

Reform and Effectiveness Analysis of an Industry-Oriented Business Russian Curriculum System

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ABSTRACT This study examines the reform and effectiveness of an industry-oriented Business Russian curriculum designed to address the persistent disconnect between classroom instruction and authentic business contexts. A 16-week teaching experiment was conducted with 96 Business Russian majors divided equally into an experimental group and a traditional teaching group. The reformed curriculum reconstructed course objectives around business task completion, reorganized teaching content into industry-based modules, introduced authentic and adapted materials from cross-border e-commerce, international logistics, contract operations, financial settlement, and after-sales service, and integrated progressive classroom tasks, teacher feedback, peer review, revision, and comprehensive performance assessment. Course effectiveness was evaluated through terminology recognition, business writing, information extraction, translation revision, oral interaction, and overall achievement. The experimental group obtained an average comprehensive score of 83.9, compared with 74.2 in the traditional teaching group. It also achieved 84.6% in industry terminology recognition, 86.2 points in business writing, 87.4% in text information extraction, and a 79.8% success rate in oral interaction tasks. These findings indicate that an industry-oriented curriculum can strengthen students' ability to process Business Russian texts, apply specialized terminology, revise written output, and complete communicative tasks in realistic business situations.

INDEX TERMS Business Russian; Industry-Oriented; Curriculum Reform; Classroom Tasks; Teaching Effectiveness

I. INTRODUCTION

IN the context of the economic and trade connection between China and Russia, Business Russian has put forward more specific requirements for China's Russian professionals. Business Russian courses should not just be the explanation of the vocabulary, the training in grammar and the situational dialogues, but should also cover the language needs of real-life situations including cross-border e-commerce, international logistics, energy cooperation, financial settlements, after-sales service etc. On the one hand, pupils need to be able to translate sentences, and on the other hand, to understand the quotation information, contract terms, logistics instructions, payment notices, customer requests, etc. – this gives the curriculum of Business Russian a clear practical focus. Industry texts, business emails, contract information extraction, translation revision and oral responses were already covered in the original manuscript and they serve as a basis for changing the curriculum into industry-based tasks.

From different perspectives, there are relevant studies which have proved that it is crucial to close the gap between

foreign language curriculum and work place, as well as to link to work requirements. Farea and Singh [1] (2024) after analysing the needs for English for Specific Purposes (ESP) indicated that it is important to adapt the curriculum according to the learners' professional tasks. Sureeyatanapas et al. (2024) [2] conducted a corporate analysis of the language skills needed by engineering graduates and recommended that engineering language courses focus more on language skills for the workplace. Roshid and Kankaanranta (2025) [3] also highlight the disconnect between the language skills needed in international business and the language skills imparted in higher education institutions. According to Sysoyev [4] (2026) who is working on the teaching of Russian as a foreign language, the skills of teachers and the organization of a course directly affect the quality of Russian language teaching. Liu and Ren (2024) [5] shows that authentic tasks can enhance the relationship between classroom and the application of language in the field of task-based language teaching.

But the already done research on the reform of the Business Russian curricula is still insufficient. A number

of studies focus on the development of general knowledge of a foreign language, not being sufficiently interested in industry-specific terminology, business processes and cross-cultural communication tasks in Business Russian; other studies are interested in the technologies of teaching or the assessment tools without explaining in detail how they can be translated to the material taught in the class, the tasks set for students and evaluation of the course. Thus, it is necessary to make the business Russian curricula reform, which combines enterprise needs, teaching content, classroom work and evaluation of learning into a whole teaching system.

From this, this article examines the reform of an industry-oriented Business Russian curriculum system from the aspects of practical rationale of curriculum reform, curriculum objective and content system, classroom task design, updating of curriculum teaching material system, assessment system adjustment, and effect analysis. The goal of the article is to show that only by changing the paradigm from “knowledge-based instruction” to “task-based learning” can Business Russian courses better develop students' skills in reading authentic texts and communicating in Business Russian.

II. PRACTICAL RATIONALE FOR BUSINESS RUSSIAN CURRICULUM REFORM

The need for reform of the Business Russian curricula is predicated not only on the new definition of what constitutes language proficiency in the industry, but also on a practical basis. The meaning of “Russian” is no longer just a collection of words, grammar and phrases; in such areas as cross-border e-commerce, international logistics, energy cooperation, financial settlements, after-sales service, etc., it becomes a working language with which one can ask for quotes, give quotes, confirm payments, negotiate contracts, follow up on logistics and respond to customers. These industry scenarios have been integrated in the curriculum materials of the original draft and tasks like business writing emails, extracting information from contracts, translation and revision, and oral response have been set. It shows that the curriculum reform is well grounded to change from the real business practice to the classroom training.

The needs analysis process should correlate directly with the evaluation of course effectiveness; the content of the course cannot be arranged only with the textbook content, but must also consider the needs of students in the target language, which is the type of text that students will come across in their future jobs (Damayanti et al. 2024 [6]). Academic and professional communication skills need to be developed with the help of a combination of course objectives, training materials, and assessment criteria, instead of relying solely on classroom teaching (Shen et al. 2024 [7]). Therefore, Business Russian courses need to go beyond merely assessing “whether students can speak Russian” to evaluating “whether they can handle business Russian tasks.”

As can be seen in Table 1, the needs of Business Russian language proficiency in industry can form the basis of the principles of the curriculum reform. This table does not just identify industry types, but rather demonstrates the link between industry tasks, language skills, and curriculum changes.

Based on the content shown in Table 1, the focus of teaching and learning Russian for business should be changed from “covers language points” to “completes situational tasks”. Corpus-based teaching and learning approach allows students to learn from the materials that are closer to the real-world context of language use (Poehner and Lu, 2024 [8]), and task-based teaching and learning approach gives students more chances of connecting with the process of language use (Bryfonski et al. , 2024 [9]). Thus, changes in course objectives/learning outcomes, content, classroom activities, learning materials, and evaluation methods are not only superficial structural changes, but systematic changes in response to the relationship between industry needs, student skills and learning outcomes.

