



# Integrating Generative AI into Business English Instruction: Opportunities and Challenges in a Vietnamese University Context

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## Abstract

The rapid development of generative artificial intelligence (AI) has created new opportunities for language learning in higher education. This study investigates the integration of generative AI in Business English instruction at a Vietnamese university. Using a mixed-methods approach, quantitative data were collected from a survey of 156 Business English students, while qualitative data were obtained through interviews and classroom observations. The findings indicate that students generally hold positive perceptions of generative AI in Business English learning. AI tools were particularly helpful in drafting business emails, generating presentation ideas, and improving language accuracy. However, challenges such as overreliance on AI-generated responses and difficulties in evaluating AI-generated content were also identified. The study suggests that generative AI can support Business English learning when integrated with appropriate pedagogical guidance and the development of students' AI literacy. The findings contribute to the emerging literature on AI-supported ESP instruction and provide practical implications for integrating generative AI into Business English classroom

**Keywords:** *Generative AI; Business English; ESP instruction; AI-assisted learning; AI literacy.*

## 1. Introduction

### 1.1 Background of the Study

The rapid development of generative artificial intelligence (AI) has begun to reshape educational practices across many disciplines, including language education. Recent advances in large language models such as ChatGPT have enabled AI systems to generate coherent texts, summarize information, and provide feedback on language use within seconds. These technological innovations have created new opportunities for enhancing teaching and learning processes in higher education ([11]; [4]). As AI technologies become increasingly accessible, students are now able to use AI-powered tools to assist them in various academic tasks, including writing, idea generation, and information retrieval.

In the field of second language education, generative AI tools have attracted increasing attention due to their potential to support language learning. AI-based writing assistants can help learners generate ideas, refine grammatical structures, and revise written texts more efficiently. As a result, learners may receive immediate feedback and support during the writing process, which can facilitate language development and improve writing performance [10]. These developments suggest that generative AI may play an important role in supporting language learning in contemporary educational contexts.

Within the domain of English for Specific Purposes (ESP), the integration of generative AI may have particularly significant implications. ESP courses aim to equip learners with language skills required for specific professional or disciplinary

contexts. In Business English courses, for example, students are expected to develop practical communication skills such as writing professional emails, preparing business presentations, negotiating with clients, and producing workplace reports. Traditionally, these competencies have been developed through teacher guidance, peer collaboration, and task-based classroom practice. However, generative AI tools now enable learners to generate professional texts quickly and explore different communication strategies with minimal effort.

### **1.2. Research Problem**

Despite the potential benefits of generative AI for language learning, its integration into educational contexts has also raised several pedagogical concerns. One major concern is that students may become overly dependent on AI-generated responses, which could reduce opportunities for independent thinking and language production [4]. If learners rely excessively on AI-generated texts, they may engage less actively in the cognitive processes required for language development.

Another concern relates to the reliability and appropriateness of AI-generated content. AI systems may sometimes produce inaccurate or overly generalized information, which requires users to critically evaluate the generated outputs. Without sufficient critical awareness, students may accept AI-generated responses without examining their accuracy or suitability for specific communication contexts. These challenges highlight the importance of developing students' AI literacy, which refers to the ability to understand, evaluate, and responsibly use AI technologies in learning environments [9].

Although recent studies have examined the role of generative AI in second language writing and language learning, relatively limited research has explored its application in Business English instruction, particularly within the context of Vietnamese higher education. Given the growing presence of AI technologies in both academic and professional environments, it is important to investigate how generative AI influences students' learning experiences and the development of professional communication skills.

### **1.3. Research Objectives**

In response to these issues, this study aims to explore the integration of generative AI into Business English instruction at a Vietnamese university. Specifically, the study seeks to:

examine students' perceptions of the use of generative AI in Business English learning.

identify the potential benefits of generative AI for Business English communication tasks; and

investigate the challenges associated with the use of generative AI in Business English classrooms.

