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How to Modify ESP Tasks along TBLT with the Assistance of AI

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Abstract

With the dominant role of Artificial Intelligence in Teaching and Learning English, the teachers are supposed to do things differently in their own contexts. The researcher has applied AI in modifying the tasks in Business English to generate task ideas, create resources and design lessons along Task-based Language Teaching. Tasks are designed based on needs analysis and target tasks. At University of Economics Ho Chi Minh City in Vietnam, 200 students who major in Business Studies at intermediate level participate in the research during 90 hours for two semesters. Data collected from the teacher observation and the questionnaire proves that the model of adaptation has brought many benefits to the students in terms of learning outcomes as well as positive emotions. The results show most of the students can achieve their goals in their studies and their future jobs. More importantly, the model can enhance the well-being of the students and the teachers.

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Keywords: AI, TBLT, Tasks, Business English

1. Introduction

At University of Economics Ho Chi Minh City in Vietnam (UEH), most of the students major in Business English, therefore, the main coursebooks are designed by School of Foreign Languages at UEH, which are English for Business 1 & 2. With the emerge of Artificial Intelligence (AI) in Teaching and Learning English, the researcher as a teacher needs to do things differently in the educational context. The question is how to integrate AI into ESP syllabus to design effective tasks as supplementary resources to meet the needs of the students and to meet the demand of the job markets which is changing because of the revolutionizing of AI. AI is just a useful tool facilitating the process of planning the lessons, however, the teacher plays the key role in planning the tasks and activities, selecting the materials, assessing the quality of the content and measuring the learning outcomes by giving the detailed instructions to get the right responses from AI. To adapt the curriculum to the needs analysis of the students, the teacher is supposed to modify the tasks and activities during the course in her own context. By doing this more efficiently, AI is considered as a crucial tool to support the teacher to generate task ideas, create resources and design lessons along Task-based Language Teaching

(TBLT). This modification follows the principle of TBLT because tasks are designed based on needs analysis and target tasks. In this research, 200 students who study Business Studies at intermediate level participate in the research during 90 hours for two semesters. Data collected from the teacher observation and the questionnaire proves that the model of adaptation has brought many benefits to the students in terms of learning outcomes as well as positive emotions in the learning performance. The results show most of the students can achieve their goals in their studies and their future jobs. More importantly, the model can enhance the well-being of the students and the teachers to some extent.

2. LITERATURE REVIEW

2.1. The impact of Generative AI (GenAI) on TESOL:

According to Edmett et al.(2023), AI can reshape the future role of the teachers and make pedagogical shifts in educational landscape. The impact of AI on TESOL over the next few years will be transformative. The view is that it not only affects the practices of teaching and learning English but it also influences motivation to learn English. GenAI can create texts, speeches, images and advanced learning machines. It can streamline lesson planning and make assessments for teachers and provide interactive practice environments to students.

The changes in the job markets will drive the motivation to learn English. It is important to distinguish two aspects: the need to use English and the motivation to learn English. AI will have the impact on the employment rather than changes in skills required within employment. The question arises “What changes should be made to TESOL curricula to address the evolving role of English in a labour market increasingly influenced by AI?”

Besides motivation is a key consideration, GenAI can change the very nature of English language teaching. Two key areas are considered: the equity of access and personalization. The first factor must touch on the teachers. The explosion AI tools promise to aid teacher productivity, and free up more time for teachers to focus on teaching. We can look at one popular GenAI benefit, there seems to be real positive gain such as the creation of the materials. The best practice is that teachers need to be part of the creation process, identifying the bias or inaccuracies in AI generated material and content. The teachers need to be competent in the area of output.

Personalisation is also a key advantage of AI in English Language Teaching and education. Tailored instruction will allow the students to learn what they need and when they need that best suits how they learn.We should bear in mind that one size fits all classroom model is outdated because the potential for education is transformative. (Edmett, 2025)

2.2. AI Assistance in ESP

The first column of ESP course design is needs analysis. ESP course designers need to answer the questions: who, where, when and why when they are building the program. Relevant questions about the target learners involve:

- *What knowledge and experience of the target discipline do they have?*

- *What proficiency level do they have?*

- *Why are they taking the course?*

- *How motivated are they to study?*

In addition to creating a template for needs analysis, AI tools can also be useful when analyzing the results of survey responses. The aim here is to use the students' self-proclaimed weaknesses to assess the suitability of existing course objectives and make adjustments as necessary.

