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Unlocking the Potential of Artificial Intelligence in Learning Business English through Enhancing Learners' Engagement and Supporting Adapted Learning

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Abstract:
The study investigates the perception of AI employment in learning business English among graduate students of Economics belonging to Annaba Higher School of Management Sciences. Seventy (70) students participated in this study by responding to a Google Form Questionnaire. The research adopted a mixed approach combining Descriptive Statistics (SPSS) and Inferential Statistics. The descriptive analysis revealed that the usefulness of AI tools is strongly perceived by the participants mainly in in writing emails, reports and making presentations. The Pearson correlation test revealed a positive correlation between AI tools usefulness in learning business English and students' engagement with AI compared to traditional classroom learning **(** r = 0.682*****). The Regression analysis revealed that bad internet connexion and difficulty in using AI tools effectively had a significant negative effect on AI tools usefulness.
Keywords: Artificial Intelligence; Business English; Adapted Learning; Engagement.

1. Introduction

Nowadays the world witnesses an unprecedented revolution in Communication and Information Technology in broad terms and in Artificial Intelligence (AI) in specific terms. AI has restructured the landscape of various fields such as Medical Sciences, Economics, Biology and Language Education. The adoption of Artificial Intelligence in language education can provide wider solutions that traditional methods may lack such as offering interactive and adaptive learning that can be personalised according to the learners' needs and levels. Indeed, AI based applications and platforms in specific domains of Education such as Business English have become essential in simulating real workplace scenarios, offering instant feedback, and enhancing communicative competence (Derakhshan 2025).

Recent studies have concluded that AI platforms in language education have a paramount contribution in enhancing students' linguistic competence as they increase learners' mental, emotional, and behavioral engagement,

creating motivational environments that enhance language acquisition (Ibrahim and Kirkpatrick 2024). Recent studies have as well concluded that AI applications had a significant impact on students' engagement by fostering languages learning through personalised learning, real time feedback and gamification (Al-Obaydi et al., 2023). Indeed tailored learning which is offered by AI applications and platforms impacts positively learners' autonomy motivation and engagement.

However and in spite of the numerous benefits of Artificial Intelligence based tools in languages learning, recent studies highlight several negative implications that require further attention particularly in business English context. In fact, Business English requires not only grammatical correctness but also mastery of pragmatics that involves tone, politeness styles, language of negotiation and intercultural communication. Several researchers argue that AI lacks lived human and social experience which impacts pragmatic accuracy and cultural authenticity (Godwin-Jones 2024). This constitutes a challenge to Business English learners who might be misled by AI unnatural expressions that may mismatch intercultural norms. Furthermore, researchers warn that overreliance on AI platforms in languages learning may hinder the development of learners' critical thinking and reduces their paraphrasing and meaning synthesizing skills (Li 2023). Business English learners need to produce original reports, emails, and proposals while exaggerated dependence on AI can weaken their autonomous writing skills. Besides that, empirical research warns that Language learning without a human motivational and dynamic presence may affect negatively the teaching learning process and may result in a low attainment rate (Satar 2021).

Literature Review

Compared to traditional teaching method, Artificial Intelligence (AI) can significantly enhance Business English learning by providing customized, context-relevant, and interactive learning. In fact, AI systems such as chatbots, intelligent writing assistants and applications can provide instant, detailed feedback on grammar and vocabulary usage, sentence form, consistency, formality and tone that are vital for Business English communication.

In their research about AI-driven platform in blended learning for Business English performance and student engagement, Cao & Phongsatha (2025) highlighted that using a platform called FLIT, which adapts instruction according to learners' performance, across the four language skills, showed substantial improvements in Business English skills and in engagement. The Participants of this study reported that the platform enhanced their adaptive and personalised learning. Besides that, Qin & Zhong (2024) suggested an adaptive system of English speaking learning based on Artificial Intelligence. The system uses real-time performance data such as pronunciation, grammar and fluency to target feedback and adjust difficulties encountered by learners. Participants perceived the usefulness of this system as it allowed them to adapt it according to their needs.

Artificial Intelligence based tools can target affective educational aspects such as motivation, engagement and confidence. According to Cao &

Phongsatha (2025), business English blended learning platforms did not only improve language outcomes, but also students' engagement and motivation. AI based tools allowed students to interact when content matches their level and when feedback is instant. Furthermore, the usefulness and ease of AI tools use, influence students' motivation and metacognitive strategies, which in consequence affect positively their willingness to learn.

