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METHODOLOGICAL INSIGHTS INTO AI-BASED BUSINESS ENGLISH VOCABULARY ENHANCEMENT

This study examines the methodological foundations of AI-based Business English vocabulary instruction supported by artificial intelligence (AI). Drawing on the potential of natural language processing technologies, adaptive learning platforms, ChatGPT and Chatbots, it identifies advanced, personalized, and context-driven instructional approaches. The integration of AI tools contributes to increased learning efficiency while fostering learner autonomy and the development of communicative competence. The research explores practical trends aimed not only at implementing and enhancing vocabulary teaching methods across AI business-related fields, particularly marketing, management, finance, and accounting, but also at advancing digital communication skills.

Key words: Business English, AI-based vocabulary, artificial intelligence, language learning methodology, adaptive learning.

Introduction

In the context of globalization and digital transformation, effective Business English communication has become an essential skill for professionals worldwide. English serves as the lingua franca of international business, commerce, finance, marketing, and cross-border collaboration. As such, learners are increasingly expected not only to demonstrate general language proficiency but also to command a rich, domain-specific vocabulary suited to the professional business

environment. However, traditional vocabulary instruction methods based on memorization, glossaries, and static exercises fail to provide the dynamic, personalized, and contextually relevant input necessary for modern learners. These conventional approaches often lack adaptability, engagement, and real-world application, resulting in low acquisition and limited transfer of vocabulary knowledge to authentic business scenarios.

Recent advancements in educational technology, particularly the integration of artificial intelligence, suggest promising solutions to this challenge. AI is transforming language education by enabling personalized, data-driven, and interactive learning experiences. Tools such as intelligent tutoring systems, natural language processing (NLP)-based platforms, speech recognition engines, and AI-driven Chatbots have demonstrated the potential to enhance vocabulary learning by delivering individualized content, monitoring progress, and providing instant corrective feedback. In the realm of Business English, AI can simulate realistic professional contexts, adapt materials to learners' specific industries, and support autonomous learning beyond the classroom. Moreover, AI facilitates adaptive learning environments where learners are guided through vocabulary acquisition based on their current proficiency, learning speed, and prior knowledge. Such environments support constructivist learning theories, which highlight active engagement and context-rich input as vital for effective vocabulary development. For instance, AI-driven language learning apps like Duolingo or Quizlet leverage machine learning algorithms to customize vocabulary practice sessions, while platforms like Grammarly and Write and Improve use NLP to enhance learners' lexical precision in writing. These tools have proven particularly effective in promoting the retention and application of vocabulary in context an essential component of Business English proficiency. This paper aims to provide methodological insights into the integration of AI in Business English vocabulary instruction. It examines how emerging AI technologies can be utilized to overcome the limitations of conventional vocabulary teaching, enhance learner engagement, and promote deeper lexical understanding. Specifically, the paper reviews AI-based language learning tools, evaluates pedagogical strategies that incorporate AI, and presents a framework for designing AI-based Business English vocabulary instruction tailored to the evolving needs of Business English learners.

Methods

This study employs a mixed-methods approach combining a comprehensive literature review and a classroom-based intervention to investigate the effectiveness of AI-enhanced vocabulary instruction in Business English. The methodology is structured around three core components: (1) a literature review, (2) a pilot study, and (3) comparative and descriptive analysis. A thorough literature review was conducted to identify current trends, best practices, and research gaps related to vocabulary acquisition, Business English pedagogy, and artificial intelligence in language learning. This review provided the theoretical grounding for the design

of the instructional module. The core of the empirical study involved a pilot program conducted with 150 pre-intermediate and intermediate-level Business English learners at Northern University from the Faculty of Management and Economics and Software Engineering. Participants came from diverse academic backgrounds, enhancing the generalizability of the findings. The intervention lasted eight weeks and focused on assessing the impact of AI-powered tools, particularly ChatGPT and selected professional AI-based vocabulary resources, on vocabulary acquisition and learner engagement. A structured educational module titled “AI-Based Vocabulary Enhancement for University Students” was developed and implemented. The module was designed using the principles of scaffolding, where each lesson built upon previous knowledge and activities to promote cumulative learning. Instructional content emphasized business-related vocabulary, compound word development, and context-based usage through interactive, real-time exercises. The module included measurable learning outcomes to evaluate vocabulary growth and overall language proficiency improvements. Through comparative and descriptive analysis of pre- and post-intervention data, the study aims to provide insights into the effectiveness of AI in enhancing Business English vocabulary acquisition at the intermediate university level.