AI tools can play a significant role in supporting ESP course design: needs analysis, learning objectives, materials and methods, and evaluation. In addition, AI can synthesize survey responses, identify language features, create learning materials, and provide feedback on learner output. To sum up, they provide more opportunities to enhance the effectiveness and personalization of ESP. While AI generates materials, teachers should adapt and integrate the materials into the course syllabus. Teachers can design interactive activities, foster collaborative learning environments to promote deeper understanding for students (Anthony, 2025). More importantly, the prompts for providing feedback which are provided to AI should be taken into consideration by the teacher. Full prompts should cover these components: context, limitations, audience, role, intent, format, inputs, end product, style and plus (+) which represents the flexible and adaptive dimension of the clarifies+ and framework (Barrot, 2026).

AI and textbooks - a model for adaptation (Newton & Vu, 2025)

ASSIST: AI can help teachers to do tasks that are time consuming or in providing feedback and giving options. The tasks involve in marking exercises, extracting text content from images or textbooks, producing list of words in text for students, generating detailed explanations, creating multiple-choice questions and blank-filling questions.

EXTEND: AI can assist in increasing the quantity of content in the textbook. The tasks involve creating longer versions of texts in textbooks, creating similar form-focused exercises and similar texts to those in textbooks.

TRANSFORM: AI can improve the quality of the content in the textbook. The tasks involve creating harder or easier versions of texts and exercises, changing the mode of texts from written to spoken, from textual to image, etc., changing a form-focused exercise into a language task, changing input-based tasks into output-based tasks and vice versa, localizing the contents of the text.

SUPPLEMENT: AI can create an entirely new content based on the textbook. The tasks involve creating new tasks to go along with a certain text, creating entirely new texts to go along with a task.

2.3. What is a task?

A language learning *task* is an activity which requires learners to use language, with an emphasis on *meaning* in order to attain an *objective*" (Ellis, 2003). According to Ellis (2018), task features cover four elements. Tasks should focus on communicating meaning. There are some kinds of gaps in the tasks. Students need to reply mainly on their own resources. More

importantly, the task has an outcome other than the use of language. The teaching approach of TBLT is to focus on meaningful tasks in which students use language purposefully to respond to the demand of the task and in which a focus on form is needed in the context of the task.

The tasks considered as effective tasks must meet the requirements of learner-oriented evaluation, performance-oriented evaluation and learning-oriented evaluation. This means tasks should be engaging and well-received by students, in which students can perform tasks successfully and tasks can deliver the intended learning outcomes.

Tasks which fit into the curriculum design process follow many steps. The first step is conducting a needs analysis to identify target domains and tasks. The second step is developing pedagogic versions of target tasks. The third step is arranging the tasks on the basis of task complexity. The fourth step is assessing task-based performance. The last step is evaluating the program in relation to the real world (Newton & Jitpaiboon, 2025).

A simple taxonomy of task types (Willis & Willis, 2007)

a. *Comparing*: This task type requires students to find similarities and differences between two or more items, ideas or people to use language to express how they are alike or unlike.
b. *Listing & Brainstorming*: The tasks can generate ideas or items related to a specific topic. Students can collect as many relevant words or phrases as possible.
c. *Matching:* The students have to match items from one set to corresponding items on a logical relationship.
d. *Ordering and Sorting:* The students are asked to arrange items according to a specific criterion or group into categories.
e. *Problem-solving*: In this task, students are faced with the problem and must work together to find a solution. This involves in discussion, evaluation and negotiation to achieve a practical outcome.
f. *Projects and creative tasks:* The tasks require more use of language and skills in which the students can create a more extended piece of work such as a poster, a presentation, a short story or a role-play.

Sharing personal experiences: The students can share about their own experiences, opinions and feelings, which makes language learning relevant to their personal contexts.

3. PROCEDURES

200 students who major in Business Studies at intermediate level in University of Economics, HCM City participate in the research during 90 hours for two semesters.To modify the tasks and activities based on the target tasks in the main coursebooks - English for Business 1 & 2 (Bui, Duong, Nguyen, Nguyen, 2026), AI can be used to collect and categorize the information

about needs analysis. At the beginning of the course, the students are asked to answer open-questions about their purpose, expectations, and the needs of studying ESP course. The supplementary tasks and resources are designed based on the students' needs and the requirements of their future jobs after graduation. This modification follows the principle of TBLT and AI is considered as a crucial tool to support the researcher to design lesson plans, generate task ideas and create resources. At the end of the course, the data of the research is collected through the teacher observation and the questionnaire. The questionnaire is also created by AI using the feedback about the needs analysis.

Questionnaire Structure:

- *Business English Vocabulary and Terminology: 3 items*
- *Preparation for Internship and Future Career: 3 items*
- *Academic Achievement: 2 items*
- *English Communication Skills: 4 items*
- *Practical Business English Competence: 3 items*
- *Overall Course Effectiveness: 3 items*

This questionnaire aligns directly with the five major needs identified in the needs analysis and is suitable for evaluating the extent to which students perceive that ESP course (COB1 and COB2) have helped them achieve their intended learning outcomes. (See Appendix)

The tasks should follow the designing steps in the design process: (Nunan, 2004)

1. *Identify potential tasks*:

Based on the target tasks in the coursebook, the teacher can ask AI to create some more tasks or activities which can engage the students to use the language in the real-life world. This activity seems to be more meaningful to them when they can apply what they learn in the practice.

