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BUSINESS ENGLISH IN HIGHER EDUCATION: ADAPTING TO THE AI ERA

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Abstract: *The paper aims to present how AI, one of the remarkable technical advances of modern times, can be integrated into business English classes in higher education to enhance students' learning outcomes. After introducing the topic, reference is made to the place of the English language in today's labour market, the need for higher education to develop students' business English skills, and the specific features of business English. Next, emphasis is put on the benefits and challenges brought by AI in education and on how AI can be used to develop economics students' linguistic and discourse competences. Finally, some conclusions are presented.*

Key words: *business English, AI, higher education, grammar, vocabulary, language skills.*

1. Introduction

Language learning has represented a top priority at the EU level ever since 1995, when "The White Paper on Education and Training" overtly advocated that EU citizens should become proficient in two European languages apart from their mother tongue (Commission of the European Communities, 1995). Subsequent European documents related to language learning and reports from outstanding European projects have further emphasised the key role of multilingual competence in today's society, considering it a sine qua non element in the intercultural European dialogue and highlighting the important competitive advantage it offers for student and workforce mobility, employability, career prospects and higher salaries (Commission of the European Communities, 2003; Council of Europe, 2003; European Commission, 2006; European Commission, 2017; Council of the European Union, 2019; Marconi, Vergolini and Borgonovi, 2023).

In this context, higher education institutions are facing the challenge of tuning academic language education with the demands of the labour market and of providing the necessary framework and resources to enhance students' foreign language proficiency (Czerkawski and Berti, 2020). This sometimes involves curriculum reform, but most often, smaller progressive steps prove particularly effective, such as updating course syllabi, using appropriate teaching materials and efficient teaching methods, tailored to the

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students' needs, engaging students in the teaching process, or offering supportive and secure environments for learning.

The official EU recommendations over the last decade regarding education have also particularly highlighted the importance of providing diverse learning opportunities and training modalities for students and of the uptake of digital technologies at all education levels so that students can develop the competences that are relevant for their work and life (European Commission, 2020a; European Commission, 2020b).

Considering the above, the present paper aims to show that AI, one of the remarkable technical advances of modern times, can be a promising tool for the sustainable learning of a foreign language (Maican and Cocoradă, 2021). More specifically, the paper intends to illustrate how AI can be successfully used in the teaching and learning of business English to enhance students' linguistic and discourse competences, and how it can equally benefit teachers and students if appropriately used.

2. English in Business and Business English

English is acknowledged as the most studied foreign language in the EU and the most widely spoken language in Europe and worldwide (European Commission, 2023a; Statista, 2023). Moreover, it is the leading language in the labour market. Most of the global businesses are conducted in English and most employers in non-native English-speaking countries consider English language skills paramount, while more and more multinational companies use English as the medium of communication (Neeley, 2012; Cambridge English Language, 2016). In addition, English ranks as the sixth most required skill overall in the labour market, with the highest English language requirements being in business sectors such as Banking, Finance and Law (Cambridge English Language, 2016; Marconi, Vergolini and Borgonovi, 2023).

This global demand for English skills is unexpectedly accompanied by a significant and worrying shortage of advanced and even intermediate English language skills. Reports have revealed that almost one fifth of employers worldwide are dissatisfied with their employees' English language skills, the largest gap between the skills required in the labour market and the English skills actually available being found in HR, Accounting, Finance, Marketing, while the lowest in middle and top-management positions (Cambridge English Language, 2016).

The field of business and economics is particularly large, comprising sub-fields such as accounting, auditing, management, marketing, business information systems, finance and banking, tourism and services, international business. Consequently, the contexts in which business English is used are extremely diverse: dealing with colleagues, clients, business partners, suppliers face-to-face and on the phone, delivering oral presentations, negotiating and resolving conflict, leading and participating in meetings, understanding news, socializing, drawing up documents belonging to different genres (Frendo, 2005; Donna, 2006). That is why there are specialists who consider that business English is the most complex area within the varieties of English for Specific Purposes (Popescu, 2017). Under such circumstances, being a proficient speaker, who can use English effectively in at least some of these situations, requires the mastery of complex grammar structures, a

wide range of general and specialized vocabulary, as well as the ability to receive and produce messages orally and in writing.

