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INNOVATIVE TECHNOLOGIES FOR LEARNING BUSINESS ENGLISH: THE USE OF AI IN EDUCATION

Abstract. This paper investigates the transformative power of advanced technologies like artificial intelligence (AI) and neural networks in improving English language teaching in institutions of higher education. Learning about the means through which these tools can be efficiently incorporated into teaching approaches to achieve better learning outcomes, as the educational context continues to change, is imperative.

The key focus of this research is on investigating the advantages and difficulties of applying these advanced technologies in English language teaching and learning. By focusing on the improvement of instructional effectiveness, the research will present an extensive overview of how AI applications can transform traditional educational paradigms through the provision of more tailored, flexible, and interactive learning conditions. The research findings identify that AI-enabled solutions can be able to notably enhance the quality of English language teaching, providing a better and more personalized teaching and learning experience for learners. These applications make adaptive learning experiences possible, adapting themselves to the specific needs of learners and thus enhancing learner engagement and the outcomes of language acquisition.

Also discussed in the article is the critical importance of having adequate and effective teaching technologies. It sets the imperative for teachers to make sure that the material taught not only meets relevance criteria but also quality standards. In this regard, the teachers of foreign languages emerge as central figures since they play a critical role in orchestrating the uses of these technologies and modifying their pedagogy to make the most of the benefits of AI.

The uniqueness of this paper is the extensive examination of the existing research on the implementation of innovative technologies in teaching the English language. By examining what it means for teachers and learners alike in the era of the digital age, this research adds rich insights on what the future of teaching a foreign language holds and calls for continued adjustment and creative approaches in teaching techniques. By doing so, the research points out the necessity for teachers and learners alike to be prepared for a technologically driven education process.

Keywords: artificial intelligence, business English, teaching methodology, automation of education, innovative learning tools.

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Іскерлік ағылшын тілін оқытудың инновациялық технологиялары: білім беруде жасанды интелектіні қолдану

Аңдатпа. Бұл мақалада жасанды интеллект (ЖИ) пен нейрондық желілер сияқты озық технологиялардың жоғары оқу орындарында ағылшын тілін оқыту сапасын арттырудағы түрлендіруші күші зерттеледі. Білім беру үдерісі үнемі өзгеріп жатқан жағдайда, осы құралдарды оқыту тәсілдеріне тиімді енгізудің жолдарын үйрену маңызды болып отыр.

Зерттеудің негізгі мақсаты – ағылшын тілін оқыту мен үйрену барысында бұл технологияларды қолданудың артықшылықтары мен қиындықтарын талдау. Оқыту тиімділігін арттыруға баса назар аудара отырып, зерттеу ЖИ қосымшалары дәстүрлі білім беру жүйелерін қалай өзгерте алатынын, жеке дара, икемді әрі интерактивті оқыту жағдайларын қалай жасай алатынын жан-жақты қарастырады. Зерттеу нәтижелері көрсеткендей, ЖИ негізіндегі шешімдер ағылшын тілін оқыту сапасын едәуір жақсартып, оқушыларға анағұрлым тиімді әрі дараланған оқыту тәжірибесін ұсына алады. Бұл қосымшалар оқушылардың нақты қажеттіліктеріне бейімделу арқылы оқуға деген қызығушылығын арттырып, тіл меңгеру нәтижелерін жақсартады.

Мақалада сонымен қатар, тиімді әрі сапалы оқыту технологияларына ие болудың маңыздылығы атап өтіледі. Мұғалімдер оқытылатын материалдың тек мазмұндық тұрғыда ғана емес, сапалық жағынан да талаптарға сай болуын қамтамасыз етуі керек. Бұл тұрғыда шет тілдері мұғалімдері басты рөл атқарады, өйткені олар осы технологияларды тиімді қолдану мен педагогикалық әдістерді бейімдеудің кілті болып табылады.

Мақаланың бірегейлігі – ағылшын тілін оқытуда инновациялық технологияларды қолдануға арналған бар зерттеулерді терең талдауы. Бұл зерттеу цифрлық дәуірде мұғалімдер мен оқушылар үшін бұл үдерістің мәнін ашып, шет тілін оқытудың болашағы қандай болатынын көрсетеді. Сондай-ақ, оқыту әдістерін үнемі бейімдеп, шығармашылықпен қараудың қажеттілігін атап өтеді. Осылайша, бұл зерттеу технологияға негізделген білім беру процесіне мұғалімдер мен студенттердің дайын болу қажеттігін көрсетеді.

