Project Report on

"How ChatGPT Affects the Email Writing Skills of Students"

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(April 30, 2024)

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LETTER OFTRANSMITTAL

Date: 30 April 2024

Respected Ma'am,

This is to inform you that we are submitting our report entitled "How ChatGPT Affects the Email Writing Skills of Students" as partial fulfilment of the Professional Communication Course (UHU003) requirement.

This report oversees the study affirmed that music plays a sustainable role in fostering familiarity with the music and driving the intention to following their culture in styling and dance. Further, interacting with people, interrogating them, and conclusively knowing their thoughts and propositions.

Through this report and survey conducted, we intended to bring into the limelight, people's perspectives on how much music affects our culture. Considering that nowadays music become part of everyone's life, we conducted this survey and published our findings in this report.

Most Sincerely

Sourav Roul (102115165)
Dhruv Singh (102115246)
Harshit Sharma (102115249)

CERTIFICATE

This is to certify that the project report on **'How ChatGPT Affects the Email Writing Skills of Students'** is a project work done originally by **Sourav Roul (102115165), Dhruv Singh (102115246), Harshit Sharma (102115249)** in fulfilment of the project work given by the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology during the year 2024.

Ms. Rishita Goyal

Date: April, 30, 2024

Place: Patiala

ACKNOWLEDGEMENT

At the outset, we would like to articulate this project on the topic "How ChatGPT Affects the Email Writings of Students" as a small journey that was a remarkable learning experience. The successful completion of this project is only because of the extraordinary support, guidance, counselling and motivation from our respected teachers at the Thapar Institute of Engineering and Technology. This journey was also incomplete without the support of our family and friends.

We firstly express our hearted thankfulness to our professor **Ms. Rishita Goyal** in this project who made us feel her presence during all those crucial and decision-making moments this project went through. The deep insights into the subject given to us by her are believed to be the root cause of completing this project qualitatively and timely. Also, through the support provided by her, we have acquired knowledge on the avenues that this project has explored. Her direction in making us think about unique conceptual and practical aspects of practicing repair ability among mobile users lifted this project to this stage of successful completion. We extend our gratitude to all our friends for their encouragement and support.

EXECUTIVE SUMMARY

The arrival of language models with advanced features, and ChatGPT is in particular, to the topic of natural language processing, and applications related to the field, has opened a new page. However, universities, governments, and any appointed body that is familiar with the usage of AI models in the communication area, tends to focus more on the impact of these models which can be observed in the way of email writing, searching for information, and translation for example.

This research probes into the angle of how students' proficiency in writing email is implied by their tendency to use Chat GPT. The research was based on a survey that was conducted among a sample of the university students in order to assess how often they use ChatGPT when sending emails, how they perceived its benefits over and its challenges and the overall impact of it on their writing capability.

The research highlights that among students, a significant number of them mainly use ChatGPT to perfect emails that they write. Students attest to the fact that the bot, helps them to have better English grammar, style and improve on their writing in general. Nevertheless, questions were raised about the possibility of the language model losing its capacity over time and the risk of plagiarism and non-ethical usage of the tool.

Moreover, the report underscores this problem and stresses the importance of suitable instruction and educational tactics to safeguard against any kind of misuse of language personalities like ChatGPT in different teaching or working environments. Striking a balance between capitalizing on the opportunities that technology presents in an era when effective writing skills need to be sustained is one of the indispensable considerations.

The research overall begets to the existing deliberations on the role of AI in education and communication, and puts across a number of indispensable extrapolations to teachers, learners and policy-makers alike. It brings the need to the fore of utilizing existing innovations and emerging technologies while retaining focus on the creative, ethical and analytical writing skills.

INTRODUCTION

The landscape of written communication has undergone a profound transformation with the advent of advanced language models like ChatGPT. Developed by Anthropic, ChatGPT is a large language model trained on a vast corpus of text data, enabling it to generate human-like responses and assist with a wide range of writing tasks. While this technology offers unprecedented convenience and versatility, its increasing integration into educational settings raises concerns about its potential impact on students' writing abilities, particularly in the realm of professional email communication.

Effective email writing is a crucial skill for students to master, as it plays a pivotal role in their academic and professional endeavors. Well-crafted emails not only facilitate clear and concise communication but also reflect the writer's level of professionalism, attention to detail, and ability to adapt to various contexts. However, the availability of language models like ChatGPT raises questions about whether their use might undermine the development of these essential skills or, conversely, enhance them by providing real-time feedback and guidance.

The purpose of this comprehensive study is to investigate the effects of ChatGPT usage on the email writing proficiency of students across various academic disciplines and grade levels. Specifically, it aims to address the following key objectives:

1. Determine whether the integration of ChatGPT into the writing process enhances or hinders the development of effective email communication skills in students.
2. Assess the extent to which ChatGPT influences various aspects of email writing quality, such as clarity, conciseness, tone, grammar, and professional demeanor.
3. Identify the optimal use cases and scenarios where ChatGPT can be leveraged to improve email writing abilities.
4. Explore potential drawbacks or limitations of relying heavily on language models for email composition.

