AI-Enabled CLIL Model: Practical Pathways for Business English Listening Instruction in Universities

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Abstract: With the rapid development of AI technology and the continuous exploration of the "Content and Language Integrated Learning" (CLIL) model in the field of education, it has become particularly necessary to combine these two approaches for university business English listening instruction. Taking business English listening as an example, this paper explores the AI-enabled language teaching model and preliminarily investigates its advantages in improving students' learning experience and integrating language with business knowledge. Based on this, the paper proposes a business English listening teaching model under a networked environment.

Keywords: AI-enabled; CLIL model; University business English; Listening instruction; Practical pathways

1. Introduction

With the development of economic globalization, the importance of business English in international trade has been increasing. Listening is one of the most important skills in business English teaching, playing a significant role in students' communicative abilities in business interactions and their future development. Traditional business English listening teaching methods generally suffer from limited teaching resources, monotonous teaching methods, and low student engagement. Content and Language Integrated Learning (CLIL) is a new approach that focuses on language learning and application in real-life contexts, effectively promoting students' language skills and subject knowledge. The rise of AI technology has brought new opportunities to the education sector, providing students with personalized learning paths, timely feedback, and rich learning resources. Therefore, integrating AI technology into business English listening instruction can overcome the shortcomings of traditional teaching methods while fully utilizing their advantages, offering students more learning opportunities and enjoyment [1].

2. Problems in traditional university business English listening instruction

2.1. Limited teaching resources

In traditional university business English listening instruction, teachers face significant limitations in obtaining and using teaching resources. During teaching, teachers often rely on a limited number of textbooks and fixed listening materials, which are often outdated and fail to reflect the current trends and real situations in international business. For example, emerging business models are often not mentioned in business English listening textbooks, causing students to acquire knowledge that is detached from real business contexts. Additionally, it is difficult for teachers to obtain a wide variety of listening resources in traditional listening instruction, which restricts the comprehensive development of students' listening abilities.

2.2. Monotonous teaching methods

Traditional business English listening teaching methods are relatively simple, with teachers playing recordings, students taking dictation, and teachers lecturing. This teaching approach lacks interactivity and fails to fully engage students in the learning process. For example, in English listening instruction, students often passively receive information without opportunities for independent exploration or collaborative learning. Moreover, a monotonous teaching method is difficult to adapt to the needs of different types of students, making some students feel bored and affecting their learning [2].

2.3. Low student engagement

In traditional university business English listening instruction, low student engagement is a problem that cannot be ignored. On one hand, the monotonous teaching methods provide few opportunities for student participation, which affects their enthusiasm for learning English listening. On the other hand, teachers often dominate the teaching process, leaving students with little opportunity to express their opinions. For example, after listening, teachers often only answer questions briefly without allowing students to participate in discussions or analyses. Therefore, how to improve students' listening levels is an important issue.

2.4. Lack of real-life context

In universities, traditional business English listening instruction often lacks real-life context support. Since most listening materials are processed and standardized, they differ greatly from real business communication. For example, in business English listening materials, content related to oral expressions in business negotiations, cultural differences, and how to handle emergencies is relatively rare. This teaching method, which lacks real-life context, makes it difficult for students to flexibly apply the knowledge they have learned in real life, thus affecting their listening levels [3].

2.5. Insufficient personalized instruction

In universities, traditional business English listening instruction is increasingly unable to meet students' personalized learning needs. Different classes have different English foundations, learning abilities, and learning styles, but traditional teaching methods often adopt a one-size-fits-all approach. For example, it is difficult for teachers to meet the needs of students with different levels, making it too easy for high-performing students while leaving behind those with weaker foundations. This teaching method is not conducive to the development of students' individuality or the full realization of their learning potential.

3. Advantages of an AI-enabled CLIL model in university business English listening instruction

3.1. Providing personalized learning experiences

The AI-enabled language teaching model can offer a highly personalized learning experience that is difficult to achieve in traditional teaching. The system uses big data analysis and machine learning methods to collect and analyze students' learning behaviors, listening levels, and progress in real-time. For example, the system can adjust the difficulty and content of the teaching materials according to students' actual situations, ensuring that each student can grasp the required knowledge at the most suitable level.

3.2. Enhancing the integration of language and business knowledge

The AI-enabled cross-cultural communication model integrates language learning with business knowledge, creating a more realistic learning context. Through AI technology, teachers can easily introduce various business scenarios and cases, such as international business negotiations, market research, and business seminars, allowing students to gain a deeper understanding of business operations and cultural backgrounds while learning a foreign language. For example, AI-based virtual reality (VR) can simulate business negotiation scenarios, enabling students to not only understand business English but also apply the business knowledge they have learned within enterprises.

