TRAINING UNDERGRADUATE COMMERCE STUDENTS IN BUSINESS ENGLISH VOCABULARY TO WRITE EMAILS WITH CHATGPT, TEACHER INSTRUCTIONAL SUPPORT AND DIGITAL LITERACY

DAKSHAYINI R[1]*, DR. INAGANTI MADHAVI[2]

[1]*ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH, SHAKUNTALA DEVI INTERNATIONAL INSTITUTE OF MANAGEMENT SCIENCES, BANGALORE-560102, KARNATAKA, INDIA. EMAIL: dakshayiniswamy@gmail.com
[2]HEAD OF DEPARTMENT, DEPARTMENT OF ENGLISH AND OTHER LANGUAGES, SCHOOL OF HUMANITIES AND SOCIAL SCIENCES, GITAM (DEEMED TO BE) UNIVERSITY, BENGALURU, INDIA.
EMAIL: minagant@gitam.edu

Abstract:
With the integration of the Internet of Things (IoT) into the education sector (Fang Zhang, 2021), the use of mobile devices and ChatGPT in learning has garnered increasing attention from educators and students due to its limitless potential. Based on cognitive development and the progression of vocabulary acquisition, the paper examines how, with the aid of teachers' instruction and ChatGPT, first-year commerce students show a shift in their use of grammar, vocabulary, sentence structure, clarity, conciseness, formatting, and professional tone. Ultimately, the paper suggests strategies for utilising mobile devices and ChatGPT in writing emails, which form part of college Business English vocabulary. The study employs qualitative methods to gather feedback on awareness, utilisation, and the effectiveness of drafting emails with the assistance of ChatGPT. Students need to be equipped and transformed with the skills to thrive in an AI-driven world, or they risk being left behind (Sep 5, 2025, The Hindu).
Keywords: Business English, vocabulary, ChatGPT, email writing, commerce students

INTRODUCTION:

With the rapid growth of global internet technology, the widespread use of smart devices, and abundant learning resources, mobile internet learning is increasingly emerging as a new form of self-education. It is important to explore the role of mobile internet, both theoretically and practically, in college English vocabulary to improve students' learning outcomes and meet their specific needs. Since 2013, research on mobile learning apps accessible via smartphones has surged, fueled by the fast development of mobile internet and the popularity of mobile devices (Fang Zhang, 2021). The release of ChatGPT, which automatically generates text, raises concern (Anson &Straume, 2022), predicting fear among educators that AI would completely take away writing from learners' hands, bringing an end to education (William, 2023). It is challenging for institutions to deal with AI in the education sector (UNESCO, 2021), which has the capacity to transform academic writing (Alier et al., 2024; Bhatia, 2023). Helm, G., & Hesse, F. (2025) highlight the need for designing training programmes and creating learning opportunities on writing with AI, focusing on tools such as ChatGPT, perplexity, etc., for university students and stress on rare empirical studies. They point out that empirical studies are scarce in this area, which underscores the need for more research to integrate these technologies into educational practices. By creating structured training and learning environments, educators can better equip students with the skills necessary to harness AI in their writing processes.

 An overview of AI usage across different countries (Barrett & Pack, 2023; Crcek & Patekar, 2023; Kelly et al., 2023; Helm & Hesse, 2024; Hoffmann & Schmidt, 2023; Malmstrom et al., al.; von Garrel et al., Welding, 2023), gathered through questionnaires, showed that ChatGPT was well known among students (Malmstrom et al.), which was based on observations of students using AI for writing (Fyfe, 2023; Tossell et al., 2024). Although learners are familiar with AI, they do not automatically use it for the writing process, nor do they find it easier or faster than they perceive (Fyfe, 2023; Tossell et al., 2024). Instead, its application is mainly limited to the planning stage (Helm & Hesse, 2024; Hoffmann & Schmidt, 2023; von Garrel et al., 2023). The focus is primarily on the type of AI employed in writing and how it aligns with students' needs and relevance in their learning, enabling them to be more effective.

