

# Research on the Teaching Application of AI Corpus-Assisted Expression Training in College Business English Courses

Guofang Kou<sup>1,\*</sup>

<sup>1</sup> School of English Literature, Xi'an Fanyi University, Xi'an, Shaanxi, 710105, China

Corresponding authors: (e-mail: 106330967@qq.com).

**Abstract** As Artificial Intelligence (AI) technology is developing rapidly, the application field of AI corpora in college business English teaching has been enlarging step by step, especially in language expression practice. This paper concisely introduces the basic concept and technical background of AI corpora, and their advantages in enhancing the business English expression ability of students, optimization of learning resources, and personalized learning experiences. It elaborates on the application of AI corpora in classroom instruction, including corpus analysis, expression practice, and instant feedback, based on some teaching instances. The results show that AI corpus-based training can significantly improve the business writing, oral communication, and cultural adaptability performance of students. This provides both practical proof and theoretical basis for wider integration of AI technology in future business English teaching syllabuses.

**Index Terms** AI corpus, business English, expression training, Teaching application

## I. Introduction

The development of economic globalization and the "Belt and Road Initiative" strategy have brought about extensive changes in China's social production and everyday life. They have also promoted a wider range of industries, which has made the demand for professionals in various fields expand [1]. Supported by information and internet technologies and amid China's rapid economic growth, business English education has been keeping up by constructing and developing relevant corpora to meet talent demands. This flexible content mechanism has been successful in cultivating a large number of interdisciplinary talents [2]. The Outline for Building a Leading Education Power (2024–2035) makes it clear: "To respond to the development of the digital economy and future industries, efforts should be made to reinforce curriculum system reform and optimize the structure of academic disciplines. Standards for teachers' and students' digital literacy should be developed and refined, and the application of artificial intelligence in augmenting the teaching force should be deepened. An AI-facilitated education model should be developed. Cloud-based schools should be established. An education evaluation and scientific decision-making system backed by big data and artificial intelligence should be established" [3]. With the rapid development of AI technology, its application in education has attracted widespread attention, particularly in the teaching of listening, speaking, and viewing in college business English courses.

As a highly practical and application-oriented field, teaching of business English is desperately seeking newer content and methods of teaching. Traditional approaches to teaching are not sufficient to address the dynamics and complexity of the international business environment [4]. The introduction of AI corpora has provided new avenues and possibilities for teaching business English. By analyzing large amounts of authentic business language data, AI corpora can give students plentiful language input, enable them to grasp idiomatic language, and build communicative competence. Therefore, research on the application of AI corpora in business English teaching at the university level is not only a practical response to national policy plans, but also a necessary step to improve teaching quality and cultivate high-caliber international talent.

## II. Integration of AI Corpora and Business English Teaching

### II. A. Overview of Artificial Intelligence and Corpus Technology

Artificial Intelligence (AI) technologies, in particular Natural Language Processing and Machine Learning, have been applied widely in various fields.

AI corpora in business English teaching primarily employ big data analysis and machine learning algorithms to provide learners with efficient, accurate language material and immediate feedback. Corpus linguistics varies from other branches of linguistics in that it relies on enormous amounts of actual language data and observation, and through systematic observation

of these corpora, it derives theoretical data regarding the English language.

This forms a data-supported foundation for the development of new linguistic theories. By having access to real-time, authentic translation corpora, students can internalize translation theories learned in class, enhance practical translation competences, and actually expand the time and space for pre- and after-class learning and practice [5].

## ***II. B. Core Objectives and Needs of Business English Teaching***

Business English is a lingua franca based on some particular commercial domains, grounded in expert knowledge, and for particular business functions. Compared to traditional English language and literature education, business English education is more aligned with the demands of the industry, so its teaching goals are more specific and its applied nature is more evident. It aims to meet the demands of the local export-oriented economy and develop composite professionals with global vision, command over an internationally recognized language, and in-depth international business skills [6]. Traditional business English teaching models are often limited to textbooks and predetermined teaching materials, which are inadequate to address the dynamic modern business environment. Common issues faced by students are: how to use correct business terminology to communicate successfully, how to express opinions fluently in meetings, and how to manage linguistic differences in intercultural communication.

