Volume 18 (2026), pp. 125-140
American Journal of STEM Education: Issues and Perspectives
Star Scholars Press
https://doi.org/10.32674/2mt3qb76

Revolutionizing Business English Instruction: Adopting Tailored Artificial Intelligence Solutions for Teaching English to Business Students

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ABSTRACT

This paper aims to explore digital learning experiences for Business English students (BES). To gather insights, a survey was conducted with master students (N= 85), and descriptive results were analyzed and interpreted. Open questions in the survey were employed to gather students' opinions on AI and the role of the Business English professor. The findings revealed several key principles related to personalized learning and AI, which provide real-time feedback, helping students improve their language proficiency and communication abilities. This research suggests that integrating AI into the curriculum enables educators to provide personalized learning experiences tailored to each student's unique needs and learning styles. These adaptive learning systems can pinpoint areas of weakness and offer personalized instructional materials to help students overcome difficulties while preserving their autonomy. This will allow professors to allocate greater time to scholarly pursuits and research-centric endeavors.

Keywords: Artificial Intelligence (AI), Business English, digital learning, ethical considerations, teaching.

INTRODUCTION

Artificial intelligence has changed a lot of facets of our lives, and education is no exception. The potential of Artificial Intelligence (AI) to improve teaching and learning has been investigated by researchers, especially in business English instruction (Almasri, 2024; Kamalov et al., 2023). In this regard, the dynamic nature of the business world requires educators to integrate cutting-edge technologies into their lesson plans to effectively prepare students for the future workforce of (Rahimi & Grace, 2024). It is worth noting that the speaking, listening, reading, and writing abilities of learners have all improved when AI-based technology has been incorporated into English language learning environments (Son et al., 2023).

The need for creative and efficient language teaching strategies is growing as the requirement for speakers of Business English becomes more and more critical. In this sense, it is reported that approximately 35% of firms worldwide are utilizing AI, and an additional 42% are investigating the technology (IBM, 2022). Moreover, the fact that technology is smoothly used in language classes now (Ahmadi, 2018; Nadif & Bidari, 2023) and that the main language used in the development of generative AI is English, it is expected to greatly accelerate the adoption of AI in the teaching of Business English since it will increase employability among business students. Besides, it will facilitate faster adaptability to the newest trends of jobs that will be created out of AI needs (Edmitt et al., 2023).

LITERATURE REVIEW

The way the English language is taught could be completely changed by AI-assisted training, which offers individualized and interactive learning experiences that cater to the specific requirements of each learner (Abill et al., 2024; Rusmiyanto et al., 2023). Accordingly, in collaboration with their mates, teachers can design dynamic, adaptable learning environments that meet various students' learning preferences and styles by utilizing AI's utilities (Kim, 2024; Mumtaz et al., 2024). Thus, this article aims to investigate how business English students (BES) might learn digitally.

AI can be utilized to supplement, or perhaps partly or completely replace, a variety of administrative and teaching tasks performed by humans, which will impact the teaching time, burden, needs, and even costs. AI can assist students in studying business theories and models (Walter, 2024), finding solutions to business issues, and enhancing classroom instruction, particularly in the five language skills speaking, listening, writing, reading, and translation (Son et al., 2023; Benlaghrissi & Ouahidi, 2025).

Autonomous and self-directed learning emerged as relevant topics related to AI's advantages in the literature of language teaching (Hew et al., 2023; Chen et al., 2022). To achieve personal objectives and maintain well-being, students need to have the capacity to regulate and control their thoughts, emotions, behaviors, and physiological responses. Students' decisions may be influenced by their feelings. Several research studies indicated a propensity to advocate for resources that could help students think more critically and actively about their objectives and learning autonomy, thereby facilitating self-regulation, composition and translation.

Hew et al. (2023) provided one example of this, using chatbots in ELT/L to assist students with goal-setting and social presence in completely online activities. This assisted students in defining their learning objectives, developing goal-setting procedures, and increasing their understanding of learning tactics in goal setting, actively considering their objectives and degree of learning autonomy. composition as well as translation.

In a separate study, Chen et al. (2022) examined robot-assisted language learning, a system that combines artificial intelligence (AI) and virtual reality to train tourist guides in the English language. The study indicated that there are advantages, such as greater motivation, autonomy, and involvement. Along the same line, other research suggests that ChatGPT-based instruction has a motivating effect (Ali et al., 2023); they argue that rather than being feared for its potential detrimental effects, which necessitate further research, ChatGPT should be utilized as a teaching tool.