LITERATURE REVIEW:

McMurtrie (2022) and Sharples (2022) view AI technologies, such as ChatGPT, as valuable for education, advocating for teachers to utilise technology as a tool to enhance learning. Mhlanga and David (2023) recognise that, while

ChatGPT offers opportunities to modernise education through innovative methods, it also poses risks to traditional student assessment approaches. They argue that ChatGPT can boost student engagement and collaboration by promoting experimental learning and innovation. It is crucial to use ChatGPT ethically, respecting privacy, ensuring accuracy and transparency, understanding its limitations, promoting fairness, and avoiding bias. Despite its benefits, ChatGPT cannot replace human teachers. The authors suggest principles for integrating ChatGPT as a supportive tool that enhances existing teaching strategies within an ethical framework focused on privacy, fairness, and transparency, while also fostering critical thinking and problem-solving skills. Students should be made aware of how ChatGPT works in education, its limitations, potential biases, and responsible use, considering the subject and context to maximise learning. A notable limitation is that ChatGPT cannot understand students' cultural backgrounds or life experiences (Mahoney et al. 2021, Alam 2022, Adams et al. 2022), which are vital in guiding and supporting students.

Katari, J., Usha, J., Sivalanka, V., and Latha, U. P. (2023, May) argue that incorporating IoT (Internet of Things) technology into English language teaching, especially in ESP (English for Specific Purposes), can enhance the teaching and learning of vocabulary. They suggest that IoT-based activities can boost students' vocabulary skills and make language learning more engaging through interactive experiences.

Motteram, G., and Thomas, M. (2010) state that ESP instruction for English as a second language is provided based on the needs and usage of English within an academic context by tailoring it through primary sources such as conference materials, reports, and other relevant documents related to technological development and frequently addressed topics in information and communication technology, such as in computer science and economic informatics. Descriptive and analytical methods were employed to examine the issue through Google Forms in 2022. The experiment conducted by the author indicates that IoT made learning engaging, maintained students' attention in linguistic classes, and created opportunities and a learning environment on the IoT platform, which was reflected in students' comments and expressions of gratitude during interviews. The lessons aimed to help students acquire specialised vocabulary, focusing on domain-specific concepts. Students had the opportunity to watch a presentation by Ted Barrett on the Internet of Things and to discuss their observations, linking it to the previously introduced term through activities such as quizzes and games. It is recommended that university administrators and policymakers embrace digital technologies by integrating IoT and providing comprehensive training for teachers. The current research article integrates IoT and ESP instruction tailored to the needs of commerce students using AI, aligning with the students' needs and usage.

Chunmei Song (2020) argues that the strong development of the economy and internationalisation of education have created challenges, as college students find it difficult to study a major in business English due to a lack of English proficiency (Zhou, Z., 2017), which affects their academic success (Swinney, G. N., & McGowan, R. Y., 2018). International students in English-speaking universities require support through ESP activities during the writing process, as their first language (LI) influences their learning, leading to academic and evaluative issues (Whitlock, M. M., 2017). These issues can be addressed by understanding students' cultural backgrounds and needs, aiding the development of effective English interventions. Several studies indicate that English proficiency impacts metacognition and is assessed in a university setting through the Post-entry Language Assessment (PELA) (South, S. C., Hamdi, N. R., & Krueger, R. F., 2017). PELA is implemented and supported by some Australian universities and has faced criticism from experts who recommend adhering to the legal guidelines of TEQSA (Tertiary Education Quality and Standards Agency). Chunmei Song introduces the 'ternary crossing theory', which combines theoretical perspectives on language, business, and business culture. The study employs a quantitative approach for statistical analysis to evaluate the effectiveness of PELA in academic performance, complemented by qualitative methods that provide detailed insights. T-tests were conducted to examine the relationship between PELA scores and two variables: scores in the business English writing class and scores on written assignments. Regression analysis assessed the correlation between PELA scores and academic achievement, controlling for other influencing factors. Qualitative methods were used to gather students' opinions on the effectiveness, relevance, and impact of contextualised English writing workshops through focus group interviews. Based on the findings from these groups, seven questions were formulated to collect student opinions on the influence of these workshops, offering a comprehensive understanding of the complex issues surrounding language assessment and intervention in international business English education. In conclusion, teachers should explain cultural factors and help students develop appropriate ways of thinking about writing by employing sociolinguistic sensitivity. Students need language, business, and comprehensive skills to understand various domain-specific courses and to differentiate between languages, vocabulary, and syntax.