## ***II. C. Significance of AI Corpora in Business English Teaching***

The greatest value of AI corpora is that they are able to provide one-to-one, real-time language practice and feedback. As students vary in learning speed and language level, traditional teaching cannot provide specialized teaching with ease. In contrast, AI corpora can filter and match the content to the learning needs of every student and provide real-time corrections. This personalized learning path helps in focused practice of weak areas, thereby improving language application skills of the learners. Furthermore, AI corpora are able to simulate actual business scenarios and provide task-based learning examples, which enable students to learn from practice exercises and reinforce overall abilities to deal with real business situations. Most importantly, AI corpora open access to cross-cultural communicative resources, allowing students to understand diverse cultural contexts and use business English for successful intercultural communication [7].

## **III. The Imperatives and Development Directions of Business English Education in Chinese Universities Under the Impetus of Globalization**

### ***III. A. Reshaping Language Competence in Alignment with National Strategies***

Against the backdrop of China's active promotion of the "Belt and Road Initiative" and the building of a community of human destiny, language is no longer merely a means of communication, but a requisite carrier of national soft power and international discourse power [8]. Business English teaching in colleges and universities has the mission of assisting the external communication of the country, building a foundation platform for fostering all-around leading talents with international vision and communication skills. Language teaching must transcend the mission of simply teaching students to "speak," but instead focus on enabling them to "speak effectively, speak confidently, and speak for the nation." This strategic function calls for a more sophisticated cultivation of expressive competence in the language curriculum.

### ***III. B. Responding to Global Workplace Standards for Communication Skills***

The pace of globalization has accelerated cross-border collaboration in the workplace, and business communication has become increasingly complex and professionalized [8]. Traditional language teaching models centered on language knowledge can no longer meet the sophisticated demands for goal-oriented communication, pragmatic awareness, and contextual adaptability in the workplace. International companies are paying increasing attention to whether potential workers can communicate effectively, precisely, and cooperatively across functional teams in dynamic business contexts. As a reaction, business English curricula must better prepare students for "practical communication competence" so that they can conduct communicative tasks from message conveyance to taking action. Thus, the cultivation of logical expression, pragmatic competence, and flexible application has been a basic teaching priority.

### ***III. C. Addressing the Challenges of Multicultural Communication Adaptation***

With more international business collaboration today, intercultural communication is no longer incidental but a regular part of workplace communication [9]. Students are not just confronted with language differences but also with deeper cultural mismatches, value conflicts, and miscommunication dangers. This reality requires university English instruction to render students increasingly culturally attuned and strategically alert to their communication, so that they acquire adaptable, logically coherent, and respectful expressive tendencies. In such environments, effective language use relies more on cultural appropriateness than on grammatical correctness. The ability to achieve semantic accuracy and cultural appropriateness of expression has become a primary instructional goal, with direct implications for communication effectiveness and

relationship building.

### ***III. D. Upgrading Language Competence in Response to Technological Change***

The rise of artificial intelligence, virtual work, and global collaboration platforms is reshaping the ways language is developed, disseminated, and interpreted. Modern business communication is more and more dependent on digital platforms, algorithmic feedback, and multimodal expression [10]. This shift means that language is no longer bound to face-to-face interaction but must keep pace with "cross-platform interaction and co-creation with technology." In this new framework of communication, students must learn both platform agility and technical literacy, gaining the ability to optimize language, balance expressions, and adapt digital contexts through the assistance of AI tools. Therefore, universities should cultivate students' digital communication awareness to make them understand the intrinsic logic of language use in the intelligent era.