III. REFORM OF THE INDUSTRY-ORIENTED BUSINESS RUSSIAN CURRICULUM SYSTEM

A. RECONSTRUCTING COURSE OBJECTIVES: SHIFTING FROM LANGUAGE KNOWLEDGE ACQUISITION TO BUSINESS TASK COMPLETION

In this study, “industry orientation” is not merely about adding a few industry case studies to the textbooks. Instead, it refers to the course construction principle of converting real business job requirements into course objectives, classroom tasks, and measurable ability indicators. The core path includes four steps: Firstly, select industry scenarios based on the frequent business activities in Sino-Russian business exchanges; Secondly, extract the language behaviors required to be completed in each scenario; Thirdly, convert these language behaviors into course objectives and task types; Finally, evaluate students' performance through indicators such as term recognition accuracy, information extraction completeness, business writing standardization, translation revision accuracy, and oral interaction success rate.

Specifically, in the context of cross-border e-commerce, the industry requirements mainly include product descriptions, customer inquiries, quotation responses, return and exchange inquiries, and after-sales explanations. The corresponding course objectives are to enable students to identify product names, specifications, quantities, prices, delivery conditions, and service terms from Russian materials. Classroom tasks include extracting product information, responding to inquiry emails, conducting customer service conversations, and revising return and exchange responses. The observable learning outcomes mainly manifest as whether students can accurately identify products and transaction terms, whether they can fully explain price and delivery information, and whether they can maintain a polite and standard business tone in written and oral responses.

TABLE 1. Practical Basis, Task Transformation, and Observable Outcomes of the Business Russian Curriculum Reform

Industry Scenarios	Typical Tasks	Competency Requirements	Curriculum Reform Responses
Cross-Border E-Commerce	Product descriptions, customer inquiries, and communication regarding returns and exchanges	Understanding product information and responding to customer inquiries	Expand training on product descriptions, customer service responses, and after-sales communication
International Logistics	Shipping Arrangements, Documentation Explanations, and Arrival Notifications	Identify logistics terminology and explain shipment progress	Add logistics documents, shipping notifications, and materials explaining exceptions
Energy Cooperation	Project negotiations, equipment descriptions, and reviewing cooperation documents	Understand specialized clauses and extract key information	Add tasks involving the reading of project texts and technical specifications
Financial Settlement	Payment Confirmation, Invoice Explanations, and Cost Negotiations	Assessing amounts, timelines, and payment terms	Include analysis of settlement emails and payment terms
After-Sales Service	Complaint Handling, Repair Instructions, Service Feedback	Expressing handling recommendations while maintaining a professional tone	Add simulations of complaint responses and service communications

In the international logistics scenario, the industry requirements involve reading shipping documents, arranging shipments, notifying arrivals, explaining delays, and communicating about abnormal transportation. The corresponding course objectives are to train students to understand transportation methods, shipping and arrival times, goods status, storage locations, customs clearance information, and explanations of abnormal situations [10]. The classroom tasks include reading logistics notifications, providing explanations of transportation progress, responding to abnormal transportation issues, and orally reporting the delivery status. The competency indicators mainly include whether the information such as time, location, transportation method, and goods status is accurately extracted, and whether students can explain logistics changes in concise and accurate Russian.

In the contract handling scenario, the industry requirements mainly manifest as contract clause interpretation, delivery clause reading, payment condition confirmation, responsibility relationship identification, and summary of cooperation documents. The corresponding course objectives are to help students understand the rights and obligations, delivery deadlines, payment cycles, liability for breach of contract, and responsibility allocation in Russian business texts. The classroom tasks include clause annotation, key information extraction, contract summary writing, and negotiation role simulation. Measurable results include the accuracy of clause understanding, the completeness of responsibility information, the logic of contract summaries, and the appropriateness of negotiation expressions.

In the financial settlement scenario, the industry requirements include payment confirmation, invoice description, expense verification, account validation, and overdue payment reminder. The corresponding course objectives are to train students to accurately read amounts, currencies, account information, payment deadlines, expense items, and settlement conditions. The classroom tasks include payment notification analysis, invoice information verification, expense confirmation email writing, and payment reminder dialogues. The competency indicators include the accuracy of digital information, the correctness of settlement terms usage, the standardization of email format, and the clarity

and specificity of payment requirements expression.

Through the above transformation, the goals of the business Russian language course shift from mastering general language knowledge to completing business tasks. The basic level goals focus on term recognition and sentence usage, while the application level goals emphasize reading business texts, writing emails, extracting information and revising translations, and the comprehensive level goals emphasize contract negotiation, customer response, logistics explanation and payment communication. Thus, the course can establish a direct connection between the industry communication needs and the trainable and evaluable business Russian language abilities of the students.

B. REORGANIZATION OF TEACHING CONTENT: FROM TEXTBOOK CHAPTERS TO INDUSTRY-BASED SCENARIO MODULES

Reorganization of teaching content should be done away from chapter by chapter teaching according to textbooks. Business Russian textbooks are usually organised according to themes, grammar or text units, which allows students to acquire basic knowledge; however, there is a problem of “understanding words and sentences but not the business context” when students are faced with authentic business texts. Course content should be structured around real-world situations for business activities, allowing students to interact with the business situation, business jargon, text structure and expression conventions in the same learning unit. The combination of task-based teaching with the classroom content can improve the practicality of training in the language; such an approach is quite suitable for the scenario-based adaptation of Business Russian courses [11].

The industry-scenario module focuses on the relationship between “scenario—materials—language content—competency requirements”, which can be regarded as a process of continuous training, and students can have a clear understanding of which business tasks the materials can serve, as shown in Table 2.