Кілт сөздер: жасанды интеллект, іскерлік ағылшын тілі, оқыту әдістемесі, білім беруді автоматтандыру, оқытудың инновациялық құралдары.

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Инновационные технологии для обучения бизнес-английскому языку: использование искусственного интеллекта в образовании

Аннотация. В данной статье рассматривается преобразующая роль современных технологий, включая искусственный интеллект и нейронные сети, в процессе обучения

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английскому языку в университетах. С учетом изменений в образовательной среде становится необходимым понимать, как наилучшим образом внедрять эти инструменты в учебный процесс для достижения максимальной эффективности обучения.

Основная задача данного исследования заключается в анализе как положительных аспектов, так и сложностей, возникающих при интеграции современных технологий в процессы обучения и преподавания английскому языку. В центре внимания находятся способы повышения эффективности образовательного процесса, а также влияние инструментов искусственного интеллекта на трансформацию традиционных образовательных моделей, что позволяет создать более персонализированную, адаптивную и интерактивную учебную среду.Исследования показывают, что решения на основе искусственного интеллекта могут существенно улучшить качество преподавания английского языка, формируя более интересную и индивидуально ориентированную учебную среду. Эти технологии дают возможность подстраивать обучение под различные потребности студентов, что, в свою очередь, способствует повышению их вовлеченности и улучшению результатов в изучении языка.

В статье также акцентируется внимание на значении выбора эффективных и подходящих технологий для обучения. Подчеркивается, что преподаватели должны обеспечивать не только актуальность, но и высокое качество учебного материала. В этом свете преподаватели иностранных языков занимают центральное место: они играют критически важную роль во внедрении новых технологий и адаптации своих педагогических подходов, чтобы максимально эффективно использовать преимущества искусственного интеллекта.

Новизна данной работы заключается в тщательном анализе современного состояния исследований по применению новых технологий в обучении английскому языку. Изучая последствия для преподавателей и студентов в цифровую эпоху, исследование вносит ценный вклад в понимание будущего языкового образования, подчеркивая необходимость постоянной адаптации и инноваций в методах преподавания. В ходе исследования подчеркивается важность подготовки как преподавателей, так и учащихся к образовательной среде, основанной на технологиях.

Ключевые слова: искусственный интеллект, деловой английский, методика преподавания, автоматизация образования, инновационные средства обучения.

Introduction

Acquiring a second language has become ever more important for a person’s self-fulfillment and professional success in a rapidly changing digital era. As markets become ever more competitive on a global scale, competitive specialists are in higher demand—specialists possessing not only technical expertise but also advanced language skills to be competitive in an intercultural context. These specialists can be prepared efficiently by paying special attention to the application of innovative learning technologies as the most promising means of high-quality and pertinent teaching delivery. Innovations make it possible for teachers to determine and implement the most efficient means for building meaningful interaction between teachers and learners in English language teaching and apply reliable procedures for facilitating learners’ continuous professional development [1, p. 175].

Because integration of the foreign languages into various aspects of life is a continuous and dynamic process, studies on the application of advanced technologies in teaching English at institutions of higher education continue to be very important. The choice of pedagogical and pedagogically reliable teaching technologies is a matter of utmost importance today. The application of the most efficient teaching approaches guarantees qualitative selection as well as high

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relevance of educational material and rests largely upon the responsibility of teachers of a foreign language [2, pp. 198–201].

Education is one of the numerous sectors quickly changing through artificial intelligence (AI) and neural networks. AI tools like chatbots now produce complex texts, lesson plans, slideshows, mind maps, and other teaching materials in a matter of seconds. The same tools may also engage pupils through question-answering, feedback on assignments, and constructive feedback [3]. As much as these innovations enhance the accessibility and efficiency of a classroom, they raise concerns for teachers. Some fear, for instance, that traditional assignment work would become redundant as pupils will increasingly be reliant on AI for essay writing and rehearsing language skills. There is also growing concern that at some point in the future, AI may take over as teachers and thus cause educators to lose their jobs.

With those concerns in mind, it is essential to investigate means of combining AI and language teaching without displacing the important work of teachers. Language teachers can harness those tools not as a threat but as ways of improving student motivation and academic performance. The digital shift creates essential questions about whether and how teachers of foreign languages can utilize AI as an auxiliary tool and not a substitute for teaching itself. Can AI be used in addition to conventional teaching approaches to improve the quality of teaching and learning languages?