### ***III. E. Fostering Lifelong Expressive Awareness and Growth***

Language is not a once-and-for-all acquired static competence, but a dynamic capacity that grows alongside one's professional development and life-long learning [11]. Students are faced with expression tasks in different industries, contexts, and media after they graduate. Therefore, business English instruction can no longer be limited to in-class, short-term training. It should guide students to gain transferable and sustainable expressive awareness and self-development mechanisms. This includes empowering students to adapt, modify, and redefine their communication in future contexts, giving them the capacity for proactive expression, critical reflection, and expression reconstruction. The cultivation of "lifelong expressive competence" is emerging as a core task of higher language education in the global age [12].

## **IV. Challenges Facing the Development of Business English Majors in the New Era**

### ***IV. A. Outdated Curriculum Content Failing to Align with Industry Development***

As the global business landscape continues to evolve—driven by the digital economy, e-commerce across borders, and artificial intelligence—business language use also undergoes tremendous changes. However, most Business English courses at the university level still teach with content that is outdated and focused primarily on the writing of business letters and basic oral practice. The syllabi have not been revised with new terminologies and situational applications required by new industries. As a result, students find it hard to adapt to work requirements upon graduation, showing a clear gap between academic learning and workplace practice. Especially in complex tasks like global trade negotiations and digital marketing, students lack both the linguistic resources and cognitive schema required. A concerted curricular update is therefore necessary to achieve a closer alignment between educational objectives and real-world industry demands, enhancing graduate employability and workplace readiness.

### ***IV. B. Limited Practical Opportunities Hindering Language Application Skills***

Business English is an applied field of study whose effective learning is predicated on exposure to real or simulated communicational contexts. However, most current teaching methods remain lecture-oriented with minimal space for experiential learning or cross-disciplinary integration. The students are rarely given any real-life scenarios to practice and reinforce their expressive abilities and communication tactics. In such critical areas as business negotiations, meetings, and customer communication, insufficient real-life training results in poor fluency, inadequate logical articulation, and low interactional competence. This "theory over practice" approach prevents the students from acquiring functional language ability. To address this, universities must initiate enterprise-based training programs, AI-backed simulation platforms, and case-study-based teaching frameworks to expand the language use channels of students and strengthen their overall communicative capacity.

### ***IV. C. Homogeneous Faculty Structure Hindering Interdisciplinary Talent Cultivation***

The majority of Business English faculty members in universities have language-related backgrounds with no expertise in business, economics, law, or management. This sole faculty profile limits the delivery of content reflecting the interdisciplinary and professional features of modern business contexts. Moreover, the majority of teachers are not proficient in using AI tools or corpus software, which results in outmoded pedagogy and a lack of innovation in instruction. Preparing flexible, cross-disciplinary professionals requires more than language training—it depends on exposure to various knowledge systems and intercultural communicative competence. Universities thus must shape up their faculty profile by recruiting cross-field specialists and by providing ongoing training in digital literacy and integrated pedagogy to enhance general teaching quality and future readiness.

### ***IV. D. Insufficient Focus on Intercultural Communication, Limiting Global Competence***

As Chinese companies have accelerated their internationalization, intercultural communication has become a decisive

competency for business professionals. However, many Business English programs still concentrate on language mechanics only, without developing students' cultural sensitivity and adaptive communication capacity. There is, in practice, no structured teaching of business etiquette, communication styles, and cross-cultural value differences. As a result, students have a tendency to commit cultural gaffes or misunderstandings in international contexts, undermining both communication effectiveness and relationship building. To foster globally competent graduates, intercultural aspects must be fully integrated into the curriculum. Teaching approaches such as case study, role-play, and multilingual comparison must be used to develop students' cultural awareness and strategic communicative competence.