A mere addition of industry case studies, as shown in the module relationships (Table 2), does not suffice to reorganise the teaching content, but an transformation of the industry material to the course content which can be

TABLE II. Reorganization of Business Russian Teaching Content Under the Industry-Specific Scenario Module

Industry-Based Scenario Module	Types of Teaching Materials	Core Language Content	Key Competency Development
Commodity Trade Module	Product Descriptions, Inquiries, and Quotations	Expressing Specifications, Quantities, Prices, and Delivery Terms	Product Information Explanation and Transaction Communication
International Logistics Module	Waybills, Shipping Notices, Arrival Notifications	Expressing Mode of Transport, Timelines, and Status Exceptions	Understanding Logistics Information and Progress Updates
Contract Operations Module	Contract Terms, Letters of Intent	Rights and Obligations, Payment Terms, and Delivery Deadlines	Understanding of Terms and Extraction of Information
Financial Settlement Module	Payment Notices, Invoices, and Settlement Emails	Amounts, Accounts, Deadlines, and Fee Details	Verification of Settlement Information and Written Communication

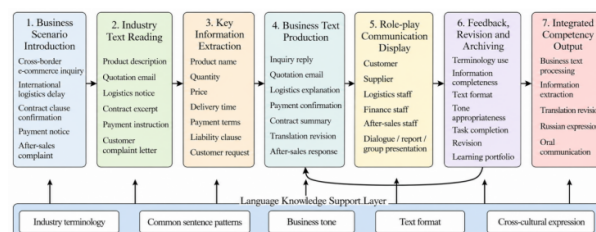
taught, practiced by students and assessed by teachers. Instructors can first introduce the business context and then introduce the students to the structure of the text and then provide the students with information extraction, text rewriting, or business communication related tasks in each module. Students will be able to practice vocabulary, sentence patterns and comprehension of discourse in specific business situations via scenario-based learning. After this course content has been transformed, classroom training could move from being singularly oriented to language practice to being integrated into business practice.

C. DESIGNING CLASSROOM TASKS: SHIFTING FROM ISOLATED LANGUAGE PRACTICE TO INTEGRATED BUSINESS PRACTICE

The purpose of classroom task design is to transform industry scenario modules into progressive learning activities. As shown in Figure 1, the task chain is organized by material length, terminology density, business complexity, and communicative pressure. Instead of adding industry texts as scattered reading materials, the reformed course converts them into a continuous training sequence that integrates reading, information extraction, translation revision, business writing, and oral interaction. Compared with vocabulary dictation, sentence translation, text retelling, and fixed dialogues in traditional Business Russian classes, this task chain requires students to judge business relations, identify key information, revise expressions, and respond to changing communication conditions.

Basic-level tasks use 80–120-word Russian business texts, each containing 6–10 core terms. Materials usually include product descriptions, brief inquiries, simple quotations, payment notices, or delivery reminders. The business relation is direct, mainly between buyer and seller or sender and receiver. Students identify product names, quantities, prices, delivery dates, payment accounts, and customer requests. Communicative pressure is low, and tasks mainly involve information extraction, term matching, sentence-pattern substitution, and short written responses. The indicators include terminology recognition accuracy, completeness of key information, and correct use of standard business expressions.

Intermediate-level tasks use 180–260-word Russian texts, with 14–22 industry terms and several related business details. Materials may combine inquiries and quotations, logistics notices and abnormal-shipment explanations, or payment instructions and fee-confirmation emails. Students

**Fig. 1.** Task Chain Design for Integrated Business Practice Classes

process two connected texts, compare prices, confirm delivery conditions, identify missing information, adjust tone, and revise inappropriate translations. Communicative pressure is moderate, as students complete written responses in pairs or groups within 10–15 minutes and explain their decisions [12]. The indicators include information comparison accuracy, email-structure appropriateness, retention of business information in translation revision, and tone adjustment according to the relationship between both parties.

Comprehensive-level tasks use 380–520-word case-based Russian materials, each containing 30–45 business terms and multiple text types. A complete case may include customer inquiries, supplier quotations, contract excerpts, payment notices, logistics delays, and after-sales complaints. Students connect several business stages, determine the communication sequence, and select suitable Russian expressions for negotiation, explanation, payment reminders, or complaint responses. Communicative pressure is high because students complete group discussion, business-text drafting, role negotiation, and oral presentation within limited time. The indicators include contract-term comprehension, logical organization of business information, translation revision accuracy, oral response success rate, and explanation of communication strategies.

A lesson may begin with a product inquiry, logistics notice, contract clause, or customer complaint. Students first extract key information, then write emails, summarize terms, revise translations, or conduct role-based communication. Finally, they improve their work through teacher feedback and peer evaluation. This feedback loop supports later tasks and helps correct recurring problems in terminology, format, tone, and information completeness. Through basic, intermediate, and comprehensive tasks, the course links industry materials with measurable Business Russian competence development.

D. UPDATING TEACHING RESOURCES: SHIFTING FROM FIXED TEXTBOOKS TO INDUSTRY TEXTS AND CASE MATERIALS

One of the key elements of successful implementation of industry-oriented Business Russian courses is the update of teaching resources. The fixed textbooks do have their advantages including a complete system, standard language and similar levels of difficulty, however, the words and phrases in them are not necessarily up to date with new words that occur in the field of cross-border trade, logistics & transportation, financial settlements, technical cooperation and customer services. When Business Russian classes focus on a single textbook for a long period of time, students may be very well acquainted with contexts of the textbooks, but not with formats, terminology, and expression conventions of real-world business materials. The use of industry texts should be carefully selected, adapted and integrated into course resources, maintaining their function of being core to the course while also preparing students for the language used in real industry settings.

Text resources from industry need to be authentic, relevant and teachable. Instructors can choose content, like product descriptions, inquiries by email, quotes, logistics notifications, contract terms, payment instructions, post-sale complaints, and service responses, and edit them as needed according to the language level of the students. The organization and annotation of information materials in Russian can serve as a reference for understanding texts, recognising terms and extracting information [13]. But, beware of simply collating industry materials – instructors must first have a very explicit statement of what language goals and business tasks are associated with the material to prevent any fragmentation of the classroom material.

Business processes also should be captured in case materials. Phases of a complete case study might involve customer inquiries, vendor quotes, order confirmation, shipping notifications, payment communications and post-sale feedback. Students will gain an understanding of cause and effect relationships in business communication and be able to identify informational links in texts that are sequential. Writing assessment and text revision resources enable students to understand how important it is to communicate accurately, standardly and appropriately in business settings [14]. Thus, it not only requires changes in the sources for materials but also changes in how the course is organized. Once the resource system is fully updated, classroom assessment can no longer be limited to checking for language correctness, but must assess the students' understanding, processing and expression of the meaning of industry-specific texts.