### **1.4. Research Questions**

Based on the research objectives, the study addresses the following research questions:

*1.4.1. How do Business English students perceive the use of generative AI in their learning process?*

*1.4.2. What benefits do students perceive generative AI to bring to Business English communication tasks?*

*1.4.3. What challenges do students encounter when using generative AI in Business English learning?*

## **2. Literature Review**

### **2.1. Artificial Intelligence in Language Education**

Artificial intelligence (AI) has become an increasingly important topic in educational research in recent years. Advances in machine learning and natural language processing have enabled AI-based systems to support various aspects of teaching and learning, including automated assessment, adaptive learning systems, and intelligent tutoring systems. These technologies allow learners to receive immediate feedback and personalized learning support, which may enhance learning efficiency and engagement.

A systematic review conducted by Zawacki-Richter et al. (2019) indicates that AI technologies have been widely applied in higher education for purposes such as automated grading, student support systems, and personalized learning environments. In language education, AI tools have been used to assist learners in grammar correction, vocabulary learning, pronunciation training, and writing development. Such systems can provide instant feedback and allow learners to practice language skills outside the classroom.

More recently, the emergence of generative AI has expanded the capabilities of AI-supported learning environments. Generative AI models are able to produce coherent texts, answer questions, and simulate human-like conversations, thereby creating new opportunities for interactive learning experiences. These technologies have attracted considerable attention in educational research due to their potential to transform teaching practices and support learners in completing complex cognitive tasks [4].

However, scholars have also emphasized that the use of AI in education should be carefully designed to ensure that technological support enhances rather than replaces meaningful learning processes. If students rely excessively on AI-generated responses, they may become passive recipients of information rather than active participants in knowledge construction. Therefore, educators must consider both the opportunities, and the potential risks associated with AI integration in educational contexts.

### **2.2. Generative AI and Second Language Writing**

Among various applications of AI in language education, writing support has become one of the most widely discussed areas. Generative AI tools can assist learners in producing written texts by suggesting ideas, correcting grammatical errors, and offering alternative expressions. These tools can support learners during different stages of the writing process, including brainstorming, drafting, and revising.

Research on AI-assisted writing suggests that such technologies may function as a form of scaffolding that helps learners improve their writing performance. [10] argues that AI-based writing assistants can provide immediate linguistic feedback and enable learners to experiment with language

forms during the writing process. By interacting with AI-generated suggestions, students may develop greater awareness of grammatical structures and lexical choices.

At the same time, researchers have raised concerns about the potential negative effects of AI-assisted writing. One major concern is that students may rely too heavily on AI-generated texts without fully engaging in the cognitive processes required for writing development. If learners simply accept AI-generated responses without critical evaluation, the use of AI tools may reduce opportunities for independent thinking and language production.

Another issue relates to the accuracy and reliability of AI-generated content. Although generative AI models can produce fluent and coherent texts, they may sometimes generate information that is inaccurate or contextually inappropriate. Therefore, the effective use of generative AI in language learning requires learners to critically evaluate AI outputs and revise them appropriately.

### **2.3. AI in English for Specific Purposes (ESP) and Business English Instruction**

English for Specific Purposes (ESP) focuses on developing language competencies required for specific academic or professional contexts. Unlike general English courses, ESP programs emphasize the practical application of language in real-world situations, such as workplace communication, academic discourse, and professional interaction (Dudley-Evans & St John, 1998). Within ESP, Business English represents one of the most widely taught domains, aiming to equip learners with communication skills necessary for professional environments, including writing business emails, preparing presentations, participating in meetings, and negotiating with clients.

Recent technological developments have created new possibilities for supporting ESP instruction. Digital tools, including AI-based writing assistants, have been increasingly used to facilitate language learning in professional communication contexts. Such tools can provide learners with examples of professional language use, assist in drafting workplace-related texts, and help improve linguistic accuracy [6]. In Business English learning, AI-supported writing tools may help students generate ideas for business correspondence, refine formal writing styles, and improve clarity in professional communication.