In compliance with the EU recommendations (Council of the European Union, 2019) and the mission of higher education institutions to prepare students for the labour market, the aim of the business English classes at university is two-fold: first, to develop students' language competences so as for them to be able to use the language for their studies in their home universities and in mobility programmes, and second, to equip students with the English language competences that will enable them to establish successful communication in their future professional life (Ambrósio, et al., 2014; Lauridsen, 2013; Tudor, 2009).

In practice, this translates into the development of two different language competences: linguistic competence and discourse competence. It is noteworthy that neither of them can be fully developed in isolation, without considering the intercultural competence, which involves the wider context of communication (Frendo, 2005).

Linguistic competence deals with the elements that together form the language, such as grammar, vocabulary, phonology. Grammar includes all parts of speech (nouns, verbs, adjectives, adverbs, prepositions, etc.), punctuation, elements related to clauses, sentence structure, word order, and the rules used to combine them. But grammar also touches upon phenomena like repetitions, ellipsis, fronting, which are typical for spoken language. Vocabulary comprises the categories of lexical words (lexical morphemes), function words such as determiners, pronouns, modal verbs, prepositions, multi-word units like phrasal verbs, collocations, idioms, colligations. Phonology refers to the use of such elements as stress, rhythm or intonation to add to the meaning of the message we want to convey (Frendo, 2005, pp. 8-9).

Discourse competence relies on linguistic competence, but it integrates it into actual communication. It deals with how people use language to interact with each other, involving both receptive and productive skills, as well as elements connected to register, the relationship between the individuals, turn-taking, the ability to adjust discourse in communication (Frendo, 2005, pp. 9-10).

3. Arranging the Text within the Page

Acknowledged as a part of the digital revolution, AI tools and their use have grown at an impressively high rate over recent years and have influenced the educational sector globally, albeit unevenly (European Commission, 2023b; Giannini, 2023). Before the advent of generative AI, AI had been integrated into education with a primary focus on evaluation tools, administrative efficiency, and individualized learning (Wang, et al., 2024). Adaptive learning platforms and intelligent tutoring systems were among the first to apply AI algorithms to track student performance and offer customized content. They also helped teachers identify knowledge gaps through the real-time feedback provided and assisted them in the evaluation process through objective items and automated grading tools (Wang, et al., 2024). In addition, applications incorporating game-like features in the learning process to enhance learners' engagement became an integral part of the teaching and learning process in certain education systems, much before the turn

of the millennium, with notable consequences on learning outcomes (Hamari, Koivisto and Sarsa, 2014; World Economic Forum, 2024).

However, the release of generative AI chatbots such as Synthesia, ChatGPT, and Google Bard beginning at the end of 2022 was an astounding surprise and a real technological leap. Relying on the great power of the computer, synthetic neural networks and extensive language modelling, they brought forth a situation not long considered impossible: the replication of language, considered the exclusive ability of human beings, by machines, in oral and written discourses that very well resembled human ones (Giannini, S., 2023; World Economic Forum, 2024).

Stakeholders in education soon became aware of the practical applicability of these tools and of the benefits they could reap by applying them. Teachers noticed their usefulness in designing lessons, drawing up lesson plans, creating assignments or customizing teaching resources for students' needs and preferences conveniently and free of charge (U.S. Department of Education, 2023). It has been argued that, in this way, teachers are relieved of some of their administrative duties and can focus more on student engagement (Ahmad, et al., 2022). Students, as digital natives, soon took advantage of the capabilities of these models, too, using them to receive step-by-step guidance for solving problems, receive explanations for complex topics, write assignments, or even complete assessments (World Economic Forum, 2024). Administrative staff also benefited from these tools for writing documents, analysing data, student enrolment in courses, analysing admission and job applications, or answering queries (Ahmad, et al., 2022; Sheehan, 2023).

But, in order to really help learners develop abilities, skills, attitudes and values fit for the future, in line with the Education 4.0. Framework, AI needs to be managed well (Abegglen et al. 2024; World Economic Forum, 2024). Reports issued by international bodies have drawn public attention to the risks that AI may pose in education. After disreputable use by students to produce projects or to cheat in exams, efforts were made to detect and prevent unfair practices and to guide students towards appropriate and responsible use of AI tools for learning. Thus, anti-plagiarism software aimed at AI-generated content was created and guides and regulations were issued, some education institutions even restricting access to AI resources, especially during examinations (European Commission, 2023b; Sheehan, 2023; U.S. Department of Education, 2023; World Economic Forum, 2024). However, the true solution for the problems raised by AI in education seems to reside in developing genuine AI literacy, defined as "the capacity to engage effectively, reasonably and ethically, with generative artificial intelligence tools for use in learning and teaching activity", in both teachers and students (Abegglen et al. 2024, p. 8).