Independent variable: Exposure to ChatGPT

Factors considered for determining the independent variable :

- Frequency of ChatGPT usage
- Duration of ChatGPT usage per session
- Type of prompts given to ChatGPT (e.g., email writing prompts)
- Familiarity with ChatGPT interface
- Prior experience with natural language processing tools

Dependent variable: Email writing skills of students

Factors considered for determining the dependent variable:

- Grammar and syntax in emails
- Clarity and coherence of message
- Professionalism in tone and language
- Response time and efficiency in email communication
- Overall effectiveness in achieving communication goals through emails

By examining the intricate interplay between ChatGPT and email writing abilities, this study seeks to provide valuable insights for educators and students in the field of written communication. Understanding the impact of language models on this critical skill will inform strategies to harness their potential while mitigating any potential drawbacks, ultimately fostering the development of written communication competencies among students.

LITERATURE REVIEW

Ezzah Shakil, and Dr Sadaf Siddiq (2024)

The paper investigates ESL teachers' perceptions about the potential threats of ChatGPT, an AI language model, on the analytical writing abilities of ESL learners at the graduate level. The introduction discusses the rise of ChatGPT and its capabilities, as well as concerns about its potential negative impact on students' critical thinking, originality, and analytical writing skills.

The literature review covers the difficulties of mastering analytical writing skills, the potential merits and demerits of AI writing tools like ChatGPT, and the differences between human and AI writing.

The study used a descriptive quantitative design with a 15-item questionnaire distributed to 30 ESL teachers from various Pakistani universities. The theoretical framework was based on the TPACK model.

The results showed that most teachers perceived an increase in students using ChatGPT and engaging in practices like copy-pasting content generated by ChatGPT. They believed this was hindering students' creativity, argumentation, critical engagement, and ability to construct well-reasoned arguments.

While ChatGPT was seen as a potential supplementary tool, an overwhelming majority felt its misuse was threatening students' analytical writing abilities. Recommendations included instructing proper usage of ChatGPT, promoting creative ideation, revising plagiarism policies, and utilizing human-evaluation for analytical tasks.

In essence, the paper highlights ESL teachers' concerns about ChatGPT's detrimental effects if not regulated properly, while acknowledging its potential as an aid if guided responsibly.

Da Yan (2023)

This paper explores the impact of the AI chatbot ChatGPT on learners in an L2 (second language) writing practicum. It provides background on the role of technology in L2 writing pedagogy, discusses ChatGPT's automatic text generation capabilities, and raises concerns about plagiarism with AI-generated text.

The study conducted a one-week practicum where undergraduate EFL (English as a Foreign Language) students used ChatGPT to generate text for L2 writing tasks. Data was collected through classroom observations, student learning logs, and interviews.

The key findings were:

1. Students could quickly learn to use ChatGPT for basic text generation but improved proficiency through collaborative activities.

2. Students acknowledged ChatGPT's strengths in rapidly generating quality text but expressed concerns about threats to academic honesty and equity.

3. Three developmental stages in using ChatGPT were identified: familiarization, experimenting with basic usage, and exploring advanced techniques involving other AI writing tools.

The paper discusses implications for reconceptualizing plagiarism definitions with AI text

generation, developing regulatory policies around AI usage, and adjusting L2 writing pedagogy. It calls for more research on applying ChatGPT in L2 learning.

Jian Zhang, Zain Abbas, Tahir Ali, Qiqi Liu and Yuwei Wang (2024)

This qualitative study investigates the impact of ChatGPT, a state-of-the-art language model, on students' writing proficiency in second language acquisition (SLA). The research aims to explore students' perceptions and experiences when using ChatGPT as a tool for improving their writing skills.

The study employed a qualitative research design, collecting data through semi-structured interviews and surveys with a diverse group of students learning a second language. The interviews focused on various aspects, such as the perceived usefulness of ChatGPT, experiences with using it for writing practice, attitudes towards it as a conversation partner, effects on motivation and confidence, and challenges encountered.

The literature review highlights the potential benefits of AI-based chatbots like ChatGPT in enhancing writing proficiency, providing immediate feedback, promoting interactive writing practice, and increasing motivation and confidence in second language learners.

The findings reveal that most students expressed positive views about integrating ChatGPT into their SLA process. They acknowledged benefits such as facilitated error correction, heightened motivation, extended learning duration, and enhanced language proficiency. However, some challenges and limitations were also identified, such as instances where ChatGPT failed to recognize certain commands, generated fake references, or produced erroneous results.

The study concludes by emphasizing the need for further research to explore the long-term effects of ChatGPT, its implications for other language skills beyond writing, and its optimal integration strategies in language education settings.

Nermin Punar Özçelik and Gonca Yangın Ekşi (2024)

The study aimed to investigate the impact of ChatGPT, an AI-powered chatbot, on students' acquisition of register knowledge (formal, informal, neutral) across various writing tasks. It employed a one-shot case study design with 11 undergraduate participants.

The results indicated that students found ChatGPT beneficial for acquiring formal register knowledge but perceived it as unnecessary for informal writing. Its effectiveness for neutral register was questioned.

Students reported several advantages of using ChatGPT, such as:
- Engaging and actively participating in writing tasks
- Receiving corrections and suggestions to improve formal aspects of writing
- Continuing the conversation with ChatGPT for clarification
- Potential benefits for beginner writers

However, challenges were also noted:
- Technical issues like login problems
- Making incorrect or confusing corrections
- Changing the meaning or context unintentionally
- Limitations in understanding informal language and different registers

Students had mixed opinions, finding ChatGPT more useful for formal texts but criticizing it for

making unexplained changes. They suggested being cautious with ChatGPT's suggestions, asking specific questions, and desiring more explanations.

