**Using AI for Teaching and Learning ESP: Benefits and Recommendations**

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**Abstract**

This study investigates the integration of artificial intelligence (AI) tools in teaching and learning English for Specific Purposes (ESP), focusing on the "Negotiation Skills" course at HUFLIT. Employing a mixed-methods approach, including classroom observations, student interviews, and surveys with 360 junior students, the research examines AI’s pedagogical potential and practical efficacy. Findings indicate that AI enhances student engagement, motivation, and language proficiency through real-time feedback, personalized learning, and simulation-based activities. However, challenges such as over-reliance on AI and occasional content inaccuracies underscore the need for guided implementation. The study concludes that AI serves as a valuable linguistic resource and instructional facilitator when thoughtfully integrated into curriculum design. These insights contribute to the discourse on AI in language education, emphasizing the role of digital literacy in optimizing its benefits.

**Keywords:** Artificial Intelligence, English for Specific Purposes, Negotiation Skills, Language Education, Digital Literacy

1. **Introduction**

The pervasive influence of Artificial Intelligence (AI) is dramatically reshaping educational paradigms, particularly within language pedagogy. This transformation is highly relevant to English for Specific Purposes (ESP) courses, which are meticulously designed to meet the distinct professional and academic communication requirements of learners. Unlike general English courses, ESP instruction demands highly customized content and learner-centric methodologies, often requiring specialized pedagogical strategies for real-world efficacy. The dynamic nature of global communication and rapid technological evolution necessitates constant adaptation of traditional teaching methods. In this evolving landscape, AI offers unprecedented opportunities for personalized learning and scalable support. However, it also introduces complex challenges, especially when applied to nuanced subjects like negotiation, where communicative precision, cultural competence, and critical thinking are paramount.

The "Negotiation Skills" course at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT) exemplifies the intricate nature of ESP instruction. As a discipline-specific language course, its objectives extend beyond mere English proficiency, actively preparing students for complex negotiation scenarios across diverse global professional contexts. Pedagogical aims include foundational language acquisition, sophisticated rhetorical strategies, effective persuasion techniques, and nuanced interpersonal communication, all demanding high interactivity, adaptability, and deep contextual understanding. Given these multifaceted objectives, conventional approaches often prove inadequate in fostering genuine student engagement or addressing individual learning deficits. AI, with its capacity for personalized learning, immediate feedback, and immersive simulations, offers a promising solution to bridge the gap between theoretical knowledge and practical application.

### ***1.1. Problem Statement***

While AI has garnered significant acclaim, its specific role in teaching English for Specific Purposes (ESP)—particularly in highly specialized, context-sensitive courses like Negotiation Skills—remains largely underexplored in empirical research, especially within Vietnamese higher education. This prompts critical inquiries: How effectively can AI genuinely facilitate such a course, which relies heavily on human interaction and nuanced cultural understanding? What are the observable pedagogical benefits versus inherent limitations or risks? And to what extent can AI augment traditional teaching without diminishing the indispensable role of human instructors or undermining crucial human-centric soft skills?

This study addresses the gap between theoretical optimism surrounding AI in education and the pragmatic realities faced during its implementation in specialized learning contexts. Despite the growing popularity of AI-driven applications (chatbots, automated feedback, virtual role-playing), there's insufficient empirical evidence regarding their effectiveness in imparting negotiation-specific language and essential soft skills. This void creates uncertainty among educators regarding optimal AI integration, particularly for complex soft skills demanding critical thinking, profound cultural sensitivity, and high emotional intelligence—dimensions current AI tools struggle to replicate.

Concerns persist regarding potential student over-reliance on AI-generated content, leading to diminished learner autonomy, superficial learning, or internalization of inaccurate models. Misinformation or generic responses from AI may hinder rather than support meaningful learning, especially in ESP where precision and contextual accuracy are paramount. Thus, the central problem extends beyond technical feasibility to how AI can be implemented to unequivocally enhance, rather than undermine, comprehensive learning and genuine communicative competence.

An additional challenge is the digital literacy gap between both students and teachers. Effective AI use requires users to critically and ethically interact with these technologies—discerning reliable output, prompting effectively, and understanding limitations. Without adequate training, students may underutilize AI, and teachers may struggle to guide AI-assisted learning. This underscores the need for institutional strategies promoting comprehensive digital competence as an integral part of the ESP curriculum.