Shaikh, S., Yayilgan, S. Y., Klimova, B., and Pikhart, M. (2023) examine Chatgpt as a useful tool for English language learning, including writing, grammar, and vocabulary tasks. They selected students with varied levels of English proficiency, educational backgrounds, and nationalities to assess their experiences with ChatGPT's usability through a quantitative Likert scale survey. The learners' responses reflected positive attitudes and satisfaction with using ChatGPT for English tasks. A notable finding was the user-friendly and accessible nature of ChatGPT for language learners. The results suggested that ChatGPT has potential in language education, as students reported that it helps improve their grammar, vocabulary, and sentence structure, which in turn enhances their speaking and writing skills. Learners can ask questions, share ideas, discuss different topics, and practice real-life scenarios interactively.

The authors emphasise that ChatGPT should complement human instruction rather than replace it, to support language learning effectively.

Shrivastava, R., & Malviya, J. (2023) argue that AI-generated tools like chatbots provide feedback on aspects such as grammar, vocabulary, and pronunciation, helping learners improve their skills rapidly. Designed to be encouraging and supportive, chatbots help reduce stress and anxiety related to communicating in a foreign language. This stress relief enables learners to practice and make mistakes without fear in real-world situations. They offer personalised learning experiences and are available 24/7, unlike friends or teachers who can't always provide guidance. However, AI technology has limitations in understanding human culture, and many learners may lack access to the necessary resources and technology. Overreliance on AI can lead students to avoid human interaction, especially as integrating multiple AI systems can become more complex.

Helm and Hesse (2025) emphasise the importance of understanding writer profiles and the differences in the writing process (van Waes, 1992; van Waes, Luuk & Schellens, 2003). Recognising these differences is essential for developing training programmes on AI use in writing for diverse university students. To analyse AI writing behaviours, a cluster analysis is conducted using criteria such as the use of AI for various writing sub-activities, AI awareness and literacy, writing concepts, and digital media literacy. The study examines not only how AI is used in writing but also the characteristics of the users. Results show that of the four clusters, two large groups consist of students who are unaware of AI and rarely use it. Conversely, 20% of the first cluster frequently use AI in their writing. The author believes that AI literacy and digital media literacy are separate concepts, with the least writing-related concepts. These students, labelled non-AI writers, do not use AI in writing but have high digital literacy. The second cluster, AI avoidant writers, are familiar with AI applications but use them for a few activities. However, they possess high digital literacy and writing-related concepts yet consciously avoid using AI applications. The third cluster, AI enthusiasts, is familiar with more than 12 applications but uses them for only one writing sub-activity, placing them in the middle ground. The fourth cluster, selective AI writers, are familiar with a large number of AI applications; they have high AI literacy and use AI for most writing activities. Except for the fourth cluster, others do not regularly use AI in writing, and only the selective AI writers have integrated AI applications into their writing. Although all are familiar with AI tools, they do not automatically apply them in writing, as is clearly evident in AI enthusiasts. The author concludes that, based on these profiles, training programmes should be tailored accordingly; for example, non-AI writers need a basic introduction, AI avoidant writers should be encouraged to use AI applications by demonstrating their potential, and selective writers should be trained to utilise advanced features. The study contributes by identifying students' writer profiles concerning AI and focusing on AI users and their uses, which can help in designing targeted and effective pedagogical interventions in higher education. The study benefits from interviews to explore more of the internal diversity within clusters, as students might not use AI applications for various reasons that are currently unknown. Limitations include the fact that future teacher assessments are strongly influenced by socially desirable answers on the controversial topic of AI, and data were collected from and analysed at one German university creating digital questionnaire using the SoSci survey application and advertising in lectures with a chance to win lottery worth 150 euros, which may introduce local effects and particularities; however, Helm and Hesse (2024) suggest these influences are minor.

Objective:

Writing a competent complaint email to achieve the desired outcome with the help of ChatGPT

To improve the structure, content, and tone of the email to address the issues.

Research problem:

To develop a method for writing a complaint email

To raise awareness of using ChatGPT assistance through a mobile device

Research gap:

Multilingual students find it difficult to write complaint emails in an organised manner.

Research question:

How effective and efficient is ChatGPT as a tool for writing complaint emails?

METHODOLOGY:

A qualitative approach was employed to conduct a pre-test on complaint email writing, followed by instructions on email composition and guidance on using ChatGPT. A post-test on A complaint email was drafted, along with a questionnaire about ChatGPT usage. achieve the desired results.

Participant: According to the Bangalore University curriculum, students are required to master email Writing. Twelve first-year B. Com students from the Shakuntala Devi International Institute of Management Science were chosen from multiple languages known to provide in-depth information.