The study contributes to understanding the effects of AI chatbots on register learning during writing. It highlights ChatGPT's potential as a learning assistant while acknowledging the need for improvements to enhance its effectiveness.

Santosh Mahapatra (2024)

This study investigated the impact of using ChatGPT as a formative feedback tool on the academic writing skills of undergraduate English as a Second Language (ESL) students. The mixed methods intervention study involved an experimental group that used ChatGPT for self and peer assessment during an intensive writing course, and a comparison group that did not use ChatGPT.

The findings showed a significant positive impact of using ChatGPT on the experimental group's writing skills compared to the comparison group, based on test scores. The delayed post-test results also indicated sustained improvement in writing for the experimental group.

Focus group discussions with the experimental group students revealed overwhelmingly positive perceptions about the impact of ChatGPT. Students felt it aided content generation, organization, grammatical accuracy, learner autonomy, peer collaboration, and provided explanations for language errors.

The study concludes that when properly integrated into writing instruction, ChatGPT can be an effective formative feedback tool, especially in large classrooms. It strengthens theories about feedback as a dialogic process and ChatGPT's utility as a reliable writing assistant. The findings have implications for using AI language models to provide tailored writing support and feedback in academic contexts.

Efendi Hidayatullah (2024)

This article discusses evaluating the effectiveness of using ChatGPT, an AI language model, to improve English writing skills of students while avoiding plagiarism. The research aims to describe how students use ChatGPT for English writing and prevent plagiarism.

The qualitative research methods included observation, interviews, and analysis of test results. Students were given essay writing tests, and their submissions were checked for plagiarism using tools like OpenAI detector, GPTZero X, and AI Content Detector.

The results showed that ChatGPT was the most dominantly used tool by students compared to others like Microsoft Bing. The plagiarism checking tools detected varying levels of plagiarism in student essays, with some students showing high percentages of plagiarized content.

The researcher concluded that while ChatGPT provides convenience, students were more focused on that than actually improving their writing skills. The main purpose of writing instruction should be skill development. Recommendations include teachers making students aware of the impact of good writing skills as part of educational integration.

The study highlights the challenges of responsibly implementing AI writing tools like ChatGPT in education while maintaining academic integrity and improving core skills like writing.

OBJECTIVES OFTHE STUDY

- Assess the extent to which university students utilize ChatGPT for email writing assistance.

- Identify the perceived benefits and challenges of using ChatGPT for email writing from the students' perspectives.

- Evaluate the impact of ChatGPT usage on students' overall email writing skills, including aspects such as grammar, style, and content quality.

- Explore students' attitudes and perceptions towards the ethical implications of using AI language models for academic writing tasks.

RESEARCH METHODOLOGY

To investigate the impact of ChatGPT on the email writing skills of students, a comprehensive online survey was conducted using Google Forms. The survey consisted of 15 carefully crafted questions designed to gather insights into various aspects of students' experiences with ChatGPT and its influence on their email writing abilities.

The survey questions covered a range of topics, including the frequency of ChatGPT usage for email writing, the perceived impact on creativity and originality, changes in tone and language, time-saving benefits, confidence levels before and after using ChatGPT, and any observed improvements or challenges in email writing skills.

The survey was distributed widely among college students, and a total of 239 responses were collected. The respondents represented a diverse group of students from various academic disciplines, ensuring a well-rounded perspective on the research topic.

To encourage widespread participation and ensure data quality, measures were implemented to maintain participant anonymity and confidentiality. Clear instructions and guidelines were provided, along with assurances of data privacy and ethical research practices.

To ensure the accuracy and reliability of the data, the survey responses were carefully analyzed and processed using statistical methods. Descriptive statistics were employed to summarize the quantitative data, providing a clear overview of the distribution of responses for each question.

By employing this comprehensive and rigorous research methodology, the study aimed to provide a solid foundation for understanding the impact of ChatGPT on students' email writing skills. The findings derived from this methodological approach contribute valuable insights to the ongoing discourse on the integration of AI technologies in education and communication, informing future research, pedagogical practices, and policy decisions.

DATA SOURCES

- **Primary Data**

A questionnaire was filled out by the people. The data collected and the interpretations of the same are presented ahead in this report.

- **Secondary Data**

Research papers, journals, and magazines were studied. Information from Podcasts was also taken into consideration.

- **Data Collection Method**

The primary data collection method used in this research is the questionnaire method. Here the data are systematically recorded from the respondents.

The secondary data used here is from published research papers, journals and podcasts.

RESEARCH TOOL

A structured questionnaire has been prepared to get the relevant information from the respondents. The questionnaire consists of a variety of questions presented to the respondents for their despondence.

SAMPLING

The target sample chosen was restricted to an Engineering college considering the fact that they would provide more accurate information (being from a technical background) and will be having more specific and well-defined repair preferences.

Sample Unit - The students of the Thapar Institute of Engineering and Technology are the sample unit in the survey.

Sample Size-The sample size chosen for this study is 239 since it is a Mini ResearchProject.