This research aims to systematically address these challenges through a rigorous mixed-methods design (classroom observations, student interviews, and survey data from 360 junior students). Ultimately, the study seeks to provide a nuanced, empirically grounded understanding of AI’s role in teaching negotiation-specific English skills, offering concrete insights into its benefits and limitations, and formulating practical, actionable, and responsible recommendations for ethical AI integration into contemporary ESP programs.

### ***1.2. Research Scope***

This study specifically focuses on integrating AI tools within the "Negotiation Skills" English for Specific Purposes (ESP) course at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT), exclusively targeting junior students. It meticulously examines AI's application in fostering personalized learning experiences, providing immediate feedback, and facilitating immersive simulation tasks to enhance language proficiency and student engagement in negotiation. The research employs a robust mixed-methods approach, combining qualitative insights from classroom observations and in-depth student interviews with quantitative data from comprehensive surveys administered to 360 participants. Furthermore, it explicitly investigates challenges like potential over-reliance and content inaccuracies, concurrently proposing practical, evidence-based strategies for effective and responsible AI integration. The study’s findings are primarily confined to the HUFLIT context, with the understanding that insights may be broadly transferable to similar ESP programs.

### ***1.3. Research Purpose***

The primary purpose of this research is to comprehensively evaluate the pedagogical potential and practical efficacy of AI tools in significantly enhancing teaching and learning outcomes within the "Negotiation Skills" ESP course. This evaluation aims to provide a robust empirical foundation, meticulously identifying specific ways AI can improve student engagement, motivation, and overall language proficiency in negotiation, while concurrently addressing identified challenges. Additionally, the study endeavors to furnish evidence-based recommendations for the strategic and responsible integration of AI into broader ESP curriculum design, emphasizing the critical role of digital literacy. The findings are intended to contribute substantively to the broader academic discourse on AI applications in language education, providing a framework for future research and implementation.

In pursuit of these critical objectives, the following research questions guide this investigation:

1. *How do AI tools enhance student engagement, motivation, and language proficiency in the "Negotiation Skills" ESP course at HUFLIT?*
2. *What challenges, such as over-reliance and content inaccuracies, arise from integrating AI tools into ESP instruction, and how do they impact learning outcomes?*
3. *What practical recommendations can be developed to optimize the use of AI in ESP curriculum design while fostering digital literacy among educators and learners?*

**2. Literature Review**

***2.1. Personalization and Instructional Tools***

The integration of artificial intelligence (AI) in English for Specific Purposes (ESP) education has received growing attention for its potential to personalize instruction, optimize learning outcomes, and enhance the teaching process. Researchers and educators alike have explored AI's multifaceted benefits in tailoring language instruction to specialized contexts such as business, engineering, law, and medicine.

One of the most notable advantages of AI in ESP is personalized and adaptive learning. AI-powered systems adjust content difficulty and learning trajectories based on individual performance (Chen & Chung, 2008; Li & Ma, 2022; Al-Shehri, 2022). These systems support autonomous learning by generating personalized vocabulary drills, grammar exercises, and content recommendations relevant to specific professional fields (Guo & Zou, 2021).

Intelligent Tutoring Systems (ITS) have also emerged as a key innovation. These systems simulate one-on-one tutoring through adaptive feedback and scaffolding strategies (Egbert & Shahrokni, 2022). Kulik and Fletcher (2016) demonstrated that ITS can match human tutors in efficacy, while Nye, Graesser, and Hu (2014) provided evidence of the benefits of natural language ITS in facilitating deeper engagement with ESP material.

Another significant contribution of AI in ESP is through virtual tutors and chatbots. AI chatbots offer learners interactive, conversational practice in specific occupational scenarios, such as patient interviews or customer service dialogues (Aziz & Husin, 2021; Dizon, 2022). These tools are available around the clock, providing consistent exposure and reducing learner anxiety (Godwin-Jones, 2021; Van Esch & De Bot, 2021).