#### ***IV. E. Low Integration of Digital Literacy and AI Technologies in Instruction***

Confronted with the rapid evolution of digital learning and artificial intelligence, Business English teaching is undergoing a paradigm shift. Yet many institutions continue to adopt conventional teaching and testing methods, without engaging with AI corpora, intelligent writing tools, and virtual simulation platforms. Students have minimal exposure to digital learning platforms, which not only hinders their language learning but also limits their flexibility in technology-mediated business environments. Compounding the issue, some teachers lack the knowledge or awareness to effectively utilize these technologies in instruction. Cultivating digital literacy and achieving widespread incorporation of AI in teaching are therefore unavoidable directions for reshaping Business English education in universities today.

### **V. Designing Business English Expression Training in Colleges Based on AI Corpora**

#### ***V. A. Integration of Teaching Objectives and AI Corpora***

##### ***V. A. 1) Designing Application-Oriented Instructional Goals***

Against the backdrop of the new era, Business English teaching in universities is undergoing a shift from traditional knowledge impartation to the integration of language competence and professional competence. Therefore, in teaching reform with the support of AI corpus, teaching objectives must be oriented towards students' practical language use competence, with the coordination between expressive products and communicative contexts being emphasized. Rather than being structured around grammar acquisition or vocabulary learning per se, the curriculum is reconfigured around three areas of competency: "business writing skills development," "oral communication strategies training," and "intercultural communicative literacy development." Each dimension has within it learning outcomes that can be assessed, e.g., the ability to produce coherent, appropriately toned business emails, or the ability to articulate and argue for positions clearly in meetings. These goals provide a realistic orientation and form a logical basis for curriculum development, grounding all instructional activities in real use and actually bridging the gap between classroom learning and workplace demands.

##### ***V. A. 2) Deep Integration of AI Corpora into Instructional Content***

In fulfilling application-oriented teaching objectives, AI corpora play an increasingly indispensable role in content creation. Instructors select high-frequency, authentic, and normalized business language examples from the corpus as core instructional materials. They are aligned with unit goals and student proficiency levels to scaffold expression tasks from elementary to advanced. There is a complete cycle of "input—practice—output—feedback" in the process. The corpus not only provides templates and model texts but also employs semantic analysis to propose appropriate linguistic styles, business contexts, and pragmatic strategies. This moves content development from textbook-based models to a dynamic, data-driven instructional system. Further, material for each lesson can be dynamically adjusted based on immediate feedback from students and system analytics, making "differentiated instruction" and "on-demand delivery" a tangible reality in modern pedagogy.

##### ***V. A. 3) Constructing Personalized Learning Pathways through AI Feedback***

Traditional teaching struggles to address the diverse language proficiency, learning tendencies, and expression styles of learners. But the AI corpus system offers a viable solution through the means of its learn-data recording capabilities and the generation of individualized feedback. The system also continuously tracks students' recurring issues in writing and speech—such as syntactic errors, awkwardness, or incoherence—and builds up an individual learning profile. The automatically produced "expression ability diagnostic report" can subsequently be used by teachers to prescribe personalized learning exercises and provide focused feedback for improvement. The students may also select practice materials based on the feedback, which enables them to practice specific weak points. This intelligent path planning reinforces learning effectiveness and motivation, enables independent learning and metacognitive awareness, and changes pedagogy from "uniform instruction" to "intelligent scaffolding."

#### ***V. B. Application of AI Corpora in Business Writing Training***

##### ***V. B. 1) Intelligent Generation of Personalized Writing Tasks***

For business English writing teaching, the authenticity and specificity of the task have a significant impact on student

engagement and quality of output. Through the help of AI corpora, teachers can devise writing assignments for various industries, professional roles, and levels of expertise—for instance, a reply to a customer complaint for students interested in e-commerce, or an investment report for finance students. The various instances and structured models included in AI corpora provide a multitude of resources for this type of assignment development. These materials not only supply students with writing stimulus but also subject them to authentic rhetorical structures and field-specific vocabulary. Through repeated practice in targeted writing contexts, students develop a stronger sense of text organization and communication reasoning, and thereby improve their ability to transfer writing skills to real workplace contexts.

