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AI-assisted Cross-border Livestream Script Writing to Promote Intercultural Competence

Yanshen Yu, Xiaoqi Jian*, Zhiping Zhu, Xiaole You

Lingnan Normal University, Zhanjiang 524048, Guangdong, China.

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Corresponding author: Xiaoqi Jian, Lingnan Normal University, Zhanjiang 524048, Guangdong, China.

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Abstract

The booming of AI-mediated digital commerce has intensified the need to understand how technology-enhanced writing tasks foster intercultural competence in business education. However, despite growing interest in AI-assisted learning, limited empirical research has examined how AI reshapes students' intercultural meaning-making processes within authentic cross-border communication tasks. This study investigates the development of intercultural competence through AI-assisted cross-border livestream script writing by employing qualitative content analysis of 36 paired drafts, independently written scripts, and AI-revised versions, to trace multidimensional changes in attitudes, knowledge, skills, and language performance. The findings reveal systematic shifts from self-oriented narration to audience-centered engagement, from descriptive feature listing to culturally embedded persuasive structures, alongside enhanced narrative coherence and genre-sensitive linguistic expression. These results suggest that AI functions not merely as a technical editing tool but as a mediational resource that supports intercultural awareness and strategic communicative adaptation, offering important pedagogical implications for integrating AI into Business English curricula and advancing intercultural competence development in digitally mediated global commerce.

Keywords

Artificial Intelligence; Intercultural Competence; EFL Writing; Livestream Script

1. Introduction

The evolving cross-border e-commerce and livestream marketing have transformed global business communication, requiring university students, particularly those in Business English and international trade programs, to develop sophisticated intercultural competence (IC). Livestream script writing for global audiences is no longer merely a linguistic task; it demands cultural awareness, audience adaptation, strategic storytelling, and pragmatic sensitivity. Additionally, the advancement of generative artificial intelligence (AI) tools has introduced new possibilities for supporting students in idea generation, language refinement, and scenario simulation. In classroom practice, AI-assisted cross-border livestream script writing has increasingly been adopted as a form of digital storytelling to scaffold students' intercultural learning.

However, prior research on AI in language education has primarily focused on writing performance, feedback efficiency, and learner motivation, with limited attention to its role in fostering deeper intercultural development in authentic business contexts (Hussain et al., 2025). Few studies have examined how AI functions as a cognitive and linguistic scaffold in shaping intercultural competence.

Addressing this gap, the present study explores how AI-assisted cross-border livestream script writing mediates

students' development of intercultural competence across attitudes, knowledge, skills, and linguistic performance. By integrating digital storytelling pedagogy with AI-supported learning, this research advances understanding of technology-mediated intercultural education and offers pedagogical implications for Business English curricula.

2. Literature Review

2.1 AI-Assisted EFL Writing

The integration of artificial intelligence (AI) in educational settings has generated increasing attention regarding its pedagogical implications for EFL writing. AI-powered tools, such as chatbots and automated writing assistants, are now viewed as resources capable of reshaping instructional practices and learner engagement. Accordingly, recent research has examined both measurable improvements in writing performance and students' perceptions of AI-mediated learning environments, particularly in digitally enriched and feedback-intensive classrooms.

Empirical evidence indicates that AI-assisted writing can enhance linguistic accuracy and organizational coherence. In a mixed-methods study, Song et al. (2023) found that Chinese EFL learners receiving ChatGPT-supported instruction significantly outperformed peers in organization, coherence, grammar, and lexical range. Qualitative data further suggested that students regarded AI as an innovative partner for revision and idea generation, while also expressing concerns about contextual appropriateness and potential over-reliance. Similarly, Almusharraf et al. (2025) reported that AI-generated prompts stimulated engagement and scaffolded idea development, fostering more active learning. Duong et al. (2025) likewise demonstrated AI's dual role in supporting motivation and idea expansion, while revealing challenges in complex writing tasks.

Essentially, these studies highlight AI's potential to enhance linguistic performance and motivation. However, existing research largely emphasizes short-term proficiency gains and perception-based outcomes, with limited attention to higher-order competencies such as intercultural awareness or genre adaptation. Process-oriented investigations remain scarce, underscoring the need for longitudinal, task-embedded research that examines how AI mediates deeper cognitive and communicative development across drafting stages.