2. *Develop resources*:

The teacher should provide specific information and instructions to AI and give it the learning context and their students' proficiency. The more detailed the description is, the more exactly AI's responses are. A variety of contents should be considered to get the learning outcome. The teacher can adapt the tasks and activities in the coursebook as follows (Newton & Jitpaiboon, 2025):

Step 1: merge and deduplicate

Step 2: enforce task criteria

Step 3: standardize task form

Step 4: group into domains

Step 5: output format

However, the priority of some steps can be considered depending on the task types, task format, the content of the resources, the complexity of the task and the purpose of the task. The supplementary tasks and resources should be a combination with the target tasks in the coursebook to make it a complete one.

3. Plan lessons

A. According to Willis' (1996) ***Task-Based Language Teaching Framework***, the lesson plan follows three steps:

TBLT Stage	Activities	Purpose
Pre-task	Brainstorming,vocabulary prediction...	Activate schema, introduce key language.
Task Cycle	problem-solving, group discussion, planning, reporting	complete a meaningful, real-world task with a focus on communication
Language Focus	Analysis of language, vocabulary practice, reflection	Draw attention to useful language forms.

4. Implement lessons

The tasks and activities are carried out by the students under the guidance of the teacher. This can be individual work or team work based on the type and the purpose of the task. The task outcome and the time limit are also mentioned.

5. Evaluate the task or the lesson

The teacher can assess the quality of the lesson and the quantity of the tasks by observing the learning activities and measuring the students' proficiency.

6. *Assess learning outcomes*

B. Assessment Rubric (Task Performance)

Criteria	Excellent (4)	Good (3)	Developing (2)	Beginning (1)
Task completion	Fully completes the task with well-supported ideas	Completes the task with mostly relevant details	Partially completes the task	Task largely incomplete
Fluency	Speaks smoothly with minimal hesitation	Generally fluent with some hesitation	Frequent pauses affect communication	Communication breaks down
Accuracy	Uses grammar and vocabulary accurately	Minor errors that do not impede meaning	Noticeable errors occasionally affect meaning	Frequent errors make understanding difficult
Interaction	Actively contributes, asks and answers questions, builds on others' ideas	Participates well with some support	Limited participation	Minimal interaction

Criteria	Excellent (4)	Good (3)	Developing (2)	Beginning (1)
Business vocabulary	Uses a wide range of topic-specific vocabulary appropriately	Uses adequate business vocabulary	Limited range with occasional misuse	Very limited vocabulary

AI's task judgement is so good because AI can offer a variety of real-world communicative tasks. The task is goal-oriented and observable, which can be performed in a professional context that results in an output. It serves as the context where tasks take place, not the task itself.

Learning outcomes are evaluated based on the needs analysis and supplementary tasks which are designed by AI with the teacher guidance. The aim is to find out if the students can reach their goals after finishing the ESP course or if the tasks and activities can enhance the students' learning outcomes as well as their well-being.

TASK MODELS MODIFIED WITH THE ASSISTANCE OF AI

A. DESIGNING LESSON PLANS ALONG TBLT

Prompt to AI: Based on the letter of job offer in the textbook, create the lesson plan with more tasks and activities along TBLT at B2 level. The lesson lasts for about 90 minutes.

Response: **TBLT Lesson Plan:** Understanding and Responding to a Job Offer Letter

Level: B2 (Upper-intermediate)

Topic: Job Offer Letter

Time: 80–90 minutes

Text: Job Offer Letter from ABC Media Agency

Main Outcome Task:

Students negotiate and respond to a job offer professionally through speaking and writing.

Learning Objectives

By the end of the lesson, students will be able to:

- *understand the structure and purpose of a job offer letter;*
- *identify important employment information;*
- *discuss job offers using appropriate business vocabulary;*
- *negotiate employment conditions politely;*
- *write a professional email accepting or requesting clarification about a job offer.*

TBLT Framework

1. Pre-task (15–20 minutes)

Activity 1: Warm-up Discussion

Task

Students work in pairs and discuss:

- Have you ever received good news by email?
- What information do you expect in a job offer letter?
- What should you consider before accepting a job?

Language Focus

Students naturally use:

- salary
- starting date
- contract
- benefits
- responsibilities
- working hours

Activity 2: Prediction Task

Students look only at the greeting and first sentence.

Question

Predict:

- Who wrote the letter?
- Why was it written?
- What information will probably appear?

