

**NAVIGATING THE DIGITAL FRONTIER: CHATGPT INTEGRATION INTEFL
FOR BUSINESS ENGLISH STUDENTS**

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ABSTRAK

Abstrak

Kajian ini meneroka integrasi ChatGPT, model bahasa AI (Kecerdasan Buatan) lanjutan, sebagai alat tambahan dalam bilik darjah TEFL (Pengajaran Bahasa Inggeris sebagai Bahasa Asing), dengan tumpuan kepada pelajar Bahasa Inggeris Perniagaan peringkat kolej di China. Dengan minat yang semakin meningkat dalam pendidikan berbantuan teknologi, kajian ini bertujuan untuk meneroka potensi manfaat dan cabaran yang berkaitan dengan memasukkan ChatGPT ke dalam proses pembelajaran bahasa. Penemuan awal mencadangkan bahawa penyepaduan ChatGPT ke dalam bilik darjah TEFL secara positif mempengaruhi pemerolehan bahasa pelajar, termasuk penambahbaikan dalam kejelasan, tatabahasa, kedalaman kandungan dan perbendaharaan kata. Walau bagaimanapun, cabaran termasuk keperluan untuk kesedaran kontekstual, kemungkinan terlalu bergantung pada ChatGPT dan kebimbangan tentang keaslian dan berat sebelah dalam output bahasa. Dengan menentengahkan faedah dan cabaran, penyelidikan ini menyumbang kepada perbincangan tentang peranan AI dalam menambah baik persekitaran pembelajaran bahasa. Kesan jangka panjang integrasi AI dalam penulisan Bahasa Inggeris Perniagaan patut dikaji lebih lanjut.

Kata kunci: ChatGPT; Mengajar Bahasa Inggeris sebagai Bahasa Asing (TEFL); Penulisan Bahasa Inggeris perniagaan; Kecerdasan Buatan (AI)

ABSTRACT

This study explores the integration of ChatGPT, an advanced (Artificial Intelligence) AI language model, as a supplementary tool in (Teaching English as a Foreign Language) TEFL classrooms, with a focus on college-level Business English students in China. With the growing interest in

technology-assisted education, this study aims to explore the potential benefits and challenges associated with incorporating ChatGPT into the language learning process. Preliminary findings suggest that integrating ChatGPT into TEFL classrooms positively influences students' language acquisition, including improvements in clarity, grammar, content depth, and vocabulary. However, challenges include the requirement for contextual awareness, possible over-reliance on ChatGPT, and worries about authenticity and bias in language output. By highlighting the benefits and challenges, this research contributes to the discussion on AI's role in improving language learning environments. The long-term impacts of AI integration in Business English writing merit further study.

Key words: *ChatGPT; Teaching English as a Foreign Language (TEFL); Business English writing; Artificial Intelligence (AI)*

Introduction

Technology's rapid development has changed not just how we connect and communicate, but it has also completely altered the way that education is practiced. To improve the learning experience for students across various disciplines, traditional teaching strategies are being redesigned to make use of digital resources and platforms. In the realm of TEFL, educators are constantly seeking innovative approaches to engage and empower learners, particularly in diverse contexts such as Business English classrooms. With its expanding economic importance and worldwide connectedness, China has seen an increase in the need for high-standard English speakers, particularly in the business and commerce sectors. The pedagogical approaches used in TEFL courses are thus being closely examined to make sure that they are in line with the changing demands of the contemporary workforce. A surprising ability to produce text that is both coherent and contextually relevant has been proven by ChatGPT, a creation of OpenAI's advanced language model. It offers a fresh chance for educators to design immersive language learning settings because of its potential to enable human-like discussions and offer immediate linguistic assistance. However, particularly in the context of TEFL, the incorporation of such AI tools within the conventional classroom setting is still a relatively uncharted terrain. This report intends to fill this gap by offering a thorough investigation carried out in Chinese college-level Business English classrooms.