This piece answers those queries and gives examples of the ways in which AI can assist with language acquisition. It has been written to present a level-headed review of the pros and cons of AI in education now.

Literature overview

The application of advanced technologies has become imperative in the dynamic educational landscape, particularly when teaching language. Increasingly, business English lessons are leveraging cutting-edge technology in imparting this crucial skillset required for both career success and worldwide communication.

Natural language processing, machine learning, and intelligent tutoring systems are some examples of AI applications that have shown considerable promise in linguistic education. Technology can assist learners in experiencing real-life surroundings and afford them a platform for practicing the use of languages, according to Warschauer and Healey [4, pp. 57–71]. AI methods in business English can offer personalized learning experiences that adapt to the requirements of specific learners, enhancing engagement and retention.

There will be plenty of space for innovation in AI's application in business English teaching in the future. Future studies must focus on designing hybrid models of teaching that fuse AI tools and traditional teaching methods to maximize both's benefits. It's also crucial for teachers, technologists, and industry professionals to collaborate and ensure that the tools and content developed are aligned with the specific needs of business English learners.

A critical portion of this dialogue is being forged by intellectuals from Kazakhstan. In Kazakhstan, the application of AI in business English education has yielded promising findings, primarily when research conducted at institutions such as Nazarbayev University's Institute of Smart Systems and Artificial Intelligence (ISSAI) is considered. The development of large language models (LLMs) integrating English, Russian, and Kazakh is a fundamental goal of a lot of work at ISSAI. This facilitates the ability for a student to learn a language in numerous languages, a necessity for business English education. Since the AI models at ISSAI can perform operations such as the recognition of a language as well as text translations, they are an excellent means of enhancing business English education in Kazakhstan [5].

Brakhmetova [6] gives another example of the integration of AI in teaching languages in Kazakhstan by describing how digital tools are transforming English teaching in Kazakhstani classrooms. Providing instant feedback and simulated practice, these software tools facilitate

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personalized experiences and help students improve their business English skills – a very important skill for building business communication in international contexts [6].

AI-driven platforms such as intelligent tutoring software and chatbots have proved pivotal in offering customized language instruction. AI algorithms assess learners and adjust courses according to each learner's requirements and needs, providing unique feedback and an adapted pace of study. A systematic review conducted by Dogan [7] argues that by detecting learner behavior and adapting teaching strategies accordingly, education AI technologies – including business English – are facilitating personalized and adaptive learning spaces. The level of customization proves beneficial in a professional context since learners often happen to be at varied levels and possess specific linguistic needs related to their profession. The findings of Dogan illustrate the efficiency of AI technologies in creating dynamic learner-centric environments through the provision of immediate feedback and adjustment via continuous monitoring [7].

AI and mobile-assisted language learning (MALL) make a formidable duo. In their 2020 research, Wang and Hsu explored the application of business English teaching through mobile software and found learners responded positively toward AI-augmented teaching opportunities. Individualized interaction and convenience of AI programs for studying in non-traditional classroom contexts were welcomed by learners [8]. Artificial intelligence as a pedagogical tool emerged as helpful because of its ability to offer instant feedback, correct grammar issues, and facilitate contextual application of language in business settings.

AI language learning tools have their own set of negatives when it comes to achieving a balance between technology and face-to-face communication. It has been noted by Font de la Vall and González Araya [9] that even though artificial intelligence (AI) software greatly enhances the process of learning and provides personalized experiences, they often fail to provide the global nuances involved in the acquisition of a language, e.g., cultural aspects and business negotiation nuances. The integration of augmented reality (AR) and virtual reality (VR) in AI tools could overcome some of those limitations by providing enhanced learning experiences mimicking actual business transactions in the future.

Besides transforming education, AI technologies also transform teaching itself. Teachers now assume a facilitator's role as they guide students as they interact in AI-driven systems for continuous assessment and feedback. Vo [10] pointed out the importance of integrating AI within task-based teaching, particularly in a working context where learners can be trained for real-life challenges through mock workplace exercises [10]. Through interactive task-based learning environments, the application of AI in the simulations benefits the development of corporate communication skills like negotiation and presentation skills.

Artificial intelligence (AI) is becoming more important in teaching business English to learners. It can produce lessons tailored to every individual, make learning fun through phone apps, and prepare learners for actual jobs through specialized tools. However, some issues arise as well, such as not receiving enough human interaction and losing aspects of important cultural information. Researchers will probably create advanced AI tools in the future by utilizing advanced technologies like virtual reality (VR) and augmented reality (AR). It will make AI even more helpful for learners of business English.