#### **V. B. 2) Corpus-Driven Assessment and Instant Feedback Mechanism**

A chronic issue in traditional writing instruction is the lack of timely and specific feedback, which diminishes the value of practice. AI corpus platforms address this by directly analyzing student work on multiple levels: grammatical accuracy, lexical appropriateness, syntactic diversity, tone consistency, and contextual relevance. Not only does the feedback system identify errors, but it also gives concrete suggestions and reference utterances for rewriting. Teachers can use this structured feedback to deliver more precise and personalized teaching, thus enhancing the precision of their teaching. Particularly in large-class settings, AI is a "first-round reader," alleviating the tedium of manual grading and enabling a viable and efficient model of "human-machine collaborative instruction" in writing development.

#### **V. B. 3) Iterative Revision and Development of Language Transfer Skills**

Effective business writing is rarely achieved in a first draft but rather evolves through a process of revision and refinement. The AI corpus system supports multiple cycles of submission and feedback, encouraging students to reshape their writing based on feedback and compare versions across progress. This circular activity provokes students' awareness of linguistic appropriacy, textual cohesion, and stylistic appropriateness. Furthermore, the corpus provides model language materials – e.g., standard introductions, transitions, and politeness formulas – that students can memorize and incorporate into future assignments. This language transfer enables the development of personal expression and the ability of students to transfer their writing to a range of business contexts. Students ultimately progress from rule-bound imitation to confident, audience-aware writing.

### ***V. C. AI-Driven Oral Training and Scenario Simulation***

#### **V. C. 1) Task-Based Oral Training Grounded in Real Business Contexts**

Traditional classroom instruction of Business English has a tendency to remain at the level of scripted dialogues or mechanical drills without any real communicative contexts. Based on AI corpora, teachers can now design task-based speaking tasks that are embedded in real business contexts – e.g., client phone calls, product pitches, or negotiation launches. Each task is related to one particular communicative goal and specified role, allowing students to engage in purposeful, contextualized language use. With the help of AI corpus resources, learners are exposed to industry-specific vocabulary, common discourse structure, and interactional conventions, acquiring fluency along with appropriateness. This "role-led, objective-driven" methodology enables learners to perform in workplace-like situations, building their ability for speech planning, strategy use, and professional speaking confidence.

#### **V. C. 2) Real-Time Feedback via Speech Recognition and Language Analytics**

AI corpus systems have speech recognition engines that are able to assess learners' spoken output in real time. Key parameters such as pronunciation accuracy, intonation, speech pace, syntactic accuracy, and semantic coherence are assessed automatically. The system gives detailed feedback within minutes of task completion, highlighting specific phonetic errors or delivery issues and suggesting clarity, prosody, or style enhancement. Teachers can then provide targeted instruction based on the feedback data, shifting the model of instruction from "teacher-led correction" to "AI-supported guidance." This allows students to go through a cycle of practice, reflection, and revision, ultimately improving their phonological control, natural delivery, and pragmatic appropriateness in spontaneous communication. This type of intelligent support renders oral training a data-driven, responsive process.

#### **V. C. 3) Progressive Scenario Simulation for Strategic Language Use**

Business communication often involves dealing with unforeseen situations, contentious opinions, and intercultural ambiguities. To help students become accustomed to such complexities, teachers can create incremental simulation chains from AI corpora – for example, a three-step scenario involving "first client meeting," "proposal discussion," and "price objection handling." Students must adjust their language strategies dynamically at each stage, negotiating approaches, toning down, or clarifying positions. The system records performance metrics such as response latency, hesitation patterns, and strategy frequency, and provides reflective feedback on interaction success. This exercise consolidates students' ability to



employ language strategically, react to difficulty, and manage communicative flow. Students move from formulaic speech towards strategic competence as they progress, growing more confident in their handling of real-time business interaction with agility and professionalism.

