

# Navigating ChatGPT for Business English Writing: Benefits, Limitations, and Challenges for Students

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## Abstract

*The present study explores the use of ChatGPT as a tool for enhancing Business English (BE) writing skills among first-year students in a Finance and Banking program. A number of 24 students participated in a qualitative experimental approach in which they wrote a complaint letter, comparing their own versions with those generated by ChatGPT 4.0. The feedback collected from students revealed that while it was felt that ChatGPT produced well-structured and professional letters, student's own writing was more creative, with a strong personal voice, despite the limitations of the BE writing in terms of creativity. The study emphasizes AI's impact on helping students refine their writing mechanics, while preserving a critical perspective on the model's limitations in terms of creativity, larger understanding of external contexts and emotional connection in writing.*

**Key words:** AI tools, ChatGPT, teaching Business English, writing skills, Business English learning.

**J.E.L. classification:** Z13

## 1. Introduction

Chat GPT, developed by Open AI, is presented as an advanced conversational AI model which is created to generate human-like text from the input it receives. Its developers present it as being capable to engage in conversations, make recommendations, answer questions, and help with creative writing, as well as other tasks. It offers instant essential feedback and revisions to its users, helping them overcome difficulties in terms of adopting a formal register, specific vocabulary, and business specific writing conventions, through its functions it represents a promise to bridge the gap between traditional academic learning forms, real professional world conventions and students' expectations to include digital technology in their daily activities. It is capable to continuously learn from user interactions and understand language nuances as it is meant to adapt to specific needs in terms of tone, style, language register. Users have noticed that this tool presents limitations in terms of information accuracy and nuanced reasoning.

Considering that ChatGPT can be used as a flexible and personalized tool which can teach users to effectively organize information, focus on key points, familiarize with industry specific jargon, cultural nuances and formatting solutions, our purpose in the present paper is to explore part of the potential of this tool in terms of increasing business writing skills and writing proficiency for our students.

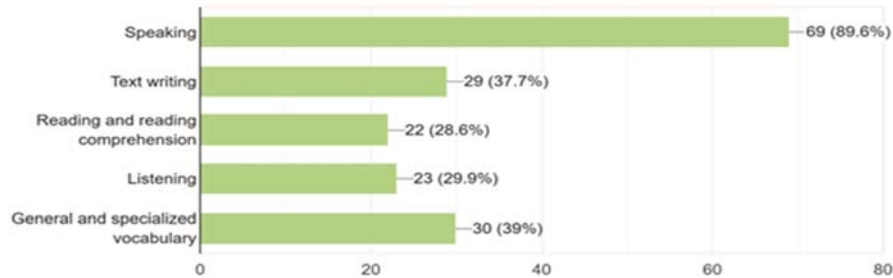
Business English writing is a key competence for effective communication in the preset globalized business environment. Mastering these skills helps interact with professionals and partners across the globe with clarity, precision, and professionalism. Apart from playing an important role in increasing productivity and avoiding misunderstandings, well-written documents prove competence, create a positive impression, build trust and credibility. Therefore, mastering BE writing represents an asset in career advancement. Moreover, the results of a needs analysis survey carried out on 77 students enrolled in the first year at the Faculty of Economic Sciences at "Ovidius" University of Constanta, at the start of the second semester of the academic year 2022-

2023, indicate the options of students in terms of the skills to be improved to be successful in their future careers. As we can see from Figure no. 1 below, text writing ranks second, with almost 40% of the options expressed.

Figure no. 1 Skills to be improved for a successful future career

13. Which of these skills will be of great use for you in your future career? Choose the two most important ones.

77 responses



Source: (Bacă, E., Popescu A, 2024, p. 89).

As AI tools available for writing assistance are more and more numerous, continuously evolving and focused on different needs: for grammar and style correction, and content optimization, most of them offer cohesion and correction advice, considerably contributing to the overall quality of the final product. The entire writing process can be speeded up using AI, repetitive tasks such as drafting standard emails or generating business reports, various types of business letters, which traditionally consume time and resources are now handled by AI. As a result, the overall productivity can be improved, and resources allocated more efficiently. Streamlining the, sometimes, strenuous writing process with automated grammar correction, organizational or content/style suggestions, enables employees to produce high-quality content while saving time (Vassallo P., 2024, p.360). Consistency across documents and other forms of communication can be reached, enabling businesses, at the same time, to quickly adapt to increasing global demands, staying ahead of competition, and minimizing the cognitive workload of its employees.