The emergence of generative AI has further expanded the potential applications of technology in ESP classrooms. Large language models can generate professional texts, suggesting alternative expressions, and simulating workplace communication scenarios. These capabilities may provide valuable support for learners who are developing professional communication skills in a second language. For example, AI tools can assist students in drafting business emails or preparing presentation outlines, allowing them to explore different communication strategies and improve the structure of their messages.

Despite these potential advantages, researchers have highlighted several challenges associated with the integration of

AI technologies into ESP instruction. One major concern is that AI-generated texts may not always reflect the pragmatic and cultural conventions required in professional communication [1]. Business communication often involves subtle pragmatic features such as politeness strategies, tone, and cultural expectations that AI-generated responses may not consistently capture.

Another issue relates to the possibility that learners may rely excessively on AI-generated texts rather than developing their own communication skills. If students simply accept AI outputs without critical evaluation or revision, the use of AI tools may limit opportunities for active language production and independent thinking [4]. Consequently, effective integration of generative AI in ESP instruction requires carefully designed learning activities that encourage students to analyze, revise, and improve AI-generated content rather than treating it as final output.

### **2.4. AI Literacy in Language Learning**

As artificial intelligence becomes increasingly integrated into educational environments, scholars have emphasized the importance of developing AI literacy among students. AI literacy refers to the knowledge, skills, and attitudes required to understand how AI systems function, critically evaluate AI-generated outputs, and use AI technologies responsibly [9]. In educational contexts, AI literacy is considered an essential competency that enables learners to engage effectively with emerging technologies.

In language learning environments, AI literacy involves more than simply knowing how to use AI-powered tools. Learners must also develop the ability to assess the quality and reliability of AI-generated texts. Generative AI models can produce fluent and coherent language, but the information they generate may sometimes be inaccurate, incomplete, or contextually inappropriate. Therefore, students need to develop critical awareness when interacting with AI-generated outputs [7].

Researchers have also emphasized that AI literacy should include the ability to critically interpret and revise AI-generated texts rather than relying on them passively. Cotton et al. (2023) argue that students must learn to evaluate AI-generated responses in terms of accuracy, relevance, and appropriateness. In language education, this means that learners should be able to identify potential errors in AI-generated texts and adapt them to suit specific communication contexts.

In addition, AI literacy is closely connected with the development of critical thinking skills in technology-mediated learning environments. When students learn to question and evaluate AI-generated information, they become more active participants in the learning process. Instead of relying blindly on automated responses, learners can use AI tools as resources for exploring alternative language expressions, improving communication strategies, and refining their writing.

Given the increasing use of generative AI tools in academic and professional environments, promoting AI literacy has become an important objective in contemporary education. In the context of Business English instruction, helping students

develop critical awareness of AI technologies may enable them to use AI tools more effectively while maintaining their own language learning autonomy.

### 3. Methodology

#### 3.1 Research Design

This study employed a convergent mixed-methods case study design to investigate the integration of generative AI into Business English instruction in a Vietnamese university context. The use of a mixed-methods approach allowed the researcher to combine quantitative data on students' general perceptions with qualitative insights into their lived experiences and classroom practices. Quantitative and qualitative data were collected during the same instructional period, analyzed separately, and then integrated to provide a more comprehensive understanding of the phenomenon.

#### 3.2 Participants

The participants consisted of 156 undergraduate students enrolled in Business English courses at a Vietnamese university in Vietnam. These students were selected through convenience sampling because they were taking a course in which generative AI-supported learning activities were incorporated into instruction. The participants had varying levels of familiarity with AI tools such as ChatGPT and other text-generation platforms.

For the qualitative strand of the study, 18 students were purposively selected for semi-structured interviews based on their varying levels of AI use and classroom engagement. In addition, three classroom observations were conducted to capture how students interacted with AI tools during Business English tasks.

#### 3.3 AI-Supported Learning Activities

During the course, students engaged in a series of AI-supported learning activities designed to enhance professional communication skills. These activities included drafting business emails using generative AI, generating ideas for business presentations, evaluating AI-generated professional texts, and revising AI-produced responses through peer discussion and teacher guidance. The instructional design emphasized the use of AI as a support tool rather than a substitute for students' own thinking and language production.

