

## Leveraging Artificial Intelligence for Teaching English as a Medium of Instruction (EMI) in Business Education: A Pedagogical Approach

As globalization continues to reshape the business landscape, proficiency in English as a Medium of Instruction (EMI) has become increasingly crucial for business professionals worldwide. This article explores the integration of Artificial Intelligence (AI) into EMI pedagogy, specifically tailored for business education. With the rapid advancements in AI technologies, educators are presented with innovative opportunities to enhance language learning experiences, address individual learning needs, and promote effective communication skills within the business context.

The article begins by examining the current challenges faced by Vietnamese educators and learners in EMI for business in a university in Hanoi, including varying proficiency levels, diverse cultural backgrounds, and limited instructional resources. It then elucidates how AI-powered tools and platforms, such as natural language processing (NLP), machine learning (ML), and speech recognition, can be strategically employed to augment traditional teaching methodologies.

Furthermore, the article delves into the practical applications of AI in EMI for business, ranging from personalized language learning modules to immersive virtual communication simulations. By harnessing AI algorithms, educators can tailor instruction to cater to the specific linguistic and professional needs of individual learners, thereby fostering a more inclusive and engaging learning environment.

Additionally, the article discusses the potential benefits and challenges associated with the integration of AI in EMI pedagogy. While AI offers unprecedented opportunities for scalability, adaptability, and real-time feedback, it also raises concerns regarding data privacy, algorithmic bias, and the depersonalization of learning experiences.

Drawing on insights from current research and best practices, the article proposes a pedagogical framework for effectively integrating AI into EMI for business education. This framework emphasizes the importance of learner-centered approaches, continuous assessment, and collaboration between educators and AI developers to optimize learning outcomes and promote digital literacy skills.

In conclusion, the article underscores the transformative potential of AI in reimagining EMI pedagogy for business education. By embracing AI-driven innovations, educators can empower learners with the language proficiency and communication skills necessary to thrive in the globalized business environment of the 21st century.

**Primary author:** PHAM, Thi Thanh Thuy

**Presenter:** PHAM, Thi Thanh Thuy

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