2.2 Intercultural Competence in Business Context

The development of intercultural competence in higher education, particularly within business programs, has increasingly been framed as a strategic response to global workforce demands. Early scholarship highlights the complexity of intercultural learning in multicultural classrooms. Naranjo-Toro et al. (2026) argue that intercultural competence development in higher education must be intentionally structured and pedagogically grounded rather than assumed to emerge naturally from curricular exposure. It maps diverse digital technologies and pedagogical strategies, identifies equitably constrained implementation contexts, and underscores the gap between exposure to cultural diversity and actual competence development, emphasizing the need for scaffolded intervention and curriculum design.

Beyond that, Mak et al. (2013) examine institutional initiatives designed to cultivate intercultural capacity through curriculum redesign and faculty development. Situated within the Internationalization at Home framework, their study highlights the importance of embedding intercultural learning outcomes into course design rather than treating them as peripheral add-ons. By integrating reflective tasks, intercultural workshops, and assessment reform, these initiatives aim to align institutional internationalization strategies with classroom practice. This curricular embedding signals a shift from mobility-based models toward domestically situated intercultural engagement.

Complementing curriculum-focused research, studies on collaborative and experiential learning emphasize the pedagogical value of structured interaction. De Hei et al. (2019) demonstrate that guided collaborative group work in internationalized classrooms enhances intercultural skills among Dutch university students, while Petrovskaya et al. (2020) show that short-term virtual multicultural team projects can foster intercultural effectiveness. Together, these findings suggest that experiential and dialogic pedagogies are central to competence development.

However, existing literature predominantly examines face-to-face or mobility-based contexts, with limited attention to digitally mediated business tasks or AI-supported environments. Moreover, few studies trace how intercultural competence evolves through iterative performance-based assignments. Addressing these gaps requires process-oriented research that situates intercultural learning within authentic, technology-enhanced business communication practices.

3. Methodology

3.1 Research Design

This study adopts a qualitative content analysis approach to examine how AI-assisted script writing influences students' intercultural competence development in cross-border livestream tasks. Qualitative content analysis is appropriate for systematically identifying patterns, meaning structures, and developmental changes embedded in textual data while preserving contextual depth.

3.2 Data Collection

The dataset consists of 36 livestream scripts produced by undergraduate Business English students. Each group submitted two drafts: (1) an initial version written independently without AI assistance (Draft 1), and (2) a revised version refined with AI support (Draft 2). The task required students to design cross-border livestream scripts targeting international consumers, incorporating product introduction, cultural positioning, and persuasive strategies. In total, 72 textual samples were analyzed.

3.3 Analytical Framework

The analysis was guided by an intercultural competence (IC) framework encompassing four dimensions: attitudes, knowledge, skills, and language performance. A coding scheme was developed deductively based on established ICC constructs (e.g., openness, cultural awareness, interpretive skills, interactional strategies) and inductively refined during pilot coding. Draft 1 and Draft 2 were compared to identify shifts in cultural representation, communicative strategies, perspective-taking, and discourse patterns.

3.4 Coding Procedure

All scripts were anonymized prior to analysis. Two rounds of coding were conducted. First, open coding identified recurring intercultural themes and discursive features. Second, axial coding compared AI-assisted revisions with original drafts to trace developmental changes. Particular attention was paid to cultural framing, adaptation to target audiences, conflict sensitivity, and linguistic pragmatics. To enhance reliability, a second coder independently analyzed 20% of the data, and discrepancies were resolved through discussion.

4. Findings

This study examined developmental changes in students' intercultural competence (IC) by systematically comparing 36 paired livestream scripts: Draft 1 (independently written) and Draft 2 (AI-assisted revision). Guided by the four-dimensional framework of attitudes, knowledge, skills, and language performance, the analysis reveals consistent and multidimensional growth. Across cases, AI-assisted revisions not only improved textual fluency but also reshaped students' intercultural positioning, audience awareness, and persuasive logic. The findings are presented below in a claim–evidence–discussion sequence, articulated through integrated narrative analysis.