Theoretical basis

The implementation of artificial intelligence in language learning, specifically Business English vocabulary, is an expanding area of study in applied linguistics, educational technology, and business communication. The overview of the literature addresses the theoretical underpinnings of vocabulary acquisition, the developing role of AI in language training, and current empirical investigations on AI-enhanced learning in Business English settings. Vocabulary plays a central role in language proficiency and is especially vital in Business English, where learners must master context-specific and functional language relevant to professional environments. Capability refers to the need for the learner to possess the skills and knowledge to be autonomous in a particular area of study (Nation, 2013, p. 584). The author categorizes vocabulary into high-mid and low frequency, academic, and technical words, emphasizing that Business English instruction must prioritize the latter two categories for relevance and applicability. In this regard, the business manager will want to see if the course made a profit and if the learners were satisfied enough to recommend the course to others (p. 580). Schmitt (2008) highlights that vocabulary acquisition is most effective when learners encounter words multiple times in meaningful contexts. To support this process, vocabulary learning programs need to include both an explicit, intentional learning component and a component based on maximizing exposure and incidental learning (p. 329). Despite this, traditional language instruction often depends on decontextualized word lists and static exercises, which do little to support long-term retention or real-world application. This limitation becomes particularly problematic in business communication, where mastery of domain-specific vocabulary is essential for

effective participation in professional interactions. To address these challenges, artificial intelligence is increasingly being integrated into educational settings, offering personalized, interactive, and scalable learning solutions that better align with how vocabulary is most effectively acquired. Holmes, Bialik, and Fadel (2019) argue that Artificial intelligence (AI) is arguably the driving technological force of the first half of this century, and will transform virtually every industry, if not human endeavors at large (p. 1). AI can transform education by providing adaptive learning environments that respond in real time to learner needs. In language learning, AI technologies provide enormous pedagogical opportunities for the design of intelligent student support systems, and for scaffolding student learning in adaptive and personalized learning environments (Zawacki-Richter, Marín, Bond, and Gouverneur, 2019, p. 27). These systems can foster vocabulary development as well. AI applications can personalize vocabulary learning through adaptive spaced repetition algorithms, individualized content delivery, and error correction systems. Luque, Guerrero, and Chaparro (2021) found that Duolingo's interactive and personalized approach significantly improved vocabulary retention and learning outcomes, providing a more engaging alternative to traditional vocabulary instruction methods. The app's use of gamification, multisensory input, and immediate feedback facilitated a more dynamic learning process, fostering both higher motivation and deeper retention of vocabulary (p. 1904). NLP technologies also allow learners to practice vocabulary in authentic contexts. Chatbots and AI-powered dialogue systems simulate real-world business interactions, offering learners contextualized practice and pragmatic feedback. It was confirmed that chatbots contribute towards improving the productivity and efficiency of existing business operations, and in particular, improving the convenience of customers' shopping, ordering, and payment experiences (Lee, 2020, p. 111). These systems use semantic analysis to identify incorrect usage and suggest appropriate alternatives, thus supporting vocabulary precision in professional communication. The application of AI to Business English instruction remains a developing field, but several studies highlight its potential. As mobile phones combine PDA functions with cameras, video and MP3 players, and as tablets combine the portability of PDAs with the functionality of desktops, the world of learning becomes more mobile, more flexible and more exciting (Hashemi et al., 2011, p.2481). Mobile and AI-driven technologies can contextualize vocabulary learning in business scenarios, such as meetings, negotiations, and report writing. Learners who used AI-enhanced simulations reported higher motivation and vocabulary retention compared to those using conventional materials. Similarly, Kukulska-Hulme and Shield (2020) explored mobile-assisted language learning (MALL) integrated with AI to teach professional vocabulary. Typical applications can support learners in reading, listening, speaking and writing in the target language, either individually or in collaboration with one another (p. 57). These findings emphasize the importance of situational authenticity vocabulary that must be encountered and practiced within meaningful business contexts. AI tools, through data-driven feedback loops,

