BRU ELT JOURNAL
Vol.3 No.1 (January-April) 2025
ISSN 2822-1311 (Online)
DOI: https://doi.org/10.14456/bej.2025.3

AI Tools for Content Creation in Presentations of Business English Students' Practices and Preferences in Thai EFL Context

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Received: March 8, 2025
Revised: March 31, 2025
Accepted: April 2, 2025

Abstract

This study examines the role of Artificial Intelligence (AI) tools in the content generation process for Business English presentations among Thai EFL students, with a focus on how these technologies support language learning and presentation skills development. Using a mixed-method approach, data were collected through questionnaire and semi-structured interview with 55 students enrolled in Business English Presentation courses. Descriptive statistics were used to summarize quantitative data on students' usage patterns and preferences, while qualitative data were analyzed through content analysis to identify key themes. The findings reveal that students utilize AI tools extensively for grammar correction, content development, and paraphrasing, which significantly enhance the clarity, coherence, and professionalism of their presentations. These tools are particularly valued for their ability to automate error detection, offer creative content suggestions, and maintain consistency in tone and style, thereby enabling students to produce more polished and effective presentations. Furthermore, AI tools are instrumental in helping students condense complex information and create visually supportive materials, contributing to more engaging and comprehensible presentations. The research emphasizes the importance of integrating AI tools thoughtfully within the curriculum, ensuring that they complement rather than replace traditional language learning practices.

Keywords: AI tools for learning, content creation, presentation, Business English, Thai EFL learner

Introduction

Effective communication skills are widely acknowledged as a crucial asset for university graduates, and this necessity is particularly emphasized in Thai English as a Foreign Language (EFL) institutions (Thongpan & Thumawongsa, 2023). These educational settings now place a heightened emphasis on undergraduate students possessing proficiency in reading, writing, listening, and speaking skills. The overarching goal is to equip students with a comprehensive linguistic toolkit that caters to the demands of their academic and professional journeys (Sarwanti et al., 2023). In Thai EFL institutions, language instruction prioritizes the active use of language, with a notable emphasis on refining students' speaking skills (Aprianto & Zaini, 2019). This emphasis becomes particularly noticeable for students enrolled in specialized programs such as Business English. In fields like Business English, where strong English skills

are essential and presentations are a common evaluation tool, clear and confident delivery of ideas is crucial.

Many courses require students to give presentations to be evaluated. These presentations can vary from individual deliveries to group presentations involving elements like program-generated slides, posters, or even video presentations (Wattananan & Tepsuriwong, 2015; Panyasai, 2023). However, a key challenge is ensuring that specific courses, with their inherent limitations, can adequately prepare students for the diverse speaking styles they'll encounter across their academic journeys. To address this challenge, alternative methods beyond traditional classrooms should be explored. Seeking alternative ways to assist students in comprehending and fulfilling the varied demands of academic speaking assignments becomes crucial (Gentner, 2019; Santos, 2020; Bean & Melzer, 2021). Furthermore, providing students with opportunities for practice and constructive feedback to enhance their oral communication skills is essential (Burns, 2019).

The rapid advancement of Artificial Intelligence (AI) tools has significantly impacted language education by offering innovative avenues for personalized learning and content creation (Perera & Lankathilaka, 2023; Michel-Villarreal et al., 2023). Other studies also highlight the necessity for more empirical research on the effectiveness of AI-assisted language instruction, particularly within specific skill areas such as presentations (Djamaliddinovna, 2025; Özdere, 2023). Addressing this gap not only contributes to scholarly understanding but also provides practical insights for educators, curriculum designers, and students aiming to optimize language learning through technology.

Particularly in English as a Foreign Language (EFL) context such as Thailand, where Business English presentations are crucial for students' professional success, the adoption of AI tools presents substantial benefits. However, a clear research gap remains regarding how these AI technologies specifically support Thai EFL learners in effectively preparing and delivering business-oriented presentations. Existing research has explored general AI applications in language education but has not sufficiently addressed the impacts of specific tools on enhancing presentation skills within Thai higher education.