E. REFORM OF ASSESSMENT METHODS: SHIFTING FROM FINAL EXAMS TO PROCESS-BASED PERFORMANCE AND COMPREHENSIVE COMPETENCY EVALUATION

The reform of assessment must take into account the changes in the purposes of business Russian courses. Traditional

final exams can test students' understanding of words, grammar, and translation skills, but it is difficult to fully reflect students' ability to understand, express, revise and communicate in business environment by conducting a single exam. Industry related business English courses must include the evaluation in the learning process so that students can get continuous feedback in the process of reading the material, doing tasks, revising text, giving speeches in class and various practical exercises. Writing feedback connected with in-class assessment improves students' identification of language problems and teacher feedback and peer feedback overcome the shortcomings of teacher-only assessment [15].

Based on the analysis of the results presented in Table 3, it can be concluded that the evaluation of Business Russian courses should be changed from “final score” to “process performance + task quality + comprehensive competence”. On the one hand, it is conducive to students shifting from memorizing the knowledge to real tasks, and on the other hand, it can help teachers more accurately discover the gaps between students' learning status and their required knowledge.

The results of Business Russian courses are not to be assessed only by the tests or exams, as shown in the evaluation framework in Table 3. The assessment rubric contained five dimensions, each scored at 20 points: terminological accuracy, completeness of business information, textual format, communicative appropriateness, and task completion. Business writing scores were obtained from two independent Business Russian teachers. Translation error rates were calculated by counting terminology substitution, information omission, sentence-order, and style errors per 100 words. Oral interaction success rates were judged according to whether students completed the role objective, answered follow-up questions, and used an appropriate business tone within a three-minute task [16]. Task completion rates were calculated from submitted worksheets, emails, revised drafts, case reports, and presentations. Two Business Russian teachers and one instructor with foreign-trade practice experience participated in scoring. Before formal rating, they scored 12 sample works and discussed inconsistent judgments. Inter-rater agreement reached 0.86 for business writing and 0.83 for oral interaction. Scores differing by more than 5 points were rechecked and averaged after discussion. This process made comprehensive assessment more transparent and helped students identify weaknesses in terminology, text organization, revision quality, and business communication.

IV. IMPLEMENTATION PROCESS OF BUSINESS RUSSIAN CURRICULUM REFORM

A. TARGET AUDIENCE AND COURSE SCHEDULE

The teaching experiment was conducted over a 16-week period based on two parallel business Russian language classes. After excluding samples with incomplete pre-test, attendance records, or final comprehensive assessment data, a total of 96 valid data from students were retained. There

TABLE III. Comprehensive Assessment Structure for Business Russian Courses

Assessment Dimensions	Evaluation Content	Main Basis	Competency Objectives
Basic Language Proficiency	Understanding of terminology, grammatical accuracy, and use of sentence structures	In-class quizzes, text exercises	Basic Language Skills
Process-Oriented Learning Performance	Class participation, reading of materials, number of revisions	Learning Records, Classroom Observations	Commitment to Learning
Quality of Business Tasks	Email writing, contract information extraction, translation revisions	Assignment work, instructor grading	Business Text Processing Skills
Communication and Presentation Skills	Situational Responses, Role-Play Communication, and Argumentation	Classroom presentations, group activities	Business Communication Skills
Comprehensive Practical Outcomes	Completion of Comprehensive Business Tasks	Comprehensive Task Report	Comprehensive Application Skills

were 48 students in the experimental group, including 27 second-year students and 21 third-year students; and 48 students in the traditional teaching group, including 28 second-year students and 20 third-year students. All students were majoring in Business Russian. They had completed basic courses such as Russian pronunciation, basic grammar, Russian reading, and beginner-level translation. Their Russian learning experience was 3 to 5 semesters. Before the experiment began, neither of the two groups of students had received systematic training in Russian business correspondence, contract clause interpretation, logistics document reading, and financial settlement communication.

The two groups were organized in a parallel class format. To prevent the mutual influence of cross-class task training and feedback activities, the original class structure was maintained during the experiment. Before the 16-week course began, the students in both groups completed the same set of Russian basic proficiency tests and pre-tests for business Russian. The Russian basic proficiency test was scored out of 100, and the content included vocabulary, grammar, reading comprehension, and sentence translation. The average score of the traditional teaching group was 78.6 with a standard deviation of 5.3; the average score of the experimental group was 79.1 with a standard deviation of 5.1. The difference between the two groups was not statistically significant, $p = 0.638$, indicating that the general Russian proficiency of the students in the two groups before the course intervention was comparable.

The pre-test of Business Russian further examined five dimensions: identification of industry terms, business writing, text information extraction, translation revision, and oral interaction. The comprehensive pre-test score of the traditional teaching group was 72.1 points with a standard deviation of 4.8; the accuracy rate of industry term identification was 70.9%; the score of business writing was 72.6 points; the accuracy rate of text information extraction was 71.8%; the error rate of translation revision was 0.44; the success rate of oral interaction was 66.4%. The comprehensive pre-test score of the experimental group was 72.8 points with a standard deviation of 4.7; the accuracy rate of industry term identification was 72.4%; the score of business writing was 73.8 points; the accuracy rate of text information extraction was 72.6%; the error rate of translation revision was 0.41;

the success rate of oral interaction was 67.1%. The pre-test differences in all these dimensions between the two groups were within a small range, and the p -values of all differences were greater than 0.05, indicating that the two groups were comparable in terms of grade structure, Russian language foundation, and initial ability in business Russian.

During the implementation of the course, the experimental group adopted an industry-oriented Business Russian course, while the traditional teaching group continued to use the conventional model based on textbook explanation, vocabulary training, sentence translation, and situational dialogues. Both groups had the same 16-week semester, 64 class hours, and final assessment tools. In the experimental group, 18 class hours, accounting for 28.1%, were used for industry-text reading and scenario introduction; 22 class hours, accounting for 34.4%, were used for task-based writing, information extraction, and oral interaction; 14 class hours, accounting for 21.9%, were used for teacher feedback, peer review, and revision; and 10 class hours, accounting for 15.6%, were used for integrated case training and presentations. The course used 40 industry materials, including 10 cross-border e-commerce texts, 8 logistics documents, 8 contract excerpts, 7 settlement texts, and 7 after-sales service texts. Students completed 32 terminology-extraction worksheets, 6 business-email writing tasks, 5 translation-revision tasks, and 5 integrated cases. Teacher feedback was provided once a week, while peer review was arranged after each major writing or revision task, forming 11 rounds of written feedback. The traditional teaching group completed regular reading, vocabulary explanation, grammar practice, translation exercises, and oral drills. Such a design enables the comparison of learning outcomes under relatively consistent student foundations and teaching duration [17].