4. AI in business English classes

While technology in language education has existed for decades, its application was initially marginal. Even after the 1980s, when foreign language teaching and learning started to integrate digital tools in the form of communication and information technologies, such as multimedia resources and online communication platforms,

technology was still underutilized in the mainstream curricula (Hampel, 2003; Hampel and Hauck, 2004). Nonetheless, the positive effects on language learning were visible in all four language skills, as well as in students' engagement and attitude towards ICT use (Felix, 2008).

The last twenty years have seen a significant shift in language learning through the availability of AI-based platforms, which made it possible for language learning to take place online (Gacs, Goertler and Spasnova, 2020). Thus, distance-learning students could communicate synchronously with their teachers and peers, having the possibility to practice all language skills during the classes, and receiving immediate feedback (Lin and Warschauer, 2015; White, 2017).

More recent years have seen the advent of AI applications specifically designed for general language learning (e.g., Duolingo, Mondly, Promova) or ESP (e.g., Busuu for business). They have marked a change in the paradigm of language learning by using algorithms to generate customized learning plans which take into account the users' proficiency level, learning needs, and learning habits, also offering feedback on strengths and weaknesses, and adjusting the subsequent learning path.

4.1. Grammar

As already stated, grammar, vocabulary and phonology are part of linguistic competence and represent essential components of the language, providing the basis for the mastery of speaking, listening, reading, and writing (Danesi, 2024).

Grammar is rule-based, and knowing the elements of the language and having a good command of the rules allow users of the language to generate a multitude of sentences (Harmer, 1991, p. 13). Therefore, students must know elements such as tenses, modal and auxiliary verbs and the contexts which require the use of each of them, countable and uncountable nouns and their specific features, adjectives, with their place in the sentence and the rules for the degrees of comparison etc.

The teaching of the fundamental components of grammar and of the rules to combine them should be a three-level process, comprising the presentation of the grammar structure, its practice by students, and its use in communicative activities (Vizental, 2008, p. 190). Business English students in university generally have upper-intermediate or advanced levels of English, so grammar should already be part of their active knowledge, which means that the presentation stage can be skipped. If this is not the case, the teacher can introduce grammar structures deductively or inductively and then proceed to practice them in controlled exercises and communicative activities. Traditionally, in order to accustom students to grammar structures, they are introduced through substitution, transformation, chain, expansion or integrative drills (Vizental, 2008, p. 191). These exercises are helpful to a certain extent, but they are frequently repetitive and might not meet the needs of English for Specific Purposes students, including business English ones. For them, contextual relevance is essential, so exercises should relate to their interests and have real-world application as much as possible.

The development of generative AI offers opportunities for more entertaining and relevant teaching and learning of grammar. Thus, AI chat-based systems such as ChatGPT,

English Buddy, or Andy English Bot are "expert grammarians" (Danesi, 2024) that can customize lessons to real-world situations, offering students interactive and individualized exercises, pertinent to the field of business and economics, which are much more likely to keep them interested. In addition, they can offer them immediate feedback, adjust to their progress and suggest further practice to improve their grammar.

Examples of activities:

1. Prompt: Please provide a 120-word text in which passive voice is used. The text should be connected to the field of business and economics, at an advanced level. ChatGPT provided the text, with all passive constructions written in bold letters.
2. Prompt: Please provide three different types of exercises for business English students at an advanced level, in which they should practice passive voice. ChatGPT provided a sentence transformation exercise, a gap-filling exercise, and a reading-comprehension exercise, all from the field of business, with the answer key included.
3. Prompt: Please provide more interactive exercises that encourage students' active use of the passive voice in business contexts. ChatGPT provided three different role plays: The Annual Report Presentation, Crisis Management Meeting, and Process Description, with some instructions for each participant in the conversations and, at the end, example sentences.
4. Prompt: Please provide a detailed card for each of the participants in the conversations, so as for the conversation to last 3-4 minutes. ChatGPT provided minute information for each participant, with his/ her role, the actions he/she should take, the information to present, and passive voice structures that should be incorporated into the conversation. Finally, an example of conversation flow was given.