Procedures:

Students were asked to compose an email complaining about damaged shoes to examine various aspects. The study employed a Google Form to collect emails written by first-year B Com students of Shakuntala Devi International

Institute of Management Sciences, out of 12 Participants, 2 students submitted a written email. The questionnaire consisted of six main sections, including name, course, institution, university, age, languages known, and an email question.

Students' Gender, Age, and Languages Known
1 Male, 17, Kannada, Telugu, Tamil, Hindi, English
2 Male,19, English, Kannada, Hindi.
3 Female,18, English, Kannada, Tamil.
4 Female,17, English, Tamil, Kannada and Hindi
5 Female,18, English, Hindi, Tamil, Kannada
6 Female,17 Kannada, English, Hindi
7 Female,18, English, Kannada, Tamil,
8 Male,18, English Kannada
9 Male,18, English, Hindi
10 Female,18, English, Tamil, Hindi
11 Male, 18, Kannada, English
12 Male, 19, Kannada, English, Hindi

Data Analysis:
Qualitative data were analysed critically. Students ranged in age from 17 to 19; eight knew Kannada, ten knew Hindi, six knew Tamil, one knew Telugu, and all knew English.

Students 1, 2, and 3 demonstrated inconsistency in structure, grammar, spelling errors, and tone in their email writing, and the subject could have been more specific and informative.

Students 4, 5, and 6 were unclear and lacked conciseness when explaining the matter and the request, as they did not provide complete information about the order details.

Students 6 and 7 could have employed professional language, and students 4 and 5 should be more specific regarding the company's actions, provide clear requests, utilise appropriate salutations and closings, and include proper formatting, such as line breaks and paragraph divisions, to enhance readability. Students 4 and 5 used common words where technical terminology could have been used.

Overall, the email writing required enhancement to align with professional standards. Students 6, 7, and 11 utilised ChatGPT to correct spelling, grammar, and punctuation mistakes, improving the professionalism of their work. ChatGPT recommended adopting more formal and courteous language, such as 'I would appreciate it if you could assist me,' rather than 'Please help me.' The students answered the questions using genuine and natural expressions, with ChatGPT assisting them in achieving this.

Formal business communication is evident in students' use of polite and formal language in their emails. Student 3 begins with 'I hope this message finds you well', while Student 8 starts with 'I would like to request'. Students 9 and 10 introduce the purpose more formally with 'I am writing to inform you', and Student 12 uses the closing statement 'Thank you for your prompt attention to the matter', with Student 9 ending with 'Looking forward to your prompt assistance'. Student 6 uses a formal salutation 'Dear (Service Provider's Customer Service)' and concludes with a professional sign-off 'Best Regards'. ChatGPT supports the use of formal phrases, maintaining a professional, respectful tone suitable for business students.

Student 8, with guidance from ChatGPT, shows a well-organised email with information flowing logically and in an appropriate order. The student was mindful of the context, logically arranging details about who he was and why he was writing and requesting. Students 4 and 5 used simplified sentences, avoiding complex structures by directly expressing their ideas and maintaining natural, consistent patterns. It was noted that the students' complaint emails included a clear subject indicating the issue, a polite greeting, an introduction to the problem, details of the orders and the issue, a request for resolution, and a courteous closing- features that distinguish them from inquiry emails.

Findings:
The questionnaire was designed to collect students' experiences and feedback regarding the usability of ChatGPT and their ability to write a complaint email with its assistance. Students 4 and 5 reported that ChatGPT supported them in constructing and modifying sentences more easily. Students 6 and 7 noted that ChatGPT helped create sentences that were simple and natural, resembling normal conversation. Students 9 and 10 pointed out that ChatGPT completes tasks within minutes. Students 11 and 12 mentioned that ChatGPT aids in generating authentic or natural emails. Student 8 indicated that ChatGPT can adapt to different writing styles, whether formal or casual. Student 7 added that ChatGPT helps avoid robotic phrases, while students 11 and 12 said they could understand the email's context. Student 8 commented that ChatGPT reduces overthinking. Overall, students gave brief, positive responses, highlighting ChatGPT's ability to simplify, enhance efficiency, and improve authenticity in email writing.

Students aged 17 and 18 relied more on ChatGPT for writing emails, whereas students aged 19 wrote emails on their own by just focusing on polishing.