B. SELECTION OF INDUSTRY-BASED MATERIALS AND CLASSROOM INTRODUCTION

Industry-based materials must match the course objectives and students' language level. Four criteria were used for selection: material difficulty, terminology density, business completeness, and classroom suitability. Material difficulty was judged by text length, sentence structure, and clause complexity; introductory texts were kept within 80–120 words, while case-based materials were controlled within

380–520 words. Terminology density was checked according to task level: 6–10 core terms for basic texts, 14–22 terms for intermediate paired texts, and 30–45 terms for comprehensive cases. Business completeness required clear actors, transaction objects, amounts or deadlines, obligations, and expected responses. For contract excerpts, teachers retained subject, obligation, deadline, payment condition, and liability consequence; for payment instructions, they retained amount, currency, account, deadline, and fee item; for after-sales complaints, they retained problem description, customer claim, evidence, and proposed solution. Classroom suitability was judged by whether students could extract information, complete written output, and conduct oral interaction within one class. Teachers simplified excessive legal or technical details but kept the core business relationship and text function.

There is the corresponding relationship between material type, selection criteria and classroom introduction methods as shown in Table 4. For materials of inquiry and quotation, students can be guided to look for information about products, quantities and prices; for materials of logistic notification, students can be guided to pay attention to information about the shipping time, location and exceptional circumstances; for materials of contract, students can be guided to pay attention to the information of responsibility relationship, delivery time and settlement conditions; for materials of payment instruction, students can be guided to concentrate on the information about the amount, the account and the time limit; for materials of customer service, students can be guided to pay attention to information about the description of the problem, the suggestion of the solution and the polite expression.

First, in the classroom introduction, the business situation should be introduced and then the language processing. The communicative function, the relationship between the two and the purpose of the task can be explained by the instructor so that the students can have a clear understanding about which business activity the material supports. Once students have a general understanding, the teacher then asks them to identify product information, monetary amounts, time limits, liability clauses and customer requests. This way, the piece of information that remained untouchable due to the disconnected meaning of the word-for-word translation can be interactive and the reading of the target language can be naturalized to information extraction, text expression and classroom interaction. After the materials and the introduction phase are well blended, the preparation of classroom activities is based on a good business basis and is supported by the language frames.

C. CLASSROOM ORGANIZATION FOR BUSINESS RUSSIAN TASKS

The organization of Business Russian classroom tasks should be based on materials that have already been introduced within an industry context. Before students read, discuss, express and present, teachers should specify the

goals of the task, group roles and how the task will be evaluated. Classroom activities should not just be confined to the explanation of vocabulary and the translation of sentences; rather, they should help students make judgements about a particular business problem. To respond to materials on price enquiries, logistics problems, confirmation of payments, complaints, students need to identify the context of the task, extract the important information and then create appropriate Russian phrases to go with the business context.

Classroom organization can be based on the principle of individual preparation, group collaboration and whole-class presentation. In individual preparation, students read the materials and highlight the key information in the materials, in group collaboration, the students divide the tasks, check the information in the materials, and in whole class presentation, students explain orally, act the dialogue or present the written report. The use of diverse language learning activities provides more opportunities for students to participate in the language learning process and helps students adapt language expressions in the process of interaction [18]. Hence, the teacher should be able to dedicate class time to task based learning activities instead of spending the majority of the class time lecturing.

Teachers must keep appropriate control in the organisation of tasks. They can anticipate giving them the format of business texts, common expressions and key criteria for evaluation in advance, to help students clarify the boundaries for completing the task. The difficulty level of tasks should be progressively raised in line with students' ability: basic level tasks emphasize on identifying information and applying sentence pattern; advanced level tasks emphasize on rewriting texts and adjusting tone; comprehensive level tasks emphasize on business communication and problem solving. After classroom activities, the students have been able to create preliminary task results where the resulting texts and expressions still need to be enriched in terms of their quality. Teacher feedback, peer assessment and revision of student products are therefore important components in improving the quality of classroom tasks.

D. TEACHER FEEDBACK, PEER EVALUATION, AND STUDENT REVISIONS

Once students have written business emails, client responses, description of logistics or contract summaries, they often still have problems with correct terminology, lack of information, too formal language, and standard formatting. Feedback to be given by the teacher should focus on business goals and not just grammatical mistakes. Teacher should observe if the students' expression is suitable for their communicative function, whether the information is complete, whether the tone is appropriate, and whether the text type is clear and at the same time lead the students to understand the relationship between language form and business effectiveness.

Peer assessment can be used in conjunction with teacher's assessment point of view. Students should have clear guide-

TABLE IV. Selection of Industry-Specific Materials and Classroom Integration Methods

Material Type	Selection Criteria	Classroom Introduction Methods	Teaching Control Requirements
Materials for Inquiries and Quotations	Complete information on products, quantities, and prices	Set Up Communication Scenarios Between Buyers and Sellers	Emphasize the purpose of the transaction and control the density of technical terms
Logistics Notification Materials	Clear details on time, location, and shipping status	Explain shipping progress or any irregularities	Emphasize the extraction of key information
Contract Excerpts	Clear Definition of Terms and Liability Relationships	Guide students to identify information regarding payment, delivery, and breach of contract	Simplify complex sentences while retaining core provisions
Payment Instructions	Standardized expression of amounts, accounts, and payment terms	Simulate fee confirmations and payment reminders	Emphasize accuracy in numbers, deadlines, and formatting
Customer Service Materials	Complete Problem Descriptions and Resolution Recommendations	Setting up scenarios for complaint responses or after-sales instructions	Guide students to pay attention to tone and polite expressions

lines for evaluating other students during the peer review process, such as whether there are complete transaction details, if amounts and dates match, if the complaints were answered in a polite fashion, if the text makes logical sense, etc. Teacher feedback and peers' feedback help the learners to revise their text based on the feedbacks, thereby giving them the motivation to look at their own expressions from the reader's point of view [19]. However, it is important to note that students should not be able to comment freely during the peer review, but rather teachers should set some guidelines for the students when evaluating and give some examples, to make peer feedback practical.