3.3. Improving teaching efficiency and quality

The AI-enabled language teaching model can effectively enhance the effectiveness of university business English listening instruction. The system can play listening materials, assign homework, and grade assignments, significantly reducing teachers' workload. At the same time, it can provide students with immediate feedback and intelligent assessments, helping them better understand their learning status. For example, AI can use voice recognition technology to analyze students' pronunciation and intonation, offering more precise suggestions. Additionally, AI can provide teachers with detailed data analysis, enabling them to promptly grasp students' learning needs and difficulties, and adjust their teaching methods accordingly. Based on this, a data-driven teaching decision-making method is proposed to ensure the scientific and effective use of teaching content and methods, thereby improving the overall quality of education [4].

4. Practical pathways of the AI-enabled CLIL model in university business English listening instruction

4.1. Creating realistic business scenarios with AI technology

AI-based business English listening courses can utilize VR, AR, and other methods to construct highly realistic business environments. For example, teachers can use AI technology to simulate international business meetings, business negotiations, and product launches, allowing students to learn in immersive contexts. These scenarios not only provide students with authentic language environments but also deepen their understanding of business contexts and cultural differences. In this way, students can practice their listening skills in real contexts while acquiring business knowledge, achieving integrated learning of language and content.

4.2. Personalized learning paths and intelligent recommendations

The AI-enabled language model can offer personalized learning paths for students. Based on big data analysis and machine learning, AI can provide personalized learning based on students' listening levels, progress, and learning styles. For example, the system can analyze the types of errors and weaknesses students encounter during listening and provide targeted learning materials and exercises. On this basis, a personalized learning method is proposed, which can effectively improve students' learning outcomes and enhance their motivation. At the same time, it can adjust the teaching plan in a timely manner according to students' learning situations, ensuring that students maintain the best state at all times. In this way, teachers can pay more attention to each student's learning needs, achieving the goal of teaching according to individual aptitude.

4.3. Real-time feedback and intelligent assessment

The application of AI technology in business English listening instruction is also a very meaningful research topic. In traditional listening instruction, teachers often spend a lot of time grading listening assignments. AI can provide specific feedback immediately after students complete their tasks. Teachers' evaluations of students include not only answers to questions but also guidance on pronunciation, intonation, and vocabulary usage. For example, AI can use voice recognition technology to analyze students' pronunciation and intonation, pointing out areas for improvement. Additionally, the intelligent system can analyze students' assignments to generate learning reports, enabling teachers to better understand students' learning status. The real-time feedback and intelligent assessment mechanisms of this system help learners correct mistakes in a timely manner during class, thereby promoting their listening comprehension.

4.4. Promoting student collaboration and interaction

The AI-enabled language teaching model can effectively enhance students' collaboration and interaction skills. Using online teaching platforms and AI-driven collaborative teaching tools, students can engage in group discussions, role-playing, and project-based learning. For example, in a business negotiation listening exercise, students can collaborate in groups to complete tasks. This collaborative learning not only improves students' listening and speaking skills but also enhances their teamwork and cross-cultural communication abilities. Additionally, the system can facilitate collaboration between different groups based on complementary abilities and knowledge levels, allowing students to continuously improve through mutual exchange and achieve better learning outcomes.

4.5. Transformation of teachers' roles and professional development

In the AI-enabled CLIL teaching model, teachers' roles shift from being mere knowledge transmitters to becoming facilitators, guides, and promoters of learning. Based on this, through research on AI, teachers can better understand students' needs and difficulties in the learning process and make corresponding adjustments. For example, teachers can use learning reports generated by AI systems to identify common problems students encounter in listening and address them specifically in class. On this basis, combined with AI technology, teachers can conduct educational research to explore more effective teaching methods.

5. Conclusion

Therefore, the AI-enabled CLIL model offers a new opportunity for university business English listening

instruction. By establishing realistic business scenarios, providing personalized learning pathways, offering real-time feedback and intelligent assessment, promoting student collaboration and interaction, and facilitating the transformation of teachers' roles, this model can not only improve students' English listening skills and business knowledge but also enhance their interest and enthusiasm for learning. With the advancement of AI technology and the continuous updating of educational concepts, this model will be increasingly adopted by universities for business English teaching in the future, providing strong support for cultivating business professionals with an international perspective and cross-cultural communication skills.

Disclosure statement

The author declares no conflict of interest.

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