Nuñes (2024) discusses the hyper-personalization of Business English instruction with AI tools. It demonstrates how AI can simplify tasks, create interactive tools, and transform the way business English is taught by enabling instructors to tailor their lessons to the specific needs of their learners. The paper also covers how AI may support the development of language learning applications, adaptive learning systems, and individualized learning pathways. Business English teachers can tailor courses for students taking English for specified purposes from the moment the student's English level is assessed, utilizing AI-generated tools.

The detrimental effects of artificial intelligence (AI) on education, particularly on unique data generation, are the subject of numerous publications published in Morocco. Few papers in Morocco are explicitly devoted to the negative influence of AI on education, in particular, on the production of original texts and research (Hajji, 2023; Moukhliss et al., 2024; Kukulska-Hulme, A., Shield, L. (2008), and even fewer investigated AI effects on Business students' learning (Chen, & Anyanwu, 2025, Khoual et al., 2024; Hannan & Liu, 2023). Because there isn't much linguistic research in this field, this study is relevant in the sense that it makes a thorough examination necessary to help develop the use of AI in education and to understand better its effects on the teaching and learning

of business English. It will also allow us to better understand the impact of AI on the teaching and learning of business English.

Nonetheless, ethical considerations must be taken into account when integrating AI into the teaching of business English (Chan, 2023). AI integration should be viewed as a tool to support and supplement the work of qualified educators rather than as a cure-all. To guarantee that the technology is used responsibly and ethically, it is important to carefully consider the potential disadvantages and difficulties related to AI use in different educational settings.

RESEARCH METHOD

This article explores the digital learning experiences of Business English Students (BES) through a survey method following McCombes (2023) who states that the survey is an excellent option when attempting to learn more about a group of people's traits, inclinations, viewpoints, or beliefs. The current survey was conducted among 85 master's students belonging to five different programs at Ibn Tofail University in Morocco (see Table 1). The purpose of the survey instrument was to gather information from respondents on their views, experiences, and observations about AI use in learning business English in postgraduate studies. The survey also looked for information on the advantages and problems associated with AI use. The survey included closed and open questions targeting the students' preferred digital learning tools, their different uses, their impact on autonomy, and some ethical considerations related to AI use in learning business English. The survey revealed that students are increasingly relying on digital platforms for learning. These platforms offer a wide range of interactive resources, from personalized adapted learning tools to assessment and tracking tools.

Participants

The current survey was conducted among 85 master's students belonging to five different programs at Ibn Tofail University in Morocco (see Table 1). The current survey was administered to a total of 85 master's students enrolled at Ibn Tofail University, Morocco. The participants were drawn from five distinct graduate programs representing diverse disciplinary backgrounds, thereby ensuring heterogeneity within the sample. The selection of participants was based on their voluntary agreement to take part in the study, and all respondents were informed about the purpose of the research prior to participation.

The sample comprised both male and female students, reflecting the gender distribution within the university's postgraduate population. The age of participants ranged approximately from early twenties to early thirties, which is typical of students at the master's level. This demographic spread is relevant as it

captures perspectives from young adults at a transitional stage between advanced academic study and entry into professional careers.

By including students from multiple academic tracks, the study sought to obtain a more comprehensive understanding of the research topic across disciplinary contexts. This diversity enhances the generalizability of the findings within the scope of the university's postgraduate environment.

RESULTS

The percentages in Table 1. help to quickly understand the distribution of respondents across different master programs, indicating that the majority represent Human Resources Management (41,2%), followed by Economics-Public Policy and Development, and Market Finance and Trading with 23,5% and 17,6% respectively. The least number of respondents are enrolled in the Master of Organizational and Strategic Management with only 2.4%.

Table 1: The proportions of respondents according to the master programs (*N* =85)

Master program	Frequency	Percentage
Human Resources Management	35	41,2%
Economics-Public Policy and Development	20	23,5%
Market Finance and Trading	15	17,6%
Marketing and Sales Management	13	15,3%
Organizational and Strategic Management	2	2,4%

Note. M = Mean, *SD* = Standard Deviation.

The percentages in Table 1. help to quickly understand the distribution of respondents across different master programs, indicating that the majority represent Human Resources Management (41,2%), followed by Economics-Public Policy and Development, and Market Finance and Trading with 23,5% and 17,6% respectively. The least number of respondents are enrolled in the Master of Organizational and Strategic Management with only 2.4%.