#### 3.4 Instruments

Three instruments were used for data collection. First, a structured questionnaire was administered to all 156 participants. The questionnaire included Likert-scale items measuring perceived usefulness of generative AI, its impact on Business English learning, challenges associated with AI use, and students' critical awareness when using AI-generated content. Second, semi-structured interviews were conducted with 18 students to explore their experiences, attitudes, and concerns in greater depth. Third, classroom observations were conducted using an observation checklist focusing on student participation, AI use patterns, peer interaction, and critical engagement with AI-generated outputs.

#### 3.5 Data Collection

Data were collected over a six-week instructional period. The questionnaire was distributed after students had participated in a series of AI-supported Business English activities. Interviews were then conducted with selected students, and classroom observations were carried out during lessons involving business email writing, presentation planning, and AI-supported text revision.

#### 3.6 Data Analysis

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The internal consistency of the questionnaire was examined using Cronbach's alpha. The reliability of the questionnaire was acceptable, with a Cronbach's alpha coefficient of 0.87, indicating good internal consistency of the survey instrument. Qualitative data from interviews and classroom observations were analyzed through thematic analysis. After separate analyses, the findings from both strands were compared and integrated to identify convergences, complementarities, and discrepancies across the data sets.

## 4. Findings

### 4.1. Students' Perceptions of Generative AI in Business English Learning

The questionnaire results provide an overview of students' perceptions of the use of generative AI in Business English learning. Table 1 presents the descriptive statistics regarding students' overall attitudes toward the integration of AI tools in their learning activities.

**Table 1.** Students' Overall Perceptions of Generative AI in Business English Learning (N = 156)

Item	Statement	Mean	SD
1	Generative AI helps me complete Business English tasks more efficiently	4.12	0.74
2	AI tools support my learning process in Business English courses	4.05	0.81
3	Using AI tools makes Business English learning more engaging	3.96	0.88
4	I feel confident using AI tools in Business English tasks	3.89	0.91

The results indicate that students generally held positive perceptions toward the integration of generative AI in Business English learning. The highest mean score was observed for the statement that AI helps students complete Business English tasks more efficiently (M = 4.12, SD = 0.74). This suggests that many students perceived AI tools as useful learning assistants when completing academic and professional communication

tasks.

#### 4.2 Perceived Benefits of Generative AI for Business English Tasks

Students were also asked to evaluate the potential benefits of generative AI for specific Business English communication tasks. The results are presented in Table 2.

**Table 2.** Perceived Benefits of Generative AI in Business English Learning

Benefit	Percentage of Students Agreeing
Generating ideas for business presentations	78%
Drafting business emails	74%
Improving grammatical accuracy	71%
Expanding business-related vocabulary	69%
Improving clarity of professional communication	66%

The findings indicate that students perceived generative AI as particularly helpful in idea generation and professional writing tasks. A large proportion of participants (78%) reported that AI tools assisted them in generating ideas for business presentations. Similarly, 74% of students stated that AI tools helped them draft business emails more efficiently.

These results suggest that generative AI tools may function as a form of writing support, helping learners organize ideas and improve the clarity of professional communication. The high percentages reported for presentation idea generation and email drafting indicate that students primarily perceive generative AI as a cognitive and linguistic support tool rather than merely an information source.

#### 4.3 Challenges Associated with the Use of Generative AI

Despite the perceived benefits of generative AI, students also reported several challenges when using AI tools in Business English learning. Table 3 summarizes the main difficulties reported by participants.

**Table 3.** Challenges of Using Generative AI in Business English Learning

Challenges	Percentage of Students Agreeing
Overreliance on AI-generated responses	63%
Difficulty evaluating AI-generated information	58%
AI responses sometimes too general	55%
AI-generated texts not always suitable for specific contexts	49%

The results indicate that the most frequently reported challenge was overreliance on AI-generated responses, with 63% of students acknowledging that they sometimes depended too heavily on AI tools. In addition, more than half of the participants reported difficulty evaluating the accuracy of AI-generated information.