This paper delves into a distinctive endeavor to integrate cutting-edge technology, specifically ChatGPT, as a supplementary tool within the TEFL framework to support college-level Business English students in China. The article follows a logical structure that consists of four major parts. The first part introduces the topic and sets the stage for the study. The second part delves into the literature review, providing a comprehensive overview of relevant research and existing knowledge in the field. The third part outlines the proposed research framework, detailing the methodology and approach for incorporating ChatGPT in TEFL classrooms. Finally, the last part engages in a discussion of the findings, implications, and insights derived from the study, offering a coherent analysis of the integration of ChatGPT in enhancing language learning for college Business English students in China by concluding with some recommendations.

By providing a cutting-edge method that appeals to the generation that grew up with the internet, the integration of ChatGPT into TEFL courses has the potential to transform conventional language instruction approaches. This study offers important new perspectives to the developing field of language pedagogy and technology-enhanced learning by examining the effects of this integration on college Business English students in China. There is less research looking at the usage of big language models in education, especially TEFL education, since the adoption rate of AI in this industry is still modest compared to other industries, including banking, e-commerce, or health (Salas-Pilco et al.,

2022).

As a result, the current research aim is to fill this research gap by proposing the following three questions:

RQ1: What is the impact of ChatGPT on students' business writing skills, engagement, and overall learning experience?

RQ2: What are students' perceptions, attitudes, and preferences regarding the integration of ChatGPT in TEFL classes?

RQ3: What are the potential challenges and concerns associated with the incorporating of ChatGPT in language learning?

Literature review

Can machines think? Is a simple, yet a sophisticated question (Turing, 1950). To answer this question, an academic gathering was arranged by McCarthy et al. (1955), during which the phrase “artificial intelligence” (AI) was introduced. This term was used to describe machines and procedures that replicate human thinking and emulate human-like decision-making. In recent years, technological advancements have significantly transformed the landscape of education, particularly in the field of TEFL. The integration of AI tools, such as ChatGPT, into educational settings has gained attention as a potential avenue for enhancing language learning experiences. In this section, ChatGPT integration in TEFL classrooms is discussed from four perspectives. First, introduction of ChatGPT is discussed. Second, its importance in education is examined. Then Business English writing and TEFL in China are discussed. Finally, the studies that have been done in this field in different education contexts are discussed.

1.1 Chatgpt and AI

ChatGPT is a variant of the GPT (Generative Pre-trained Transformer) language model developed by OpenAI. OpenAI is an AI research facility and business that focuses on creating cutting-edge AI technology, notably in the area of interpreting and processing natural language. It was established in December 2015 and has attracted a lot of attention for its work in AI and machine learning. The goal of OpenAI is to make sure that everyone of mankind benefits from artificial general intelligence (AGI), which is the term for highly autonomous systems that are capable of outperforming humans in most economically significant tasks. Several significant AI models, such as the GPT (Generative Pre-trained Transformer) series, which includes models like GPT-3 and GPT-2, were created by OpenAI. These models have been used in a variety of applications, including text production, translation, and natural language comprehension. They are made to produce text that is human-like.

Furthermore, ChatGPT is highly suited for jobs like chatbots, virtual assistants, and other applications that require human-AI interactions since it can comprehend and produce text in a conversational way. Natural language understanding and generation jobs benefit greatly from its ability to comprehend and produce text that is human-like. It's vital to remember that while ChatGPT can generate text in response to instructions, it lacks consciousness, feelings, or subjective judgment. Its responses are generated based on patterns in the training data, and if not handled correctly, it could result in information that is erroneous or prejudiced. ChatGPT exhibits adaptability in a variety of tasks involving the creation and interpretation of natural language. It can respond to queries, produce human-like replies, give justifications, and participate in debates on a range of subjects. Moreover, the capacity of ChatGPT to preserve context inside a discussion is one of its noteworthy advantages. It can recall earlier exchanges in a conversation, enabling more thoughtful and contextually aware replies. Although it's a strong tool, it's crucial to utilize it ethically and make sure that the text it generates complies with moral guidelines. ChatGPT can produce information that seems plausible but is inaccurate or biased, and it can be sensitive to how input searches are phrased. When employing such models, ethical issues are crucial, such as preventing damaging or biased information. Besides, ChatGPT tends to be excessively verbose and

overuses certain phrases, often restating its identity as an OpenAI-trained language model, which arises from biases in the training data. In addition, when incorporating ChatGPT in business writing classes, instructors should emphasize the importance of avoiding excessive verbosity to students.