4.1 Intercultural Attitudes

The first notable shift concerns intercultural attitudes, particularly students' orientation toward audience engagement, openness, and relational sensitivity. In Draft 1, many scripts adopted a self-centered narrative stance, foregrounding personal experience without explicit attention to audience inclusion. For instance, one student began with: "I woke up… I saw so many blemishes on my skin…". The discourse centers on the speaker's internal experience, reflecting a transactional approach focused primarily on product explanation rather than audience connection. The communicative logic prioritizes self-expression and factual description, with limited evidence of interactive intent or acknowledgment of diverse viewers.

After AI-assisted revision, however, the same script opened with: "What's up, what's up, welcome to our stream… I'm so excited…". The shift from self-description to interactive greeting signals a clear reorientation toward relational engagement. The inclusion of welcoming phrases, repeated discourse markers, and emotional enthusiasm constructs an immediate sense of co-presence between host and audience. Similar transformations appear

in other cases, such as the revision to "We're so excited to kick things off…", which replaces a functional product introduction with an emotionally inviting tone that foregrounds shared experience rather than individual narration.

These changes suggest more than stylistic adjustment. They indicate the emergence of intercultural openness and heightened awareness of audience expectations in Western livestream contexts, where enthusiasm, immediacy, and direct engagement are culturally valued communicative norms. Draft 2 scripts consistently demonstrate stronger audience orientation through inclusive pronouns, affective language, and performative energy. This evolution reflects a movement from information delivery toward relationship building, aligning discourse practices with intercultural business communication standards. Overall, the findings imply that AI-assisted revision operates as an attitudinal scaffold, prompting students to reconsider their communicative positioning and adopt a more dialogic, culturally responsive stance in cross-border digital interactions.

4.2 Intercultural Knowledge

Beyond attitudinal shifts, AI-assisted drafts reveal strengthened intercultural knowledge, particularly regarding Western consumer psychology and persuasive discourse patterns. In Draft 1, students often relied on linear explanations rooted in personal motivation, such as: "I want to give her a good impression… my cheek became sensitive…". Although logically coherent, this narrative structure reflects a speaker-centered reasoning pattern that prioritizes personal intention over audience identification. The communicative flow tends to describe events sequentially without explicitly framing them in ways that resonate with target consumers' lived experiences or emotional triggers.

In Draft 2, however, the same content was strategically reframed through rhetorical questioning: "Do you ever wake up… dark circles under your eyes… Sound familiar?" This revision adopts a pain-point resonance strategy widely used in Western beauty marketing, positioning the viewer—not the speaker—as the focal point of the discourse. By directly invoking a shared morning scenario and inviting recognition ("Sound familiar?"), the script activates empathy and identification, which are central to persuasive communication in Anglo-American consumer culture. The structural shift from self-narration to audience-centered problem articulation demonstrates increased awareness of culturally embedded marketing conventions.

A comparable transformation appears in technology-product scripts. The original informational listing, "It not only has noise reduction, but also is comfortable and cheap," reflects a feature-driven approach common in product explanation. After revision, it becomes: "Have you ever felt that your regular headphones just don't fill the bill?" Here, the integration of imagined dissatisfaction followed by an implied solution demonstrates familiarity with the "problem–solution–benefit" logic prevalent in global e-commerce discourse. Rather than simply enumerating attributes, the revised script constructs a consumption scenario grounded in unmet needs.

Taken together, these changes indicate deeper cognitive alignment with target-market norms. Students move beyond literal translation and adopt culturally recognizable persuasive frameworks. Such reorganization of discourse suggests substantive growth in intercultural business knowledge, particularly in understanding how cultural expectations shape consumer engagement and decision-making processes.

4.3 Intercultural Skills

The third dimension of development concerns intercultural communicative skills, particularly narrative structuring, audience perspective-taking, and strategic adaptation. In Draft 1, many scripts presented information in fragmented or loosely connected sequences, reflecting a descriptive rather than performative mode of communication. For example, one student wrote: "My friend gave me her own concealer… that is NYX concealer…". The statement conveys basic information but lacks emotional build-up, contextual framing, or a clear turning point. The discourse moves abruptly from problem to product mention without constructing a compelling experiential pathway for the audience.