These findings suggest that while generative AI can support learning, students may require additional guidance in

developing critical evaluation skills when using AI-generated content.

#### 4.4 Qualitative Findings from Interviews and Classroom Observations

Qualitative data from interviews and classroom observations provided deeper insights into how students interacted with generative AI tools during Business English learning activities. Thematic analysis of the qualitative data revealed three main themes: AI as a writing assistant, AI as a source of ideas, and concerns about overdependence on AI tools.

##### *AI as a Writing Assistant*

One prominent theme that emerged from the interviews was the role of generative AI as a writing assistant. Many students reported that AI tools helped them structure business emails and improve the clarity of their professional communication.

Several interview participants indicated that AI-generated suggestions helped them learn how professional business emails are typically organized. For example, one student explained:

*"When I write business emails, AI helps me see how professional emails are structured. I can learn useful phrases and then adjust them to fit my message."* Another student highlighted the usefulness of AI tools in improving language accuracy: *"Sometimes I know what I want to say, but I'm not sure how to write it in formal English. AI helps me correct the sentences and make them sound more professional."*

Classroom observations also confirmed that students frequently used generative AI tools when drafting business emails during learning activities. In several observed lessons, students first generated AI-assisted email drafts and then discussed how to revise them in small groups.

##### *AI as a Source of Ideas*

Another important theme that emerged from the interviews was the role of generative AI as a source of ideas for business communication tasks. Many students reported that AI tools helped them generate ideas for presentations and business-related assignments.

One student described how AI tools supported the brainstorming stage of presentation preparation: *"When I prepare a business presentation, I sometimes don't know how to start. AI helps me generate some ideas, and then I choose the ones that are useful."*

Another participant emphasized that AI tools were helpful for organizing presentation structures:

*"AI can suggest a structure for presentations, such as introduction, main points, and conclusion. That helps me organize my ideas more clearly."*

Observational data also supported these findings. During classroom activities involving presentation preparation, many students used AI tools to generate initial outlines before refining their ideas through group discussion and teacher feedback.

##### *Concerns about Overdependence*

Despite recognizing the advantages of AI-assisted learning, several students expressed concerns about becoming overly dependent on AI tools. Some interview participants acknowledged that AI-generated responses could sometimes discourage independent thinking.

One student commented: *"Sometimes the AI gives a complete answer, so it is tempting to use it directly instead of thinking about how to write it myself."*

Similarly, another student noted that excessive reliance on AI might reduce opportunities for language practice: *"If students always use AI to generate texts, they may not practice writing enough on their own."*

Classroom observations also indicated that some students tended to accept AI-generated outputs without critically evaluating them. In several cases, students copied AI-generated sentences directly into their assignments without substantial revision. This pattern suggests that while AI tools can support learning, students may require guidance in critically evaluating and adapting AI-generated content.

The qualitative analysis identified three major themes regarding students' experiences with generative AI in Business English learning. These themes reflect both the perceived advantages of AI-assisted learning and the potential challenges associated with its use. Table 4 summarizes the key themes identified from the interview data and classroom observations.

**Table 4.** Summary of Qualitative Themes from Interviews and Classroom Observations

Theme	Description	Supporting Evidence
AI as a writing assistant	Students used generative AI tools to draft business emails and improve sentence structure and formality in professional communication	Interview responses and classroom observations indicated that students frequently used AI tools to generate email drafts and revise sentence structures
AI as a source of ideas	AI tools were used to generate ideas and organize presentation content for Business English tasks	Several students reported using AI tools during the brainstorming stage of presentations, and classroom observations showed students generating presentation outlines with AI support
Concerns about overreliance	Some students expressed concern that excessive use of AI tools might reduce independent thinking and writing practice	Interview participants acknowledged the temptation to rely on AI-generated responses, and observations showed that some students copied AI outputs without significant revision

## 5. Discussion

The findings of this study provide important insights into how generative artificial intelligence can influence Business English learning in a Vietnamese university context. By combining

quantitative survey results with qualitative evidence from interviews and classroom observations, the study reveals both the potential benefits, and the challenges associated with the use of generative AI in language learning environments.