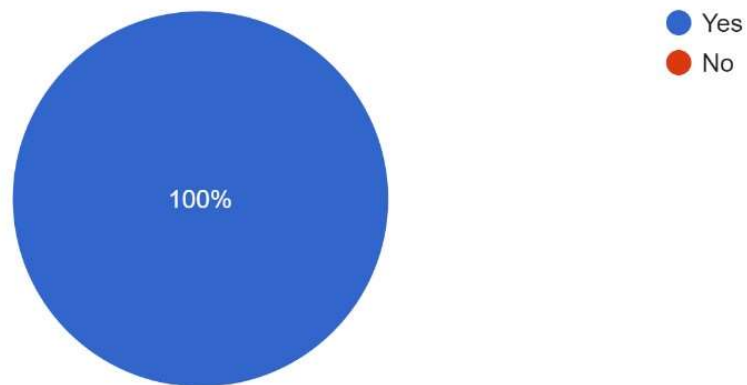# RESULTS AND DISCUSSION

Question 1

Fig. 1 Student status of survey respondents.

Interpretation:

• According to the pie chart, 100% of the 239 respondents are currently students.

• There are no respondents who are not students in the data represented by this pie chart.
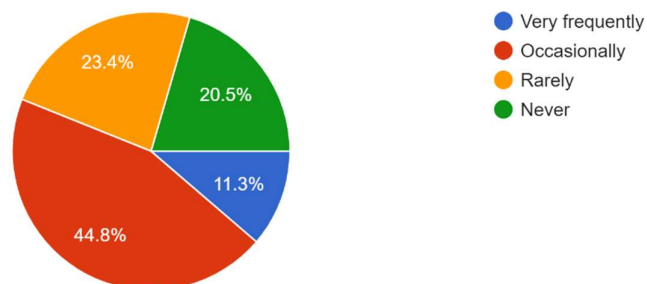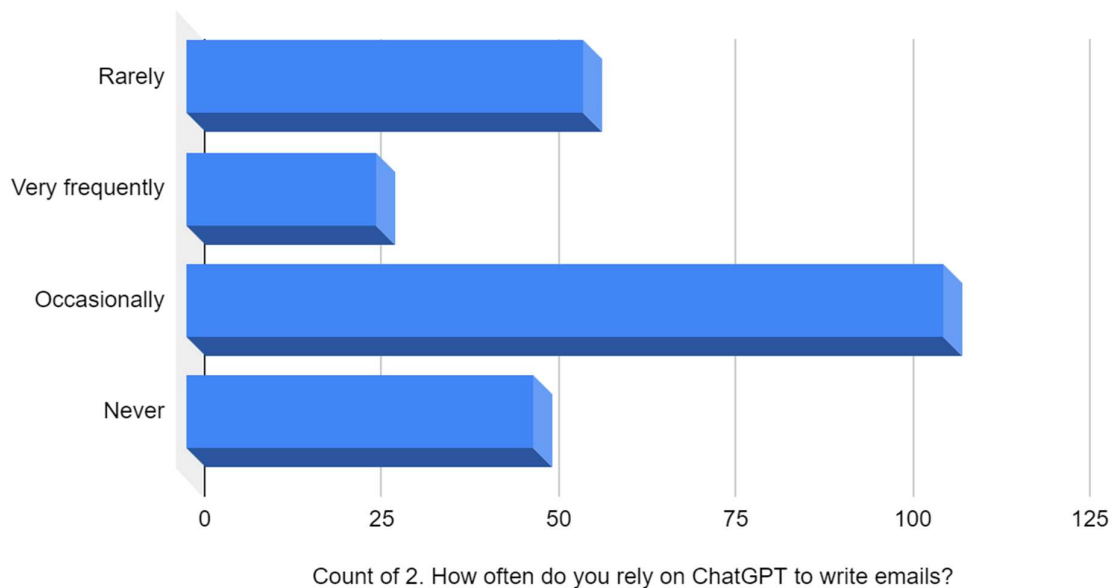
Question 2

Fig. 2 Reliance on ChatGPT for writing emails.

Interpretation:

• Nearly half (44.8%) of the respondents occasionally rely on ChatGPT for writing emails, while around a quarter (23.4%) do so rarely.

• A significant portion (20.5%) never utilizes ChatGPT for email writing, whereas 11.3% report using it very frequently for this purpose.

Bar Chart Representation :

Count of 2. How often do you rely on ChatGPT to write emails?

Question 3

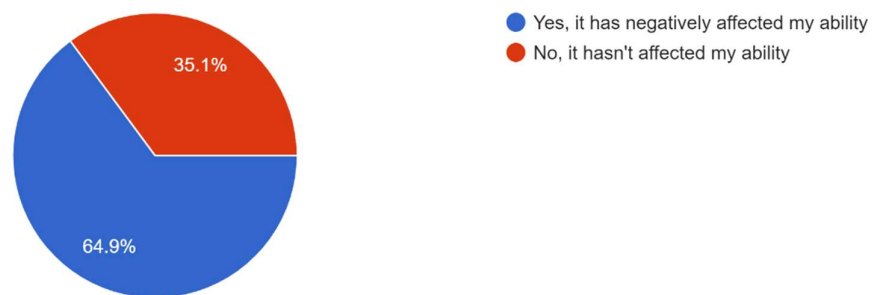3. Has using ChatGPT affected your ability to write emails without assistance?
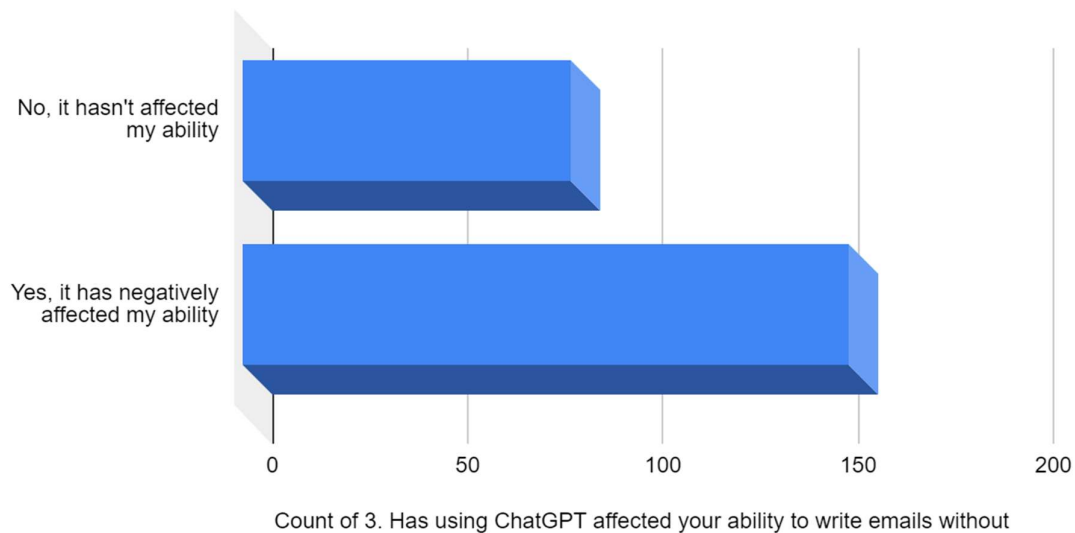239 responses