Students compare predictions before reading.

2. Task Cycle

Task 1: Information Gap (20 minutes)

Goal: Identify key information in the offer letter.

Instructions: Students read the letter individually. Complete the table.

Information	Answer
Company	ABC Media Agency
Position	Marketing Coordinator
Start date	15 August
Deadline to accept	End of next week
How to accept	Sign, scan and email
Contact email	hr@abc.com
Contact phone	078 999 4142
HR Manager	Mauve McDermott

Pairs compare answers.

Task 2: Decision-making Task (15 minutes)

Situation

You have received this job offer. In groups of three, discuss:

- Would you accept this offer?

- What additional information would you like?
- What concerns might you have?
- Would you negotiate anything?

Students must agree on one group decision.

Task 3: Problem-solving Task (20 minutes)

Scenario Cards

Each group receives one scenario.

Examples:

Group A: The salary is lower than expected. How will you negotiate politely?

Group B: You cannot start on 15 August. How will you ask for a later start date?

Group C: You have another interview next week. How will you ask for more time before making your decision?

Group D: You need more information about employee benefits. What questions will you ask HR? Students prepare their responses. Then role-play with another group.

3. Language Focus (15 minutes)

Teacher highlights useful expressions from the letter.

Formal Expressions

- We are delighted to offer you...
- Please find attached...
- We look forward to hearing from you.
- Best regards.
- Please don't hesitate to contact me.

Accepting

- I am pleased to accept...
- Thank you for your offer.

- I look forward to joining your team.

Requesting Information

- Could you clarify...
- I would appreciate more information about...
- Would it be possible to...

Negotiating

- Would it be possible to...
- I was wondering whether...
- Could we discuss...

Students transform informal expressions into formal business English.

Example: "I want more money."↓

"I was wondering whether the salary could be reviewed."

4. Main Outcome Task (25 minutes)

Option A: Role-play

Student A: HR Manager

Student B: Successful applicant

Complete the conversation.

The applicant should:

- ask two questions
- negotiate one condition
- decide whether to accept

The HR manager should:

- answer professionally
- explain company policy
- encourage the applicant

Option B: Writing Task

Students write one of the following:

Option 1: An email accepting the offer. Include:

- appreciation
- confirmation
- enthusiasm
- availability

Option 2: An email requesting clarification. Include questions about:

- salary
- benefits
- working hours
- start date

Post-task Reflection (10 minutes)

Students discuss:

- What information is essential in a job offer?
- Which expressions sounded most professional?
- Was negotiating difficult?
- What would you do differently in a real situation?

B. *GENERATING TASK IDEAS BASED ON THE TARGET TASKS IN THE TEXTBOOK*

Prompt to AI: Based on the discussion questions, create the advanced vocabulary and business terms related to these topics, and providing the structures that can be applied in answering the questions, and generate ideas based on these topics at B2 level.

Response*:* B2 Business Discussion Toolkit

Topic: The Purpose, Responsibilities, and Impact of Business

This guide provides:

✅ Advanced Vocabulary

✅ Business Terms

✅ Useful Structures & Functional Language

✅ Discussion Ideas & Arguments

Discussion question 1: What do you believe is the main purpose of a business? Is it just about making profits, or should it pursue other objectives?

Advanced Vocabulary

Vocabulary	Meaning
profitability	ability to generate profit
value creation	creating benefits for customers
stakeholder	anyone affected by a business
shareholder	owner of company shares
customer loyalty	customers repeatedly choosing a company
competitive advantage	strength over competitors
business sustainability	long-term business success
innovation	introducing new ideas and products
strategic objectives	long-term business goals
market leadership	leading position in an industry

Business Terms

- business mission
- vision statement
- stakeholder value
- customer satisfaction
- brand reputation

- market share
- long-term growth
- corporate strategy
- sustainable development
- organizational goals

Useful Structures

Giving Opinions

In my opinion, the main purpose of a business is to...

I strongly believe that businesses should...

From my perspective,...

Balancing Two Ideas

While profit is essential for survival, businesses should also...

Although generating revenue is important, companies should not ignore...

Businesses need to balance profitability with...

Discussion Ideas

Argument 1: Profit is Essential

- Businesses need profits to survive.
- Profit allows companies to invest and expand.
- Employees depend on profitable businesses for job security.

Argument 2: Businesses Should Have Wider Goals

- Create value for customers.
- Improve society.
- Protect the environment.
- Support employees and communities.

Argument 3: Balance is Necessary

- Profit and social responsibility are interconnected.
- Ethical companies often perform better in the long run.

Discussion question 2: How do businesses impact society, the economy, the environment, and local communities?