Content creation and smart material development have been revolutionized by AI. Educators can leverage AI to automatically generate domain-specific content, such as technical glossaries and scenario-based exercises (Holmes, Bialik, & Fadel, 2019; Jin & Jeong, 2021). AI tools such as MagicSchool and Khanmigo assist in creating engaging and authentic ESP resources tailored to learners' needs (Yang & Wang, 2022; Xu & Wang, 2022).

***2.2. Feedback, Accessibility, and Immersive Learning***

AI also plays a vital role in assessment and real-time feedback. Platforms equipped with AI can instantly evaluate written work, provide diagnostic feedback, and identify areas for improvement (Saqr & López-Pernas, 2023; Shadiev & Yang, 2020). Jin and Jeong (2021) highlighted how AI-powered feedback mechanisms help learners correct errors independently, fostering self-regulated learning.

In terms of accessibility and inclusivity, AI supports learners with disabilities through speech-to-text, screen readers, and adaptive learning interfaces (Miao, Holmes, & Huang, 2021; Liu & Wang, 2022). AI-driven translation services and real-time captioning tools bridge linguistic gaps for multilingual learners in ESP settings (Bozkurt & Sharma, 2020; Kukulska-Hulme, 2020).

Immersive learning experiences are another emerging trend. AI-powered virtual and augmented reality applications offer simulated professional environments for role-play and scenario training in ESP (Hou & Lai, 2020). Such environments are particularly effective in reducing learner anxiety and enhancing task realism.

***2.3. Teacher Support, Challenges, and Ethical Considerations***

Teacher efficiency is also enhanced by AI. Automated grading systems, scheduling assistants, and AI-based analytics free up educators' time, allowing them to focus on interactive instruction (Sun & Xu, 2023; Holmes et al., 2019). Chiu (2022) noted that teachers benefit from AI-driven analytics that inform data-based decisions about curriculum design and learner support.

Despite these benefits, challenges remain. Trust in AI systems, particularly in high-stakes language education, depends on transparency and accuracy (Suwanarak, 2023; Yang & Wang, 2022). Popenici and Kerr (2017) emphasized the importance of AI literacy among educators, who must critically assess and appropriately implement AI tools. Ethical considerations such as data privacy, algorithmic bias, and academic integrity are increasingly central to discourse on AI in ESP (Liu & Wang, 2022; Xu & Wang, 2022).

Recent efforts to establish AI-specific assessment frameworks underscore the need for clarity in using AI responsibly in ESP. Frameworks like EAP-AIAS guide educators in determining acceptable AI support levels to maintain academic fairness (Xu & Wang, 2022).

Overall, the integration of AI into ESP teaching and learning holds immense promise. It offers personalized, efficient, and inclusive instruction, while raising important questions about pedagogy, ethics, and the evolving role of educators. Ongoing research and stakeholder collaboration will be critical to developing sustainable and responsible AI-enhanced ESP education.

**3. Methods**

***3.1. Research Design***

This study adopted a mixed-methods approach to examine the integration of artificial intelligence (AI) tools in teaching and learning English for Specific Purposes (ESP), specifically within the *Negotiation Skills* course at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). The mixed-methods design combined quantitative survey analysis with qualitative classroom observations and interviews to capture a comprehensive understanding of AI’s pedagogical role.

***3.2. Participants***

A total of 360 junior students participated in this study. All participants were enrolled in the *Negotiation Skills* course, which is a core component of the university's ESP curriculum. The students came from Business English major and had learnt with the author in a 12-week semester. English proficiency levels ranged from intermediate (B1) to upper-intermediate (B2) according to the Common European Framework of Reference for Languages (CEFR). Participation was voluntary, and all students provided informed consent in accordance with institutional ethical guidelines.

***3.3. Instruments***

Three primary instruments were used for data collection:

1. Structured Classroom Observations  
   Twelve class sessions were observed using a checklist focusing on AI-assisted instructional practices, student engagement, and interaction with AI tools (e.g., ChatGPT, Grammarly, ELSA Speak, and negotiation simulation bots).
2. Semi-Structured Interviews  
   A purposive sample of 10 students was selected for follow-up interviews. These interviews lasted 5 minutes and explored students’ experiences with AI-enhanced learning, including perceived benefits and limitations.
3. Student Survey  
   A post-course survey was administered to all 360 students. It included 5 questions measuring perceived usefulness, ease of use, engagement, and learning outcomes from AI-integrated tasks. These questions were sent to students via Google form to get the data.