can recreate such contexts digitally and support the acquisition of functional language. The increasing availability of generative AI models (e.g., ChatGPT, Claude, Gemini, Chatbots) has also sparked new directions in Business English instruction. These models can generate realistic business dialogues, summarize technical documents, and explain complex terms in real time. This category includes models by OpenAI (e.g., ChatGPT 3.0, GPT-4. o), Google (e.g., Gemini 1.5-Flash), Anthropic (e.g., Claude), and Meta (e.g., Llama), (Moorhouse, Wong, 2025, p. 6). Such tools empower learners to engage in exploratory learning, where vocabulary development is a byproduct of meaningful communication rather than isolated study. GenAI has the potential to substantially increase learner motivation and confidence by providing real-time feedback and generating engaging learning materials (Weng and Fu, 2024, p. 395). While the benefits of AI in vocabulary learning are evident, several methodological and pedagogical concerns remain. Firstly, the effectiveness of AI tools depends on careful instructional design. It was also indicated that technology can have a positive effect on language learning when its potential capacities are incorporated into pedagogy and curriculum (Ghanizadeh, Razavi, and Jahedizadeh, 2015, p. 73). Additionally, AI tools often lack domain-specific nuance unless explicitly programmed for it. This can pose limitations in Business English instruction, where vocabulary use is tied to industry-specific practices and cultural expectations. Lai and Gu (2011) caution against over-reliance on generalized AI tools without considering learners' specific professional needs and contexts, a concern that aligns with the observation that learners may have relatively high access to technologies, frequent everyday use of technology and high self-efficacy in general technological proficiency, but limited knowledge about the use of technology, especially communication tools, for language learning (p. 324). Furthermore, it is essential to address learner data privacy, algorithmic bias, and the digital divide when integrating AI into educational settings (Selwyn, 2019). These challenges suggest the need for a balanced, critically informed approach to adopting AI in Business English instruction, one that combines technological innovation with sound pedagogical principles. In summary, the literature suggests that AI has considerable potential to enhance vocabulary learning, particularly in specialized domains such as Business English. Through adaptive feedback, contextual knowledge, and intelligent automation, AI can personalize and enrich the vocabulary acquisition process. However, its success depends on thoughtful instructional integration, ethical considerations, and attention to learners' contextual and professional needs. These insights inform the present study's methodological exploration of AI-based vocabulary instruction and its application in Business English education.

Recent international research further reinforces the relevance of AI-enhanced vocabulary instruction in professional language education. Gajšt (2025) demonstrates that AI-supported writing and vocabulary tools significantly improve learners' lexical complexity and precision in business communication tasks, emphasizing the importance of adaptive feedback in promoting autonomous learning (p. 322).

Similarly, Cao, Phongsatha (2025) highlight that AI-driven corpora and data-driven learning environments enhance learners’ ability to recognize and apply domain-specific terminology in context, a key requirement in Business English pedagogy (p. 3). A study by Sung, Kang (2024) also found that chatbot-mediated learning fosters greater pragmatic awareness and encourages learners to experiment with vocabulary choices in realistic business simulations (p. 441). These contemporary contributions underscore the increasing need to integrate intelligent learning technologies into Business English instruction and provide empirical grounding for the present study.

A pilot study

The instructional module was developed based on insights derived from a comprehensive literature review, which served as the theoretical foundation for its design. It was implemented in a pilot study involving 150 intermediate-level Business English students at Northern University, drawn from the Faculty of Management (69 students) and Economics (15 students) and the Faculty of Software Engineering (66 students). This diverse academic representation contributed to the broader applicability and relevance of the findings.