- Yes, it has negatively affected my ability
- No, it hasn't affected my ability

35.1%

64.9%

Fig. 3 Impact of ChatGPT on email writing ability.

Interpretation:

• A significant majority of 64.9% reported that using ChatGPT has negatively affected their ability to write emails without assistance.

• However, 35.1% of respondents stated that their email writing ability has not been impacted by the use of ChatGPT.

Bar Chart Representation :

Count of 3. Has using ChatGPT affected your ability to write emails without assistance?

Count of 3. Has using ChatGPT affected your ability to write emails without

Question 4

4. As a college student, reflecting on the impact of ChatGPT on email writing, which statement best reflects its influence on the human touch in emails?
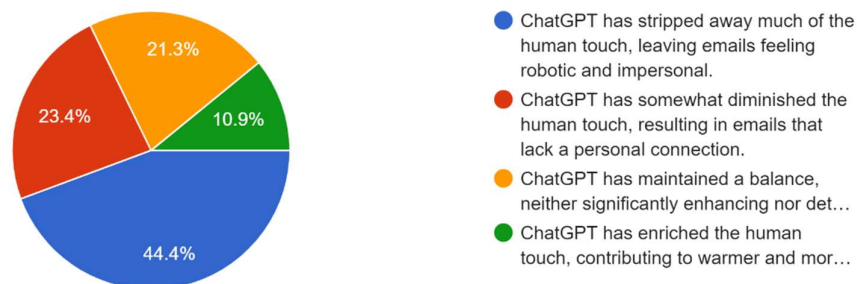239 responses

- ChatGPT has stripped away much of the human touch, leaving emails feeling robotic and impersonal.
- ChatGPT has somewhat diminished the human touch, resulting in emails that lack a personal connection.
- ChatGPT has maintained a balance, neither significantly enhancing nor det…
- ChatGPT has enriched the human touch, contributing to warmer and mor…

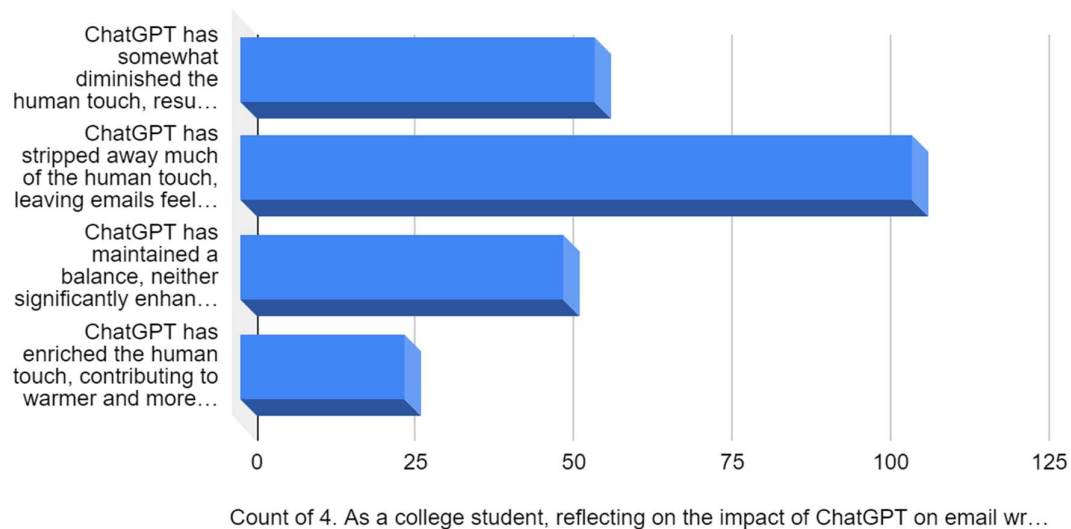*Fig. 4 ChatGPT's influence on human touch in emails*

Interpretation:

• The largest portion, 44.4%, believes that ChatGPT has stripped away much of the human touch,

leaving emails feeling robotic and impersonal.