This study aims to bridge this gap by examining the integration and effectiveness of specific AI tools-namely ChatGPT, Gemini, Grammarly, and QuillBot-in facilitating the preparation of Business English presentations among Thai undergraduate students. These tools provide several benefits: Grammarly and QuillBot enable students to enhance linguistic accuracy, refine their writing style, and effectively paraphrase content to achieve professional-quality presentations. ChatGPT and Gemini, on the other hand, assist in creative idea generation, efficient brainstorming, and overcoming writer's block through interactive dialogues. Furthermore, AI-driven feedback mechanisms provide immediate, personalized insights into students' language use, including pronunciation and grammar, complemented by interactive simulations via chatbots and virtual learning environments.

By integrating these accessible AI tools into a centralized learning platform tailored for Thai EFL undergraduate students, this study explores their practical use in content generation for Business English presentations. Moreover, the study investigates students' perspectives and preferences regarding AI tool utilization, contributing

valuable insights into enhancing pedagogical approaches and technology integration in EFL contexts. Specifically, this research addresses the following questions:

1) In what ways do students integrate AI tools into their content generation process for Business English presentations?

2) What are the students' preferences towards employing AI tools to support their Business English presentations?

Research methodology

This study employed a mixed-method research approach to evaluate the perceptions of students regarding the use of artificial intelligence (AI) tools to aid their Business English presentations. Quantitative data came from questionnaires that were conducted after they finished the course of the semester. Qualitative data, on the other hand, were derived from individual interviews by using semi-structured interview to deepen understanding of the students' preferences.

Research Participants

In the study, the participants were divided into two groups based on their academic year and involvement in the Business English Presentation (BEP) course. The first group consisted of 55 students selected through purposive sampling due to their specific experience with the BEP course. This group included 21 fourth-year Business English students who responded to the questionnaire because they had completed the BEP course in the academic year 2023, as well as 34 third-year Business English students who were enrolled in the BEP course during the academic year 2024.

The second group was a smaller subset of third-year Business English students selected through criterion sampling, focusing on those with high performance levels in presentation tasks. This group comprised six volunteer students, who were assigned pseudonyms: *Manee, Jingjai, Thongchai, Mali, Aree*, and *Sukjai*. These students, who demonstrated exceptional skills and high scores in their presentation assignments, were chosen to provide more in-depth insights into the effectiveness of AI tools in supporting presentation skills.

Research Instruments

The research instruments used in this study include questionnaires and semi-structured interviews, both carefully designed to collect detailed data from Thai EFL undergraduate students regarding their use of AI tools in Business English presentations.

The questionnaire aimed to gather quantitative data about students' practices, preferences, and perceived effectiveness of AI tools in their presentation preparation processes. It combined multiple-choice items for clear, straightforward responses; Likert-scale statements to measure attitudes and levels of agreement systematically; and open-ended questions to capture more detailed, qualitative insights. Sample questions from the questionnaire include:

> *Which AI tools do you frequently use when preparing Business English presentations? (Select all that apply: ChatGPT, Gemini, Grammarly, QuillBot, others)*

What challenges, if any, have you experienced when integrating AI tools into your presentation preparations?

Semi-structured interviews were selected for their flexibility, combining the structure necessary to guide discussions on relevant topics with the freedom to explore emerging insights. This approach allowed for obtaining in-depth qualitative insights into students' experiences, attitudes, and reflections on using AI tools, while enabling spontaneous follow-up based on participant responses. Examples of interview questions are:

Can you describe how you typically use AI tools like Grammarly or ChatGPT in your presentation preparation process?

What specific benefits have you noticed when using these AI tools?

Have you encountered any challenges or limitations with these tools? Could you provide examples?

How do you feel about the impact of AI tools on your overall confidence and performance in delivering presentations?