Nevertheless and in spite of the numerous features of Artificial Intelligence based tools, empirical research indicated limitations that need to be re-examined. Researchers mentioned the difficulties encountered by AI based tools with varied accents, dialects, register and tone (Xu & Ismail, 2024). Although AI systems are highly effective at detecting mispronounced patterns, they still struggle with assessing the naturalness of speech specifically when AI- driven tools fail to capture the complicated nuances of intonation used by native speakers during their everyday natural and authentic communication (Hincks 2005). Moreover, AI systems that are designed for standardized accents may produce misleading evaluations when confronted with non-native speech. It can lead to inaccurate feedback that can consequently affect negatively learners' motivation and engagement.

Regarding the Algerian context, the literature shows a rarity of studies that focused on the use of Artificial Intelligence in learning business English. Indeed, the recent studies in this specific research focus in Algeria are mainly associated with the adoption of AI in learning English as a Foreign Language (EFL). Among the recent existing research, the studies of Boukhelkhal (2025), Merazi (2025) Benaicha & Semmoud (2024) and Benaissa (2024) can be cited as examples**.** In his research, Boukhelkhal (2025) concluded that **ChatGPT** is widely used among university students primarily for writing, grammar, and vocabulary learning. His research recommended a further attention about the accuracy of AI-generated content. Merazi (2025) studied how AI tools and virtual communities of practice (CoPs) support language learning among Algerian university students. The study found that AI, combined with CoPs, boosts collaborative learning, communication skills, and grammar knowledge. The study concluded as well that infrastructure limitations and weak technical skills among learners can hinder their learning. Furthermore, Benaicha & Semmoud (2024) investigated the attitudes of Algerian EFL teachers towards the use AI tools. Their results obtained both positive attitudes and challenges regarding teachers' professional training.

Therefore, this study attempted to target the research gap that exists in the Algerian context in the area of Artificial Intelligence use in learning business English. It investigated how students of Annaba Higher School of Management Sciences employ AI in Learning Business English. The study measured the students' perceived effectiveness of AI use in learning Business English. It investigated as well the challenges and difficulties faced by the participants in using AI for learning Business English. In conducting this survey, four research questions have been asked to guide the practical part of the research:

Research Question 1: How do students of Annaba Higher School of Management Sciences perceive the use of Artificial Intelligence in learning business English?
Research Question 2: Does the use of AI Tools in learning business English impact students' engagement and interaction compared to traditional classroom learning?
Research Question 3: How can the AI provided feedback enhance the participants' mastery of business English?
Research Question 4: Will the difficulties faced by the participants in using AI tools hinder their performance such as writing business emails, reports and making presentations?

Methodology

Research Design

The research adopted a mixed approach combining descriptive statistics (SPSS), Pearson Correlation test, Chi-Square Test and Regression test to address the research questions.

The participants

The participants of this study are Seventy (70) graduate students belonging to Annaba Higher School of Management Sciences Algeria. The female gender of the participants is 82.9% whereas the male gender is 17.1%. The age of 41.4% of participants is between 18 and 20 years whereas the age of 58.6% of the participants is between 21 and 22 years.18.6% of the participants have a beginner level of English. 70% of the participants have an intermediate level of English and 11.4% of the participants have an advanced level of English.

Research Instrument, Data collection and Analysis Procedure

To conduct the study, a structured questionnaire was designed and administered via Google Forms. The participants have been asked to give consent and to answer the Google form questionnaire for conducting this research. The online questionnaire was shared with all graduate students and after a waiting period of one month, 70 online responses were received. The study has taken place from September 2025 to December 2025. The questionnaire included open questions, multiple-choice questions and ranking questions. To answer the research questions the study adopted a quantitative research design employing descriptive and inferential statistics to analyse the data.

2. Results

This section presents the results obtained from SPSS. It reports first the descriptive statistics then inferential analysis that consists mainly of correlation and regression tests to examine the association between the different variables of this study.

2.1 Descriptive Analysis Results

Research Question One:

How do students of Annaba Higher School of Management Sciences perceive the use of Artificial Intelligence in learning business English?

Students' perceptions of using artificial intelligence in learning Business English were measured using a five-point Likert scale ranging from

1 (Strongly Agree) to 5 (Strongly Disagree**)**. Accordingly, lower mean scores indicate more positive perceptions toward the use of AI. Descriptive statistics revealed that the mean scores of the questionnaire items ranged from **2.10 to 2.90**, indicating that students generally held **positive to neutral perceptions** of AI-assisted Business English learning.