This section provides a visual representation of the data extracted from the collected survey. The collected data will hopefully enable us to better comprehend AI's effects on business English teaching and learning. Quantitative and qualitative data will be analyzed separately in this section. Since our research is on AI, it seems obvious to ask about the different AI tools utilized by Business students, which cater to their specific needs. This is demonstrated in Figure 1.

Figure 1: AI tools used to learn Business English

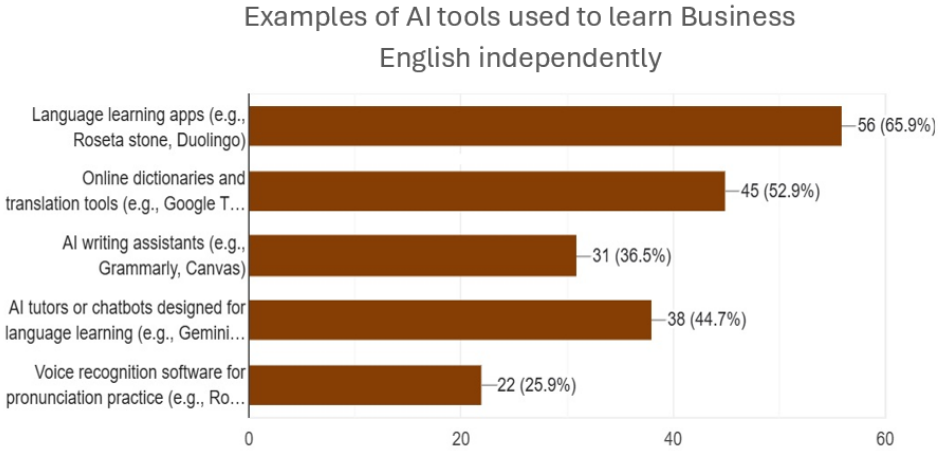


Figure [1] displays the percentage of respondents who use various types of language learning tools. It appears that Rosetta Stone and Duolingo have the highest usage among respondents with a percentage of 65.9%, indicating a strong preference for these app-based language learning tools followed by online Dictionaries and Translation Tools utilized by over half of the respondents (52,9%) suggesting these are also popular aids in language learning. 44.7% of the respondents showed a significant interest in interactive and responsive language learning methods and therefore use AI tutors or chatbots. AI Writing Assistants are used by over a third of the respondents (36.5%), highlighting their role in helping learners with writing skills in a new language. The least utilized tool among the respondents with only 25.9% is Voice Recognition Software for Pronunciation Practice.

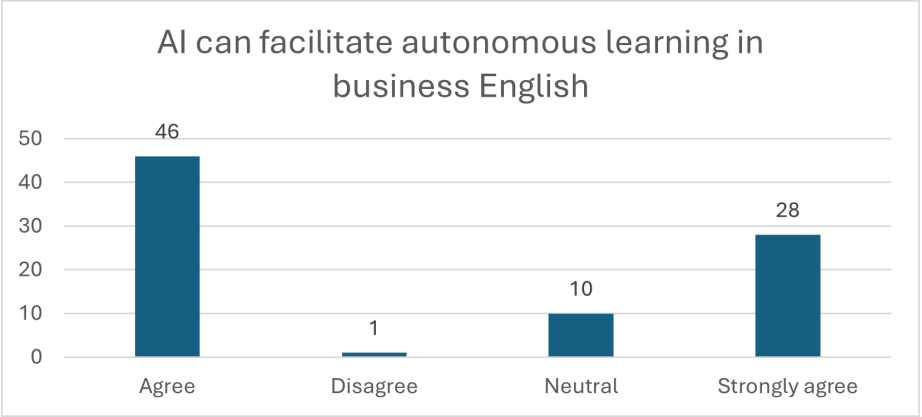


Figure 2: The positive impact of AI tools on learners' autonomy

Figure [2] displays responses from our survey where participants were asked to rate their agreement with the statement regarding the impact of AI on autonomous learning in business English. The responses are categorized into four groups: Agree, Disagree, Neutral, and Strongly agree. 46 respondents agree and 28 respondents strongly agree that AI positively influenced their learning autonomy. On the other hand, only one student expressed his disagreement with the statement.