Interviews were scheduled according to students' convenience and conducted in both online and onsite formats. Although no significant differences were found between these modes concerning participant engagement or response quality, face-to-face interviews allowed for observation of non-verbal communication, enhancing contextual understanding. Additionally, spontaneous follow-up questions prompted by students' non-verbal cues during in-person interviews frequently provided deeper insights into their feelings. Informal conversations that occurred before and after onsite interviews also helped uncover additional details about students' experiences.
To ensure content validity and linguistic accuracy of both research instruments, a rigorous validation process was conducted. Three experts specializing in Teaching English for Specific Purposes (ESP) and English Language Teaching (ELT) evaluated the instruments based on criteria such as clarity of instructions, relevance to research objectives, linguistic accuracy, and appropriateness for the targeted EFL context reviewed and evaluated the questionnaire and interview guidelines. Their feedback and recommendations were used to improve the instruments, ensuring they measured the intended constructs accurately and were suitable for the educational context of the study.

Data Collection and Analysis

The analytical process involved the use of descriptive statistical techniques, such as percentages, means, and standard deviations, to summarize and interpret the quantitative data on how students integrate AI tools into their content generation process. Qualitative data from the interviews were analyzed through content analysis to identify themes and insights regarding students' use of AI tools in their presentations. This approach allowed for a detailed exploration of students' experiences and attitudes towards the integration of AI tools in their presentation practices.

The researcher first obtained verbal consent from Business English students for their participation in the study. Following this, formal invitation documents were provided for the students to sign. Participation in the survey and interviews took place after the students had completed their semester.

At the end of the semester, the questionnaires were distributed to the students. The researcher designed the questionnaire using Google Forms and generated a QR code for easy access. Students completed a five-minute questionnaire to identify how they integrated AI tools into their content generation process for Business English presentations.

To gain in-depth data on the students' preferences, six students were formed to schedule interviews, which could be conducted both online and onsite. These interviews lasted approximately 15-20 minutes, during which students shared their preferences for using AI platforms.

The researcher then analyzed the collected data, both quantitative and qualitative, to address the research questions. Descriptive statistical techniques were used to summarize the quantitative data, while content analysis was employed to interpret the qualitative data. This comprehensive approach provided a detailed understanding of how students integrate AI tools into their Business English presentations.

Ethical considerations are crucial in research to protect the rights of participants. This study strictly followed ethical guidelines by obtaining written informed consent, clearly communicating the research purpose, and maintaining confidentiality. Participants were thoroughly informed about the study's goals, the timeline for data collection, and any potential benefits, with all personal information kept anonymous. Data was gathered using coded identifiers, and findings were reported in aggregate to safeguard individual identities, with secure storage protocols maintained throughout the research.

To ensure data reliability and credibility, triangulation was utilized, combining questionnaire responses and interview data to cross-check results. Also, member checking was also conducted to enhance validity, allowing participants to review and confirm the accuracy and consistency of the data in relation to their experiences.

Results

1) In what ways do students integrate A.I. tools into their content generation process for Business English presentations?

From the twenty-one responses, students reported that they often use AI tools to support their presentations. They highlighted various ways these tools assist them, including content creation and grammar correction. These functions significantly aid them during the preparation stage of their presentations, allowing them to produce more polished and cohesive work.

When asked about their preferred AI features, the students indicated several specific uses for content creation (See Figure 1):