### 5.1. Positive Perceptions of Generative AI in Business English Learning

The quantitative findings indicate that students generally held positive perceptions toward the use of generative AI in Business English learning. Many participants reported that AI tools helped them complete language tasks more efficiently and made the learning process more engaging. These findings align with previous research suggesting that AI-powered tools can support language learning by providing immediate feedback and facilitating language production [11].

One possible explanation for these positive perceptions is that generative AI tools provide learners with rapid access to linguistic support during communication tasks. In Business English courses, students are often required to produce professional texts such as business emails and presentation scripts. For learners who may struggle with vocabulary or sentence structures, AI-generated suggestions can function as a form of scaffolding that supports the writing process. This interpretation is consistent with Ranalli's (2023) argument that AI-based writing assistants can support second language writers by providing examples of language use and assisting in the revision process.

Furthermore, qualitative data from interviews revealed that many students viewed generative AI as a helpful writing assistant. Students reported that AI tools provided useful sentence patterns and helped them improve the structure of professional communication texts. Classroom observations also indicated that students frequently used AI tools to generate initial drafts of business emails before revising them during peer discussions. These findings suggest that generative AI may serve as a supportive resource that helps learners develop awareness of professional communication conventions.

### 5.2. The Role of Generative AI in Supporting Idea Generation

Another important finding concerns the role of generative AI in supporting idea generation for Business English tasks. A large proportion of students reported that AI tools helped them generate ideas for business presentations and organize their communication more effectively. Interview responses also indicated that students often used AI tools during the brainstorming stage of assignments.

This finding reflects the growing role of generative AI as a cognitive support tool in learning environments. Large language models can produce structured outlines and suggest relevant ideas for communication tasks, which may help learners overcome difficulties in the early stages of writing or presentation preparation. As a result, AI tools may reduce the cognitive burden associated with idea generation and allow learners to focus more on refining and organizing their communication [5]. However, it is important to note that while AI-generated suggestions can support the initial stages of

communication tasks, effective learning still requires students to critically evaluate and revise the generated content. Without such critical engagement, learners may become passive recipients of AI-generated information rather than active participants in the learning process.

### **5.3. Challenges Related to Overreliance on AI Tools**

Despite the positive perceptions of generative AI, the findings also reveal several challenges associated with its use in Business English learning. One of the most frequently reported concerns was the risk of overreliance on AI-generated responses. More than half of the survey participants indicated that they sometimes depended too heavily on AI-generated texts.

This concern has also been highlighted in previous research on AI in education. Dwivedi et al. (2023) argue that excessive reliance on generative AI may reduce opportunities for independent thinking and knowledge construction. When students rely heavily on AI-generated texts, they may engage less actively in the cognitive processes that are essential for language development.

Qualitative findings from the interviews further support this concern. Several students admitted that they were sometimes tempted to use AI-generated responses directly without substantial revision. Classroom observations also showed that some students copied AI-generated sentences into their assignments without critically evaluating the content. These behaviors suggest that students may require guidance in developing more critical and responsible approaches to using AI tools.

### **5.4. The Importance of AI Literacy in Language Learning**

The findings of this study highlight the importance of developing AI literacy among students. AI literacy involves not only the ability to use AI tools but also the capacity to critically evaluate AI-generated outputs and understand their limitations [9]. In the context of language learning, this means that students should learn to assess the accuracy, appropriateness, and relevance of AI-generated texts.

Promoting AI literacy may help students use AI tools more effectively while maintaining their own language learning autonomy. Instead of relying on AI-generated responses as final outputs, learners can use AI tools as resources for exploring alternative language expressions and improving their communication strategies. For example, teachers may design activities in which students compare AI-generated texts with their own writing and discuss potential improvements.