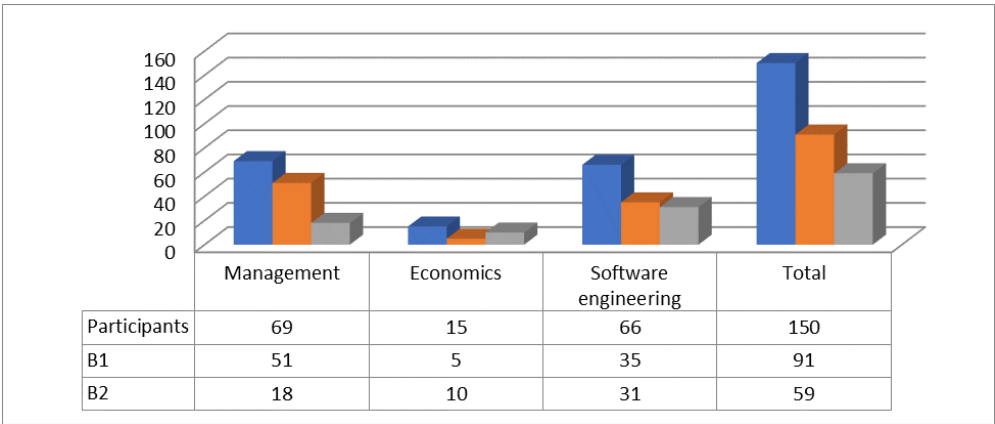


Chart 1. Number of participants and pre-test assessment

According to the results of the English proficiency pre-test assessment, 91 students were identified at the B1 level, including 51 from Management, 5 from Economics, and 35 from Software Engineering, while 59 students were assessed at the B2 level, comprising 18 from Management, 10 from Economics, and 31 from Software Engineering (see Chart 1). The study explored the impact of AI-driven tools, most notably ChatGPT, Chatbots and specialized vocabulary platforms, on both AI-based Business English vocabulary acquisition and learner motivation.

Titled “AI-Based Vocabulary Enhancement for University Students,” the module followed a scaffolded learning structure, with each session building on prior lessons to support progressive skill development (see Table 1). The content concentrated on business-specific vocabulary, the construction of AI-based Business English compound terms in the context of marketing, management, advertising, branding, finance and accounting, and usage in the context through dynamic and interactive activities. This module aims to advance AI-based Business English vocabulary skills in university-level learners through the use of AI technologies based on CEFR online interaction categories in B1-B2 levels (Council of Europe, 2020).

Table 1. AI-Based Vocabulary Enhancement for University Students

Category	Details
Target Audience	A total of 150 pre-intermediate and intermediate-level students from the Faculty of Management and Economics and the Faculty of Software Engineering at Northern University participated in the study.
Duration	8 weeks (2 sessions per week, 90 minutes per session)
Module Objectives	1. Recognize and use business-specific vocabulary in varied contexts 2. Form and understand compound business terms 3. Apply AI tools effectively for vocabulary acquisition and usage 4. Demonstrate improved vocabulary retention and contextual application
Instructional Framework	Scaffolding Approach – Lessons build on previously learned vocabulary and skills, moving from guided to independent application
Technological Tools	1. ChatGPT : Real-time vocabulary practice and feedback 2. AI Vocabulary Apps : Quizlet, Lingvist, Grammarly Business 3. Collaboration Tools : Google Docs, Padlet, mobile phones
Weekly Breakdown	Week 1 (Foundation) : Introduction to AI tools, pre-test, basic business terms (see table 1) Week 2 (Structured Practice) : Guided dialogues with ChatGPT, compound words, reflective journaling Week 3 (Contextualization) : Case studies, business meeting role-plays, group AI feedback Week 4 (Mid-point Evaluation) : Collocations, AI quizzes, vocabulary progress check Week 5 (Skill Application) : AI-supported email/report writing, peer review, critical AI analysis Week 6 (Interactive Simulation) : Negotiation vocabulary, live AI feedback, gamified vocabulary practice Week 7 (Independent Output) : Business pitch project, guided ChatGPT feedback, peer evaluations Week 8 (Reflection and Mastery) : Post-test, group reflection, discussion of progress and tool effectiveness

Category	Details
Assessment Tools	1. Pre-/Post-tests 2. Weekly quizzes 3. Project presentations 4. AI-assisted writing samples and peer reviews
Expected Outcomes	1.Measurable vocabulary growth (via test comparison) 2.Higher learner engagement and autonomy 3.Improved ability to use vocabulary in context