Advanced Vocabulary

Vocabulary	Meaning
economic growth	increase in economic activity
employment opportunities	jobs created
living standards	quality of life
environmental impact	effect on nature
carbon emissions	greenhouse gases released
pollution	contamination of the environment
infrastructure	roads, facilities, services
social welfare	public well-being
resource consumption	use of natural resources
community development	improvement of local areas

Business Terms

- job creation
- economic development
- corporate social responsibility (CSR)
- environmental sustainability
- supply chain
- green business practices
- local investment

- community engagement
- social impact
- sustainable growth

Useful Structures

Explaining Impact

Businesses contribute to... by...

Companies play a significant role in...

One major impact is...

C. Contrasting Positive and Negative Effects

On the one hand,... On the other hand,...

While businesses create jobs, they may also...

Discussion Ideas

Positive Impact

- Create employment opportunities.
- Increase tax revenues.
- Encourage innovation.
- Improve living standards.
- Support local suppliers.

Negative Impact

- Pollution.
- Resource depletion.
- Traffic congestion.
- Income inequality.
- Excessive waste.

Discussion question 3: What are some ethical business practices that businesses should take into consideration?

Advanced Vocabulary

Vocabulary	Meaning
transparency	openness and honesty
accountability	taking responsibility
integrity	strong moral principles
diversity	inclusion of different groups
equality	fair treatment
consumer protection	safeguarding customers
workplace safety	protecting employees
fair wages	reasonable salaries
anti-corruption	preventing dishonest practices
compliance	following laws and regulations

Business Terms

- business ethics
- ethical leadership
- corporate governance
- code of conduct
- fair trade
- employee welfare
- workplace equality
- data protection
- legal compliance

- ethical sourcing

Useful Structures

Making Recommendations

Businesses should...

Companies ought to...

It is important for businesses to...

Explaining Benefits

This helps companies...

As a result,...

Consequently,...

Discussion Ideas

Ethical Responsibilities

- Treat employees fairly.
- Provide safe working conditions.
- Protect customer data.
- Avoid corruption.
- Be transparent about products and services.

Why Ethics Matter

- Build customer trust.
- Improve reputation.
- Increase employee satisfaction.
- Reduce legal risks.

Discussion question 4: How can businesses balance profitability and sustainability?

Advanced Vocabulary

Vocabulary	Meaning
sustainability	meeting current needs without harming future generations
renewable energy	energy from sustainable sources
waste reduction	minimizing waste production
eco-friendly	environmentally responsible
carbon footprint	total greenhouse gas emissions
circular economy	reusing and recycling resources
energy efficiency	reducing energy consumption
sustainable investment	investing responsibly
green technology	environmentally friendly technology
resource management	efficient use of resources

Business Terms

- ESG (Environmental, Social and Governance)
- sustainable business model
- green marketing
- carbon neutrality
- corporate sustainability
- responsible sourcing
- triple bottom line
- environmental regulations
- sustainable supply chain
- long-term profitability

Useful Structures

Suggesting Solutions

One way businesses can achieve this is by...

Companies can balance profitability and sustainability through...

A practical solution would be to...

Discussing Long-Term Benefits

In the long run,...

This approach may initially be expensive, but...

Although it requires investment,...

Discussion Ideas

Sustainable Actions

- Invest in renewable energy.
- Reduce waste and packaging.
- Improve energy efficiency.
- Use environmentally friendly materials.
- Encourage recycling programs.

Business Benefits

- Lower operating costs.
- Better brand image.
- Increased customer loyalty.
- Compliance with regulations.
- Competitive advantage.

High-Level B2 Discussion Expressions

Expressing Opinions

- I strongly believe that...
- From my perspective,...
- It seems to me that...

- I would argue that...

Agreeing

- I completely agree with that point.
- That's a valid argument.
- I share the same view.

Disagreeing Politely

- I understand your point; however,...
- While I agree to some extent,...
- I see the issue differently because...

Giving Examples

- For example,...
- A good illustration of this is...
- One example can be seen in...

Speculating

- This may lead to...
- It is likely that...
- Businesses could potentially...

Concluding

- Overall,...
- Taking everything into consideration,...
- In conclusion,...
- To sum up,...

Universal B2 Discussion Formula

Students can answer any discussion question using:

Opinion → *In my opinion...*

Reason → *This is because...*

Example → *For example...*

Counterargument → *However, some people argue that...*

Conclusion → *Therefore, I believe that...*

This structure helps learners produce well-developed B2-level answers with clear organization, relevant business vocabulary, and critical thinking.

C. CREATING RESOURCES: PICTURES & GAMES

Prompt 1 to AI*: sustainable development, social responsibility, ethical practice, value proposition, innovation progress, competitive advantage, economic growth, risk management, market share, customer satisfaction*. Based on the business terms and collocations above, create the pictures or diagrams showing the meanings of each word at B2 level.