#### V. D. AI Training for Cross-Cultural Communication Competence

##### V. D. 1) Building Multicultural Input Frameworks and Raising Awareness of Cultural Differences

Language is not only a tool for communication in global business but also a carrier of cultural values and ideologies. Without enough cultural input, students are bound to make mistakes of misunderstanding or inappropriate expression in intercultural communication. AI corpora provide genuine real-world business communication examples from a number of various regions—e.g., the U.S., China, Europe, and Southeast Asia—on issues like greeting rituals, titles, negotiation styles, and politeness strategies. These materials allow students to identify both cultural universals and variation through comparative exposure. Teachers can design analytic activities around these corpora to guide students to observe key intercultural dimensions like directness vs. indirectness or individualism vs. collectivism. This "culture-first, language-second" pedagogical motivation allows students to learn cultural sensitivity prior to linguistic production, enhancing both the sensitivity and precision of their communication.

##### V. D. 2) Culturally Adaptive Language Practice through Task-Based Scenarios

Cultural knowledge is not sufficient; intercultural communication must be practiced through tasks in context. Using AI corpus content, teachers can assign culture-sensitive exercises such as "role-playing U.S.–China negotiation protocol" or "identifying communication taboos with Middle Eastern customers." Such exercises require students to adapt language to cultural convention – choosing the appropriate tone, degree of directness, or formality based on the intended audience. The AI application evaluates student work for cultural suitability and identifies risk areas of over-directness, offensive wording, or inappropriate humor. Through repetitive practice and instantaneous system feedback, students learn not only the skill of saying things appropriately but also the tactical skill of how, when, and why to say them in intercultural interactions. This fosters the development of cultural agility and linguistic flexibility, both of which are essential for global business success.

##### V. D. 3) Reflective Feedback and Internalization of Intercultural Expression

True intercultural competence requires long-term reflection and refinement. The AI corpus system takes this further by providing analytic feedback not only on grammar and vocabulary but on intercultural misalignments as well – for example, sentences that might be perceived as being too confrontational or culturally insensitive. This can be used by instructors to support reflective discussion or peer analysis, where students reframe their formulations and explore alternative approaches. Students gradually internalize frameworks of culturally appropriate language usage through cycles of production, reflection, and subsequent re-production. The repetitive cycle leads to what can be called "intercultural expression awareness" – the ability to consciously adapt one's communication to different cultural environments. Students eventually gain the confidence and competence to perform subtle, respectful, and effective cross-cultural business communication.

### VI. A Practical Case Study of AI Corpus-Based Business English Teaching in Colleges – A Simulation of Sino-American Business Negotiation

#### VI. A. Case Overview

This case applies AI corpora to support business English teaching by creating a simulated scenario of a Sino-American business negotiation. The aim is to help students enhance their linguistic expression and adaptability in a cross-cultural business environment. With the support of data drawn from AI corpora, students are immersed in a realistic business negotiation simulation where they engage in role-playing. They receive real-time feedback throughout the process, enabling them to more fluently and effectively apply business English in actual international communication contexts.

#### VI. B. Case Objectives

Case Objectives is shown in Table 1.

Table 1: Case Objectives

Objective Dimension	Objective Description
Oral Expression Objective	Simulate business negotiation scenarios to help students master oral communication skills in business English, including accurately conveying intentions and making effective rebuttals.
Cultural Communication Objective	Use AI corpora to analyze the characteristics of business communication in Chinese and American cultural contexts, enhancing students' ability to understand and adapt to cultural differences.

Business Negotiation Objective	Through multiple rounds of simulated negotiation, students will be able to proficiently use business English for decision-making and strategy development, learning to reach consensus and resolve conflicts.
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## VI. C. Implementation Process

Implementation Process is shown in Table 2.