As noted by Kurzweil [11], AI is racing headlong toward the construction of machines that will emulate human intelligence, exhibit human emotions, and make their own decisions. The “soul machines” will bridge the disparity between computational simplicity and humanity's empathetic qualities. AI systems, according to Kurzweil, with sophisticated neural nets, begin to express emotional responses that facilitate human interaction. It is an essential quality in healthcare, customer care, and education markets.

Damasio [12] postulates that emotional aspects form crucial elements of human intelligence and decision-making. In making AI simulate human thinking for accurate replication of human

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cognition, emotional intelligence must be a component. Machines capable of emotion simulation or decision-making based on emotional contexts can be used to improve effectiveness in industries that require human interfacing. Damasio's findings illustrate emotion as a component of rational thinking and cognitive processes, and thus emotionally intelligent AI as a crucial development in AI technology. The “Soul Machines” initiative by Mark Sagar illustrates this application in practice. Their development focuses on developing AI avatars with virtual nervous systems that can be trained and act on emotional stimuli in real time [13, pp. 89–97]. The avatars are designed to engage the user in real-life conversations, act on emotional cues, and develop by imitating human emotional responses as time passes. The initiative is a significant step forward in the integration of emotional intelligence into AI systems, bridging the gap between machines and human cognition.

There exist debates on the ethical consequences of "soul machines." Tegmark [14] warns that emotionally capable AI enhances consumer experience but also poses challenges in manipulating human emotions and reducing true human interaction. The difference between true emotion and simulated response remains uncertain, and this involves ethical issues concerning trust, privacy, and the effect of AI on society. These concerns mirror the ongoing philosophical debate as to whether machines can truly have a “soul” or consciousness or whether they simply mimic complex human behavior.

Scholars like Kurzweil, Damasio, and the Soul Machines initiative are stretching the boundaries of what's possible for AI in the sense of mimicking human feelings. The ethical debates surrounding the role of the resulting machines in daily life highlight the necessity of thoughtful deliberation on their construction and release.

Research methods and materials

Research Design. This study adopted a mixed-methods approach, combining descriptive and experimental research to explore integrating artificial intelligence (AI) technologies in teaching business English. The rationale for using a mixed-methods design lies in its ability to offer a more comprehensive understanding of the research problem: quantitative data allowed us to measure the effectiveness of the intervention in terms of student performance, while qualitative insights captured student engagement, perceptions, and challenges during the learning process. By integrating both types of data, we aimed to triangulate findings and increase the validity of the results.

Participants. The research was conducted with 20 second-year bachelor's students aged 18–20, enrolled in the business English course at the University of International Business. Among the participants, there were 5 males and 15 females, all with a pre-intermediate level of English proficiency. We acknowledge the relatively small sample size as a limitation, which may affect the generalizability of the findings. Nevertheless, the study provides valuable insights into the potential of AI tools in language instruction.

Intervention. The course design incorporated six lessons, aligned with topics from the textbook The Business 2.0. The lessons covered themes: Gaining Experience, Customer Satisfaction, Products, and Processes, Job Interviews, and Careers. Each lesson followed a structured format:

Introduction: Topic introduction through textbook exercises.

AI-Driven Practical Task: Application of AI tools in real-world scenarios.

Reflection: Group discussion and feedback to consolidate learning.

AI Tools and Technologies. The study utilized the following AI platforms:

Character.AI: For interactive role-play and business simulations.

ElevenLabs: For pronunciation practice and accent adaptation.

SoulMachines: For virtual job interviews with AI.

ChatGPT: For generating content, debating arguments, and editing tasks.

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These tools were selected for their diverse functionalities and potential to support different language skills. A comparative observation of their effectiveness revealed that ChatGPT was most versatile in improving writing and critical thinking skills due to its flexibility and instant feedback capabilities. ElevenLabs proved particularly effective for improving pronunciation through shadowing, while SoulMachines was valuable in enhancing students' spontaneous speaking and problem-solving in simulated real-life settings. Character.AI, although engaging, required stronger facilitation to ensure learning objectives were met.

Teaching Strategies. To optimize student learning, the following methodologies were integrated: problem-based learning, project-based learning, shadowing, collaborative learning, reflective learning.

Key Activities and Setups:

Task 1: Interactive Talk Show

Setup: An interactive whiteboard, speakers, and a wireless microphone were used.