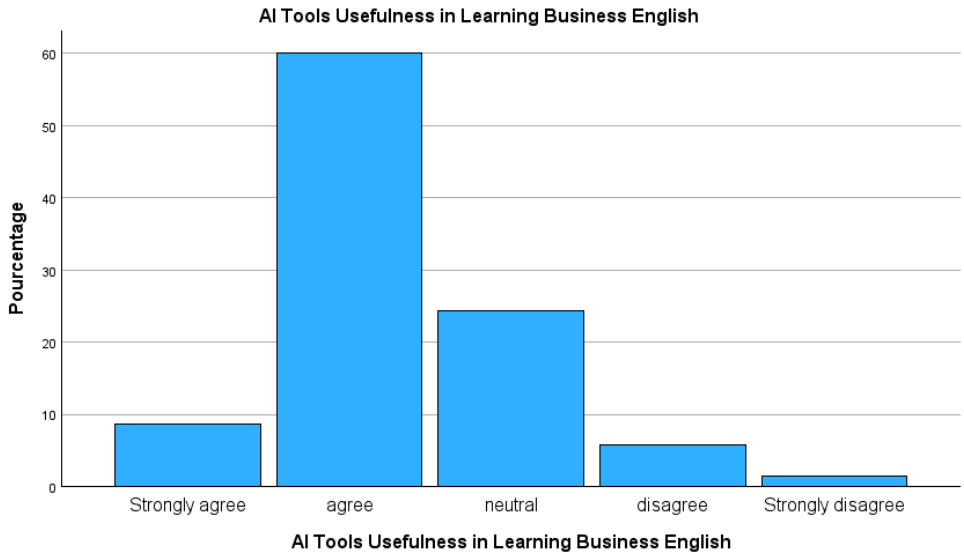
Table 1. Descriptive Statistics.

	N	Minimum	Maximum	Moyenne	Ecart type
AI Tools Usefulness in Learning Business English	70	1,00	5,00	2,3143	,77165
AI Tools Usefulness in writing Business Emails, Reports and making Presentations	70	1,00	5,00	2,6429	1,10382
AI Tools Contribution in Understanding complex Business terms and jargon	70	1,00	5,00	2,1000	,87062
AI feedback compared to traditional learning methods	70	1,00	9,00	2,4286	1,21072
Engagement of Students with AI compared to traditional classroom learning	70	1,00	5,00	2,9143	1,12601
ChatGPT Use in Learning Business English	70	1,00	4,00	2,0286	,77966
AI Contribution in Correcting Students' Grammar and Writing	70	1,00	5,00	2,6429	,90146
Students' View about bad Internet Connexion and Difficulty in Using AI Tools Effectively	70	1,00	5,00	2,7286	1,21490
N valide (liste)	70				

Note: Table 1 shows the mean of all the variables in Likert scale.

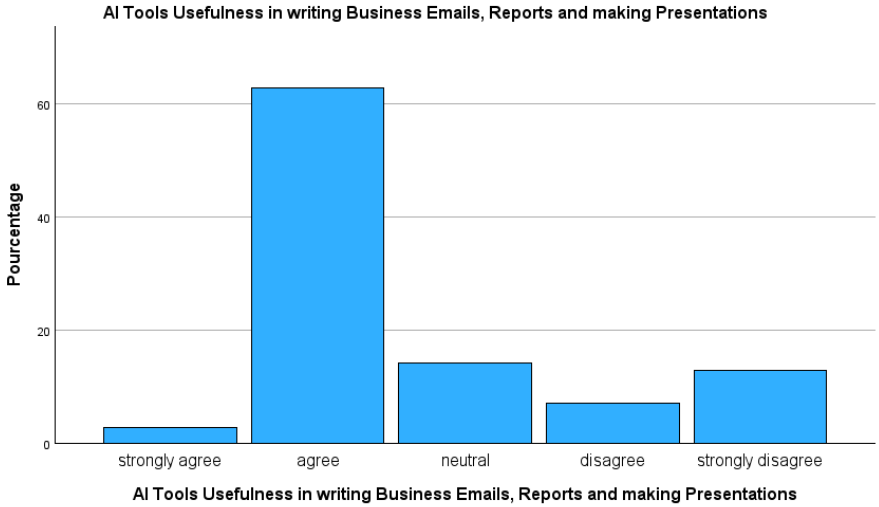
The SPSS descriptive analysis indicated that **60%** of the participants perceived the usefulness of AI tools in learning business English (see figure 1).