While the advantages of using AI tools in streamlining writing tasks are more obvious, there are concerns regarding an increasing amount of over-reliance on technology, as employees become more dependent on AI for these tasks, and not only hinder, but also lose their already acknowledged writing abilities. Another aspect is related to losing critical thinking abilities, this, in time, can result in losing one's self-confidence and the capacity to write autonomously and creatively, while the real attributes of authorship seem to be lost forever. AI assistants can replace the instructors in various forms of blended learning, creating more autonomous forms of learning, in which students can experience future jobs possible scenarios. (Popescu A., 2022, p. 410).

AI powered writing tools are capable to offer personalized feedback based on a quick analysis of writing styles, helping users nuance their communication. Moreover, efficiency is reached in terms of not wasting time and resources on repetitive, boring tasks and focusing on other aspects which require creative immediate human interaction, such as building relationships with the business environment, crafting business strategies and issuing creative business proposals.

## 2. Literature review

Opinions on the usefulness of ChatGPT vary, therefore, hot debates are centered on foreseeing whether it will be a real breakthrough and in what respect. One of the first 'victims' is writing-tightly connected to researching, reflecting, organizing a text, to make it as persuasive as possible. Instead of this strenuous process, taking hours or days in some cases, AI tools deliver a plausible-sounding text on any topic, which can be transformed in various registers similarly to a Lego game.

In an interview on 20<sup>th</sup> January 2023, Noam Chomsky defined GPT as “basically high-tech plagiarism” and “a way of avoiding learning”, which feeds on vast amounts of data and groups them together miming the real process of writing (Chomsky N., 2023). In January 2025, speaking about the prospective developments of ChatGPT, Sam Altman referred to its unprecedented growth trajectory which impacted the world at large, announcing greater advancements on the horizon, superintelligence “in the true sense of the word” being ready in 2025 to “join the workforce” and change the production of companies (Altman S., 2025).

The present studies based on using AI tools for teaching business English writing skills indicate that it can enhance language refinement for L2 learners (Lee G., 2024, p.134), considerably improve writing outcomes for students (Oktarina et al., 2024), it can bring significant advancements in grammar and composition, by providing instant assistance. It reduces cognitive strain and encourages us to focus on creativity and content flow (Arora A.P., 2024, p. 102).

While researchers indicate ChatGPT as an effective tool for formal education, students consider that it is an outstanding resource for English learning in a formal setting (Mulia, Piri & Tho, 2023, p. 387) and they describe it as functional, efficient, user friendly, timesaving. Ai tools enhance students’ communication skills, preparing them for multicultural workplace challenges by allowing them to navigate various international scenarios (Mustafa F. et al., 2024, p.66). Other studies indicate that while ChatGPT can generally enhance writing proficiency, its impact in terms of more creative forms of writing, such as essay writing, is less impressive than expected, as a result, more training in AI tools management and further research on its uses is recommended (Aglibot K.A. et al., 2024, p. 175). It is equally important to note that while the information provided by AI systems seems abundant and well organized, it is not always accurate, current, or complete. Other concerns indicate loss of creativity risks, data privacy risks, and digital literacy problems, as issues to be considered by educators.

In contemporary rapidly and continuously evolving global landscape, prioritizing AI literacy among students is crucial. From here derives the need to implement adequate AI course for educators, which is a process in progress in Romanian academic systems. This literacy encompasses the understanding of basic components such as application, authenticity, accountability, and agency (Cardon P. et al., 2023, p.290). By doing this, instructors equip their students with a critical and responsible attitude towards AI, such an attitude plays an important role in students’ future success in the workplace, considering the quick development of AI assistants, as more and more industries are expected to adopt and implement these technologies.

### 3. Research methodology

The present study is part of a larger research project to be developed, and adopts a qualitative experimental approach meant to evaluate the possible effectiveness of ChatGPT technology in improving BE writing skills in academic education. The decision to use the present design is based on the necessity to develop writing skills (as indicated by Fig. 1, see above) and allows for a controlled investigation on how AI systems can be beneficial by delivering automated feedback, correcting mistakes, and providing tailored recommendations. The research participants are a group of 24 students enrolled in the 1<sup>st</sup> year, Finance and Banking program, at the Faculty of Economic Sciences, “Ovidius “University of Constanta.

The initial step of the experiment comprised an introductory session in which students were briefly introduced to the AI systems, exposure to the given writing task and to ChatGPT. In the second stage students were invited to elaborate their own response to the following writing task:

- Based on the following situation (*You recently noticed an unauthorized transaction on your bank account. Despite notifying the bank promptly, they have not taken adequate action to resolve the issue, leaving your funds unrecovered*). Write a letter of complaint.
- Compare the two versions of the letter and answer the following questions:
  - a) Which version do you consider to be better?
  - b) Which version would you have liked to receive? Why?