Objective: Develop questioning and conversational skills.

Process: Students prepared questions for a chosen businessman and participated in a talk-show-style lesson where Character.AI simulated a conversation with Elon Musk. The teacher acted as the host, and the session concluded with a reflective discussion.

Task 2: Pronunciation and Presentation

Setup: Students used laptops or computers with speakers to generate audio recordings using ElevenLabs.

Objective: Improve pronunciation and public speaking.

Process: Students created business presentations and generated audio with specific accents using ElevenLabs. They practiced the shadowing technique at home, repeating the audio recordings for accurate pronunciation. In the next class, students delivered their presentations to the class, applying the pronunciation skills they had practiced.

Task 3: Debate on AI in Business

Setup: An interactive whiteboard and student devices (computers or tablets) were used to demonstrate ChatGPT interactions.

Objective: Enhance critical thinking and argumentation.

Process: Students used ChatGPT to generate arguments for and against AI in business strategies. They participated in group debates, presenting arguments and counterarguments, and reflected on the most persuasive points during a post-debate discussion.

Task 4: Essay Writing with AI Assistance

Setup: Conducted in a computer lab where each student worked on a computer equipped with internet access and ChatGPT.

Objective: Develop academic writing and editing skills.

Process: Students wrote essays, used ChatGPT to identify and analyze errors, and participated in a group discussion to reflect on AI's suggestions. The teacher provided personalized feedback.

Task 5: Virtual Job Interviews

Setup: "SoulMachines" was used on computers or an interactive whiteboard. The classroom setup also included two teams of students for role-play.

Objective: Practice interview and problem-solving skills.

Process: Students participated in simulated job interviews with SoulMachines, tackled work-related scenarios, and received feedback from their peers, AI, and the teacher during a group analysis session.

Data Collection Process

Quantitative Data: Pre- and post-tests measured knowledge gains and learning outcomes. Statistical analysis identified performance improvements.

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Qualitative Data: Classroom observations assessed engagement, and reflective group discussions at the end of each lesson allowed students to share experiences, challenges, and insights about the use of AI tools.

Data Analysis. Quantitative data from pre- and post-tests were analyzed statistically to determine knowledge gains. Qualitative data from classroom observations and reflective discussions were thematically coded to identify patterns in student engagement and feedback.

In this study, we used pre- and post-tests to assess students' skills in four key areas: Business Vocabulary, Grammar Accuracy, Speaking Skills, and Writing Skills.

Business Vocabulary: The pre-test involved a vocabulary quiz that focused on the use of business-related terms and expressions. Students were asked to match words with definitions, fill in the blanks, and use the vocabulary in context. In the post-test, students were given tasks that required them to demonstrate the application of these terms in real-world business scenarios, such as describing job roles or discussing business strategies.

Grammar Accuracy: The pre-test assessed grammar proficiency using multiple-choice questions and gap-fill exercises that tested students' understanding of fundamental grammar structures, such as verb tense usage, sentence structure, and the correct application of articles and prepositions. In the post-test, similar grammar exercises were used but with a greater emphasis on context, such as writing short passages or correcting more complex sentences.

Speaking Skill: The speaking skill pre-test involved an interview-like setting, where students answered questions related to business topics. The responses were evaluated for fluency, coherence, pronunciation, and the ability to use business vocabulary. For the post-test, students participated in a more interactive role-play scenario, where they had to answer business-related questions while adjusting to emotional cues and tone—this assessed their ability to engage in real-life business conversations.

Writing Skill: The pre-test focused on writing a short essay or response about a business topic, evaluating students on clarity, organization, and grammar. In the post-test, students were asked to write a more comprehensive essay, with specific attention to structure, vocabulary, and the depth of analysis, which allowed for a more thorough evaluation of their writing progression.

Impact and Implications. The integration of AI tools significantly enhanced students' learning experiences, enabling them to tackle real-world business scenarios, engage in collaborative discussions, and refine their language skills. This innovative approach better prepares students for the demands of the global business environment by fostering critical thinking, adaptability, and communication skills.

Results and discussion

Scholars in the field of business English education emphasize the considerable improvement of vital communication skills through the use of AI-based technologies. AI tools such as chatbots, virtual simulations, and language processing algorithms aid students in participating in interactive discussions in real time, promoting the development of teamwork, problem-solving, and decision-making skills. These technologies also help in practicing non-verbal communication skills, enabling learners to develop body language and tone appropriate for the professional environment. AI also aids in developing essential managerial skills like moderating meetings and engaging in negotiations, all the while encouraging critical thinking by evaluating complex business situations. Overall, AI enhances the learning experience for business English students by making it more interactive and effective.