• Around 23.4% think ChatGPT has somewhat diminished the human touch, resulting in emails that lack a personal connection, while 21.3% feel it has maintained a balance.

Bar Chart Representation :

As a college student, reflecting on the impact of ChatGPT on email writing, which statement best reflects its influence on th…

	Count

ChatGPT has somewhat diminished the human touch, resu…

ChatGPT has stripped away much of the human touch, leaving emails feel…

ChatGPT has maintained a balance, neither significantly enhan…

ChatGPT has enriched the human touch, contributing to warmer and more…

0   25   50   75   100   125

Count of 4. As a college student, reflecting on the impact of ChatGPT on email wr…

Question 5

5. Do you believe that ChatGPT has increased or decreased your creativity and originality in email writing?

239 responses

- Increased significantly
- Increased slightly
- No noticeable impact
- Decreased slightly
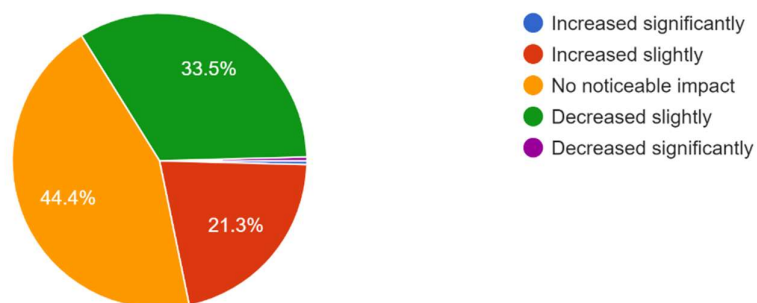- Decreased significantly

33.5%

44,4%

21.3%

Fig. 5 ChatGPT's impact on personal email creativity and originality .
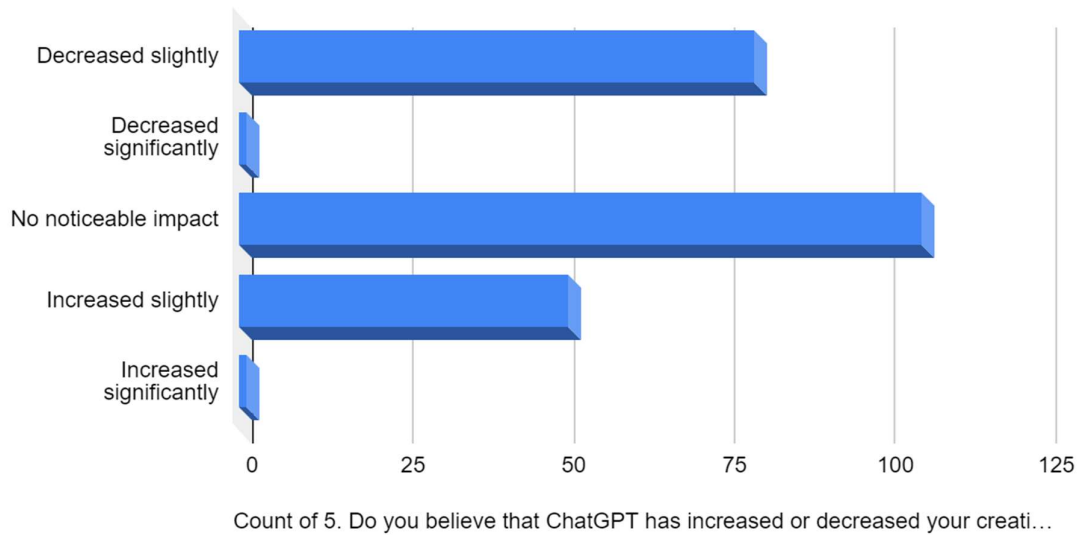
Interpretation:

• While 44.4% reported no noticeable impact of ChatGPT on their creativity and originality in email writing, a substantial 33.5% felt it decreased slightly.

• On the other hand, 21.3% experienced a slight increase in creativity, while a small portion responded that ChatGPT significantly increased or decreased their creativity levels.

Bar Chart representation :

Count of 5. Do you believe that ChatGPT has increased or decreased your creativity and originality in email writing?

Count of 5. Do you believe that ChatGPT has increased or decreased your creati…

Question 6

6. How has the use of ChatGPT affected your understanding of proper email etiquette and convention?

239 responses

- Improved my understanding significantly
- Improved my understanding slightly
- No noticeable impact
- Worsened my understanding slightly
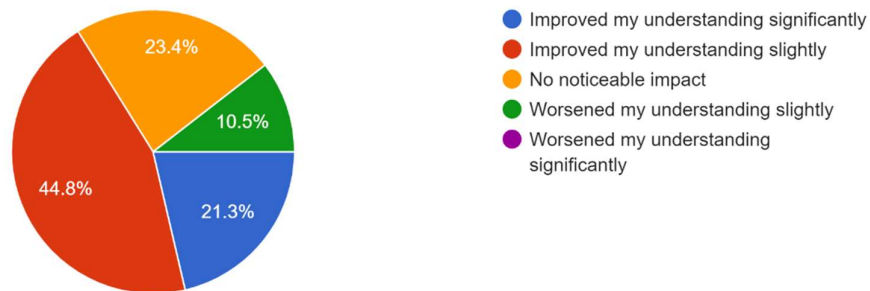- Worsened my understanding significantly

Fig. 6 ChatGPT's impact on email etiquette understanding.