Fig.1. AI Tools Usefulness in Learning Business English.



The usefulness of AI tools is strongly perceived in writing emails, reports and making presentations. (see figure2)

Fig.2. AI Tools Usefulness in Writing Business Emails, Reports and making presentations



2.2 Inferential Analysis

2.2.1 Correlation Tests Results

Research Question Two:

Does the use of AI Tools in learning business English impact students' engagement and interaction compared to traditional classroom learning?

Various Pearson correlation Tests were conducted to examine the relationship between the use of AI tools in learning business English and students' engagement and interaction.

Correlation Test 1

The results show a positive correlation between AI tools usefulness in learning business English and students' engagement with AI compared to traditional classroom learning.

Table 2. Correlation test1

		AI Tools Usefulness in Learning Business English	Engagement of Students with AI compared to traditional classroom learning
AI Tools Usefulness in Learning Business English	Corrélation de Pearson	1	,682***
	Sig. (bilatérale)		<,001
	N	70	70
Engagement of Students with AI compared to traditional classroom learning	Corrélation de Pearson	,682***	1
	Sig. (bilatérale)	<,001	
	N	70	70

Note: Positive Correlation between AITools Usefulness in Learning Business English variable and Engagement of Students with AI compared to traditional classroom learning.

Correlation Test 2

SPSS Correlation test revealed a strong positive correlation between AI Tools usefulness in learning business variable and Students' View about bad Internet Connexion and Difficulty in Using AI Tools Effectively. See table below:

Table 3. Correlation Test 2

		AI Tools Usefulness in Learning Business English	Students' View about bad Internet Connexion and Difficulty in Using AI Tools Effectively
AI Tools Usefulness in Learning Business English	Corrélation de Pearson	1	,216
	Sig. (bilatérale)		,073
	N	70	70
Students' View about bad Internet Connexion	Corrélation de Pearson	,216	1

and Difficulty in Using AI Tools Effectively	Sig. (bilatérale)	,073	
	N	70	70

Note: strong positive correlation between AI Tools usefulness in learning business variable and Students' View about bad Internet Connexion and Difficulty in Using AI Tools Effectively

Correlation Test 3

SPSS Correlation test revealed a positive correlation between Signficant Contribution of AI in Students' Business English Development variable and Students' View about their Financial Ability in Affording AI Tools variable.

Table 4. Correlation Test 3

		Signficant Contribution of AI in Students' Business English Development	Students' View about their Financial Ability in Affording AI Tools
Signficant Contribution of AI in Students' Business English Development	Corrélation de Pearson	1	,502***
	Sig. (bilatérale)		<,001
	N	70	70
Students' View about their Financial Ability in Affording AI Tools	Corrélation de Pearson	,502***	1
	Sig. (bilatérale)	<,001	
	N	70	70

***. Correlation at 0.001(2-tailed)

Note: Positive correlation between Significant Contribution of AI in Students' Business English Development variable and Students' View about their Financial Ability in Affording AI Tools variable.

2.2.2 Chi-Square Test Results

Research Question 3:

How can the AI provided feedback enhance the participants' mastery of business English?

The SPSS Chi-Square Test revealed a statistically linear association between AI contribution in correcting students' grammar and writing variable and AI tools usefulness in learning business English variable **(p=.016**). A **p**-value **<.05** means that when one variable increases the other variable tends to increase or decrease consistently. This confirms that the relationship is not random. Therefore, the relationship between the two

variables is ordinal and the linear association is significant. Table below illustrates the Chi-Square Test 1:

Table 5. Chi-Square Test

Tableau croisé AI Tools Usefulness in Learning Business English * AI Contribution in Correcting Students' Grammar and Writing

Effectif

		AI Contribution in Correcting Students' Grammar and Writing					
		strongly agree	agree	neutral	disagree	strongly disagree	Total
AI Tools Usefulness in Learning Business English	Strongly agree	0	6	0	0	0	6
	agree	0	19	23	0	0	42
	neutral	3	0	6	8	0	17
	disagree	3	0	0	0	1	4
	Strongly disagree	0	0	0	0	1	1
Total		6	25	29	8	2	70

Note: Association Results between AI tools usefulness in learning business English variable and AI contribution in correcting students' Grammar and writing variable.