Its structure, spanning eight weeks with two 90-minute sessions per week, offers a balanced approach between depth of content and sufficient time for skill development. The module employs a scaffolding methodology that ensures vocabulary instruction builds progressively from basic recognition to complex, contextualized application, which is ideal for fostering long-term retention. The module's objectives were clearly defined and appropriately ambitious for the target learner profile. By the end of the course, students were able to recognize and apply AI-based business-specific vocabulary, form compound business terms, effectively utilize AI tools for vocabulary learning, and demonstrate improved vocabulary retention and usage in the context. These goals were in line with communicative competence frameworks and were measurable through the diverse assessment methods integrated throughout the module. A notable strength of the module was innovative integration of technology, particularly AI-powered tools such as ChatGPT, Grammarly Business, Quizlet, and Lingvist. These platforms enhance vocabulary acquisition by providing immediate feedback, personalized practice, and interactive learning opportunities. The use of collaborative tools like Google Docs, Padlet and mobile phones supported peer interaction, reflection, and autonomous learning, thereby fostering greater student engagement and collaboration. The weekly content was pedagogically sound, beginning with introductory vocabulary and tool familiarization, and gradually progressing toward applied usage in real-life business scenarios such as meetings, negotiations, emails, and business presentations. Midway through the course, learners began using their skills in more complex tasks, and by the final weeks, they engaged in independent projects that required the creative application of their acquired vocabulary. Assessment was embedded into the module through pre- and post-tests, weekly quizzes, reflective journals, AI-assisted writing tasks, and peer-reviewed presentations. This combination of formative and summative assessments ensures that learners received timely feedback and had multiple avenues to demonstrate progress.

During Week 1 the instructional module began with an introductory phase designed to acquaint students with a range of AI tools and frequently used AI-based Business English terminology. This stage aimed to build foundational knowledge of key concepts essential for functioning in AI-driven business

environments. To align with the weekly learning goals and assess students' baseline knowledge, a pre-test assessment was conducted prior to the implementation of structured instructional activities (see Chart 1). Building on the foundational knowledge from Week 1, Week 2 introduced structured practice using selected compound words and phrases relevant to AI-enhanced business communication. In line with the ethical guidelines of the research, a limited set of target vocabulary was selected to avoid cognitive overload and maintain learner well-being. The terms included: *auto-engagement tools* (n), *automate basic tasks* (v phr), *automate tasks* (v phr), *automatic reply* (n), *brand blueprint* (n), *brand essentials* (n), *brand personality* (n), and *brand identity* (n). These terms were integrated into a series of communicative learning tasks, including guided dialogues, sentence construction, matching activities, and reflective journaling. For guided dialogues, students selected a business-related topic (e.g., customer service, automation, branding) and interacted with ChatGPT as a simulated conversation partner. Prompts such as “*Hi, I’m working in a tech company and need to automate tasks. Can you help?*” or “*I’m creating a brand blueprint. What are the key elements?*” were used to initiate role-appropriate conversations. The primary objective of these dialogues was to develop real-time communication skills while reinforcing target vocabulary. Each session concluded with students writing a short summary (3–5 sentences) to consolidate learning. To further support vocabulary acquisition, students completed matching activities and created original sentences using the target terms. Reflective journaling played a critical role in this week, encouraging self-awareness and internalization of newly acquired language. After each session, students were prompted to answer reflective questions such as: *Which vocabulary did I use most today? or What did I find easy or difficult in the dialogue?*

In Week 3, the focus shifted to contextualization, where students applied the vocabulary and concepts introduced in earlier weeks to realistic business scenarios. Activities included the analysis of business case studies, professional role-plays, and the incorporation of AI-driven group feedback. These tasks were designed to promote critical thinking, collaborative problem-solving, and pragmatic language use in AI-integrated contexts. Students worked in groups to analyze short, authentic or adapted case studies that featured the use of AI in fields such as marketing, customer service, and operations. These analyses required students to identify key challenges and solutions, explore ethical considerations, and present findings using the target vocabulary from Weeks 1 and 2 in both spoken and written formats. To simulate real-world professional interactions, students participated in structured business meeting role-plays, assuming roles such as marketing manager, IT specialist, or operations director. Scenarios included developing automation strategies or designing brand blueprints using AI. These sessions enabled learners to practice vocabulary in context, enhance fluency, and apply negotiation and decision-making strategies relevant to corporate communication. Following each case study or role-play, students collaborated on short written reflections or summaries, which were submitted to ChatGPT for language feedback. The AI provided suggestions on