To evaluate the impact of AI tools, we employed a variety of methods in classroom settings. These included:

Communicative Approach: Students engaged in business-relevant conversations to build communicative competence.

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Technology-Enhanced Learning: AI tools like Character.AI, ElevenLabs.io, and Soul Machines were integrated to create adaptive, interactive learning experiences.

Reflective Learning: Learners analyzed their performance to identify language improvement areas.

Critical Thinking and Debating: Structured debates helped improve reasoning and persuasive language.

Practical Language Tasks: Each activity was designed to reflect real-world business contexts.

The overarching goal of these tasks was not only to expand vocabulary and business communication skills but also to cultivate critical thinking and emotional intelligence. By interacting with AI, students were exposed to diverse communicative situations that demanded adaptability and empathy.

During the experimental work and observation, we conducted five main tasks incorporating AI tools to foster business English proficiency. Tasks included:

1. Virtual Interview with Business Icons (Character.AI)
2. Audio Presentations Using ElevenLabs.io
3. Debates via GPT on AI in Business Strategy
4. Essay Writing with Feedback from GPT
5. Job Interview Simulation with Soul Machines

Each task addressed different language and professional competencies and was assessed both qualitatively and quantitatively:

1. Choose a famous businessperson (e.g., Elon Musk, Bill Gates).
2. Prepare 5–10 questions related to career, success, and finances, using business vocabulary in English.
3. Include grammatical structures such as conditional sentences, future-oriented questions, or requests for advice.
4. Find the chosen businessperson on the Character.AI platform and have a conversation, asking your questions and responding to the character's replies.
5. After the conversation, provide feedback in class by answering the following questions:

- What were your impressions of the virtual speaker?
- What new or surprising things did you learn about the chosen businessperson?
- What did you enjoy the most about this task?
- What challenges did you face while preparing your questions or during the conversation?

This task will help students immerse themselves in interesting and informative conversations with virtual characters and share experiences with other participants. The first task was devoted to the development of useful business vocabulary for a future career and the practice of formal communication in English.

Task2: Presentation of a business project

1. Compose the text of the presentation of a fictional business project in English (for example, opening a new company or launching a product).
2. Enter the text in the designated window on the site ELEVENLABS.IO. Choose your favorite voice from the list (with British or American pronunciation). Generate audio of the written text.
3. Report the text to the speaker using the shadowing technique.
4. Make a presentation to your classmates.

Website ElevenLabs.io allows to create and convert text into audio using artificial intelligence, which opens up opportunities for creating audio tasks and improving listening skills. The purpose of task 2 is to develop the skills of listening to information and using business vocabulary. The given task aimed at training the skills of understanding, repetition of key phrases and structures of business speech.

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Task3:

1. Make a request in the GPT chat to compile a list of arguments in favor of the development and use of AI in developing a business strategy in the future

2. Ask the GPT chat what arguments it can make against the development and application of AI in the future.

3. Choose one of the points of view (for or against). Have a debate with a group expressing the opposite opinion.

4. Come to a common conclusion.

The third task helped students to improve their strategic planning skills in English. GPT is able to flexibly respond to student responses, which makes classes interactive and adaptive to the level of each participant.

Task4: Essay The Role of Leadership in Business Success

1. Write an essay on how leadership skills can influence the success of a company, giving real-life examples of what leadership qualities are most in demand in the modern world and how they help a company cope with challenges.

2. Copy the text of the essay to the GPT chat. Set the task of checking your mistakes before the GPT chat.

3. Analyze the GPT chat fixes. Do you understand why you made these mistakes? What type of mistakes do you make most often? What else do you need to work on?

4. Take screenshots of the original version of the essay and the version with corrections. Post an analysis of your mistakes in the comments to the task.

This assignment provided several advantageous aspects, including examining leadership traits and their effect on business, and the practice of describing and analyzing various approaches to management. Additionally, these essays not only enhanced English writing skills but also provided insight into important facets of business, ranging from the globalized market to innovation. GPT enabled students to create ideas, offer examples, and enhance argumentation to produce better and more informative essays.

Task5: Job interview

1. The student plays the role of a job candidate, and the Soul Machines digital avatar plays the role of an interviewer.

2. The avatar asks typical interview questions: about work experience, professional achievements, strengths and weaknesses, and plans.