RESULT:

The results highlight ChatGPT's effectiveness in formatting, coherence, and responding to complaint emails. It has supported commerce students in enhancing their skills in writing complaint emails with teachers' guidance, making their tone more human and conversational. The system shows how students can preserve their own style—whether formal or informal—while staying authentic and professional. ChatGPT assistance makes Students stress-free and motivates them to explore more to improve their writing skills.

DISCUSSION:

Considering the research objective described in the introduction and the results discussed, it appears that ChatGPT can be a valuable resource for writing complaint emails effectively, with proper tone, content, and structure. As reflected in students' responses, ChatGPT proves to be a helpful tool for email writing. Students most appreciated its authenticity, naturalness, human-like interaction, easy access, and user-friendly interface, all of which enhance the user experience. These positive perceptions indicate practical and promising implications for email composition. Based on student feedback, ChatGPT can be further refined to better assist with various types of emails. Students also noted that it can expand their vocabulary and improve grammar, which enhances sentence structure, context, and tone. Additionally, students can share their ideas, ask questions, clarify doubts, and discuss topics, simulating real-life conversations and encouraging language learning.

Recommendations:
Students' email writing is clear and effective thanks to ChatGPT. However, they need to develop skills to use and tailor it effectively by considering suggestions from ChatGPT. As ChatGPT is widely used, students should reach a standardised level in structuring language. While ChatGPT saves time and boosts productivity when writing emails, there is also a need to learn how to use ChatGPT and applications most effectively for email writing. ChatGPT should be used ethically, genuinely, and at an appropriate level in personal email correspondence.
Focusing on vocabulary development through more email writing, rather than merely giving instructions and monitoring students to memorise words, ChatGPT will be more effective in enabling them to compose various types of emails. A mutual support group among students can be established to help each other and discuss difficulties in using words for writing emails related to specific areas. Students should be able to enhance their skills using the latest innovations (such as ChatGPT 5) and become independently capable of sending emails without the guidance of the teacher or support from classmates, according to the demands of the situation.

Limitation:
The study has certain limitations, such as being conducted only with a specific group of commerce students at Bangalore University, which may not represent students from other disciplines or universities in different countries. Similar research should be conducted in various cultural contexts, especially where English is not widely spoken as a second language among students. Students from other disciplines might use different AI tools at various stages of the writing process, and some students may avoid using ChatGPT or other AI applications altogether to foster creativity and effectively use vocabulary suited to specific contexts. Additionally, commerce students might employ strategies like maintaining format and adapting it as needed, using AI tools such as Quillbot and Capilot to write memos, financial reports, and business proposals. Finally, AI applications like ChatGPT, Chatbots, and Alexa can be utilised to improve listening, speaking, and reading skills.

CONCLUSION:

This paper reports an exploratory study evaluating ChatGPT's usability in crafting complaint emails, using a post-questionnaire method. Twelve students with varied demographics- such as age, gender, languages spoken, and academic disciplines- drafted complaint emails with ChatGPT's support. ChatGPT helps contextualise scenarios and organise sentences logically, reducing the difficulty of selecting appropriate language and words. Students can customise their emails and use suggested inputs to speed up the process. Over time, students will naturally learn to craft different types of emails for specific purposes, focusing not just on how to write but on applying words appropriately to the context, thereby improving their writing skills.

Artificial Intelligence Statement: AI and AI-assisted technologies were used.

About the author

Dakshayini R, MA in English, is a research scholar at GITAM (Deemed to be) University, Bengaluru, India. Her primary research interest is for commerce students, and she has over 25 years' experience teaching English to students. ORCHID: https://orchid.org/0009-0008-7735-150x

Dr Inaganti, Madhavi, is a passionate researcher, dedicated educator, and resilient leader with 28 years of experience working with diverse learners. She supervises PhD scholars and conducts hands-on workshops on integrating educational technology into teaching and learning. Dr Inaganti, Madhavi, inspires students by guiding them in organising academic, social, and cultural events. With 18 years of administrative experience in various departmental, campus, and university roles, she has served as Chairperson of the Department Research Committee (DRC) and Director of the School of Humanities and Social Sciences. Currently, she leads the Department of English and Other Languages. Dr Inaganti, Madhavi has authored books, book chapters, and research articles in prestigious journals and is an active member of professional organisations such as ELTAI, IATEFL, and Asia CALL.

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