Such pedagogical strategies can encourage students to interact critically with AI-generated content and develop greater awareness of professional communication conventions. In this way, generative AI can function as a learning support tool rather than a substitute for students' own cognitive efforts.

### **5.5. Implications for Business English Instruction**

The results of this study suggest several implications for Business English instruction. First, generative AI tools may be used to support professional communication tasks such as drafting business emails or generating presentation ideas. When

integrated appropriately, these tools can help students improve the efficiency and clarity of their communication.

Second, educators should design learning activities that encourage students to critically evaluate AI-generated texts. Rather than allowing students to rely passively on AI tools, instructors may guide learners to analyze and revise AI-generated responses. This approach can help students develop both language skills and critical awareness of AI technologies.

Finally, integrating discussions about AI literacy into Business English courses may help students develop responsible and effective approaches to using AI tools in professional communication contexts. As AI technologies become increasingly prevalent in workplaces, the ability to critically evaluate AI-generated information may become an essential professional competency.

## **6. Conclusion**

This study investigated the integration of generative artificial intelligence in Business English instruction within a Vietnamese university context. Using a mixed-methods approach that combined survey data from 156 students with qualitative insights from interviews and classroom observations, the study explored students' perceptions of generative AI, the benefits of AI-assisted learning, and the challenges associated with the use of AI tools in Business English courses.

The findings indicate that students generally hold positive perceptions toward the use of generative AI in language learning. Many participants reported that AI tools helped them complete communication tasks more efficiently, particularly when drafting business emails and preparing presentation ideas. These results suggest that generative AI can function as a supportive resource that facilitates the writing process and assists learners in developing professional communication skills.

At the same time, the study also identified several challenges related to the use of generative AI in Business English learning. A significant proportion of students reported difficulties in evaluating the accuracy and appropriateness of AI-generated texts. In addition, some students acknowledged that they occasionally relied too heavily on AI-generated responses, which may reduce opportunities for independent language production. These findings highlight the importance of promoting AI literacy among learners so that they can critically evaluate AI-generated content and use AI tools responsibly.

From a pedagogical perspective, the findings suggest that generative AI can be effectively integrated into Business English instruction when accompanied by appropriate instructional guidance. Rather than allowing students to use AI tools passively, educators should design learning activities that encourage learners to analyze, revise, and improve AI-generated texts. Such activities may help students develop both professional communication skills and critical awareness of AI technologies.

Despite its contributions, this study has several limitations. The research was conducted in a single university context, which may limit the generalizability of the findings. In addition, the study primarily relied on self-reported perceptions of AI use, which may not fully capture students' actual learning behaviors. Future research may expand this line of inquiry by examining the long-term effects of AI-assisted learning on language development or by comparing AI-supported learning with traditional instructional approaches.

Overall, this study contributes to the growing body of research on artificial intelligence in language education by providing empirical evidence on the role of generative AI in Business English learning. As AI technologies continue to evolve, understanding how these tools can be integrated effectively into language instruction will remain an important area of research and practice.

**Appendix A: Questionnaire Items Used in the Study**

Participants were asked to indicate their agreement with the following statements using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

**Table.**

Item	Statement
Q1	Generative AI helps me complete Business English tasks more efficiently.
Q2	AI tools support my learning process in Business English courses.
Q3	Using AI tools makes Business English learning more engaging.
Q4	AI tools help me generate ideas for business presentations.
Q5	AI tools improve the quality of my business email writing.
Q6	I find it difficult to evaluate the accuracy of AI-generated responses.
Q7	I sometimes rely too much on AI when completing assignments.

**Appendix B: Sample Interview Questions**

How do you usually use generative AI tools when completing Business English tasks?

In what ways do AI tools help you write business emails or prepare presentations?

What difficulties do you encounter when using AI tools for language learning?

Do you think using AI affects your independent thinking or writing ability? Why?

How do you evaluate whether AI-generated responses are accurate or appropriate?

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