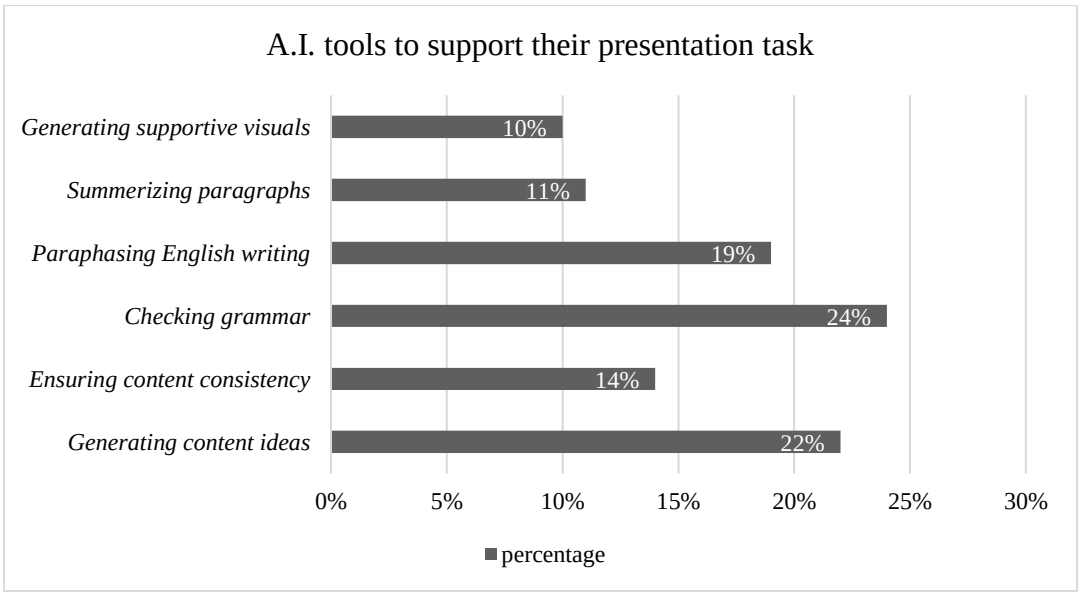
Students (24%) use AI tools to correct grammatical errors in their presentations, ensuring clear and effective communication. These AI grammar checkers identify and correct mistakes such as punctuation, subject-verb agreement, and tense usage, helping to create polished, professional presentations that maintain credibility

and audience engagement. Additionally, these tools provide explanations for corrections, thereby enhancing students' writing skills and boosting their confidence. Moreover, AI tools play a crucial role in assisting students (22%) with brainstorming and developing new ideas, particularly during the initial stages of content creation. By analyzing vast amounts of information, these tools can provide suggestions based on relevant topics, trends, and keywords, helping students overcome writer's block and explore a wider range of ideas than they might generate on their own. Furthermore, students (19%) use AI tools to rephrase their writing, improving clarity and avoiding plagiarism. These paraphrasing tools make complex ideas more understandable and help maintain academic integrity by presenting information in original words, offering multiple rephrased versions, saving time, and enhancing writing skills. Consequently, AI paraphrasing tools lead to clearer, more polished presentations, thus improving communication and academic performance.

In addition, AI tools maintain a consistent tone and style in presentations (14%) by ensuring uniformity in writing, terminology, and formatting. They prevent shifts in voice, eliminate repetition, and offer real-time feedback, resulting in a polished, clear, and engaging presentation that enhances audience understanding and engagement. Similarly, AI summarization tools (11%) help students shorten information by highlighting key points and keeping presentations concise. These tools extract essential information, reduce information overload, and enhance clarity and brevity, ultimately saving preparation time, improving presentation structure, and aiding in better retention of information, which leads to more effective and engaging presentations. Lastly, AI tools assist students (10%) in creating custom visual aids, enhancing engagement and visual appeal. They save time, ensure design consistency, and provide creative solutions, with AI-generated visuals such as infographics and charts improving communication and making presentations more engaging and easier to understand.

Figure 1

The Students Preferences in Using AI Tools to Support Their Presentation Task



These insights underscore the valuable role AI tools play in various stages of presentation preparation, from initial idea generation to final edits and enhancements. The students' feedback suggests that AI significantly contributes to improving the quality and efficiency of their work, ultimately leading to better presentation outcomes.

2) What are the students' preferences towards employing A.I. tools to assist with their Business English presentations?

To further determine students' preferences for employing AI tools to assist with their Business English presentations, an interview session was conducted. The researcher invited an external observer with over seven years of experience in English language teaching, particularly in English for Specific Purposes (ESP), to participate in the comparison of the interview data.

Four groups of students from a Business English course were selected by the researcher, representing high, medium, and low performance levels. To ensure the reliability of the data obtained from the interviews, the quantitative data were first analyzed by the researcher and then jointly coded with the external rater. The data was tasked with confirming and providing qualitative feedback on the following data:

(1) Checking grammar

Based on the interviews, students highlighted that AI tools significantly help in checking grammar for presentations by identifying and correcting errors such as punctuation, subject-verb agreement, and tense inconsistencies, both in the presentation script and on the slides. Tools like Grammarly, QuillBot, Scribbr, and ChatGPT not only suggest corrections but also offer explanations, aiding students in learning and improving their grammar skills. By enhancing clarity and readability, these AI tools make presentations more professional and easier to understand. This automation saves time, allowing students to focus more on content creation. Moreover, AI tools help maintain a consistent tone and style, which enhances credibility and audience engagement. Here are a few comments from this group of Business English students.