vocabulary use, grammar, and tone, which students then discussed and used to revise their texts. This activity not only improved linguistic accuracy but also enhanced metalinguistic awareness and fostered learner autonomy. In some cases, AI-generated feedback was compared with instructor feedback, encouraging students to critically evaluate the strengths and limitations of digital tools in academic language development. This multi-modal and technology-enhanced approach helped bridge theoretical knowledge with real-world application while promoting digital literacy, autonomous learning, and interdisciplinary communication skills. The fourth week served as a formative assessment point. Students engaged in targeted collocation exercises, completed AI-generated vocabulary quizzes, and underwent a progress check to assess their lexical development and retention of previously introduced terms. In Week 5, the focus was on real-world communication tasks, including AI-supported email and report writing, peer review activities, and critical analysis of AI-generated content. These tasks aimed to strengthen students' productive skills and professional writing conventions using domain-specific vocabulary. Week 6 introduced negotiation-focused vocabulary and communication strategies through interactive simulations. Learners participated in live role-plays with real-time AI feedback and engaged in gamified vocabulary practice to increase motivation and enhance recall through competition and collaboration. The emphasis in Week 7 was on independent production. Students developed a business pitch project, applying the vocabulary and communication strategies learned throughout the module. Guided by ChatGPT feedback and peer evaluations, this project allowed learners to demonstrate their ability to use AI tools autonomously in creating professional business communication outputs. The final week was dedicated to consolidation and assessment. Students completed a post-test to measure progress relative to the Week 1 baseline (see Chart 2). They also participated in group reflection sessions, discussing their vocabulary development, skill acquisition, and the effectiveness of AI tools in enhancing Business English learning. This reflective practice served to reinforce learning outcomes and identify areas for future improvement.

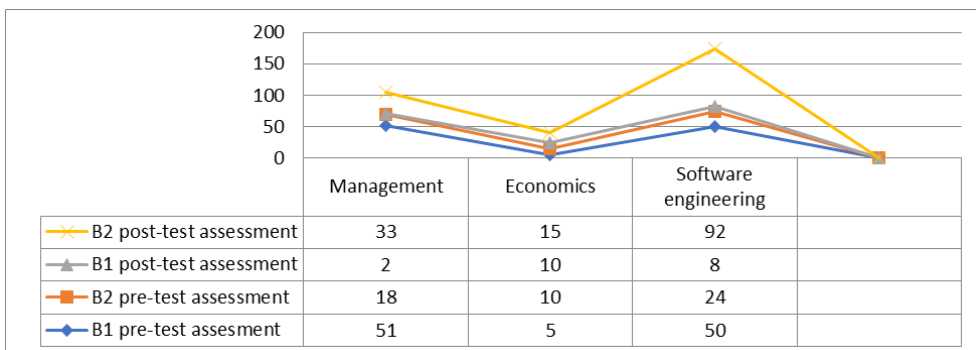


Chart 2. Post-test assessment

In conclusion, this Business English module serves as a robust and innovative framework for vocabulary development. It effectively blends pedagogy and technology to deliver a high-impact learning experience that equips university-level students with the language skills needed for academic and professional success in the digital age.