Feedback in such activities can be provided to students by the teacher or by applications which use the conversation transcript, such as Otter.ai, Sonnix.ai, Trint, Descript, Google Speech-to-Text API, Deepgram, Lang-8. All these applications can convert speech to text and some of them (e.g., Deepgram) can provide feedback on the language and grammar structures used, or the discourse structure. Apart from language analysis, the speaking activity considered above starting from passive voice can be followed by activities such as peer feedback, role reversal, follow-up discussion, or business report writing generated by the chatbot.

4.2. Vocabulary

Language structures represent the skeleton of a language, so their command and use alone do not have the potential to express meaning, while, on the contrary, vocabulary can compensate for structural inaccuracy (Harmer, 1991, p. 153). Therefore, it is imperious for students to have a range of vocabulary items to choose from when they want to express a certain meaning. Just like in the case of any language for specific purposes, the mastery of the jargon of the business field is paramount (Dudley-Evans and St. John, 1998, p. 4-5). As already highlighted, the areas covered by business and economics are very diverse, so a lot of specialized lexis is involved.

But students, as producers of language, should not only know specialized words and phrases, but also how words are used together and how they influence each other (Harmer, 1991, p. 24). As receivers of language, students should be able to recognize words and phrases, understand the meaning of these words and phrases in the context given, and the intention of the message conveyed, to ensure the three conditions of effective communication: intelligibility, comprehensibility and interpretability (Gollin-Kies, Hall and Moore, 2024).

AI can provide meaningful and clear definitions for words prompted, collocations the words are part of, or explanations for easily confusable words, it can generate words belonging to the same semantic field, or exercises according to the level, topic and degree of control requested by the user. In addition, these tools can effectively assist teachers by instantly generating texts on given topics, relevant to students' interest and language level, which can be further explored by different discovery techniques. Furthermore, they can offer meaningful practice so that the items introduced become part of the students' active vocabulary.

Examples of activities:

1. Prompt: Please give me the meaning of the word *liabilities* and the most frequent expressions/ phrases/ collocations it is part of.
   ChatGPT defined the word, several suggestive examples for its use, the phrases it is part of (*current liabilities*, *long-term liabilities*, *contingent liabilities*, *liabilities exceeding assets*, *limit liabilities*, *off-balance-sheet liabilities*, *liabilities to creditors*, *debt liabilities*, *settle liabilities*), examples, and the terms it most often pairs with (*current*, *long-term, contingent*, and *assets*).
2. Prompt: Please provide words or groups of words related to the word *accounting,* with corresponding explanations.
   ChatGPT specified that this is the semantic field of the word *accounting* and provided a list of 28 words or phrases: *bookkeeping, auditing, financial statements, balance sheet, income statements, cash flow, general ledger, accounts payable, accounts receivable, taxation, budgeting, cost accounting, management accounting, financial reporting, double-entry-bookkeeping, assets, liabilities, equity, revenue, expenditure, depreciation, accruals, fiscal year, certified public accountant, internal controls, tax compliance, financial analysis*, and *audit trail*, all with corresponding explanations.
3. Prompt: Please provide examples of words from the field of accounting that have several meanings.
   ChatGPT provided a list of ten words: *account, balance, charge, credit cost, depreciation, entity, liquidity, revenue, and statement*, all with explanations and examples.
4. Prompt: Please provide five different exercises in which the aforementioned words/ phrases can be practiced, at an advanced level, from controlled to interactive ones.
   ChatGPT provided two types of exercises for controlled practice (Fill-in-the-blanks and Matching definitions to terms) and three for interactive practice (Role-play in a business meeting, Case study analysis with group discussion, and Financial report

writing and presentation). The latter category is particularly interesting because the exercises give students the possibility to practice accounting terminology in real-world scenarios.

5. Prompt: Please provide a case study to be used in the exercise above.

ChatGPT provided the case study, with background information and specific information on assets, liabilities, equity, revenue, depreciation, cash flow, key issues (cash flow issues, growing liabilities, increasing depreciation, declining revenue), questions for group discussions, and expected outcomes for the discussions.

After controlled exercises are solved, ChatGPT can provide immediate feedback and suggest remedial work.