***3.4. Procedure***

The study was conducted across a 12-week academic term and included three phases:

* Preparation Phase: Students were trained to integrate selected AI tools into the course. Teaching materials and classroom tasks were adapted to include AI support (e.g., using ChatGPT for drafting negotiation scripts, ELSA for pronunciation practice).
* Implementation Phase: AI tools were actively used in classroom activities such as role-plays, writing exercises, and feedback sessions. Students completed assignments that required interaction with AI platforms and peer evaluation enhanced by AI-generated suggestions.
* Data Collection Phase: Surveys were distributed at the end of the course, while observations were carried out during the 12 weeks. Interviews were conducted in the final two weeks, once students had substantial experience with AI-integrated activities.

***3.5. Data Analysis***

Qualitative data from interviews, open-ended responses, and online surveys were analyzed using thematic analysis (Braun & Clarke, 2006). Transcripts were coded to identify recurring themes such as motivation, autonomy, usability of tools, and concerns about over-reliance or content accuracy. Observation notes were used to triangulate findings and increase the trustworthiness of interpretations.

**4. Findings**

***4.1. Classroom Observation results***

Observations were conducted over 12 sessions of the *Negotiation Skills* ESP course to assess how AI tools influenced classroom dynamics, student engagement, and instructional practices. The primary AI tools observed in use included ChatGPT, Grammarly, and ELSA Speak, integrated into tasks such as negotiation script writing, pronunciation practice, and real-time language feedback.

Overall, student engagement was consistently high during AI-enhanced activities. In 12 sessions, students actively interacted with AI tools during individual and group tasks. The author noted that AI-supported exercises led to greater student autonomy and participation, particularly among lower-proficiency learners. On a standardized observation rubric (5 = very high to 1 = very low), the average engagement score was 4.6, reflecting active participation, collaboration, and motivation.

AI tools were frequently used as scaffolding mechanisms, especially in tasks requiring brainstorming or editing. For instance, students used ChatGPT to generate initial drafts of negotiation dialogues, then refined them collaboratively. Instructors played a key role by facilitating discussions around the appropriateness, accuracy, and tone of AI-generated outputs. In most sessions, teachers emphasized critical thinking by prompting students to modify or justify AI content rather than accepting it passively.

Despite the overall effectiveness, some challenges were observed. In two sessions, students demonstrated over-reliance on AI, copying content without meaningful revision. Additionally, minor issues with content accuracy and internet instability disrupted activities in a few cases. These challenges were mitigated through instructor intervention and contingency planning.

In summary, classroom observations revealed that AI integration enhanced student engagement and supported ESP learning when thoughtfully guided by instructors. However, the effectiveness of AI use was strongly influenced by the level of teacher facilitation and students’ digital literacy.

***4.2. Student Interview results***

Semi-structured interviews were conducted with 10 students to explore their personal experiences and perceptions of using AI tools in the *Negotiation Skills* ESP course. Thematic analysis of the transcripts revealed three dominant themes: enhanced learning autonomy, increased engagement, and concerns about AI limitations.

Most participants reported that AI tools such as ChatGPT and Grammarly helped them express ideas more clearly and confidently. They appreciated the ability to receive immediate feedback, revise drafts independently, and experiment with new vocabulary and sentence structures. Students noted that AI supported self-directed learning by allowing them to review and edit their work outside the classroom.

Many also highlighted increased motivation and interest in learning through interactive tools, particularly AI-powered role-play simulations and pronunciation feedback apps like ELSA Speak. These features were described as both “fun” and “practical” for professional language development.

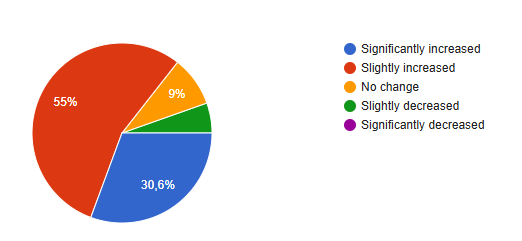
However, several students expressed caution about relying too heavily on AI. Some mentioned that AI-generated texts could be overly generic or contextually inappropriate without teacher guidance. Others noted difficulty in determining when AI suggestions were inaccurate or misleading.