Response 1*:* **PICTURES**



Prompt 2 to AI**:** *sustainable development, social responsibility, ethical practice, value proposition, innovation progress, competitive advantage, economic growth, risk management,*

market share, customer satisfaction. Based on the business terms and collocations above, design some interactive games to review the vocabulary at B2 level.

***Response 2**:* **GAMES**

1. Business Bingo (Warm-up)

Target vocabulary

- sustainable development
- social responsibility
- ethical practices
- value proposition
- innovation progress
- competitive advantage
- economic growth
- risk management
- market share
- customer satisfaction

D. Preparation

Give each student a Bingo card with 9–12 vocabulary items arranged randomly.

E. Teacher: Instead of saying the word, read a definition.

Example: "The actions a company takes to protect the environment while growing its business."

Students cross out: ☑ sustainable development

2. Guess My Business Term (Taboo)

Students work in teams. One student explains the word without saying the keywords.

Example Card

Target Word

Customer satisfaction

Forbidden words

- happy
- customer
- service
- product
- quality

Possible explanation: "It measures how positive people's experience is after buying something."

3. Match the Collocations Race

Students match verbs with business collocations.

Verbs	Business Terms
achieve	customer satisfaction
increase	market share
gain	competitive advantage
promote	sustainable development
encourage	innovation progress
ensure	ethical practices
manage	business risks
drive	economic growth
create	value proposition
demonstrate	social responsibility

Extension: Students write one sentence using each collocation.

Example: The company increased its market share by launching a cheaper product.

4. Find Someone Who...

Students walk around asking classmates.

Example worksheet

Find someone who thinks...

□ sustainable development is more important than profits.

□ innovation progress is the key to business success.

□ customer satisfaction is more important than advertising.

□ risk management should be every manager's priority.

□ social responsibility improves a company's reputation.

Students ask follow-up questions.

Example

Why do you think that?

Can you give an example?

---

5. Business Pyramid Challenge

Each group receives all ten business terms.

Their task: Arrange them from

Most Important

↓

Least Important

Example

1. Customer satisfaction
2. Innovation progress
3. Competitive advantage
4. Ethical practices

5. Sustainable development
6. Value proposition
7. Risk management
8. Social responsibility
9. Market share
10. Economic growth

There are no correct answers. Groups must justify every decision.

Useful language

We ranked customer satisfaction first because...

We believe innovation progress is more important than...

6. Scenario Challenge

Each group receives one business problem.

Example 1: A company is losing customers.

Choose THREE priorities.

- customer satisfaction
- innovation progress
- market share
- risk management
- social responsibility

Explain why.

Example 2: A factory causes pollution.

Choose THREE priorities.

- sustainable development
- ethical practices
- innovation progress

- competitive advantage
- economic growth

Students must explain

Our first priority is...

This will help the company...

7. Speed Debate

Display one statement. Students have 30 seconds to prepare. Then debate in pairs.

Statements

- Profit is more important than sustainability.
- Customer satisfaction is the key to business success.
- Innovation matters more than experience.
- Social responsibility only increases costs.
- Market share is the best measure of success.
- Ethical businesses earn more money.
- Risk management should be every company's top priority.

Useful expressions

Agree

- I completely agree because...
- That's a good point.

Disagree

- I see your point, but...
- I would argue that...

8. Business Vocabulary Auction

Each team has $1,000. Teacher displays sentences. Students decide whether they are correct.

They "buy" the sentence.

Example

① Apple has gained a strong competitive advantage through innovation.

✅ Correct

② Customer satisfaction means reducing business risks.

❌ Incorrect

Winning team: Highest money + most correct purchases.

9. One-Minute Business Pitch

Groups invent a company. They must include at least six vocabulary items.

Prompt: Introduce your company to investors.

Include

- value proposition
- innovation progress
- competitive advantage
- customer satisfaction
- sustainable development
- social responsibility

10. Escape Room Challenge (Most Interactive)

Students complete four stations.

Station 1: Match terms and definitions.

Station 2: Complete the business collocations.

Example: gain _____→ competitive advantage

Station 3: Solve a business case. A company receives criticism for polluting rivers. Choose three solutions using the vocabulary.

Station 4: Speak for one minute.

Prompt: Which business value is the most important?

Use at least five vocabulary items.

Functional Language Students Should Use (B2)

Expressing opinions

- In my opinion, ...
- I strongly believe that ...
- From a business perspective, ...
- I would argue that ...

Giving reasons

- This is because ...
- One reason is that ...
- As a result, ...
- Therefore, ...

Comparing ideas

- Compared with ...
- In contrast ...
- On the other hand ...
- Similarly ...

Giving examples

- For example, ...
- A good example is ...
- This can be seen in ...
- For instance, ...