3. It is important that the student not only answers the questions but also knows how to adjust to the emotional reactions of the "interviewer" to build a positive impression.

4. At the end of the assignment, the student can analyze their answers, consider the emotional signals of the interlocutor, and work on improving their skills.

An example of the final exercise from the sixth lesson, in which the goal is to prepare for interviews in English in real conditions. Realistic recreation of the interview process with emotional reactions improved students' interview and self-presentation skills. These tasks helped students learn business English considering the emotional and cultural component of business communication, which made the learning process more realistic and interactive.

Using Soul Machines, a platform with digital avatars that have an emotional response and can conduct conversations in real time, can significantly improve the process of learning business English. This tool is highly recommended for English instructors.

Kharkevych [15, pp. 93–108] identifies three stages of AI integration in business English learning:

1) Working individually with AI tools like ChatGPT, Soul Machines, and Eleven Labs for tasks such as identifying business terms, formulating solutions, and generating ideas.

2) Collaborative learning with AI to enhance business communication skills.

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3) Group presentations with AI offering real-time feedback on language and professional tone. We implemented the stages of AI usage in language education, drawing inspiration from previous works. Throughout the study, students were exposed to real-world business simulations using AI-driven avatars that reacted emotionally to their language input. The objective was to enhance the engagement and dynamism of their learning environment. AI platforms were instrumental in simulating interviews, negotiations, and meetings during our business English lessons. The AI programs were created to simulate real-life situations, incorporating elements like context, emotional reactions, and adaptability to enhance students' communication skills in professional environments.

The experiment outcomes demonstrated that AI-driven tools can significantly enhance learners' motivation and critical thinking abilities in business English. Students demonstrated increased engagement through the practice of realistic scenarios that replicated real-life business situations. According to the post-experimental survey, students ranked English higher among their preferred subjects, indicating the impact of AI on student interest and motivation.

However, the use of AI also revealed contradictions. AI technologies have been shown to improve students' fluency and accuracy in business English, as indicated by post-experiment assessments. On the other hand, the full potential of AI is limited by the existing gap in infrastructure and lack of teacher training in integrating such technologies into the classroom.

The integration of AI in business English lessons led to a marked improvement in students' language skills, as indicated by post-experiment testing results. - The data indicates that AI improved students' vocabulary and grammar skills significantly. Many students improved their proficiency in business English with the help of AI tools for learning. An analysis of pre- and post-experiment results enabled us to conduct a comparative study on the advancement of students' business communication skills (Table 1).

The findings show a clear improvement in competence, progressing from lower to higher levels of achievement, largely due to the regular use of AI in the classroom.

Table 1 - Changes of the student knowledge level before and after experimental work

	Number of students	Business vocabulary	Grammar accuracy	Speaking skill	Writing skill
Pre-experiment	20	25%	63%	69%	34%
Post experiment	20	75%	69%	82%	45%

The diagram illustrates the comparison of students' skills before and after the AI-based learning experiment. The figure 1 compares four key skills – Business Vocabulary, Grammar Accuracy, Speaking Skill, and Writing Skill – showing the percentage of proficiency in each category pre- and post-experiment. As you can see, significant improvements are observed in Business Vocabulary, Speaking Skill, and Writing Skill after using AI tools.

Integrating Artificial Intelligence (AI) into business English education has garnered significant attention for its potential to enhance various language skills. Our study's findings align with existing research, highlighting the positive impact of AI on vocabulary acquisition, grammar accuracy, speaking proficiency, and writing skills.

Vocabulary Acquisition: Our study observed a substantial improvement in students' business vocabulary, with post-test results indicating a 50% increase in proficiency.

