STUDENTS' PERCEPTIONS OF CHATGPT AS AN AI-ASSISTED LEARNING TOOL IN BUSINESS COMMUNICATION WRITING: A STUDY BASED ON THE FACULTY OF MANAGEMENT STUDIES AND COMMERCE OF THE UNIVERSITY OF SRI JAYEWARDENEPURA

Asanthika Melanie Upananda & Asanthika Melanie Upananda*

Business Communication Unit, University of Sri Jayawardenepura, Nugegoda, Sri Lanka

*Corresponding author: asanthika.u@gmail.com

Abstract

The rapid advancement of Artificial Intelligence (AI) technologies has transformed educational practices by providing innovative tools that support teaching and learning. Among these technologies, ChatGPT is a widely used AI-assisted learning tool. This study explores students' perceptions of ChatGPT as an AI-assisted learning tool in Business Communication writing among first-year undergraduates of the Faculty of Management Studies and Commerce of the University of Sri Jayewardenepura. Specifically, the study investigates students' experiences with ChatGPT, the perceived benefits and challenges associated with its use, and their attitudes towards its future integration into Business Communication writing. A qualitative research design was adopted for the study. Data were collected through semi-structured interviews and online questionnaires consisting of open-ended questions and the participants include 32 first-year undergraduates. Convenience sampling was employed based on participants' willingness, and regular class attendance. The collected data were analyzed using thematic analysis by identifying, organizing, and interpreting recurring patterns and themes. The findings reveal that students generally perceive ChatGPT as a valuable learning support tool in Business Communication writing. Students use ChatGPT for drafting, revising, proofreading, grammar correction, and idea generation. They perceive several benefits, including improved grammatical accuracy and vocabulary, better organization and structure, improved tone and professionalism, and increased confidence in writing. However, the findings also identified several challenges, including over-reliance, reduced creativity and critical thinking. Despite these concerns, most participants expressed positive attitudes towards the future integration of ChatGPT into Business Communication writing. The study concludes that ChatGPT has considerable potential as an AI-assisted learning tool for enhancing Business Communication writing, provided that it is used responsibly with appropriate guidance. Such guidance should encourage students to use ChatGPT for feedback and revision while maintaining independent thinking, creativity, and their own voice in writing.

Keywords: ChatGPT, Artificial Intelligence, AI-Assisted Learning, Business Communication Writing, Student Perceptions