Table 2: Implementation Process

Stage	Teacher Activities	Student Activities	Design Intent
Preparation Stage	The teacher introduces the basic concepts and skills of business negotiation, presents examples from the AI corpus of Sino-American negotiations, explains cultural differences, and guides students to learn relevant business terminology.	Students use the AI corpus to study and become familiar with relevant terms and expressions used in Sino-American business negotiations, preparing for role-play activities.	To help students understand the basic process of business negotiations and the impact of cultural differences.
Role Assignment	The teacher assigns roles and clarifies tasks, ensuring that each student understands their position in the negotiation, using sentence patterns from the AI corpus.	Students participate in the simulated business negotiation based on their assigned roles, using sentence structures and expressions provided by the AI corpus.	To enable students to apply business English in realistic scenarios and improve their communication skills.
Negotiation Simulation & Feedback	The teacher uses feedback reports generated by the AI corpus to analyze students' performance during the negotiation and provides guidance based on the system's feedback.	Students conduct simulated negotiations and adjust their expressions based on real-time feedback from the AI corpus, while participating in the teacher's comments.	To help students identify their shortcomings in language use and make immediate improvements.
Summary & Analysis	The teacher leads students in reviewing each round of negotiation, analyzing problems in expression and strategy based on the feedback reports, and strengthening negotiation skills.	Students analyze the strengths and weaknesses of their communication in collaboration with the teacher, discuss AI feedback, and conduct follow-up practice.	To deepen students' understanding of their progress and areas for improvement.

## VI. D. Outcome Analysis

### VI. D. 1) Improvement in Oral Fluency

After implementing AI corpus-based business English training, students' fluency in business negotiations and oral expression significantly improved. Through the simulated Sino-American negotiation scenarios, students were better able to adapt to real business communication environments and developed the ability to organize their speech quickly and articulate their ideas clearly under pressure. According to data analysis, students' oral fluency increased from 62% before implementation to 80% afterward—an improvement of 18 percentage points. This demonstrates the AI corpus's role in enhancing fundamental language competence and students' adaptability during real negotiations.

### VI. D. 2) Enhancement in Business Terminology Mastery

During the expression training phase, students' mastery of professional business terminology greatly increased. The AI corpus provided realistic business scenarios, allowing students to accurately and appropriately use relevant terminology in negotiation and communication contexts. Their mastery rate rose from 54% to 88%, reflecting a 34 percentage point improvement. This indicates that students became more confident and precise in using professional terms, thereby enhancing both the professionalism and accuracy of their communication.

### VI. D. 3) Growth in Cultural Adaptability

In the simulated Sino-American business negotiations, students became more adept at identifying cultural differences and adjusting their communication strategies accordingly. For instance, American negotiators tend to use direct and concise language, while Chinese counterparts often favor more indirect and polite expressions. After becoming aware of these differences, students adapted their language use more flexibly, leading to more effective cross-cultural communication. Cultural adaptability scores increased from 58% to 82%, a rise of 24 percentage points.

### VI. D. 4) Increased Student Satisfaction and Engagement

Student satisfaction and engagement in AI corpus-assisted business English training both saw substantial improvement. As shown in Table 3, Post-course satisfaction rose from 72% to 91%, an increase of 19 percentage points. Engagement levels also climbed significantly, from 78% to 96%. This indicates that the AI corpus not only sparked greater interest in learning

but also enhanced students' motivation and active participation, particularly during the multiple rounds of simulation and real-time feedback.

Table 3: Student satisfaction and engagement in AI corpus-assisted business English training

Indicator	Before Implementation	After Implementation	Improvement
Oral Fluency	62%	80%	18%
Mastery of Business Terminology	54%	88%	34%
Cultural Adaptability	58%	82%	24%
Student Satisfaction	72%	91%	19%
Learning Engagement	78%	96%	18%

## VII. Conclusion

In the midst of a powerful wave of globalization, the integration of artificial intelligence and business English is like the intersection of two dynamic forces, giving rise to new possibilities for innovation in education. The AI corpus is more than a tool for language learning—it is a good bridge across cultural divides and a solution to communication issues. It not only teaches language skills to students, but also intercultural flexibility and awareness. This visionary and innovative pedagogical practice enhances possibilities for vision and reflection. It opens up a new pathway for the cultivation of internationally capable talents in the years to come.

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