Excerpt 1: *"AI tools like Grammarly and ChatGPT catch grammar errors quickly, saving me time and making my presentations more professional."* – Manee

Excerpt 2: *"QuillBot and Scribbr help keep my presentations consistent and error-free, boosting my confidence and audience engagement."* – JingJai

As illustrated by the quotes, students found AI tools like Grammarly, QuillBot, Scribbr, and ChatGPT invaluable for improving the grammar, clarity, and professionalism of their presentations. These tools not only save time by automating error correction but also enhance confidence and audience engagement by maintaining consistency and producing high-quality, error-free content.

(2) Generating content ideas

The research findings reveal that students benefit significantly from using AI tools to generate content ideas for their presentations and assignments. These tools, such as ChatGPT and Gemini, assist students by offering topic suggestions, outlining structures, and providing creative prompts that they can expand upon. This support not only sparks students' creativity but also helps them overcome writer's block, enabling them to explore diverse perspectives and angles that they might not have considered otherwise. Additionally, students use AI tools to facilitate brainstorming sessions, refining their ideas and leading to more comprehensive and well-rounded content.

Excerpt 1: *"AI tools like ChatGPT have really helped me brainstorm and come up with fresh ideas for my presentations."* – Thongchai

Excerpt 2: *"When I'm stuck, AI tools offer creative prompts that spark new directions for my assignments."* – Manee

Excerpt 3*: "Using AI for content generation has made my work more comprehensive and engaging."* – Aree

As reflected in the quotes, the finding highlights the significant impact of AI tools, like ChatGPT and Gemini, in enhancing students' ability to generate content for their presentations and assignments. These tools not only provide valuable support by suggesting topics and creative prompts but also help students overcome challenges like writer's block, leading to more innovative and comprehensive work. The positive experiences shared by students underscore how AI integration in the content generation process fosters creativity and results in more engaging and well-rounded material.

(3) Paraphrasing English writing

The results highlight indicate that students benefit greatly from using AI tools to paraphrase English writing. These tools, such as QuillBot and Grammarly, assist students by offering alternative phrasing and rewording suggestions, which help them convey ideas more clearly and avoid plagiarism. Students use these AI tools to refine their writing, ensuring that their work remains original while accurately capturing the intended meaning. Additionally, AI paraphrasing tools provide real-time feedback, allowing students to learn different ways of expressing the same idea, thereby improving their language skills.

Excerpt 1: *"AI tools like QuillBot have been invaluable in helping me rephrase my sentences. They allow me to express my ideas more clearly and effectively, which has really improved my writing."* – Mali

Excerpt 2: *"Using AI for paraphrasing not only helps me avoid plagiarism but also ensures that my writing remains original while accurately conveying the meaning I intend."* – Jingjai

As supported by the quotes, the finding shows that AI tools like QuillBot and Grammarly significantly enhance students' ability to paraphrase English writing. These tools not only help students express their ideas more clearly and effectively but also help them to avoid plagiarism and maintaining originality. The positive experiences shared by students highlight the valuable role AI plays in refining their writing and improving their language skills.

(4) Ensuring content consistency

The findings reveal that students benefit significantly from using AI tools to ensure content consistency in their writing. These tools, such as Grammarly, ChatGPT, and Gemini, assist students by identifying inconsistencies in tone, style, and terminology across their work. Students use AI to maintain a uniform voice and structure throughout their assignments, which enhances the overall coherence and readability of their content. Additionally, AI tools provide real-time feedback, helping students align their writing with specific guidelines or standards, whether for academic papers or presentations. By reorganization the editing process, AI tools enable students to produce polished, consistent, and professional-quality work.