4.3. Phonology

Pronunciation should not be a problem with upper-intermediate and advanced students of English. However, there could be cases when words are mispronounced. Traditionally, prepared recorded materials are used in such situations, with pre-selected words that are listened to and then repeated by students (Danesi, 2024, p. 46). AI can be successfully used at the teacher's demand to produce personalized lists of words whose pronunciation is typically problematic in different fields. For instance, for the prompt "Please provide a list of words in the field of accounting whose pronunciation is problematic", ChatGPT provided a list of 15 words: *accrual, amortisation, depreciation, liability, receivables, subsidy, collateral, solvency, fiduciary, reconciliation, capitalisation, audit, provisions, equity*, and *consolidation*. For each of them, the possible pronunciation issue is given.

Phonology is very much related to the speaking skill, but it is developed first by practising listening. For students whose pronunciation does not yet tally with the level expected by the teacher, AI text-to-speech tools represent a valuable learning aid. Applications such as Speechify, Natural Reader, Microsoft Read Aloud (Word/Edge), Voice Dream Reader, Google Text-to-Speech, or Balabolka allow students to upload text in the interface; then, they can listen to the machine reading the text aloud, with multiple possible natural-sounding voices, using varying speeds, intonation and rhythm.

4.4. Receptive skills

It has been highlighted that learners of a foreign language are first of all receivers of the language and that the development of receptive skills is not as difficult as that of productive skills. However, the former very much depend on the latter and cannot be taught in isolation (Vizental, 2008, pp. 139-141; Danesi, 2024, pp. 9, 48, 49).

For reading and listening activities to be effective, the teaching materials need to be authentic and the tasks designed for them should resemble situations encountered in everyday or professional life.

As far as listening is concerned, studies on the AI contribution to the development of language learning have revealed that it is not an area where AI currently brings significant support (Edmett et al., 2024). The explanation seems to lie in the fact that technology has

been used for providing input for listening for a long time, so students and teachers are already accustomed to its use in this respect.

However, AI applications can bring the teaching and learning of listening to the next level. Listenwise, which offers content specifically designed for listening, but also Speechling, Elsa Speak, Voxy, Rosetta Stone, which do not have listening activities at their core, offer a wealth of authentic audio and video materials from various areas, including business. The only problem is that some of them do not have free access.

Apart from these applications, listening activities could extensively benefit from AI assistance indirectly. For teachers, chatbots are very useful for finding up-to-date interesting audio and video materials on certain topics and for receiving ideas on how to use them. For example, following the prompt "Can you suggest a good interview which discusses the topic of green economies and which can be used for didactic purposes with business students?", the answer provided by ChatGPT was comprehensive. It offered information on one specific episode from a podcast, where it can be found, why the material was recommended for didactic purposes, and how it could be used in listening activities, with interesting suggestions for pre-, while- and post-listening.

Reading, the second receptive language skill, can significantly benefit from AI assistance. On the one hand, chatbots can very quickly offer options for reading relevant materials in the field the user is interested in, generate exercises to develop reading sub-skills (reading for specific information, reading for detailed understanding, reading for general understanding, reading to deduce meaning from context), or capitalize on the grammar structures and vocabulary from the text. On the other hand, AI tools can be used to generate the reading texts proper and then create personalized exercises. However, for the moment, AI seems to be used to a lesser extent for reading than for speaking or writing (Edmett et al., 2024).

4.5. Productive skills

Speaking is the skill in which the incorporation of recent AI advances is especially noteworthy and striking. This is because these tools can go much beyond offering controlled speaking through oral drills, questions and answers, simulations, or role-playing with peers. They can actually act as partners in spoken communication, thus making it possible for students to simulate real-life communication, even in the absence of a partner proficient in business English.

Applied linguists have shown that, in order for communication to be genuine in activities, a clear purpose needs to be established for them, so that students' attention can focus primarily on the content of what is being said (Harmer, 1991, p. 49). But in order for students to improve overall language proficiency, language variety is also necessary. Applications such as ChatGPT, Speechling, Elsa Speak, Replika, DuoLingo Max, Mango Languages fulfil both conditions. They can immerse students in all kinds of workplace scenarios, simulating discussions on the phone, negotiations, problem-solving meetings, job interviews, or interactions with colleagues (Danesi, 2024, p. 17). In addition, they can use a wide range of vocabulary and the right words and phrases, in line with the register prompted by the user, the correct grammar structures, and even the appropriate

intonation, also adjusting to turn-taking. They can even complete the conversation with witty remarks and jokes. The effect is that the replies given to the user sound human and the resulting conversation is very realistic. In addition, students can receive immediate feedback on the accuracy and complexity of the replies they give and tips for future conversations. Some applications (e.g., Speechling, Elsa Speak) are specialized in assessing speech, evaluating grammar, vocabulary and fluency, suggesting remedial work and tracking students' progress.