Second rounds of revisions should be a routine classroom exercise. Students should verify industry information according to the feedback, make changes to the Russian expressions, add missing content, correct style and formatting errors. A comparison of the revised text with the first draft will enable students to "see" the changes in the level of linguistic accuracy, businessness of expression, and appropriateness of expression. This phase converts classroom assessment to assessment for learning, and it also builds up a collection of reference texts to train integrated business tasks. After the feedback/revision processes are implemented in a seamless manner, students are ready for presentation, reporting, and full use of practical application.

E. TRAINING AND PRESENTATION OF COMPREHENSIVE BUSINESS TASKS

The training of comprehensive business tasks shall be based on the completion of reading the material, organizing the classroom and revising the text. Students have already read and heard industry texts, business terms and task feedback in the earlier trainings and now they have to apply those skills in a holistic business situation. The students may be set problems to work on, for example, examination of cross-border trade services inquiries, coordination of logistics delays, confirmation of contract terms, reminders for payments, handling complaints of after-sales service, etc., which involve analyzing textual materials, drawing out information, composing texts in Russian and giving explanations orally. Instead of doing isolated language tasks, comprehensive tasks focus on the integrity of the business process: students need to evaluate communication partners, sequence the activities and select the appropriate tones.

In-class integrated business tasks presentations should show students' abilities in problem solving. Students can give their work in group reports, dialogues, demonstrations on how to write a business e-mail or in case studies. The presentation should consist of the business situation, essential information, suggested solution(s) and a justification for the use of the Russian language expressions [20]. Instructors should evaluate student understanding of content, ability to remember important information including amounts, dates, quantities, and liability clauses during the presentation and ability to use correct language when communicating with clients and/or partners. Presentations in the classroom should also be used to help students articulate the way they arrived at the learning outcomes, by showing how they revised their work from the first draft to the end product.

When the comprehensive task is finished, the teachers should put student's work, presentation performance and revision record into the course portfolio. The content of the portfolio should include evidence of students' development of terminology comprehension, text organization and translation revision skills and oral expression in the class and should serve as a basis for assessing the effectiveness of the implementation of the course. This stage is the new stage of the curriculum reform from classroom activities to effectiveness evaluation, which enables the teaching analysis to concentrate on the positive aspects of grade, skill improvement, enthusiasm for learning, and issues emerging from the study.

V. ANALYSIS OF THE IMPLEMENTATION OUTCOMES OF THE BUSINESS RUSSIAN CURRICULUM REFORM

A. ANALYSIS OF CHANGES IN STUDENTS' COMPREHENSIVE GRADES

The overall effectiveness of the curriculum reform was examined through both pre-test and final assessment results. Before the course, the traditional teaching group obtained a comprehensive pre-test score of 72.1, terminology recognition accuracy of 70.9%, business writing score of 72.6, translation revision error rate of 0.44, and oral interaction success rate of 66.4%. The experimental group obtained a comprehensive pre-test score of 72.8, terminology recognition accuracy of 72.4%, business writing score of 73.8, translation revision error rate of 0.41, and oral interaction success rate of 67.1%. These initial differences were small,

and all *p* values were greater than 0.05. At the end of the course, both groups completed the same comprehensive assessment, covering terminology recognition, business writing, text information extraction, translation revision, and oral response. Compared with the pre-test, the experimental group improved by 11.1 points in comprehensive score, 12.2 percentage points in terminology recognition, 12.4 points in business writing, and 12.7 percentage points in oral interaction, while the translation revision error rate decreased by 0.17. The corresponding changes in the traditional teaching group were 2.1 points, 0.9 percentage points, 1.9 points, 2.0 percentage points, and 0.10. Therefore, the final comparison was interpreted together with the initial levels, rather than only as a post-course score difference [21].

The score differences in Table 5 can be traced to the instructional links used in the reformed course. Classroom information-extraction tasks directly strengthened terminology comprehension and business-text reading. In the experimental group, terminology recognition accuracy increased from 72.4% to 84.6%, while the terminology misuse rate decreased from 21.3% to 9.8%. Course records showed that students completed 32 terminology-extraction worksheets, and their average accuracy in marking product, logistics, contract, and settlement terms rose from 73.1% in weeks 1–4 to 85.2% in weeks 13–16. This explains why the experimental group reached 84.6% in terminology recognition and 87.4% in text information extraction, exceeding the traditional teaching group by 12.8 and 13.8 percentage points respectively.

Feedback and revision mainly improved business writing and translation revision. Each student in the experimental group completed 6 business-email writing tasks and 5 translation-revision tasks. The average business writing score increased from 73.8 to 86.2, while the translation revision error rate dropped from 0.41 to 0.24. Specifically, terminology substitution errors decreased from 0.15 to 0.07, information omission errors from 0.11 to 0.05, and sentence-order or style errors from 0.15 to 0.12. These changes show that teacher feedback and peer review guided students from surface-level correction to revision of business meaning, information completeness, and textual appropriateness.

Case-based training further helped students connect language forms with business procedures. The experimental group completed 5 integrated cases covering cross-border e-commerce, logistics delay, contract confirmation, payment reminder, and after-sales complaint. Through repeated case practice, students became more capable of identifying the sequence of inquiry, quotation, confirmation, payment, delivery, and service response. This contributed to the experimental group's text information extraction accuracy of 87.4%, compared with 73.6% in the traditional teaching group.

Comprehensive presentation and role-play communication contributed directly to oral response, but the results also showed a sequential relationship among the measured abilities. Terminology comprehension was the entry point

for information extraction: after 32 terminology-extraction worksheets, recognition accuracy rose from 72.4% to 84.6%, and text information extraction reached 87.4%. Writing improvement followed this route, as students first identified product, payment, delivery, and liability information and then converted it into email replies or contract summaries; the business writing score therefore rose from 73.8 to 86.2. Feedback adoption was closely related to translation revision quality. After 11 rounds of written feedback, the translation error rate dropped from 0.41 to 0.24, with terminology substitution errors decreasing from 0.15 to 0.07 and information omission errors from 0.11 to 0.05. Oral interaction also benefited from this accumulated process: the success rate increased from 67.1% to 79.8%, and students with feedback adoption above 70% reached an oral task success rate of 82.6%, compared with 75.3% among students with lower adoption. The reform therefore formed a learning chain from terminology comprehension to information extraction, from written revision to translation quality, and from case presentation to oral response under communicative pressure.