Excerpt 1: *"AI tools like Grammarly and ChatGPT help me keep my writing consistent, making sure the tone and style are the same throughout my work."* – Thongchai

Excerpt 2: *"Using AI to check for content consistency has made my assignments more polished and professional, which really improves the overall quality."* – Mali

From the excerpts above, the finding demonstrates that AI tools like Grammarly, ChatGPT, and Gemini play a crucial role in helping students ensure content consistency in their writing. By identifying inconsistencies in tone, style, and terminology, these tools enable students to maintain a uniform voice and structure, resulting in more polished and professional-quality work. The positive feedback from students underscores the value of AI in enhancing the coherence and readability of their assignments.

(5) Summarizing paragraph into order

The study reveals that students benefit considerably from using AI tools to summarize paragraphs when preparing slides for presentations. Tools like ChatGPT and SummarizeBot assist students by condensing lengthy text into concise, key points that are easier to present. Students use these AI tools to quickly identify the most important information, ensuring their slides are clear, focused, and impactful. This process not only saves time but also helps students refine their content, making their presentations more effective and engaging. Overall, AI tools significantly enhance students' ability to create well-structured and informative presentation slides.

Excerpt 1: *"AI tools like ChatGPT have been incredibly helpful in condensing long paragraphs into concise key points for my slides. This not only saves me time but also makes my presentations much clearer and more focused."* – Sukjai

Excerpt 2: *"Using AI to summarize content has really improved the quality of my presentations. It ensures that my slides are both clear and engaging, which helps me communicate my ideas more effectively."* – Mali

Excerpt 3: *"SummarizeBot allows me to quickly highlight the most important information from lengthy texts, making my slides well-structured and impactful. It's a game-changer for preparing presentations."* – Aree

According to the quotes, the study demonstrates that AI tools like ChatGPT and SummarizeBot play a crucial role in helping students effectively summarize paragraphs for their presentation slides. These tools not only save time by condensing lengthy text into concise, key points but also enhance the clarity and focus of the presentations. The positive feedback from students highlights how AI significantly improves the quality and impact of their slides, making their presentations more structured and engaging.

(6) Generating Supportive Visuals

The findings indicate that students benefit greatly from using AI tools to generate supportive visuals for their presentation slides. Tools like Canva, Visme, and/or Jasper.ai assist students by offering templates, design suggestions, and even generating custom graphics that align with the content of their slides. Students use these AI tools to quickly create visually appealing and relevant images, charts, and infographics, which enhance the overall effectiveness of their presentations. This not only saves time but also helps students ensure that their visuals are professional and engaging, making their presentations more impactful and easier for audiences to understand.

Excerpt 1: *"AI tools like Canva have been incredibly useful for creating professional-looking visuals. They make my presentations not only more appealing but also more effective in conveying my ideas."* – Sukjai

Excerpt 2: *"Using AI to generate charts and infographics has really improved my slides. The visuals are more engaging and help the audience grasp the content more easily."* – Thongchai

Excerpt 3: *"With AI tools, I can design custom graphics that align perfectly with my content, which saves me a lot of time and makes my presentations look more creative and organized."* – Jingjai

As conveyed in the quotes, the findings show that AI tools like Canva, Visme, and/or Jasper.ai significantly enhance students' ability to create supportive visuals for their presentations. These tools enable students to quickly produce professional and engaging graphics, charts, and infographics that align with their content, making their presentations more impactful and easier for audiences to understand. The positive feedback from students underscores how AI tools streamline the design process, saving time while improving the overall quality and effectiveness of their slides.

Discussion

The findings from both the questionnaire and interviews provide a thorough understanding of the integration of AI tools into students' Business English presentations. These results underscore the critical role these technologies play in enhancing various aspects of content generation, but they also emphasize the necessity of a balanced approach in their application.

The questionnaire results demonstrate that AI tools are instrumental in supporting content generation, aligning with existing research on the transformative impact of AI in education. For instance, Alam (2023), and Sharadgah and Sa'di (2022) discuss the potential of AI in transforming educational practices, particularly in areas like writing and presentation skills. However, while the use of AI tools is highly beneficial, it is essential to consider both their advantages and limitations. The survey highlighted that 24% of students frequently use AI for grammar correction, significantly improving the professionalism and clarity of their presentations. This is consistent with Amin (2023), who found that AI-driven tools like Grammarly enhance the quality of student writing. Nonetheless, the over-reliance on these tools can impede the development of language proficiency and critical thinking skills, a concern echoed by Aprianto and Zaini (2019), who argue for the integration of AI as a complementary tool rather than a replacement for active learning.