Known as machine intelligence, AI is the emulation of human intellect in devices and computer systems. It entails the creation of computer programs and algorithms that can carry out operations that ordinarily demand for human intelligence, such as comprehending natural language, seeing patterns, resolving challenging issues, and making judgments. Moreover, machine learning, deep learning, natural language processing, computer vision, and robotics are just a few of the many subfields that fall under the umbrella of AI. These subfields concentrate on many facets of AI, from enabling computers to comprehend and produce human language to training them to learn from data through machine learning and natural language processing. Furthermore, healthcare, finance, transportation, education, and entertainment are just a few of the domains where AI has a wide variety of applications. It can increase efficiency in a variety of fields by automating processes, enhancing decision-making in various domains. With the continued advancement of AI technology, more advanced and effective AI systems are being created. In recent years, the integration of AI in education has the potential to revolutionize both the way students learn and the methods by which teachers impart knowledge. In recent years, technologies like Rain Classroom have become integral to university education. To support educators in their teaching endeavors, several institutions in China have adopted AI-powered tools such as Rain Classroom which is a new intelligent teaching solution jointly launched by Tsinghua University and XuetangX. It is the latest research achievement of the Online Education Research Center of the Ministry of Education, committed to providing data-driven and intelligent information support for all teaching processes quickly and free of charge.

1.2 Significant applications of ChatGPT in education

It has been thoroughly investigated how to incorporate technology in language schools. ChatGPT has the potential to impact various aspects of education, including writing, instructional methods, and pedagogy. However, emphasis should be on providing insights beyond AI's capabilities, promoting condensed, reflective, and context-grounded student writing, given the ongoing significance of writing for fostering critical thinking (Javaid et al., 2023). In order to reduce time and boost writing quality, ChatGPT can be a useful tool in higher education for enhancing writing. It can produce texts, summarize data, and create outlines. From the viewpoint of a student, ChatGPT may be applied in a variety of ways to support learning. For example, it can detect grammar and style errors, making written content more comprehensible (Atlas, 2023).

Furthermore, regarding the effectiveness of AI technology in classrooms, previous research has found that there are mainly two kinds of attitudes. Some scholars believe that technological incorporation can enhance the dynamism, collaboration, appeal, and value of classroom environments. Digital tools improve the two-way communication between teachers and learners and facilitate the teaching and learning process (List, 2019; Mellati & Khademi, 2020). Moreover, Zhai (2023) utilizes ChatGPT to address the challenges posed by the K-12 Framework for Science Education's vision of Next Generation Science Learning. His findings suggest that ChatGPT has the potential to address complex science learning issues through automatic assessment, grading, guidance, and material recommendations, and that ChatGPT cannot substitute teachers. Language instructors can employ huge language models to their advantage, to highlight important phrases, generate summaries and translations, provide explanations of grammar and vocabulary, suggest grammatical or style improvements, and assist in conversation practice (Kasneji et al., 2023).

However, concerns do exist regarding the uses and applications of ChatGPT in education. According to a recent study, using ChatGPT in education necessitates respect for personal privacy, equality, non-discrimination and openness in ChatGPT use (Mhlanga, 2023). Digital spaces may be used more for entertainment and less for educational purposes (Murphy & Lebars, 2009). Additionally, the adoption of ChatGPT in higher education might lead to “a shift towards AI, diminishing the need for professors and possibly lowering opportunities for interpersonal relationships and human engagement” (Javaid et al., 2023). Javaid also admits the benefits of

ChatGPT in education, as it can utilize deep learning and natural language processing to generate text-based responses resembling human communication. In addition, students may rely too much on ChatGPT. Their ability to think critically and solve problems might be severely impacted by the easily created information. Over-reliance on ChatGPT may lead to a lack of creativity and critical thinking, as well as inaccuracies and plagiarism (Atlas, 2023; Randy S. D'Amico et al., 2023; Van Dis et al., 2023). To avoid this risk, it's critical to be aware of the limitations of ChatGPT and to utilize the tool exclusively as a learning tool (Pavlik, 2023). Concerns have been raised about students using ChatGPT to copy texts without critically judging its correctness and rationality, particularly in the context of business writing. Over time, students may tend to think less critically and become increasingly reliant on external guidance, which can lead to a diminishing sense of independence and a decline in their capacity for innovative thinking. However, attempting to prevent or ban its use will not be effective in deterring students (García-Peñalvo, 2023).