Interpretation:

• 44.8% of respondents said their understanding improved slightly on their understanding of proper email etiquette and convention from using ChatGPT, while 23.4% reported no noticeable impact on their understanding.

• On the positive side, 21.3% said their understanding improved significantly, and 10.5% noted a declination in understanding email etiquette after using ChatGPT.

Bar Chart representation :

Count of 6. How has the use of ChatGPT affected your understanding of proper email etiquette and convention?

Count of 6. How has the use of ChatGPT affected your understanding of proper e…
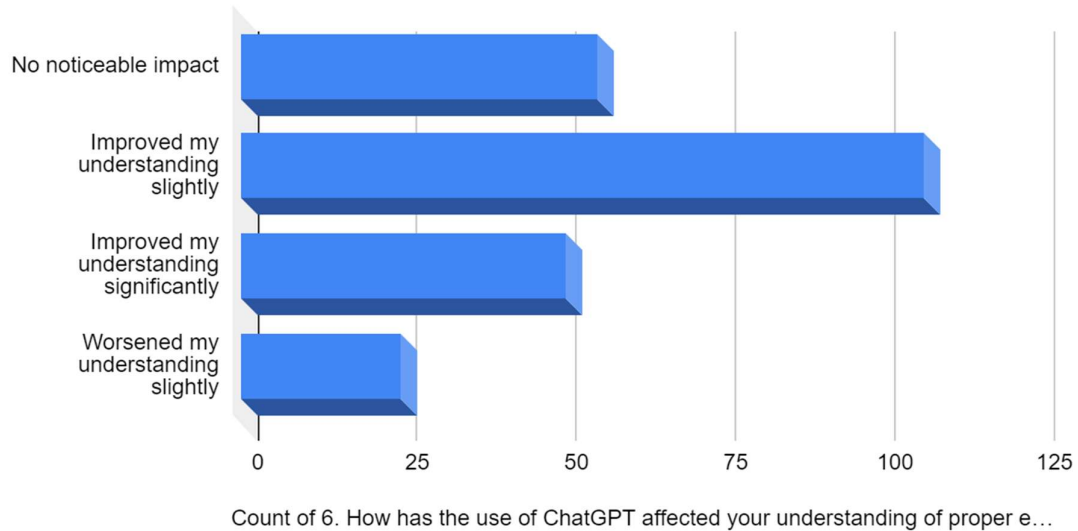
Question 7

7. Have you experienced any negative consequences in your email communication as a result of using ChatGPT?

239 responses

Legend:
- Yes, frequently
- Yes, occasionally
- No noticeable consequences
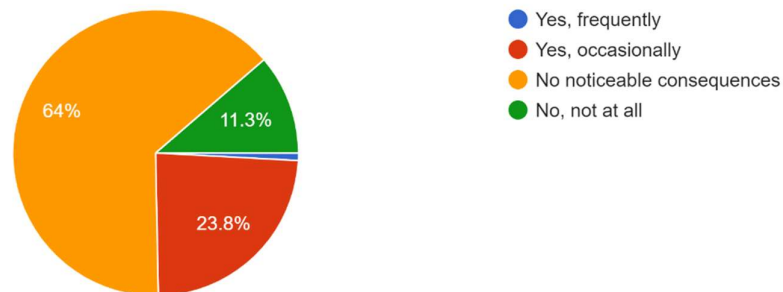- No, not at all

64%   11.3%   23.8%

Fig. 7 Consequences due to email communication with ChatGPT

Interpretation:

• 64% of respondents reported no noticeable consequences in their email communication due to using ChatGPT, while 11.3% experienced no negative impact at all.

• On the other hand, 23.8% faced occasional negative consequences, and a small percentage of 0.9% reported frequent negative consequences when using ChatGPT for email communication.

Bar Chart representation :

Count of 7. Have you experienced any negative consequences in your email communication as a result of using ChatGPT?
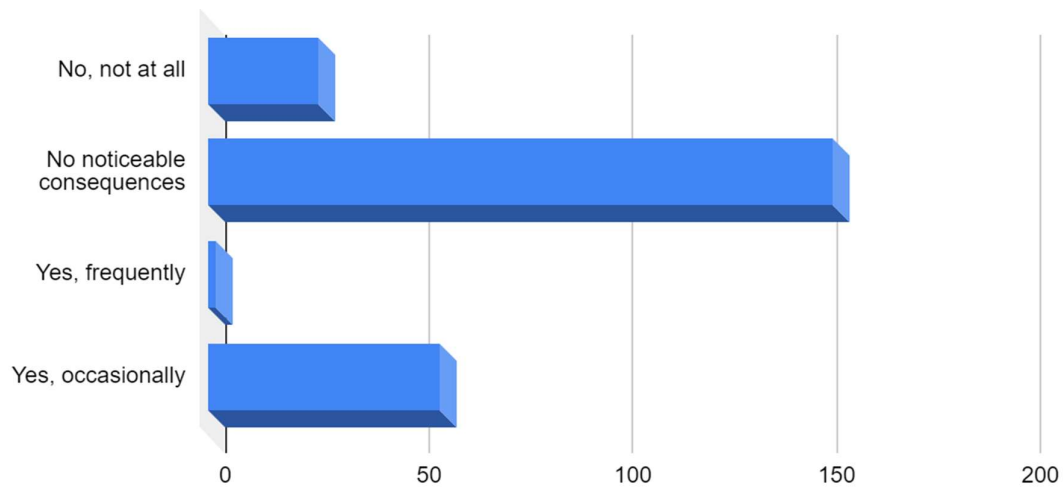
Count of 7. Have you experienced any negative consequences in your email com…