B. ANALYSIS OF IMPROVEMENTS IN INDUSTRY TERMINOLOGY COMPREHENSION

One of the important signs of the learning outcomes in Business Russian is the ability to understand the Russian terminology of businesses. Without the ability to properly interpret terms associated with product descriptions, logistics conditions, payment terms, contractual conditions and after sales, students will have great difficulty reading business texts and communicating professionally. The reform of the curriculum included placing the terminology learning in specific industrial scenes so that students could understand the word meaning, collocation and scope of use in the scene. Specific language courses must cover basic communicative aspects of expression in the professional activity, which corresponds to the aspects of terminology training in Business Russian.

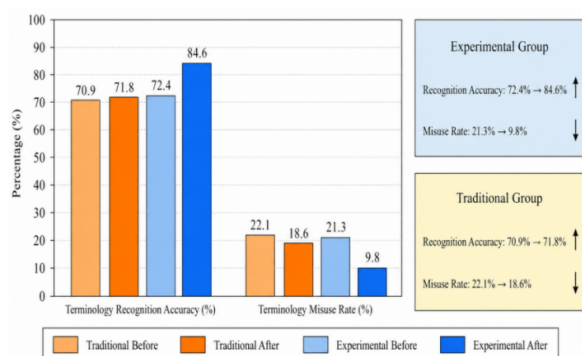
As can be seen from Fig.2, after the course, the industry terminology recognition rate of the experimental group rose from 72.4% to 84.6%, and the traditional teaching group rose from 70.9% to 71.8%, the industry terminology misuse rate of the experimental group decreased to 9.8% from 21.3% before the course, the traditional teaching group decreased to 18.6% from 22.1% before the course. The changes in both groups show that both scenario-based material and task-based training are more effective in fostering the vocabulary comprehension.

C. ANALYSIS OF IMPROVEMENTS IN BUSINESS WRITING AND TRANSLATION REVISION SKILLS

After the enhancement of the understanding of the industry terminology, the quality of students' expression in business writing and business translation revision also had more remarkable improvement. Business writing assessment is based not only on grammatical accuracy but also on the completeness of information, standardization of format,

TABLE V. Comparison of Students' Comprehensive Scores Before and After the Business Russian Course Reform

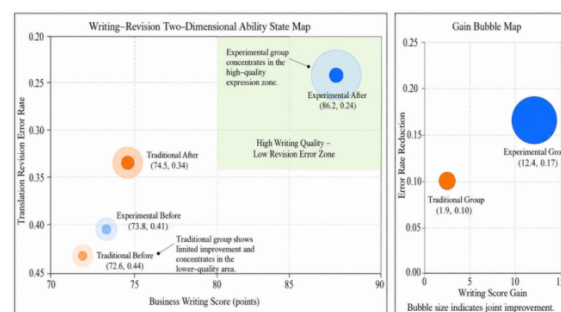
Evaluation Item	Traditional Teaching Group	Experimental Group	Difference
Average Comprehensive Test Score (points)	74.2	83.9	+9.7
Industry Terminology Recognition Accuracy / %	71.8	84.6	+12.8
Business Writing Score/points	74.5	86.2	+11.7
Text Information Extraction Accuracy / %	73.6	87.4	+13.8
Spoken Interaction Task Success Rate (%)	68.4	79.8	+11.4

**Fig. 2.** Comparison of Changes in Industry Terminology Comprehension Ability

style (appropriate tone) of writing for business, and expression of key business information [22]. Translation revision evaluation, however, focuses on the substitution of terms, the adjustment of sentence order, information retention and text coherence. Feedback through writing can assist students to correct the mismatch between the language form and expression strategies. The business writing scores of the experimental group are 73.8 before the course and 86.2 after the course, the traditional teaching group's before/after course scores are 72.6 and 74.5 respectively, the error rates of the experimental group's translation revisions are 0.41 before and 0.24 after the course and the traditional teaching group's before/after scores are 0.44 and 0.34 respectively (see Figure 3). The data here show that the combination of the three writing training techniques can significantly improve students' ability of dealing with business texts, namely scenario writing training, translation revision writing and in-class feedback. The result of the experiment indicated that there was significant difference between the experimental group and the traditional instruction group, it was believed that after processing a series of inquiry emails, payment instructions, logistics notification, after sales response, students' knowledge of terminology, text formatting and business tone were translated into a more evenly developed skill of written expression.

D. ANALYSIS OF IMPROVEMENTS IN CONTRACT INFORMATION EXTRACTION AND BUSINESS TEXT PROCESSING SKILLS

Students used to use some business words in their writing, but the quality of their business writing and revision of their translation works improved as their understanding of indus-

**Fig. 3.** Synergistic Improvement in Business Writing and Translation Revision Skills

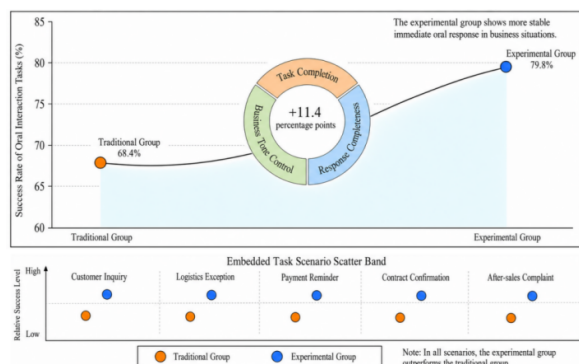
try words increased. The assessment of business writing is based on the completeness of information, text organization, business writing style and correctness of business words; the assessment of translation revision is based on the substitution of the business words, the organization of sentence order, the retention of information and the coherence of text. The automated writing feedback and human marking serve as a benchmark for students to make improvements to their texts. The scores of the two groups (business writing) before and after taking the course are compared as shown in Table 6. Before the course, the business writing score of the experimental group was 73.8 points and that of the traditional teaching group was 72.6 points; after the course, the business writing score of the experimental group was 86.2 points, while that of the traditional teaching group was 74.5 points, showing that the scores for the experimental group increased 12.4 points and for the traditional teaching group increased 1.9 points. In the experimental group, the error rate of translation revision dropped from 0.41 to 0.24 while it dropped from 0.44 to 0.34 in the traditional teaching group, indicating that the reformed course had a greater impact on the improvement of translation revising quality.