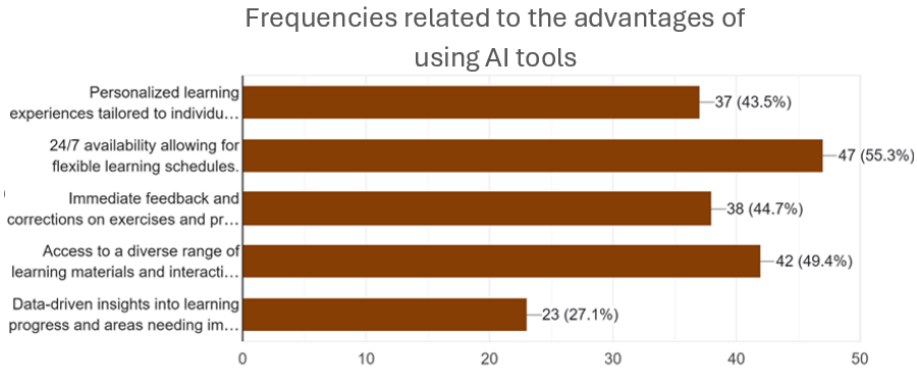


Figure 3: The Advantages of using AI tools over traditional methods

The benefits of utilizing AI technologies in learning environments are shown in Figure [3]. The percentages next to each bar provide a clear quantitative indication of how each benefit is perceived in terms of its importance or prevalence and the most represented advantage is '24/7 availability allowing for flexible learning schedules' with a percentage of 55,3% followed by 'Access to a diverse range of learning materials and interactive content' with 49,4% and 'Immediate feedback and corrections on exercises and practice' with 44,7%; and 'Personalized learning experiences tailored to individual needs' with 43.5%.

Fig. 4. The effectiveness of AI-powered tutoring systems in understanding complex business English concepts.

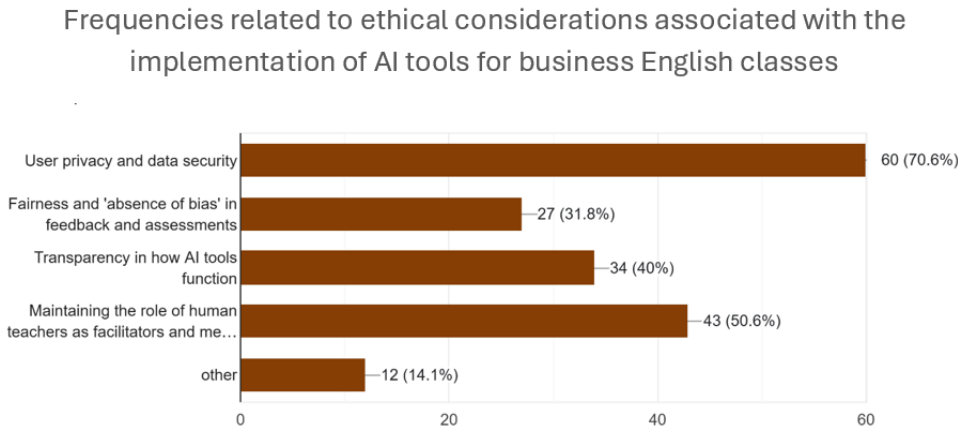


Figure 5. The effectiveness of AI-powered tutoring systems in understanding complex business English concepts

Figure [4] 's pie chart illustrates the frequency associated with AI tools' efficacy, particularly when it comes to comprehending intricate business English concepts. The percentage of respondents who rated tutoring systems as "Very effective" and "Effective" combined is 80% (17.6% + 62.4%), indicating a very favourable opinion of these systems for helping students learn difficult business English ideas. Merely 3.5% of respondents deemed the AI tools "Not effective" (2.1%) or "Absolutely not effective" (1.4%), while 16.5% of respondents said they "Cannot decide," which may suggest that some users are still assessing the effectiveness of these tools or have had mixed experiences.

