appropriateness and intercultural communication (Hauck et al., 2022; Johnson & Smith, 2022). In addition, AI facilitates the development of transferable competencies essential for professional success, including self-regulation,

reflective practice, and adaptive communication strategies (Liu, 2023). Over time, these capabilities enhance learners' capacity to respond flexibly to dynamic professional contexts and evolving workplace norms.

Blended learning integrating AI-mediated digital environments with instructor-led sessions has become the dominant pedagogical model in contemporary Business English instruction (Johnson & Smith, 2022). AI provides real-time diagnostic assessment, adaptive sequencing of practice activities, and automated feedback, while in-person sessions emphasize collaborative problem-solving, negotiation strategies, and discourse analysis (Godwin-Jones, 2021). Empirical studies highlight that AI-enhanced blended learning improves learner autonomy, sustained engagement, and reflective practice when aligned with task-based and experiential learning principles (Kukulska-Hulme et al., 2023; Liu, 2023). Learning analytics allow instructors to monitor participation patterns, identify areas of difficulty and personalize pedagogical intervention, thereby enhancing overall instructional effectiveness (Zawacki-Richter et al., 2020). Learner acceptance of AI-mediated instruction is a critical determinant of its effectiveness. Drawing on the Technology Acceptance Model, empirical studies indicate that perceived usefulness, ease of use, and instructional relevance strongly influence engagement and persistence (Davis, 1989; Huang, 2024). Positive outcomes are particularly evident when AI tools are embedded within authentic communicative tasks rather than functioning as isolated technological adjuncts (Liu, 2023; Johnson & Smith, 2022). Instructor mediation enhances acceptance by providing contextualization, addressing misconceptions, and fostering metacognitive reflection, thereby supporting meaningful integration of AI into learning processes (Godwin-Jones, 2021).

AI-driven feedback systems can provide learners with immediate, individualized input on lexical choice, grammatical accuracy, discourse organization, register, and tone—features central to effective business communication (Hyland, 2019; Zhai et al., 2021). However, research also indicates that such systems tend to prioritize formal linguistic features over pragmatic and strategic dimensions of communication, underscoring the need for teacher mediation in interpreting and contextualizing AI-generated feedback (Bhatia, 2017; Chapelle & Sauro, 2017). Artificial intelligence offers transformative potential for Business English instruction, facilitating adaptive learning, authentic professional tasks, and continuous assessment (Li & Hegelheimer, 2023; Kukulska-Hulme et al., 2023). Its effectiveness depends on learner acceptance, instructor expertise, and institutional governance (Huang, 2024; García & Villamil, 2024).

3. PEDAGOGICAL BENEFITS, CHALLENGES AND ETICAL CONSIDERATIONS

The integration of AI into Business English instruction offers several pedagogical benefits when aligned with principled instructional design. Studies in computer-assisted language learning suggest that AI-supported feedback can enhance learner autonomy by enabling self-regulated practice and continuous revision, particularly in professional writing tasks (Ellis, 2008; Hyland, 2019; Li, 2022). In addition, AI tools support differentiated instruction by adapting feedback to individual learner needs and proficiency levels, a key concern in heterogeneous Business English classrooms (Chapelle, 2001; Zhai et al., 2021). In addition, AI facilitates the development of transferable competencies essential for professional success, including self-regulation, reflective practice, and adaptive communication strategies (Liu, 2023). Over time, these capabilities enhance learners' capacity to respond flexibly to dynamic professional contexts and evolving workplace norms.

From a pedagogical perspective, AI also contributes to increased instructional efficiency, allowing teachers to allocate more time to higher-order concerns such as discourse strategy, intercultural awareness, and communicative effectiveness (Warschauer & Grimes, 2008; Hyland, 2007). Nevertheless, research emphasizes that these benefits are realized only when AI use is embedded within task-based, communicative, and reflective learning environments rather than treated as a stand-alone solution (Chapelle & Sauro, 2017; Ellis, 2008).