In conclusion, in teaching business writing, we are not trying to prevent the failures of letters alone; we are trying to prevent the failures of the businesses themselves (Kilduff, 1948). ChatGPT may simulate a high level of human intelligence as an AI tool and be exceptional in several writing-related areas. The emotional complexity and life experiences that contribute to a person's voice, individuality, and originality in writing are lacking in this technology, hence, it cannot fully replace people. While there are concerns about the use of ChatGPT particularly in educational settings, appropriate guidance from teachers in classrooms is also available.

1.3 Business english writing and tefl in CHINA

Due to China's prominence in the global economy, there is a huge increase in demand for people who can speak Business English. For Chinese professionals to participate in worldwide commercial transactions and collaborations, they must be able to communicate effectively in English. The demand for specialized Business English writing education that addresses the requirements of professionals and covers topics like emails, reports, presentations, and negotiations has arisen as a result. Additionally, compared to general writing, business writing calls for a unique set of abilities and concerns. Along with understanding the particular formats and norms used in corporate communication, students should place an emphasis on accuracy, professionalism, and clarity. Moreover, writing has historically promoted critical and creative thinking by facilitating the organizing of knowledge and the construction of narratives.

Writing still has an important role to play in education, even in the era of AI. Chinese students are well-versed in technology-assisted classrooms, opening up new opportunities and creating less difficulties in incorporating technologies like ChatGPT into business writing programs. The ability to communicate clearly and briefly in business writing continues to be a core talent in the modern educational landscape. The ability to express ideas clearly, convince others, and create gripping tales are all skills that are fostered in this environment. Writing, especially business writing, is therefore a skill set that is still useful in developing well-rounded learners, rather than just a remnant of the past.

Furthermore, the integration of AI-powered writing support tools, such as ChatGPT, holds advantages for business writing. These resources can help students write emails, reports, and other business communications that are succinct and straightforward. Additionally, they may offer insightful criticism on grammar, style, and structure, improving the overall caliber of written work. The difficulties generally encountered when incorporating AI into educational settings are much diminished in this situation. Chinese students are likely to be open to such ideas because they have already embraced technology. As long as technology supports students' learning without acting as a crutch, instructors may concentrate on advising them on how to responsibly and effectively use AI-powered writing aid.

Since China's reform and opening up in 1978, the country has launched its Business English instruction program. Business English writing and TEFL are interconnected aspects in the context of China. Business English writing focuses on strengthening communication skills unique to professional settings. Contrarily, TEFL focuses on teaching English to non-native speakers in a foreign language environment. Contemporary Chinese business writing presents several difficulties for English majors. Some of these issues include the use of inappropriate business terminology,

poor language expression, unorganized writing styles, difficulties with cross-cultural communication, and a lack of corporate etiquette and cultural understanding. Many students require further instruction in grammar and spelling, as well as in enhancing their communication abilities and learning business jargon. It is time to innovate in writing classes. In light of the lack of interest among students in writing classes, we can modify the curriculum's current structure and include fresh, engaging material that is pertinent to students' lives (Guiyu & Yang, 2016). This study was undertaken in the context of English language education at the tertiary level in China, where Business English training has been gaining ground in tandem with China's growing influence in the world economy (Zhang, 2013).