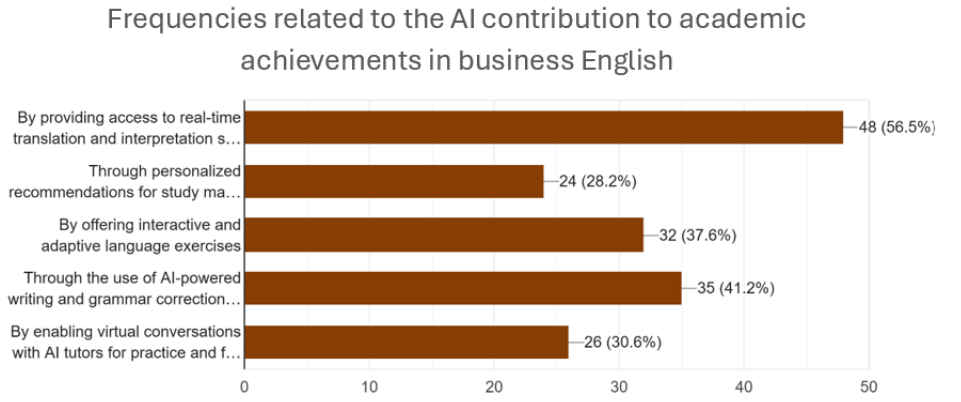
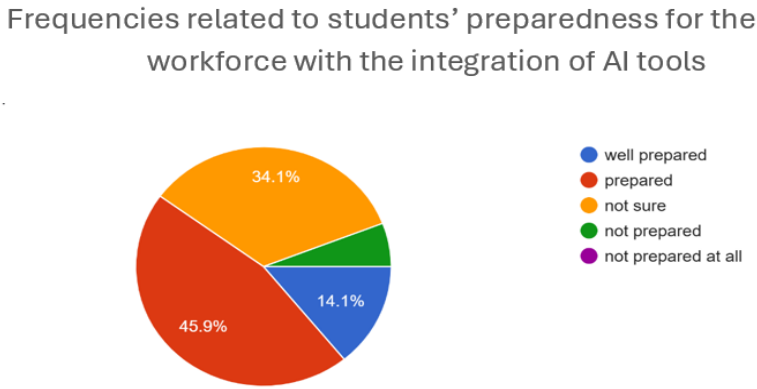


Figure 6. Some ethical considerations in the development of AI tools for business English classes

An analysis of Figure [6] reveals several important ethical considerations that should be taken when developing AI solutions for business English classrooms, and how frequently students prioritize them. With 60 responses, or 70.6% of all mentions, "User Privacy and Data Security" is the ethical consideration that is brought up the most. Of the responses, 50.6% were references to Maintaining the Role of Human Teachers as Facilitators and Mediators, with 43 mentions. Third is Transparency in the Operation of AI Tools Fairness and the 'absence of bias' in feedback and assessments received 34 references (40%), or 27 mentions making up 31.8% of the answers. (14.1%) of other moral issues that aren't shown in the graph. This category could contain a range of less prevalent but important worries about the moral application of AI in education, or additional moral issues that aren't covered in the graph.

Figure 7. Students' preparedness for the future workforce with the integration of AI in business English classes.

Figure [7]. shows how prepared students are for the future workforce

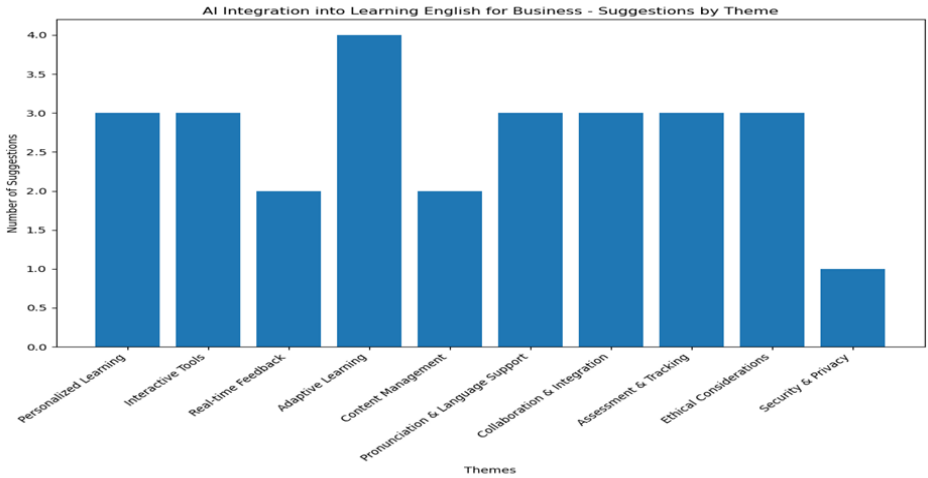


considering the integration of AI tools in their education, particularly when it comes to business English classes. From the pie chart analysis, we can infer that most students (80%) feel well-prepared or prepared for the workforce with AI integration in business English classes. Only 14.1% are unsure, and there is no significant representation of students who are not prepared.