E. ANALYSIS OF IMPROVEMENTS IN ORAL RESPONSE AND BUSINESS COMMUNICATION SKILLS

Speaking business Russian demonstrates the student's translation skills, understanding of terminology and business sense in real time. After the successful completion of comprehensive business task training which is part of the curriculum reform, students' expressions became more consistent in answering customer enquiries, explaining logistics problems, reminding customers of payment, confirming conditions of the contract, responding customers' complaints after the sale etc. Capacity building in Russian teaching

TABLE VI. Results of Changes in Business Writing and Translation Revision Skills

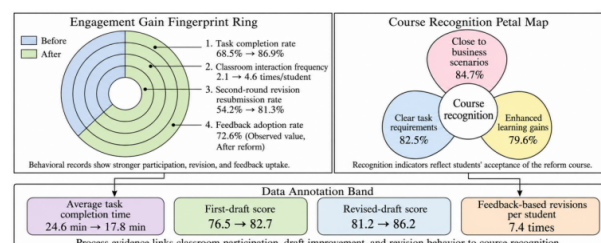
Evaluation Items	Before the Traditional Teaching Group's Course	After the Course in the Traditional Teaching Group	Before the Experimental Group's Course	After the Course in the Experimental Group
Business Writing Score (points)	72.6	74.5	73.8	86.2
Translation Error Rate	0.44	0.34	0.41	0.24

**Fig. 4.** Results on Improvements in Oral Response and Business Communication Skills

methodology focuses on coordination between the organization of classes, design of tasks and communicative training. The oral interaction tasks successful rate of the experimental group was 79.8% while the traditional teaching group was 68.4%, as shown in Figure 4, the difference was 11.4 percentage points, the experimental group was higher than the traditional teaching group. From these results, it can be concluded that the scenario approach in introducing and assigning roles and presentation practices can improve students' spontaneous responses in business situations.

F. ANALYSIS OF STUDENT ENGAGEMENT AND COURSE SATISFACTION

After the improvement in oral response skills, students' learning engagement and course satisfaction also changed. To reduce the influence of subjective perception, the analysis combined questionnaire results with process-based classroom evidence. The curriculum reform included industry-text reading, task assignments, feedback and revision, and comprehensive presentations. Four process indicators were recorded: task completion rate, classroom interaction frequency, revision resubmission rate, and feedback adoption rate. As shown in Figure 5, the task completion rate in the experimental group increased from 68.5% to 86.9%, classroom interaction rose from 2.1 to 4.6 times per student, revision resubmission increased from 54.2% to 81.3%, and feedback adoption reached 72.6%. Classroom behavior records also showed that the average time for completing a business email task decreased from 24.6 minutes in weeks 1–4 to 17.8 minutes in weeks 13–16. The average score of first drafts rose from 76.5 to 82.7, while revised drafts rose from 81.2 to 86.2. Each student completed an average of 7.4 feedback-based revisions, including 3.1 revisions on terminology, 2.4 on information completeness, and 1.9

**Fig. 5.** Changes in Student Learning Engagement and Course Satisfaction

on tone or format. In the satisfaction survey, 84.7% of students considered the course close to business scenarios, 82.5% found the task requirements clear, and 79.6% reported stronger learning achievement. These records show that satisfaction was supported by observable changes in classroom behavior and assignment development.

G. ISSUES REQUIRING FURTHER IMPROVEMENT IN THE COURSE REFORM

Based on student learning engagement and course satisfaction, the curriculum reform has a solid practical basis, but several aspects require further improvement. Course records show that the experimental group obtained an overall score of 83.9, the task completion rate increased to 86.9%, and the feedback adoption rate reached 72.6%. However, long-sentence negotiation, complex contract comprehension, and on-the-spot response remained weak areas. Students scored 86.2 points in general business email writing, but only 78.4 points in contract-clause summarization, showing that they still had difficulty ranking rights and obligations, delivery dates, payment periods, and breach-of-contract liabilities. For oral interaction tasks, the success rate was 79.8%, while classroom observation showed that 23.6% of students still failed to complete impromptu follow-up responses, shift tone naturally, or avoid repeated expressions. The feedback stage also showed uneven acceptance: students responded quickly to format correction and term replacement, but were slower in revising text logic, business attitude, and intercultural expressions. The next round of curriculum improvement should therefore include three buyer-supplier negotiation cases on price adjustment, delivery postponement, and responsibility sharing; four contract-clause interpretation units requiring students to identify subject, obligation, deadline, payment condition, and liability consequence; two unexpected customer-response tasks in each module; and two intercultural pragmatic judgment tasks on reminder, refusal, complaint mitigation, and polite negotiation. These changes can make follow-up training more targeted and

improve students' stable performance in complex business situations.

VI. CONCLUSION

The reform of the industry-oriented Business Russian curriculum combined industrial scenarios, classroom tasks, process feedback, and comprehensive assessment to respond to the gap between classroom teaching and business communication needs. The experimental group reached an overall score of 83.9, with improvements in terminology recognition, business writing, translation revision, information extraction, and oral response. The curriculum is more suitable for students who have completed basic Russian grammar, reading, and elementary translation training; for students with weaker proficiency, terminology density and text length should be reduced, while advanced students can work with longer contract and negotiation cases. Its application also depends on institutional context. Colleges with foreign-trade, logistics, e-commerce, or energy co-operation resources can build richer case banks, while institutions with fewer industry links need simplified or simulated materials. Different business orientations require different modules, such as logistics documents, payment texts, contract clauses, or after-sales complaints. Teacher expertise, access to updated industry texts, and class size also affect implementation. Classes of about 40–50 students can support group tasks and peer review, while larger classes require stricter task grouping and digital portfolio management. Future work should enrich industry-academia cases, refine tiered tasks, and strengthen assessment criteria for practical Business Russian.

FUNDING

This work was supported by the project A Study on the Linguistic Landscape of Famous Historical and Cultural Cities, Towns, and Villages in Hebei Province from the Perspective of Cultural Communication (HB22YY010). The author would like to express sincere gratitude for the support provided by this project.

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