Overall, interview findings reinforced the importance of guided AI use, suggesting that while students value its support, teacher mediation remains essential for critical engagement and contextual appropriateness.

***4.3. Survey results***

**Figure 1**

*Perception of how students’ learning outcomes changed with the integration of AI tools*



The pie chart illustrates students' perceptions of how their learning outcomes changed with the integration of AI tools. A majority (55%) reported that their performance **slightly increased**, while 30.6% indicated a **significant increase**, suggesting a generally positive impact of AI on learning. A smaller portion (9%) saw **no change**, and only a minimal percentage reported a **slight decrease**. Notably, **no students** selected "significantly decreased." These findings imply that AI tools effectively enhanced student learning in the ESP course, although the improvement was more modest than dramatic for most learners.

**Figure 2**

*The* ***effectiveness of AI tools*** *in the* Negotiation Skills *ESP course*

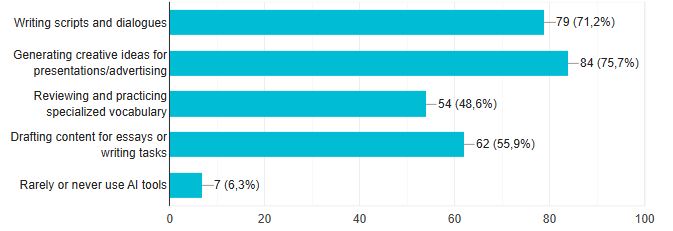
A colorful pie chart with numbers and a few percentages

AI-generated content may be incorrect.

The chart shows students' evaluations of the **effectiveness of AI tools** in the Negotiation Skills ESP course. A combined **80.1%** of respondents rated AI as either **effective (45.9%)** or **very effective (34.2%),** indicating strong approval of its role in supporting language learning. Meanwhile, **19.8%** of students were **neutral**, suggesting room for improved implementation or clearer guidance. Notably, no respondents rated AI as ineffective or not effective at all. These results reinforce the overall positive perception of AI’s contribution to enhancing engagement, feedback, and language development in the classroom, while also highlighting the importance of user experience and pedagogical design.

**Figure 3**

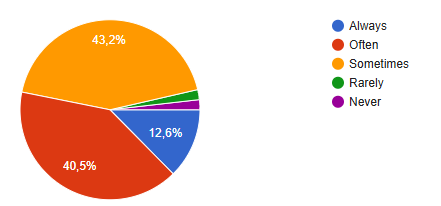
*The ways**students use AI tools in the* Negotiation Skills *ESP course*



The bar chart presents how students use AI tools in the Negotiation Skills ESP course. The most common use is **generating creative ideas for presentations or advertising** (75.7%), followed closely by **writing scripts and dialogues** (71.2%). A smaller majority use AI for **drafting essay content** (55.9%) and **reviewing specialized vocabulary** (48.6%). Only **6.3%** of students report **rarely or never using AI tools**, indicating broad adoption. These findings suggest that students primarily engage AI for creative and production-oriented tasks rather than rote vocabulary practice, highlighting AI’s role in supporting language output and communicative competence in ESP learning contexts.

**Figure 4**

*Frequency of using AI tools**in the* Negotiation Skills *ESP course*



The chart illustrates how frequently students use AI tools in the Negotiation Skills ESP course. The majority of students use AI tools either **sometimes (43.2%)** or **often (40.5%)**, indicating a high overall level of engagement. A smaller group, **12.6%**, reported **always** using AI, while very few students said they **rarely (1.8%)** or **never (1.8%)** used them. These results suggest that AI has become a regular part of most students’ learning routines, though not yet fully integrated into daily academic habits for all. The frequency of use reflects strong interest and perceived usefulness in AI-enhanced language learning.

**Figure 5**

*Students’ perceptions of the* ***usefulness of AI tools***

A colorful pie chart with numbers

AI-generated content may be incorrect.

The pie chart presents students’ perceptions of the **usefulness of AI tools** in the Negotiation Skills ESP course. A strong majority found AI tools either **very useful (47.7%)** or **useful (42.3%)**, indicating widespread satisfaction with their role in language learning. Only a small percentage of students were **neutral (5.4%)** or viewed the tools as **slightly useful (4.5%)**, while no participants considered them **not useful**. These results reinforce the high value that students place on AI-enhanced learning, particularly for improving communication, generating ideas, and receiving feedback. The overwhelmingly positive response suggests that AI integration meets key learner needs in ESP contexts.