In Draft 2, however, the same content was restructured into a coherent narrative: "One day, after a crazy late night with friends, I woke up… Luckily, a friend gave me her NYX concealer, and it was a game-changer!" The revision introduces temporal markers ("One day"), situational context ("after a crazy late night"), and evaluative language ("game-changer"), thereby creating tension and resolution. This storytelling arc aligns with culturally resonant marketing practices in Western livestream settings, where personal anecdotes function as persuasive devices.

The shift illustrates students' improved ability to embed products within emotionally engaging narratives rather than presenting them as isolated commodities.

A similar pattern appears in technology-product scripts. The parallel listing in Draft 1 ("Good sound effect and noise cancellation…") reflects an additive logic that foregrounds features without strategic sequencing. In Draft 2, this evolves into imaginative engagement: "Now imagine this: headphones so comfortable, you will forget you're wearing them." The use of directive imagination invites audience immersion and demonstrates perspective-taking.

Collectively, these transformations indicate enhanced competence in interpreting communicative expectations and reorganizing discourse accordingly. AI mediation appears to operate as a cognitive scaffold, enabling students to internalize intercultural storytelling conventions and apply them strategically within culturally specific marketing genres.

4.4 Language Performance

Finally, substantial gains are evident in linguistic accuracy, idiomaticity, and pragmatic appropriateness. Draft 1 scripts frequently contained grammatical inaccuracies and literal translation patterns, such as: "I just surprised by the big change on my skin brought by this little item." The sentence reflects tense misuse, missing auxiliary verbs, and non-native collocational patterns, which may reduce credibility in professional cross-border communication. In Draft 2, this was refined to: "It magically corrected my dark circles and covered all the redness. My skin looked so smooth and even…" The revision demonstrates improved tense accuracy, natural verb–object collocation, and the addition of vivid evaluative adjectives. The inclusion of the adverb "magically" also enhances emotional appeal, aligning with promotional discourse conventions.

A comparable transformation appears in product-technology scripts. The original statement, "It not only has noise reduction, but also is comfortable and cheap," reflects basic grammatical structure and limited lexical range. After AI-assisted revision, it became: "These headphones are equipped with adaptive noise cancellation that adjusts in real time…". This version introduces domain-specific terminology ("adaptive noise cancellation"), relative clauses, and a more precise description. The syntactic complexity and professional vocabulary signal a higher level of discourse competence appropriate for global e-commerce contexts.

Importantly, these improvements extend beyond surface correction of grammar. Draft 2 scripts demonstrate rhythmically balanced sentences, strategic use of short punchy clauses, persuasive intensifiers, and conversational discourse markers typical of livestream genres. Expressions such as enthusiasm cues, evaluative adjectives, and sensory imagery contribute to authenticity and audience engagement. Language becomes more dynamic, evocative, and contextually appropriate, strengthening both speaker credibility and persuasive impact. Overall, the linguistic development suggests that AI-assisted revision supports not only grammatical refinement but also discourse-level alignment with intercultural business communication norms.

5. Conclusion

This study examines how AI-assisted cross-border livestream script writing shapes students' intercultural competence (IC) in a business communication context. Intercultural competence, encompassing attitudes, knowledge, skills, and linguistic performance, is analyzed through 36 paired drafts comparing independently written scripts with AI-assisted revisions. Using qualitative content analysis, the study traces the progressive reconstruction of intercultural meaning-making rather than merely improvements in textual quality.

Findings indicate a shift from self-oriented product narration to audience-centered engagement, as revised scripts adopt inclusive greetings, enthusiasm markers, and direct address aligned with Western livestream norms. This transformation reflects enhanced intercultural attitudes and relational awareness. In terms of knowledge, students demonstrate greater alignment with Western consumer psychology, restructuring content through problem–solution–benefit patterns and scenario-based persuasion. Intercultural skills are further evidenced in more coherent storytelling, perspective-taking, and strategic genre adaptation. Linguistically, AI-assisted drafts show improved accuracy, idiomaticity, and pragmatic appropriateness, moving beyond literal translation toward fluent, persuasive discourse. Overall, AI-assisted writing functions as a mediational scaffold that integrates linguistic refinement with intercultural development, offering pedagogical implications for Business English education.

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