AI technology's introduction has had a significant influence on various fields, including education. AI may uncover intricate patterns buried in data using huge amounts of data and efficient intelligent algorithms as models, and it can then provide useful tools for performing diverse tasks efficiently. Therefore, intelligent transformation may be encouraged in all facets of production and living if there is support from data and a need for tasks. As a popular language model, ChatGPT has several benefits when used as an additional tool in TEFL classes for writing in Business English. It makes it easier to create authentic business-related scenarios, giving students access to relevant, hands-on learning opportunities. Additionally, it offers quick feedback, which is crucial for assisting students in quickly identifying and correcting grammatical problems. The considerable language practice that ChatGPT promotes also helps students become more fluent and proficient in business communication. However, it's important to stress that ChatGPT integration must be painstakingly designed and carried out. The development of essential language competency is also an objective, in addition to AI-assisted learning. For students to acquire a well-rounded education that includes both fundamental language abilities and the advantages of AI-driven technologies, teachers must find a balance between AI-enhanced activities and conventional language instruction. This carefully considered integration makes sure that students not only take advantage of AI's benefits but also learn the fundamental language skills required for effective communication in a corporate environment.

In conclusion, incorporating modern tools like ChatGPT may surely improve language learning experiences, but it's crucial to have a thorough strategy that incorporates both conventional teaching methods and AI-assisted learning. By combining the advantages of both conventional training and cutting-edge technology, this complete approach guarantees the thorough development of language abilities. The use of AI technologies like ChatGPT offers novel options for practice, real-world application, and individualized feedback, while conventional approaches serve as a firm basis. These methods may be seamlessly combined by educators to provide a dynamic and efficient language learning environment that meets the requirements of various learners and maximizes skill development.

1.4 Related studies of chatgpt integration in differentiated education contexts

This is a summary of published research papers using ChatGPT in education in the sections that follow. The research investigated how well ChatGPT performed when summarizing a PISA reading comprehension text, with a prompt simulating a 15-year-old student's approach. Results reveal that ChatGPT's summary achieved top scores for both content and style (Vázquez-Cano et al., 2023). Pavlik (2023) highlighted AI's growing importance in journalism and media education, acknowledging its potential while recognizing limitations. He raised questions about its impact on professionals and emphasized the need for further research and ethical education. Despite the text didn't provide specific empirical findings but rather outlined these key points for future exploration and consideration. Terwiesch (2023) discussed the performance of OpenAI's Chat GPT-3 on an MBA core course final exam in Operations Management.

It demonstrated how well the AI performs on simple operations management and process analysis queries, providing accurate responses and clear justifications. It also highlighted unexpected mistakes in rather straightforward mathematical computations, though. Teachers who are utilizing technology to learn develop their knowledge of digital literacy, create curriculum plans and instructional strategies that support differentiated instruction using digitally mediated designs,

raise student engagement in learning, and boost student achievement (Murphy & Lebens, 2009). Barrot's attitude towards ChatGPT appears to be one of vigilance and caution, recognizing the potential benefits of ChatGPT but also urging responsible and ethical use, especially in the academic and scientific spheres (Thorp, 2023). ChatGPT, however, may be able to provide some of the critical requirements of second language (L2) writers, such as the need for prompt and adaptive feedback, a venue for writing practice, and a trustworthy and accessible writing assistance tool (Barrot, 2023). The incorporation of ChatGPT into argumentative writing classrooms holds promise as an effective solution to assist students with various tasks, including preparing outlines, revising content, conducting proofreading, and facilitating post-writing reflection (Su et al., 2023).

The available research provides insightful information on the possible advantages and difficulties of including ChatGPT as an additional teaching aid in TEFL classes, notably for Business English students in Chinese colleges. These findings provide us a first glimpse into the potential of ChatGPT for improving language acquisition. It's crucial to remember that the existing corpus of research has some limitations. First off, a lot of the current research is on a small size and may not be generalizable. They frequently concentrate on facets of language acquisition and could not account for the whole range of possible effects. In order to give more thorough insights on ChatGPT's performance across various educational settings and student groups, larger-scale empirical research is required.