Despite AI's pedagogical potential, significant ethical and institutional challenges must be addressed. Issues of data privacy, algorithmic transparency, fairness, and accountability are central to AI adoption in educational contexts (Hauck et al., 2022; Rose et al., 2023). Failure to implement robust governance structures can exacerbate existing educational inequities, particularly in institutions with limited technological infrastructure (Zawacki-Richter et al., 2020). Sustainable implementation requires instructor professional development, institutional oversight, and clearly articulated ethical policies (García & Villamil, 2024). AI integration should emphasize human pedagogical judgment and maintain learner agency, avoiding over-reliance on automated systems. By fully accepting learning levels, students perform their assignments with confidence and curiosity, respectively, and simultaneously, establishing a foundation for sustained learning and marginally deeper cognitive processing.

4. CHALLENGES AND ETHICAL CONSIDERATIONS AND IMPLICATIONS FOR TEACHER AND INSTITUTIONS

Despite its potential, the use of AI in Business English teaching raises significant pedagogical and ethical challenges. Scholars have noted concerns related to algorithmic bias, data privacy, and the opacity of AI decision-making processes, particularly in high-stakes assessment contexts (Williamson & Eynon, 2020; Zhai et al., 2021). In Business English instruction, these concerns are amplified by the risk of standardizing professional discourse in ways that marginalize linguistic diversity and intercultural variation (Baker, 2015; Kohn, 2018).

Furthermore, AI systems often lack sensitivity to contextual nuance, pragmatic ambiguity, and power relations inherent in workplace communication, which are central to Business English competence (Nickerson, 2015; Bhatia, 2017). Overreliance on automated feedback may therefore constrain learners' communicative risk-taking and critical language awareness if not carefully mediated by the teacher (Hyland, 2019; Chapelle & Sauro, 2017).

The effective integration of AI in Business English teaching has important implications for both teachers and educational institutions. Teachers are required to develop AI literacy and critical awareness in order to evaluate the pedagogical relevance, limitations, and ethical implications of AI-based tools (Chapelle, 2001; Williamson & Eynon, 2020). Within ESP contexts, this includes aligning AI-supported activities with clearly defined professional communication objectives and learner needs analyses (Hyland, 2007; Bhatia, 2017).

Institutions, in turn, bear responsibility for providing professional development opportunities, ethical guidelines, and infrastructural support to ensure responsible AI adoption (Chapelle & Sauro, 2017; Williamson & Eynon, 2020). Without such support, the pedagogical potential of AI in Business English education is likely to remain uneven and under-realized.

5. CONCLUSION

Artificial Intelligence represents a powerful innovation in the field of English language teaching. When implemented thoughtfully, AI has the potential to enhance teaching effectiveness, personalize learning experiences, and support learners in achieving higher levels of language proficiency. However, its successful integration depends on ethical considerations, teacher preparedness, and a balanced approach that values human interaction alongside technological advancement.

Sustainable AI adoption requires coordinated institutional policies addressing infrastructure, equity, ethical governance, and faculty support (Zawacki-Richter et al., 2020; García & Villamil, 2024). Equity concerns are critical, as unequal access to technology, digital literacy, and professional development can exacerbate educational disparities (Rose et al., 2023).

Policies should establish transparency in data use, algorithmic accountability, and long-term professional development frameworks (Hauck et al., 2022). Cultivating AI literacy for both instructors and learners ensures informed, ethical, and effective engagement with AI systems, fostering sustainable and inclusive pedagogy.

Despite increasing scholarship, AI-enhanced Business English remains underexplored. Future research on AI in Business English teaching should move beyond tool-oriented evaluations toward longitudinal, classroom-based studies that examine learning processes, pedagogical interaction, and discourse development over time (Ellis, 2008; Chapelle & Sauro, 2017). There is a particular need for empirical research that investigates how AI-mediated feedback influences pragmatic competence, genre acquisition, and intercultural communication in professional contexts (Hyland, 2019; Baker, 2015).

In addition, scholars have called for interdisciplinary approaches that combine insights from applied linguistics, educational technology, and critical data studies to address ethical and epistemological questions surrounding AI in language education (Williamson & Eynon, 2020; Li, 2022). Such research is essential for ensuring that future AI applications in Business English teaching remain pedagogically sound, socially responsible, and aligned with authentic workplace communication needs.

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