**5. Discussion**

For the first research question*How do AI tools enhance student engagement, motivation, and language proficiency in the "Negotiation Skills" ESP course at HUFLIT, f*indings from classroom observations, interviews, and survey data collectively affirm that AI tools significantly contribute to student engagement and motivation in ESP learning. The integration of tools such as ChatGPT, Grammarly, and ELSA Speak fostered a dynamic learning environment, particularly during activities that required negotiation dialogues, pronunciation practice, and idea generation. Observational data indicated a high average engagement score of 4.6 out of 5, with students actively participating and demonstrating autonomy, especially in group-based tasks.

Interview responses reinforced this trend. Students reported that AI tools helped them express their ideas more clearly and confidently while enabling them to edit and refine content independently. They appreciated the interactivity and personalization offered by AI-powered role-play and pronunciation apps, describing them as both practical and enjoyable. Survey results echoed these sentiments: 85.9% of students rated AI as either useful or very useful, and over 75% used AI tools for creative language production, such as writing scripts or generating presentation content. These insights suggest that AI enhances language proficiency not only by offering immediate feedback but also by stimulating learner creativity and initiative.

In question 2 *What challenges, such as over-reliance and content inaccuracies, arise from integrating AI tools into ESP instruction, and how do they impact learning outcomes,* despite the overwhelmingly positive reception of AI integration, several notable challenges emerged. Classroom observations revealed instances of over-reliance, where students copied AI-generated content without critically engaging with it. In two sessions, instructors had to intervene to prompt deeper revision and contextual thinking. Furthermore, minor content inaccuracies and the occasional dependence on internet connectivity hindered seamless classroom execution.

Interviews further highlighted students’ concerns about these limitations. Some participants acknowledged difficulties in discerning whether AI suggestions were contextually appropriate or linguistically accurate. These issues underscore the risk of passive learning when AI tools are used without pedagogical mediation. While AI provided scaffolding, it was the instructors’ role in promoting critical reflection and contextual judgment that ensured meaningful learning. Consequently, the effectiveness of AI tools is directly linked to teacher facilitation and the students’ digital literacy.

Move to the third question*What practical recommendations can be developed to optimize the use of AI in ESP curriculum design while fostering digital literacy among educators and learners,* based on the triangulated findings, several practical recommendations can be proposed. First, AI tools should be embedded within task-based and communicative activities that promote critical thinking. Teachers should design assignments that require students to not only use AI-generated suggestions but also evaluate and refine them collaboratively. This approach ensures that AI functions as a support mechanism rather than a crutch.

Second, training sessions on AI literacy should be provided for both educators and students. These sessions should cover how to critically assess AI outputs, identify potential inaccuracies, and ethically integrate AI into learning tasks. Since 43.2% of students reported using AI tools “sometimes” and 40.5% “often,” there remains a gap in consistent usage that could be bridged through structured curriculum support and institutional encouragement.

Lastly, instructors should be equipped with clear guidelines and contingency plans to handle technical issues and prevent misuse. Incorporating reflective activities, such as peer reviews or guided discussions about AI-generated content, can further enhance digital awareness and learning depth. In this way, AI integration in ESP can shift from being merely technological adoption to a transformative educational strategy.

**6. Conclusion**

This study explored the integration of AI tools into the *Negotiation Skills* ESP course at HUFLIT, highlighting their impact on student engagement, motivation, and language development. Drawing from classroom observations, student interviews, and survey results, the findings reveal that AI technologies such as ChatGPT, Grammarly, and ELSA Speak significantly enhance the learning experience by providing real-time feedback, facilitating idea generation, and promoting learner autonomy.

The results suggest that when thoughtfully guided by instructors, AI tools foster a highly interactive and student-centered environment. Most students reported improvements in performance and found AI to be both useful and engaging. However, challenges such as over-reliance on AI-generated content and occasional inaccuracies underscore the need for balanced and critical use. These limitations reaffirm the essential role of instructors in scaffolding learning and promoting digital literacy.