Second, even though some studies have indicated positive improvements in language competency and engagement, it is yet unclear how long-term impacts of ChatGPT integration will manifest. To determine the long-term viability of any reported advantages, longitudinal studies that monitor children's development over a prolonged period are essential. Further research is needed to determine how ChatGPT affects classroom interactions, teacher-student dynamics, and educational techniques. Designing efficient language instruction techniques requires an understanding of how ChatGPT affects students' learning outcomes, educators' roles, and the whole teaching and learning process. In conclusion, while the existing literature offers a foundation for investigating the potential impact of ChatGPT in TEFL classes for Business English students in China, more substantial and thorough empirical research is required to validate and refine our understanding of its efficacy, limitations, and long-term implications in real-world educational settings. By using AI-assisted technologies like ChatGPT, this continuing study will help to enhance language instruction over time.

Proposed research framework

A mixed-methods strategy will be used for the research, integrating qualitative and quantitative data gathering techniques. Quantitative Phase: The impacts of ChatGPT integration will be evaluated using a pre- and post-intervention approach. Student business writing samples will be gathered both before and after exposure to ChatGPT. Using established rubrics, a variety of criteria, including as clarity and coherence, grammar and mechanics, topic depth, consistency, vocabulary, and language use, will be evaluated. Qualitative Phase: In-depth perspectives from students will be gathered through surveys and semi-structured interviews. These will delve into how they view ChatGPT's influence on their education, engagement, and writing development as well as any difficulties they may have encountered.

1.5 Pre-intervention phase

Instructors will begin gathering data by enlisting 30 participants, focusing primarily on college students specializing in business English. These volunteers will serve as the initial cohort for the study, and their participation will form the basis of the research. The teachers will take steps to acquire necessary baseline data before integrating ChatGPT into the TEFL curriculum. The teachers will first ask for and gather the participants' initial writing samples, which will serve as a thorough reflection of their level of business writing skill. The formats of these writing samples might range

widely, including essays, emails, reports, and other pertinent writing activities.

The wide range of writing prompts will give a comprehensive picture of the participants' present writing skills. The instructors will also offer pre-intervention tests and questionnaires to the participants in order to get a better understanding of their present skill levels, level of involvement in the learning process, and attitudes about technology-assisted learning. These tests will be crucial instruments for assessing ChatGPT's effects on many aspects of the educational process for the students. The project seeks to assess and analyze how the introduction of ChatGPT effects the students' writing abilities, their general involvement in the TEFL courses, and their views regarding AI-powered learning. Data will be collected using pre-intervention tests and surveys. This multidimensional approach guarantees a thorough knowledge of ChatGPT's impacts on participants' educational journeys, enabling a well-rounded evaluation of the intervention's effectiveness.

1.6 Intervention phase

Introducing ChatGPT as a supplementary tool for business writing instruction could involve allowing students to interact with ChatGPT for tasks such as generating writing prompts, providing feedback, or suggesting improvements. During the process, making sure that every participant receives uniform and consistent exposure to ChatGPT is one of the most important aspects. Teachers will put the following three procedures into practice to uphold the intervention's integrity and guarantee fairness for all student experiences: First, training and guidance. Prior to using ChatGPT, students will receive thorough instruction and direction on how to utilize the technology in an acceptable and moral manner. They will be made aware of the tool's capabilities, constraints, and function as an additional learning aid. Second, structured exercises. To guarantee uniformity, ChatGPT exchanges will be organized inside the curriculum. To help them successfully apply their learning, students will be given clear activities and exercises that match the course goals. Finally, monitoring and support. Teachers will keep a close eye on how each student uses ChatGPT, aiding and clarification as necessary. By keeping an eye, it will be easier to maintain consistency and respond to any questions or issues that may come up. As the last knowledge of ChatGPT is based on information available up to September 2021, it does not have access to real-time data or events that have occurred after that date. Hence, when integrating ChatGPT into business writing classes, instructors are encouraged to collaboratively brainstorm current news and events with their students, which helps students connect their writing to real-world situations.