In the qualitative part of the study, students were asked how AI can be integrated into learning English for business. The numerous suggestions of the respondents were categorized into various themes: Personalized Learning, Interactive Tools, Real-time Feedback, Adaptive Learning, Content Management,

Pronunciation & Language Support, Collaboration and Integration, Assessment and Tracking, Ethical Considerations, and Security & Privacy. A chart was created to represent their level of priority to the respondents (see figure [8]).

Figure 8. Suggested AI integration ways in business English classes classified by themes



This graph points to a comprehensive approach to integrating AI into corporate business English instruction, emphasizing customization and adaptability while taking security, ethics, and practical considerations into account. Adaptive Learning stands out as the most suggested theme, with 4 suggestions. Most other themes (Personalized Learning, Interactive Tools, Pronunciation & Language Support, Collaboration & Integration, Assessment & Tracking, and Ethical Considerations) have 3 suggestions each. Real-time Feedback, Content Management, and Security & Privacy are the least represented themes.

DISCUSSION AND CONCLUSIONS

Both quantitative and qualitative statistics reveal a strong preference for digital language learning tools, with an emphasis on applications that offer all-inclusive learning solutions. The results indicate that pronunciation practice is less important and that varied demands and preferences in language learning, such as vocabulary building, grammar, and real-time translation, are reflected in the findings. The information could help instructors and developers understand what kinds of tools students value the most and potentially direct future advancements in language teaching technology.

Understanding the main advantages of AI technologies for improving learning is made easier by data visualization, especially when it comes to business English,

where tailored and flexible learning alternatives can be very helpful. The respondents' favorable assessments of AI's influence on self-directed learning of business English are consistent with earlier research (Hew et al., 2023; Chen et al., 2022).

Overall, the findings suggest that using AI tools in business English classrooms helps students prepare for the future workforce. It implies that the curriculum and instructional strategies that make use of AI tools are in line with the expectations of what the workplace of the future will require. Yet, given that potential users anticipate AI to encompass the full range of human values, including openness, trust, humility, and privacy rights, it is necessary to analyze ethical principles that can be used to model the decision-making process (Ferrell et al., 2024), particularly in Business English instruction.

While the findings are mostly favorable, we must acknowledge that there is always space for improvement. It is essential to remember that the views represented by this data are those of the students and may not always align with the real world. A certain amount of overconfidence or underestimating of efforts could exist. Future Research may examine how these impressions align with actual performance in AI-integrated work environments, or it could focus on the precise areas of the curriculum that students find most useful in preparing for AI integration.

IMPLICATIONS

Based on the findings of this study, several recommendations can be proposed for both educational practice and future research. Business English programs should increasingly integrate AI-based learning technologies into their curricula. These tools provide flexible and personalized learning experiences that not only enhance language proficiency but also foster self-directed learning, thereby equipping students with competencies highly relevant to the evolving demands of the global workforce. While leveraging the benefits of AI, educators and policymakers must also integrate discussions around ethics, including transparency, trust, humility, and privacy. Embedding these human values in Business English instruction can prepare students to use AI responsibly and critically in real-world contexts.

Equally important, to maximize the potential of AI technologies, professional development opportunities should be provided for instructors. Training programs can help teachers develop the necessary skills to effectively implement AI tools, critically assess their outcomes, and guide students in responsible usage. Further research should investigate how students' perceptions of AI-enhanced learning align with measurable performance outcomes in professional settings. In addition, studies could explore which specific AI-supported features (e.g., real-time feedback, adaptive content, automated assessment) are perceived as most beneficial by learners. Comparative studies

across different disciplines beyond Business English may also provide deeper insights into the broader applicability of AI in higher education.

Considering the study results, it is advised that instructors add more interactive and authentic elements to their digital learning resources. Moreover, further investigation is needed to explore the potential applications of cutting-edge technologies in language education. Future research may look at the specific aspects of the curriculum that students believe most helpful in preparing for AI integration, or it could look at how these perceptions compare to actual performance in AI-integrated work contexts. Although the results are generally positive, we must admit that there is still room for development. The views shown in this research are those of the students and could not necessarily reflect the real world. There may be a degree of overconfidence or underappreciation of one's work. Students studying business English receive a great deal of instruction via digital means. Even if most of these encounters have been good, they can always be better. The survey's input will be very helpful in improving online learning opportunities for Business English students.

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Note: The authors would like to acknowledge the use of OpenAI's ChatGPT in assisting with the editing of this manuscript. The contributions made by ChatGPT were helpful in enhancing the overall quality of this work.