Written business communication is essential in business, being a means to establish rapport and to store formal records and information. It is a complex process supposing good mastery of grammar structures, general vocabulary, and cohesive devices, but also knowledge of the formal register and genres frequently used in business: e-mails, letters, reports, proposals, memos, agendas, minutes, faxes, newsletters (Frendo, 2005, p. 81). When teaching business writing, the genre approach is generally combined with the process approach, which leads students from getting acquainted with the features of different types of text, to brainstorming ideas, selecting and organizing them, to drafting, redrafting, and editing.

AI tools can assist teachers and students at all these stages, by offering guidance related to structure, tone, content, vocabulary, grammar, proofreading, and editing. Studies on the use of AI for assisting students with producing written discourse during general English classes and during business language classes have revealed the higher quality of the resulting texts compared to students' productions without AI help (Constantin, 2023; Edmett et al., 2024). It is interesting to note that AI used in writing not only improves the quality of the texts, but also students' vocabulary and grammar (Edmett et al., 2024).

Examples of activities:

1. Prompt: Please provide useful words and phrases for the following requirement: As Head of The Human Resources Department of a bank, write a letter of enquiry to the School for Modern Languages, where you would like your employees to get training in business English. Ask questions about how long the course lasts, the overall number of classes, price, certification offered and any other aspects you consider relevant. Your letter should be about 250 words long.
   ChatGPT provided words and phrases linked to: the opening, ways of asking for course duration, course level and structure, course level and prerequisites, pricing and discounts, certification, and ways to close the letter.
2. Prompt: Please provide a structure for the same requirement:
   ChatGPT suggested a clear structure and suggested sentences to be included in the introduction, body, and ending of the letter.

For the final writing output, AI grammar checkers can be used, such as Grammarly, ProWritingAid, Slick Write, or Hemingway Editor, which can greatly improve the accuracy of the text by highlighting sentences hard to read, grammar, spelling and punctuation issues, inappropriate vocabulary, and by providing suggestions for improvement.

Nevertheless, writing is the skill for which AI tools can be very easily misused or overused both in class work and with home assignments, as there is the tendency for students to rely on them for generating texts from top to bottom and so not use them for

learning opportunities (Edmett et al., 2024).

Conversational chatbots can also be used for translating specialized texts in a foreign language. The subsequent results are generally superior to the translations made by students themselves, but, unless these translations are further analysed, they deprive students of any learning experience (Constantin, 2023).

5. Conclusions

Despite EU recommendations for diversifying the range of languages taught, learnt and used in Europe and for avoiding the emergence of a de facto lingua franca (Committee of the Regions, 2004), English remains the most widely spoken foreign language in Europe and worldwide, with the highest demand in the overall labour market and the business sector in particular, generating an undeniable premium for its speakers. Considering this fast-changing and competitive labour market and its increasing demands, language teachers in higher education need to search for and use in their classes those teaching methods that are the most likely to assist in the attainment of the learning objectives and to enhance learning outcomes.

Traditional methods of language teaching and learning alone seem to no longer ensure the successful learning of a foreign language and, in all probability, the time when foreign language classes use digital technologies only episodically or do not use them at all will soon belong to a bygone era. This entails that foreign language classes, including business English ones, should be radically reimagined and reconfigured through the consistent integration of new elements such as AI tools.

The main aim of the present paper was to advance the understanding of how AI can contribute to economics students' language learning, by presenting the benefits it brings in business English classes. At the same time, it aimed to show how AI can assist business English teachers in designing course activities that are engaging for students and that are cost and time-efficient for teachers. Future qualitative and quantitative research will probably shed light upon the impact of AI on learning outcomes and will position AI in language teaching and learning clearly.

The net benefits AI brings do not involve that it can replace either teaching or learning or that it is a one-size-fits-all solution to make students achieve steady progress with business English. It is a great novelty that can be disconcerting and make both teachers and students stumble. The success of its implementation depends on a myriad of factors, from students' language skills, teachers' and students' ability to formulate prompts, subjective preferences, critical thinking, digital literacy and openness to change, to the digital infrastructure available. But, most importantly, in students' case, it depends on their awareness that AI can truly be a great facilitating tool for language proficiency only if used soundly, and that, otherwise, it is the currency for false achievements and setbacks.

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