2.2.3 Regression Analysis

Research Question 4:

Will the difficulties faced by the participants in using AI tools hinder their performance such as writing business emails, reports and making presentations?

ANOVA Test

The Regression analysis showed that the predictor variable which is Students' Difficulties in Accessing Reliable AI Tools significantly predicted the dependent variable, **β = .208, p = .040**, indicating a small positive effect. It revealed a highly statistical significance regarding the predictor students perceived difficulties in understanding AI generated content **(β = .697, p < .001)**. The predictor variable had a strong positive effect on the outcome variable which is AI tools usefulness in writing emails, reports and making presentations. Since the p-value is **below .05**, this provides **very strong evidence** that the predictor has a real effect on the outcome variable. Therefore the effect is real and not random or by chance.

Table 7. Regression Analysis Results.

Coefficients[a]

Modèle		Coefficients non standardisés		Coefficients standardisés			Statistiques de colinéarité	
		B	Erreur standard	Bêta	t	Sig.	Tolérance	VIF
1	(Constante)	,214	,474		,451	,653		
	Students' Difficulties in Accessing Reliable AI Tools	,223	,106	,208	2,095	,040	,415	2,411
	Students' Perceived Difficulties in Understanding AI Generated Content	,889	,090	,697	9,882	<,001	,819	1,222
	Students' View about bad Internet Connexion and Difficulty in Using AI Tools Effectively	-,304	,089	-,335	-3,405	,001	,422	2,370

a. Variable dépendante : AI Tools Usefulness in writing Business Emails, Reports and making Presentations

3. Discussion

The study revealed that the usefulness of AI tools is strongly perceived in writing emails, reports and making presentations.

The study revealed a positive correlation between AI tools usefulness in learning business English and students' engagement with AI compared to traditional classroom learning. The Pearson correlation coefficient was **r = 0.682**, indicating a **strong positive linear relationship** between the two variables.

Another SPSS Correlation test revealed a positive correlation between the Contribution of AI in Students' Business English Development variable and Students' View about their Financial Ability in Affording AI Tools variable. The Pearson correlation coefficient was **r = 0.502**, indicating a **moderate positive linear association** between the two variables. This relationship was **statistically significant** at the **p < 0.001** level, as denoted by the three asterisks (***), suggesting that the observed correlation is unlikely to have occurred by chance. The magnitude of the correlation is significant, implying that the association between the variables is important.

After conducting the SPSS Chi-Square Test, the results indicated a statistically linear association between the contribution of Artificial Intelligence in correcting students' grammar and writing variable and AI tools usefulness in learning business English variable **(p=.016).** This suggests the dependence of AI tools usefulness in learning business English on the contribution of AI tools in correcting students' grammar and writing.

Furthermore and after conducting a Regression analysis, the results indicated a highly statistical significance between students perceived difficulties in understanding AI generated content and AI tools usefulness in writing emails, reports and making presentations **(β = .697, p < .001)**. This implies the real impact of students' perceived difficulties in understanding AI generated content on their performance such as writing emails and making

presentations. The Regression analysis revealed as well that bad internet connexion and difficulty in using AI tools effectively had a significant negative effect AI tools usefulness in writing emails, reports and making presentations **(β = −.335, p = .001)**.

4. Conclusion

In conclusion, the findings indicate that artificial intelligence enhances Business English learning by improving learner engagement, supporting adapted learning and facilitating practical language use. The findings suggest that AI can play a meaningful role in developing business English communicative skills if integrated alongside human guidance as cooperation between AI and human lead to effective employment of AI based tools and platforms.

The study findings suggest that the usefulness of AI tools fosters students' engagement. This implies that teachers and educational policy makers should encourage the integration of AI in the teaching learning process. The findings suggest as well that AI provided feedback enhances the participants' mastery of business English as AI contributes in correcting students' grammar and writing. Furthermore, the participants' performance in business English such as writing business emails, reports and making presentations can be hampered if difficulties in using AI persist. Accessing reliable AI Tools, understanding AI Generated content and bad Internet connexion constitute the main difficulties encountered by the participants in using AI in learning business English.

Practically, the findings suggest that educational institutions and learners can benefit from incorporating AI tools into Business English curricula to better prepare students for the linguistic demands of globalized workplaces. However, the effective implementation of AI requires adequate digital literacy training and clear ethical guidelines to ensure responsible use, prevent overreliance, and maintain academic integrity. Overall, a thoughtfully and ethical implementation of AI represents a powerful tool in Business English learning.

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