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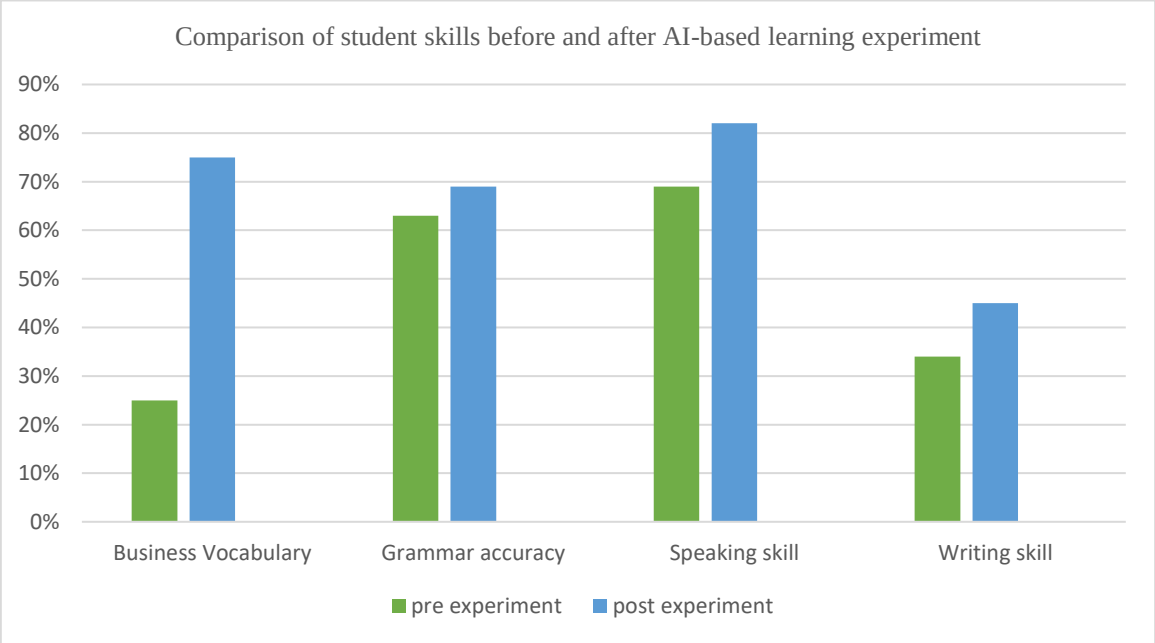

Figure 1 – Changes of the student knowledge level during the pre- and post-experiment

Grammar Accuracy: Participants demonstrated a 6% improvement in grammar accuracy, reflecting the effectiveness of AI in reinforcing grammatical structures. Similarly, Kim (2019) examined the impact of AI-supported language learning on the grammar skills of university students studying English as a Foreign Language (EFL). Employing an experimental research design, one group of students was provided with an AI tool, while another group continued with traditional grammar instruction. The findings revealed that the students who received AI-based instruction demonstrated superior performance compared to those who did not, indicating that AI-assisted language learning significantly contributed to the enhancement of students' grammar skills [16, pp. 89–110].

Speaking Proficiency: The study noted an 11% increase in speaking skills, attributed to AI's role in providing interactive speaking exercises.

Writing Skills: An 11% enhancement in writing skills was observed, underscoring AI's effectiveness in supporting writing development. Thompson (2020) emphasized that AI tools assist learners in refining their writing by offering immediate feedback and suggestions for improvement. [17, pp. 78–95].

These findings demonstrate that while AI significantly enhances business English proficiency through tailored, immersive experiences, its success depends on thoughtful integration. Effective outcomes require robust infrastructure, teacher training, and a balanced approach that combines AI tools with human interaction.

Conclusion

The integration of cutting-edge technologies, namely artificial intelligence (AI), in business English education offers a critical window of opportunity both for educators and learners. AI radically enhances academic experience through tailored learning streams, instant feedback and assessment, and administrative functions, thus allowing teachers to focus on face-to-face interaction between teachers and learners. Such facilitation can make teachers' professional work smoother and faster in preparing lessons, creating assignments, and assessments.

The application of AI not only facilitates the mastery of languages without tutors but also builds critical thinking, communication, and self-evaluation skills. The learners can analyze

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complex business situations and overcome obstacles in AI-mediated simulations. This facilitates their adaptability and introduces them to multiple linguistic and cultural approaches, which become essential when dealing with the global market today.

Though AI can greatly augment the pedagogical process, it will not substitute teachers. Teachers possess qualities necessary for the teaching profession that cannot be duplicated by a machine or computer system – empathy, motivation, ethical sense, and subtle comprehension of cultural and societal contexts. Teachers can decode the emotional cues of their pupils, modify lessons dynamically, and offer mentorship, critical aspects of quality teaching, and personal growth. AI must be seen as a functional complement rather than a substitute for the irreplaceable teacher's role.

In the future, longitudinal research will be useful in investigating the long-term effects of AI integration on professional skill development and the acquisition of languages over time. Further research on teachers and learners adapting to changing AI tools in various educational contexts would be insightful. These studies will be critical in maximizing technology and pedagogy synergy so that AI-powered education remains aligned with the advanced demands of the contemporary business landscape.

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