To optimize AI integration in ESP instruction, it is recommended that educators embed AI within communicative tasks, provide training on AI literacy, and encourage reflective use of AI outputs. As AI becomes increasingly prevalent in language education, equipping learners with the skills to critically engage with these tools is vital. Ultimately, AI can serve as both a linguistic resource and a pedagogical facilitator, contributing meaningfully to ESP curriculum development when used strategically and ethically.

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**Bionote**

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**Appendices**

**Appendix A: Observation checklist**

| **Observation Criteria** | | **High** | **Moderate** | **Low** | | **Notes/Examples** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Students actively participate in AI-facilitated activities. | | ☐ | ☐ | ☐ | |  | |
| 2. Students demonstrate interest/motivation when using AI tools. | | ☐ | ☐ | ☐ | |  | |
| 3. Students collaborate with peers during AI-based tasks. | | ☐ | ☐ | ☐ | |  | |
| 4. Students ask questions or seek clarification about AI outputs. | | ☐ | ☐ | ☐ | |  | |
| 5. Students exhibit improvement or fluency through AI engagement. | | ☐ | ☐ | ☐ | |  | |
| **Observation Criteria** | | **Yes** | **No** | **Partially** | | **Notes/Examples** | |
| 6. Students use ChatGPT for language practice (e.g., generating responses, role-plays). | | ☐ | ☐ | ☐ | |  | |
| 7. Students use Grammarly for writing correction and revision. | | ☐ | ☐ | ☐ | |  | |
| 8. Students use ELSA Speak or similar apps for pronunciation practice. | | ☐ | ☐ | ☐ | |  | |
| 9. Students engage in negotiation simulations with AI bots. | | ☐ | ☐ | ☐ | |  | |
| 10. Students use AI tools independently with minimal instructor support. | | ☐ | ☐ | ☐ | |  | |
| 11. Students reflect on AI feedback (e.g., revise based on AI suggestions). | | ☐ | ☐ | ☐ | |  | |
| **Aspect** | **Rating (1–5)** | | | | **Comments** | |
| Integration of AI into the lesson | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 | | | |  | |
| Student engagement with AI tools | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 | | | |  | |
| Effectiveness of AI in enhancing language learning | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 | | | |  | |
| Quality of instruction/facilitation | ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 | | | |  | |

**Appendix B: Interview Questionnaire**

**Student Interview Questions: AI-Enhanced English Learning**

1. How do you usually use AI tools (e.g., ChatGPT, Grammarly, ELSA Speak) when learning English?
2. What do you think are the most helpful features or benefits of using AI tools in your English learning process?
3. Have you faced any challenges or limitations when using AI tools to learn English? Can you give an example?
4. Do you think using AI tools has improved your English skills (e.g., writing, speaking, vocabulary)? Why or why not?
5. If you could improve or change one thing about the AI tools you use for learning English, what would it be?

**Appendix C: Survey Questionnaire**

**SURVEY QUESTIONNAIRE**

Title: Using AI for Teaching and Learning ESP: Benefits and Recommendations

Target Group: Third-year Business English majors – Negotiation Skills course

Purpose: To gather student feedback on the effectiveness and experience of using AI tools in learning

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Question 1: How would you evaluate the overall effectiveness of integrating AI into the Negotiation Skills course?

☐ Very effective

☐ Effective

☐ Neutral

☐ Ineffective

☐ Not effective at all

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Question 2: How has your engagement and motivation changed when using AI tools in your learning?

☐ Significantly increased

☐ Slightly increased

☐ No change

☐ Slightly decreased

☐ Significantly decreased

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Question 3: What types of learning activities do you most often use AI tools for?

☐ Writing scripts and dialogues

☐ Generating creative ideas for presentations/advertising

☐ Reviewing and practicing specialized vocabulary

☐ Drafting content for essays or writing tasks

☐ Rarely or never use AI tools

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Question 4: Do you feel that you rely too much on AI tools when completing assignments or preparing lessons?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

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Question 5: How useful do you find AI tools (e.g., ChatGPT, Magic School, Gemini) in supporting your learning in Business English?

☐ Very useful

☐ Useful

☐ Neutral

☐ Slightly useful

☐ Not useful

*Thank you for your answers. We will keep them in privacy.*