Results

According to the module, chart 2 presents the results of pre-test and post-test assessments conducted at the B1 and B2 CEFR proficiency levels across three academic disciplines: Management, Economics, and Software Engineering. The data highlights the impact of an AI-enhanced instructional intervention on AI-based Business English vocabulary acquisition, with a particular focus on discipline-specific language development. A marked improvement is observed in the post-test results, especially at the B2 level, where Software Engineering students demonstrated the most significant gains. Specifically, the number of students achieving B2-level proficiency in this discipline increased from 24 in the pre-test to 92 in the post-test, reflecting a remarkable 83% rise. Similarly, the number of Management students progressing to B2 increased from 18 to 33, and in Economics, from 10 to 15. These improvements suggest that the AI-integrated instructional module significantly enhanced learners' capacity to acquire and apply advanced business vocabulary in professional and academic contexts. Although the B1 post-test results were numerically lower than those of B2, they still indicate meaningful progress. By the end of the instructional period, 10 Economics students, 8 Software Engineering students, and 2 Management students reached the B1 level, implying an upward trajectory in proficiency among learners who initially lacked foundational lexical competence. Pre-test assessments confirmed that a majority of students began at the B1 level, notably in Management (51 students) and Software Engineering (50 students), while only 5 Economics students were assessed at this level. This comparison highlights how effective instructional design helps learners surpass their initial proficiency plateau. The data collectively indicate substantial vocabulary development and overall linguistic advancement across all disciplines. The most significant progress occurred within the Software Engineering cohort, likely due to the alignment between AI tools and students' digital literacy skills. The instructional model emphasized the contextualized use of vocabulary through tasks simulating real-world digital business communication. Students demonstrated improved command of business-specific language in structured dialogues, email writing, and professional negotiations, competencies aligned with CEFR descriptors for Online Interaction at the B1-B2 levels. Integral to the success of the module was its incorporation of AI tools such as ChatGPT, Grammarly Business, and Quizlet, which facilitated personalized learning paths, real-time feedback, and repeated exposure to high-frequency business vocabulary. Learners not only engaged with these tools within the instructional framework but also continued their use independently, signifying increased learner autonomy,

metacognitive awareness, and intrinsic motivation. Collaborative platforms such as Google Docs, Padlet, and ChatGPT further support peer-to-peer feedback, joint writing, and vocabulary refinement through AI-mediated paraphrasing and repair strategies, enhancing both clarity and pragmatics in communication. In addition to its instructional rigor, the module demonstrated inclusivity by embedding strategies to support students with limited technological access and by expanding the vocabulary scope to incorporate intercultural and global business contexts. These enhancements addressed potential equity gaps and broadened learners' professional readiness in diverse work environments. In conclusion, the results from both pre- and post-test assessments unequivocally confirm the effectiveness of the AI-supported instructional intervention in advancing AI-based Business English vocabulary acquisition. By fostering contextualized usage, interactional competence, and digital literacy aligned with CEFR standards, the module offers a replicable and forward-thinking model for language instruction in higher education.

Discussion and conclusion

The integration of AI-powered tools into AI-based Business English vocabulary instruction is grounded in robust methodological principles and supported by empirical evidence. Post-test results indicate substantial growth in both B1 and B2 groups across disciplines, with students demonstrating improved accuracy and contextualized use of business terminology through AI-mediated dialogues, writing tasks, and simulations. Scaffolded instruction in Weeks 2–4 led to notable improvement in learners' ability to construct and apply compound business terms (e.g., brand blueprint, auto-engagement tools), as evidenced in AI-assisted writing samples and group projects. Students consistently used ChatGPT, Grammarly Business, Quizlet, and Lingvist for independent practice. Reflections and performance data show increased learner autonomy, digital literacy, and proficiency in leveraging AI tools for vocabulary development. Comparison of pre- and post-test scores reveals statistically meaningful improvement across all faculties, confirming enhanced retention. Task-based performance in Weeks 5–7 also illustrates stronger application in emails, negotiations, and business presentations.

Leveraging natural language processing, adaptive learning platforms, and chatbots enabled the development of personalized, context-sensitive instructional practices that surpass traditional methods. The scaffolded module design allowed students to progress from basic terminology to advanced communicative tasks such as AI-mediated business pitches, negotiations, and collaborative problem-solving. This approach promoted lexical depth, functional usage, and autonomy; key elements emphasized by CEFR in digitally mediated communication. Crucially, students demonstrated enhanced self-regulation, actively using AI tools beyond class to rehearse, self-correct, and improve communicative competence. Improvements in interactive strategies, including clarification, reformulation, and discourse management, further validated the alignment of AI-enhanced instruction.