Agreeing and disagreeing

- I completely agree because ...
- I partly agree with that.

- I'm not convinced that ...
- I see your point; however, ...

4. DATA ANALYSIS & DISCUSSIONS

4.1. Teacher observation

The lessons and tasks along TBLT can bring more benefits to the students. In the pre-task phase, the students can brainstorm the ideas and predict vocabulary about the topic. It aims to activate schema, and introduce key language in order to prepare the students for the tasks. In the task cycle, the activities focus on problem solving, discussion, planning and reporting in which the students can complete a meaningful, real-world tasks with a focus on communication. In the language focus, this phase includes analysis of language, vocabulary practice and reflection to draw the students' attention to useful language forms after communication. Therefore, the students can achieve their learning outcomes after the course to enter the labor market in the future. They can master the content of the course and the language needed to perform in the real-life workplace. They can explain the situation, compare different scenarios, discuss the event from different perspectives. When they go to work, they can use business-related vocabulary in discussions, know how to work in teams to solve authentic business-related problems. In addition, they can present and justify the decisions using persuasive language. According to the assessment rubric of the Task Performance, the students' learning performance is measured in these criteria: Task completion, Fluency, Accuracy, Interaction, Business vocabulary. Most of the students can complete the tasks in details. They are fluent with some hesitation, and just few pauses affect communication. Some students have minor mistakes, however, they do not impede meaning. All of the students are engaging in contributing and building on the others' ideas by using adequate business vocabulary.

Beside designing the lessons and creating the resources, AI can generate more ideas and arguments with business terms related to the topic in the discussion questions. It can also provide the useful language, and the structures needed in the professional contexts. The students can discuss the case study, negotiate in the meeting and try to reach the agreement. They learn how to cope with the challenges and solve the problem in the real-life workplace. The course also offers the students the process of writing business letters in formal and professional replies depending on their own situations. Moreover, AI can encourage the students to use collocations in real business contexts by creating interactive and communicative games for pair work, group work and the whole class. More interesting, AI can create images, pictures or diagrams of advanced vocabulary and business terms in the textbook. This can facilitate the memorizing new vocabulary items and retaining their meanings in the business contexts. To sum up, AI can support improving the quality of the curriculum and the syllabus, especially enhancing the motivation to the students. Besides, AI can enhance the well-being of the teachers to some extent. It can help the teachers save more time for planning lessons and preparations before class. It can release the teachers from overloaded work and pressure in teaching. As a result, teachers can focus more on upgrading teaching methodology and teacher professional development.

4.2. Questionnaire

In terms of *Business English Vocabulary and Terminology*, 95.9 % of the students agree that they can expand their Business English vocabulary after the course. 94.7 % of them believe that they can understand and use common business and economic terminology appropriately. 93.5 % think they can better understand English business texts, reports, and articles than before taking the course. Only about 6 % of the students disagree about their expanding vocabulary and understanding how to use business terms and improve reading comprehension.

In terms of *Preparation for Internship and Future Career*, 95.3 % of the students agree that they can use English in the future internship or workplace. And 94.7 % believe the knowledge and skills learned in the course will be useful for their future career. Only 91.8 % of them feel more confident communicating with colleagues, customers, or business partners in English. This indicates that the syllabus must be changed slightly into more authentic tasks and real-life activities which can help the students be more familiar to the working environment in the future.

In terms of *Academic Achievement*, 94.7 % of the students think they can achieve their academic goals (e.g., passing the course, earning good grades, or improving their GPA). And 95.4 % of them assure that they can reach the learning outcomes after finishing the course. About 5% of the students are not satisfied with the results of the learning performance.

In terms of *English Communication Skills*, 94.8 % of the students have improved their speaking skills in business-related situations. 93 % of them say that their listening skills for business communication have improved. 95.4% of the students think they can enhance their reading skills for business documents and materials. 95.3 % of them agree their writing skills, especially for emails and business documents, have improved.

In terms of *Practical Business English Competence*, 94.2 % of the students agree they can write professional business emails more effectively than before. 92.4 % of them can participate more confidently in business presentations or meetings in English. And 93.5 % of the students confirm they can apply what they learned in the course to real business situations. About 7 % of the students disagree with the statements above. This indicates that the content of the coursebook should be considered to adapt more to leaner-oriented and performance-oriented scenarios.

In terms of *Overall Course Effectiveness*, 95.3 % of the students achieve the learning goals they had before taking the course. 93.6 % of them are more confident in using Business English after completing the course. 95.9 % of the students are satisfied with what they have learned in the course.