1.7 Post-intervention phase

This stage is essential for determining the long-term effects of ChatGPT on the language and writing abilities of college-level Business English students. Instructors need to administer the same tests and questionnaires that were provided during the pre-intervention phase in order to collect thorough post-intervention data. These evaluations will include ratings of participants' writing skills, levels of engagement, and attitudes regarding the use of ChatGPT as a teaching tool. As for writing abilities, writing assignments reflecting the genres and settings discussed during the pre-intervention phase will be given to participants. The quality of these writings will be evaluated using standardized rubrics, which will track advancements in grammar, vocabulary use, coherence, and other writing-related qualities. As for engagement, participants will get surveys or questionnaires to determine how engaged they are with the learning process. Their perceived degree of involvement in comparison to conventional teaching techniques will be questioned, as well as the frequency and depth of their interactions using ChatGPT. As for attitudes, participants will be asked for their opinions on how they feel about integrating ChatGPT into the classroom. This includes how they view ChatGPT's function in language learning, how at ease they are using the technology, and how satisfied they are with the integration. Five individuals will be the subject of semi-structured interviews. These interviews will help to document complex perspectives and individual experiences about the application of ChatGPT in TEFL lessons. Participants will get the chance to discuss the benefits, difficulties, and any unexpected effects of the intervention.

1.8 Data analysis and interpretation

In the assessment process, it is essential to analyze the writing samples using standardized rubrics or criteria. The research team will look for improvements in various aspects of business writing, such as clarity, coherence, grammar, vocabulary usage, and overall quality. During the evaluation process, the researchers will closely examine the writing samples for enhancements in several aspects of business writing, including clarity, coherence, grammar, vocabulary usage, and overall quality. Subsequently, the researchers will compare pre- and post-intervention assessment scores to identify any statistically significant differences. After the initial assessment and the intervention phase, the team will conduct a thorough comparison of the scores to detect any statistically significant differences between the pre- and post-intervention stages. Following the analysis, it is crucial for the researchers to interpret the findings to ascertain the effects of ChatGPT integration on the participants' business writing skills. Subsequently, they must assess whether the intervention resulted in significant enhancements in writing quality, engagement levels, or other pertinent outcomes.

1.9 Ethical considerations

It is imperative to ensure that all participants provide informed consent before engaging in the study. They must be informed of the research's purpose, the procedures they will undergo, and any potential risks or benefits that may arise. Additionally, the rights of participants should be clearly stated, including their freedom to leave the research at any time without facing any adverse consequences. Participant confidentiality must be strictly respected throughout the whole study procedure. To do this, all information gathered, including writing samples and test results, should be anonymized and preserved safely. Furthermore, all information that may be used to identify participants must be handled with extreme care. To ensure the anonymity and privacy of the study participants, researchers must adhere closely to ethical standards and data protection laws.

Discussion

Since ChatGPT is still a new tool, many academic staff members and students might not be familiar with it or may only have heard of it without really using or investigating it. Training should be offered to teach them about the tool's operations, how to assess accuracy and information, and how to track queries as described in the paper in order to make sure they can use it effectively. Due to the emergence of new technologies (ChatGPT) and the resulting requirement for a different set of skills than those of earlier generations, the TEFL education sector is undergoing fast transformations. In their business writing, students will be expected to use more critical thinking as well as to create and express original ideas. On the one hand, integrating ChatGPT into a business writing class can enrich the learning experience, save time, and provide students with valuable skills that are highly relevant in today's professional world. However, it's important to strike a balance and ensure that students also develop their independent writing and critical thinking skills alongside AI assistance. On the other hand, potential drawbacks include over-reliance on AI, limited contextual understanding, plagiarism risks, reduced creativity, privacy concerns, inconsistent feedback, depersonalized learning, misuse potential, and accessibility issues. To mitigate these drawbacks, instructors should balance AI usage in classrooms, promote students' independent thinking, and establish ethical guidelines while assessing the impact on student learning. Besides, instructors can also use AI content detection software tools to check whether students copied texts from AI or not. Instructors must make sure that students' writing is done by themselves instead of being generated by AI.