However, challenges remain: unequal access to technology, lack of cultural nuance in AI outputs, and limited domain-specific vocabulary require careful pedagogical adaptation. Despite these, the study affirms that AI can meaningfully support vocabulary acquisition and professional digital fluency when grounded in sound instructional frameworks. The findings of this study suggest several actionable recommendations for educators, curriculum developers, and higher education institutions seeking to integrate AI-based Business English vocabulary instruction. AI tools should be embedded into the curriculum through scaffolded modules that gradually transition learners from guided to autonomous vocabulary use. Institutions can incorporate AI-enhanced tasks such as business email drafting, negotiation simulations, and AI-supported peer review. Educators need targeted professional development to use AI tools effectively, including training in prompt design, digital assessment strategies, and ethical AI literacy. This ensures pedagogical coherence rather than tool-driven instruction. Practical classroom activities may include chatbot-mediated dialogues, AI-based case study analysis, and collaborative vocabulary building through platforms like Padlet and Google Docs. These activities increase engagement and foster deep lexical processing. Universities should develop guidelines ensuring equitable access to AI tools, safeguarding learner data, and addressing algorithmic bias. These policies are essential for responsible and inclusive AI integration. The module can be adapted for hybrid, online, or traditional face-to-face environments. Its flexibility allows implementation in both linguistically homogeneous and heterogeneous classrooms. By adopting these strategies, educators can create effective, future-oriented Business English vocabulary programs aligned with the demands of digital communication and AI-driven professional environments.

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Արուսյակ Իվանյան

*Հյուսիսային համալսարանի արտաքին կապերի բաժնի ղեկավար,
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ԱՐՀԵՍՏԱԿԱՆ ԲԱՆԱԿԱՆՈՒԹՅԱՄԲ ՀԻՄՆՎԱԾ ԳՈՐԾԱՐԱՐ ԱՆԳԼԵՐԵՆԻ ԲԱՌԱՊԱՇԱՐԻ ԲԱՐԵԼԱՎՄԱՆ ՄԵԹՈԴԱԲԱՆԱԿԱՆ ՀԻՄՈՒՆՔՆԵՐԸ

Սույն հետազոտությունն անդրադառնում է արհեստական բանականության հիմնված գործարար անգլերենի բառապաշարի ուսուցման մեթոդաբանական հիմունքներին: Հենվելով բնական լեզվի մշակման տեխնոլոգիաների, հարմարվողական ուսուցման հարթակների և ռոբոտազրուցակների

ներուժին՝ վեր են հանվում անհատականացված և համատեքստային ուսուցման առաջադեմ մոտեցումներ: Արհեստական բանականության գործիքների ինտեգրումը նպաստում է ուսուցման արդյունավետության բարձրացմանը, ինչպես նաև սովորողների ինքնավարության ու հաղորդակցական կարողությունների ձևավորմանը: Ուսումնասիրությունը քննում է գործնական այնպիսի միտումներ, որոնք ուղղված են ոչ միայն գործարար ոլորտների՝ մասնավորապես՝ շուկայագիտության, կառավարման, ֆինանսների և հաշվապահության մասնագիտական բառապաշարի դասավանդման մեթոդների ներդրմանն ու կատարելագործմանը, այլ նաև թվային հաղորդակցության զարգացմանը:

Հիմնաբառեր. գործարար անգլերեն, արհեստական բանականությամբ հիմնված բառապաշար, արհեստական բանականություն, լեզվի ուսուցում, հարմարվողական ուսուցում:

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МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ К СОВЕРШЕНСТВОВАНИЮ ЛЕКСИЧЕСКОГО ЗАПАСА ПО ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ В КОНТЕКСТЕ ИСПОЛЬЗОВАНИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Настоящее исследование посвящено методологическим основам преподавания лексики делового английского языка с использованием искусственного интеллекта (ИИ). Опираясь на потенциал технологий обработки естественного языка, адаптивных обучающих платформ и чат-ботов, в работе выделяются передовые, персонализированные и контекстуализированные подходы к обучению. Интеграция ИИ-инструментов способствует повышению эффективности обучения, развитию автономности обучающихся и коммуникативной компетентности. Исследование рассматривает практические тенденции, направленные не только на внедрение и совершенствование методов преподавания лексики в сферах, связанных с ИИ (в частности, маркетинга, управления, финансов и бухгалтерского учета), но и на развитие навыков цифровой коммуникации.

Ключевые слова: бизнес-английский, словарь на основе ИИ, искусственный интеллект, методология обучения языку, адаптивное обучение.

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