In general, most of the students seem to be satisfied with what they have learned during the course including the target tasks of the coursebook and some supplementary resources with modified tasks and activities. As a researcher, the teacher needs to consider some issues that hinder the learning outcomes to few students in the research. The modifications of creating new resources, designing lessons along TBLT and generating ideas based on the assistance of AI are supposed to adapt more slightly to the learning styles, the classroom contexts, and the workplace.

However, AI is a tool not a replacement for the teachers. AI is still far from perfect. It can sometimes generate responses that sound incorrect. Therefore, it is essential that the teacher explores the weaknesses of AI when it excels at data processing, pattern recognition, and information generation. Teachers should have sufficient domain knowledge and critical skills to identify the mistakes. In addition, teachers need to have appropriate strategies to mitigate the weaknesses to use AI in an ethical, appropriate, and successful manner. Teachers can apply expertise and understanding the students' learning style, emotions, background in designing and implementation of effective learning experiences.

From the data analysis above, the results prove that the model of adaptation with the assistance of AI has brought many benefits to both the students and the teachers in terms of enhancing the quality of the curriculum. Most of the students can improve their learning performance after the research and they feel more confident to communicate well in the future, especially in the internship and the workplace. This indicates that the modification of the coursebook can meet their requirements to some extent.

5. CONCLUSION

With the assistance of AI, the researcher as a teacher has done things differently in the own context. The researcher has applied AI tools in modifying the tasks in Business English to generate task ideas, create resources and design lessons along Task-based Language Teaching. Tasks are designed based on needs analysis and target tasks. Data collected from the teacher observation and the questionnaire proves that the model of adaptation results in many benefits to the students in terms of learning performance as well as positive emotions. Most of the students can not only achieve what they need in the study and the future jobs but also feel satisfied with what they have learned during the course. They are engaged in doing the modified tasks and activities beside the target tasks in the textbook. The supplementary materials designed by AI with the adjustment of the teacher can help the students to perform successfully in the real-life workplace. More importantly, the model can also enhance the well-being of the students and the teachers. AI can facilitate the teachers in their teaching as well as professional development. However, to get the full potential of AI, the teachers need to consider its advantages and disadvantages in using AI to develop the lessons and to design the tasks. Further research about the cooperation of AI in assisting in designing the ESP curriculum should be done in the future, moreover, to find out how it can affect the well-being of the students and teachers. It is recommended that the model should be applied in University of Economics Ho Chi Minh City in Vietnam for different majors to meet the demand of the labour markets.

APPENDIX

Post-Course Questionnaire

Purpose: This questionnaire aims to evaluate whether English for Business 1 & 2 (COB1 and COB2) have helped students achieve their learning goals.

Instructions: Please indicate your level of agreement with each statement by choosing one option.

Scale	Meaning
1	Completely Disagree

Scale	Meaning
2	Disagree
3	Agree
4	Completely Agree

No.	Statement	1	2	3	4
A. Business English Vocabulary and Terminology					
1	I have expanded my Business English vocabulary after completing COB1 and COB2.	☐	☐	☐	☐
2	I can understand and use common business and economic terminology appropriately.	☐	☐	☐	☐
3	I can better understand English business texts, reports, and articles than before taking the course.	☐	☐	☐	☐
B. Preparation for Internship and Future Career					
4	The course has prepared me to use English in my future internship or workplace.	☐	☐	☐	☐
5	I feel more confident communicating with colleagues, customers, or business partners in English.	☐	☐	☐	☐
6	I believe the knowledge and skills learned in the course will be useful for my future career.	☐	☐	☐	☐
C. Academic Achievement					
7	The course helped me achieve my academic goals (e.g., passing the course, earning good grades, or improving my GPA).	☐	☐	☐	☐
8	I have successfully met the learning outcomes expected for COB1 and COB2.	☐	☐	☐	☐
D. English Communication Skills					
9	My speaking skills in business-related situations have improved.	☐	☐	☐	☐
10	My listening skills for business communication have improved.	☐	☐	☐	☐
11	My reading skills for business documents and materials have improved.	☐	☐	☐	☐
12	My writing skills, especially for emails and business documents, have improved.	☐	☐	☐	☐

No.	Statement	1 2 3 4
E. Practical Business English Competence		
13	I can write professional business emails more effectively than before.	☐ ☐ ☐ ☐
14	I can participate more confidently in business presentations or meetings in English.	☐ ☐ ☐ ☐
15	I can apply what I learned in COB1 and COB2 to real business situations.	☐ ☐ ☐ ☐
F. Overall Course Effectiveness		
16	Overall, COB1 and COB2 have helped me achieve the learning goals I had before taking the course.	☐ ☐ ☐ ☐
17	I am more confident in using Business English after completing COB1 and COB2.	☐ ☐ ☐ ☐
18	I am satisfied with what I have learned in COB1 and COB2.	☐ ☐ ☐ ☐

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