Dilekci and Karatay (2023) emphasize that the technological advancements in the information age necessitate students to possess 21st century skills such as critical thinking, problem solving, creative thinking, cooperative working skills, and technology skills including digital and information literacy. The controversy over ChatGPT isn't about its response quality but whether it

encourages text generation without human effort, potentially bypassing skill development. The issue may stem from outdated educational tasks, raising discussions about redefining the role of teachers (García et al., 2022). It is necessary for instructors encourage the use of ChatGPT for activities including gathering information and ideas, editing texts, and developing writing skills. The following tactics can be used to ensure that ChatGPT serves as a supportive tool in the classroom and prevent students from becoming overly reliant on it while writing in Business English. Before incorporating ChatGPT into TEFL classes, instructors should explicitly define ChatGPT's intended function as a support tool for improving writing abilities rather than as a replacement for human thinking and learning. For example, instructors can introduce students to ChatGPT at the beginning of the semester by holding interactive workshops or orientation sessions, where instructors can demonstrate how to utilize the technology properly throughout these sessions, encourage the pupils to comprehend its benefits and drawbacks and give them specific instances of when and how ChatGPT might help them in their language-learning endeavors. Besides, instructors can encourage students to utilize ChatGPT as a supplement to other sources of knowledge rather than as the only one, by providing them with extra readings and tools to help them grasp Business English writing. It is necessary for students to engage in debates on the moral issues surrounding the usage of ChatGPT and know the importance of maintaining academic integrity and the repercussions of incorrect use, such as plagiarism.

During the classes, instructors play a pivotal role in providing instruction to students on how to utilize ChatGPT efficiently as well as teaching students how to ask smart questions, assess answers critically, and know when to trust on ChatGPT and when to ask for help from a person. Besides, as significant players in classes, instructors are encouraged to promote a collaborative learning environment where students can share their experiences with ChatGPT or classmates. Instructors can encourage peer discussions on effective strategies, common challenges, and lessons learned, as peer interactions can enhance the collective understanding of how to use ChatGPT as a learning aid. Throughout the course, instructors may encourage them to write and develop their thoughts alone at first before requesting help from ChatGPT and then evaluate how well their students utilize ChatGPT to support their business writing. By providing students with these thorough instructions and advice, instructors may enable them to make the most of ChatGPT as a useful learning tool while encouraging their capacity to participate effectively and critically in the learning process.

After the classes, teachers may also employ oral presentations, group discussions, and peer reviews. Through these practices, their capacity for cohesive and convincing argumentation is evaluated. They are prompted to use their own judgment, which strengthens their comprehension of the subject and lessens their dependency on textual information produced by ChatGPT. In daily teaching, instructors may regularly point out areas for improvement in students' writing and consider how to improve their writing in terms of linguistic proficiency, critical thinking, and originality. In addition, instructors must be aware that every student may have unique writing abilities and shortcomings and assist them in overcoming their unique problems and advancing their abilities, offer them specialized support, extra resources, or further advice. Self-evaluation is also a useful idea for students to improve their business writing. This process improves their metacognitive abilities and encourages autonomous learning.

In conclusion, using ChatGPT in TEFL courses for Business English writing requires a balanced strategy that includes a few crucial elements. First, ChatGPT must have a distinct and well-defined role in the educational setting. To make sure that technology acts as a useful supplemental tool rather than a crutch, instructors should create responsibilities and criteria for its use. Additionally, teachers are crucial in helping students understand how to use ChatGPT as part of their learning process. It is crucial to give instructions on when and how to utilize the tool while highlighting the value of original ideas and creativity. This guarantees that students retain their critical thinking abilities and do not become unduly dependent on AI. A further essential component of incorporating ChatGPT is ethical issues. The ethical ramifications of employing AI in writing should be brought up by instructors, who should also promote appropriate usage. This may entail addressing concerns about copyright, plagiarism, and the veracity of student work. Instructors should use a variety of evaluation tools to gauge ChatGPT's impact. These can involve examining changes in writing samples, keeping track of shifts in student participation, and conducting surveys

to ascertain the satisfaction and perspectives of the students. The role and direction given by teachers ultimately play a major part in whether ChatGPT is a successful extra tool for improving Business English writing skills. ChatGPT has the potential to be a highly successful tool for enhancing students' business writing abilities with the proper strategy and implementation. It's important to note that much active research are now investigating the potential and constraints of ChatGPT in the context of language teaching, indicating the rising interest and promise in this field.

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