In the third stage, students asked ChatGPT to provide its version for the same given topic, and then, students answer the questions above. The data was collected and analyzed by the course instructor.

#### 4. Findings

Analyzing the versions of the complaint letter of ChatGPT, we noticed that structurally they were identical, however, they slightly differ in tone and urgency conveyed. Compared to students' letters which are very different in terms of structures used, vocabulary and grammar knowledge, choice of tone and level of urgency conveyed. The common structural elements of ChatGPT's versions share an introduction with a polite greeting, an issue descriptions section which explains the basic problem (an unauthorized transaction detected at a particular date and a lack of resolution, despite reporting the issue to the bank), a request for action (specific to the necessities of the issue-recovering funds, providing an update or escalating the matter), and a conclusion with a polite closing. The ChatGPT versions we analyzed share several common vocabulary structures, the recurring phrases and vocabulary used to reinforce professionalism, clarity, and expectation of timely action.

Students' comments related to the questions received as part of the second step of our investigation relate to humans being indispensable in terms of creativity and depth of understanding a larger situation, placing the text in a larger socio-economic context, factual accuracy judgement, providing more reliable information derived from external factors, human connection and empathy, unicity of writing style and voice. They also stressed the role of AI systems as a valuable support for humans. Here are some of their opinions:

- „I looked at my mates, and some of the answers we got from GPT to our task were quite similar, ours are way more different in terms of structure, vocabulary, they reflect us more and less the writing rules. I like mine, but I like its vocabulary...”
- "AI writing feels like it's missing a soul, it's perfect, I admire it for that, if the text has errors or is clumsy, I know it's human. We know how to put heart into our work."
- „We have less vocabulary and structure compared to AI, but the text is more alive, if I may say so...”
- "We know how to add a personal touch that makes our writing feel real, something AI can't do. I would have liked to receive mine, as it is more human."
- "Our experience in business writing allows us to connect with readers in ways AI can't. I like my writing, it means someone spent time writing it and thought about me, the reader."
- "AI can write well, but it misses the warmth and empathy, or the sorrow we bring to our work. I don't mind receiving AI written business letters."
- "When we write, we reflect on the impact of our words, but AI just writes a text, it's an industrial product!"
- "We can anticipate the needs of our audience, while AI just follows patterns. Humans are unpredictable, so I like humans. "
- "We can adjust our tone depending on the audience, which AI struggles to do, but I think in the future AI will improve, so now I like my letter, but in the future.... I don't know..."
- "I like human letters, because we can put creativity and humor into our writing, which AI can't really do naturally."

#### 5. Conclusions

The findings of the present study indicate that ChatGPT is a useful tool which can be used to enhance the aspects of BE writing connected to grammar, vocabulary, the overall structure of the business text and clarity. Students acknowledged and appreciated AI's capacity to generate professional texts, which saved time and reduced human cognitive load. Nevertheless, they noticed that it lacks creativity, personalization of the output and emotional involvement which can be perceived from the human writers' texts. While the output of ChatGPT was unanimously indicated as being excellent in terms of consistency and clarity, students felt that their own versions of the letter reflected their unique voices and connected to the reader at a personal level. Overall, AI is a

valuable support tool in the learning process of the mechanisms of writing, but it needs to be “enriched” with nuanced, creative, and empathetic “human touch”, the author’s presence to be felt behind the text.

Apart from enjoying the advancements of these instruments, it is of equal importance to be aware of their potential limitations. By understanding AI’s applications and possibly temporary limitations (considering the promises of more amazing future advancements of such technologies), students can responsibly and confidently navigate and accommodate the possible challenges and opportunities that these technologies bring into our existence, especially in our professional environment.

In terms of future research in this field, given the rapid developments of AI technologies and their increasing presence in educational environments, we can foresee a focus on areas such as: longitudinal studies (which can provide feedback on students’ evolution while being continuously exposed and becoming more proficient in using AI, with an emphasis on the evolution of their creative and critical thinking abilities); comparative studies (researching in a comparative manner other writing AI aids, which could help educators in their future decisions concerning the choice of AI to be used and its complementarity with traditional methods of teaching); AI personalized forms of learning (which offer tailored feedback and recommendations based on each student’s learning approaches). All these areas can help develop and reshape the way in which we teach and learn writing skills, while making this process more dynamic and better centered on the learner.

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