The interviews further reveal students' preferences for AI tools, particularly for grammar checking. Students frequently cited tools like Grammarly, QuillBot, Scribbr, and ChatGPT for their effectiveness in correcting grammatical errors and providing explanations that facilitate language learning over time. This reflects the findings of Santos (2020), who highlights the role of AI in supporting language acquisition. However, as Blau et al. (2020) suggest, an over-reliance on AI could diminish students' ability to develop self-regulation and critical grammatical proficiency, emphasizing the need for a balanced approach in using these tools.

Moreover, the results highlight AI's role in brainstorming and content idea generation, with tools like ChatGPT and Gemini helping students overcome writer's block. This is in line with Kasneci et al. (2023), who discuss AI's potential in fostering creativity and idea generation. However, the caution that AI-generated ideas may sometimes lack the depth and originality that come from critical human thought, leading to superficial content, is also supported by Delgado et al. (2020), who stress the importance of human oversight in the content creation process.

In addition to content creation, AI tools were found to be crucial for paraphrasing and ensuring content consistency. Tools like QuillBot and Grammarly were noted for their ability to help students improve clarity and avoid plagiarism, contributing to more original work. This is supported by research from De La Vall and Araya (2023), who highlight the effectiveness of AI in maintaining content integrity. However, excessive reliance on these tools could lead to a mechanical approach to writing, where comprehension is sacrificed for rewording, as Mishra and Mishra (2020) notice.

Furthermore, AI tools were also beneficial in summarizing lengthy paragraphs for presentation slides. Tools like ChatGPT and SummarizeBot assist students in condensing complex information into key points, enhancing the clarity and focus of their presentations. This aligns with Panyasai (2023), who found that AI tools can streamline content for better audience engagement. Nevertheless, there is a risk that essential details might be oversimplified, potentially undermining the depth of the presentation, as noted by St Amant (2020).

Lastly, the generation of supportive visuals is another area where AI tools significantly enhance students' presentations. Tools like Canva, Visme, and Jasper.ai quickly produce professional-quality visuals that align with the presentation content, making complex information more accessible to audiences. Liu et al. (2018) support the idea that AI enhances the visual appeal of presentations, though there is a concern that this convenience might lead to generic designs lacking creativity, as highlighted by Gentner (2019).

In summary, AI tools can significantly enhance the quality, clarity, and effectiveness of Business English presentations, but their use requires a balanced approach. Educators should guide students to utilize these technologies as supplements rather than replacements for their skills, allowing students to benefit from AI while developing independent writing, critical thinking, and design abilities. This integration not only improves presentation quality but also prepares students for professional business communication scenarios by fostering essential skills like clarity, conciseness, and audience engagement. By leveraging AI in this manner, educators can ensure that students are well-equipped to navigate the complexities of modern business communication effectively.

Recommendations

Future studies should investigate AI's impact on specific factors like student confidence, speaking fluency, and long-term language retention to provide deeper insights into AI-assisted learning effectiveness. Curriculum designers should strategically incorporate AI activities as complements to traditional teaching methods, balancing AI-generated content with instructor-led components to maintain critical thinking and creativity in language learning.

This study on Business English presentations has notable limitations, including its small sample size of 55 students from a specific academic program, which limits generalizability. The reliance on self-reported data introduces potential biases, and the research primarily highlights perceived benefits without thoroughly examining potential drawbacks such as over-reliance on AI tools or the erosion of fundamental language skills.

To build on these findings, future research should include larger, more diverse samples and conduct comparative studies across different disciplines to understand how AI effectiveness varies with academic demands. Researchers should examine potential downsides like AI dependence and its impact on critical thinking, design experimental studies comparing AI-assisted presentations with traditional methods and explore how educators can effectively guide AI tool implementation in educational settings.

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