Question 8

8. Have you observed any alterations in the tone or language of your emails since incorporating ChatGPT?
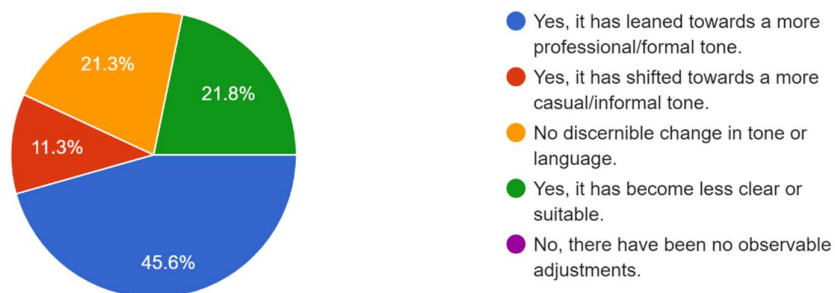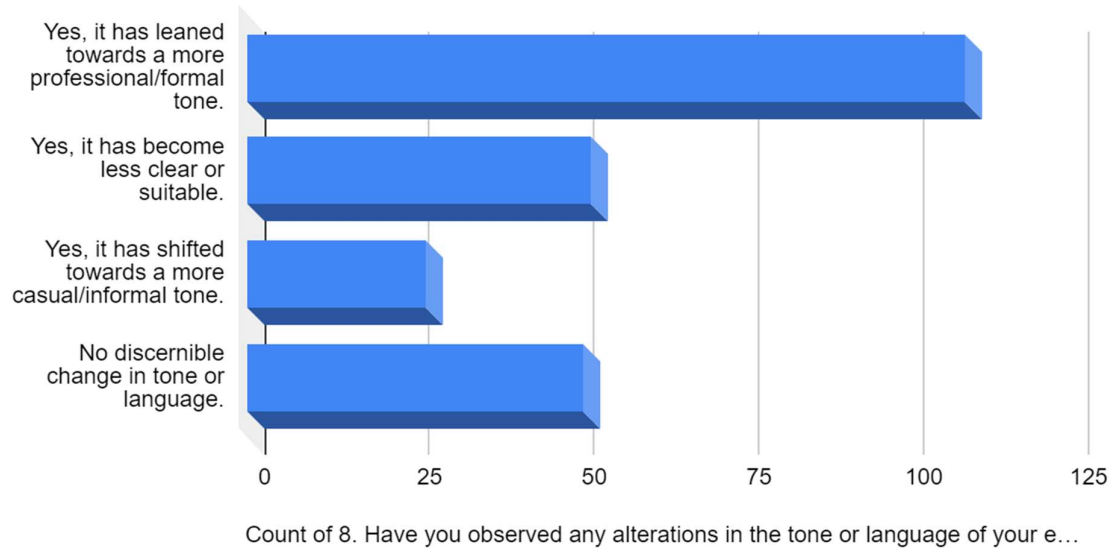
239 responses

- Yes, it has leaned towards a more professional/formal tone.
- Yes, it has shifted towards a more casual/informal tone.
- No discernible change in tone or language.
- Yes, it has become less clear or suitable.
- No, there have been no observable adjustments.

Fig. 8 Tonal changes in emails with ChatGPT

Interpretation:

• The largest portion, 45.6%, observed their emails leaning towards a more professional/formal tone after incorporating ChatGPT, while 11.3% noted a shift towards a more casual/informal tone.

• Additionally, 21.3% reported no discernible change in tone or language, 21.8% felt their emails became less clear or suitable.

Bar Chart representation :

Count of 8. Have you observed any alterations in the tone or language of your emails since incorporating ChatGPT?

Count of 8. Have you observed any alterations in the tone or language of your e…

Question 9

9. Has ChatGPT helped you save time when composing emails?

239 responses

- Yes, a significant amount of time
- Yes, a little bit of time
- No noticeable impact on time
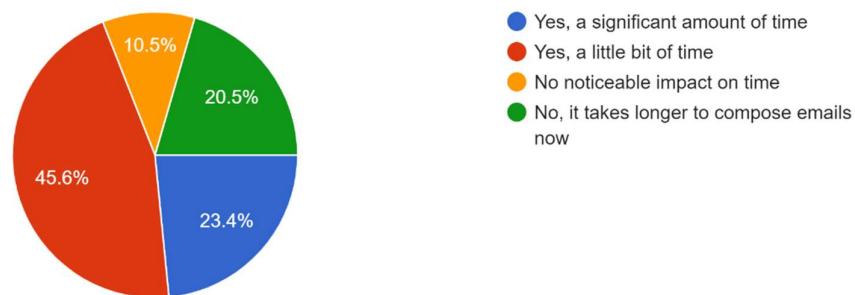- No, it takes longer to compose emails now

Fig. 9 Time saved composing emails using ChatGPT

Interpretation:

• Around 45.6% of respondents reported saving a little bit of time, while 23.4% experienced a significant time saving when composing emails with ChatGPT.

• However, 10.5% noticed no impact on time, and 20.5% stated that it now takes longer to compose emails using ChatGPT.

Bar Chart representation :

Count of 9. Has ChatGPT helped you save time when composing emails?

Count of 9. Has ChatGPT helped you save time when composing emails?
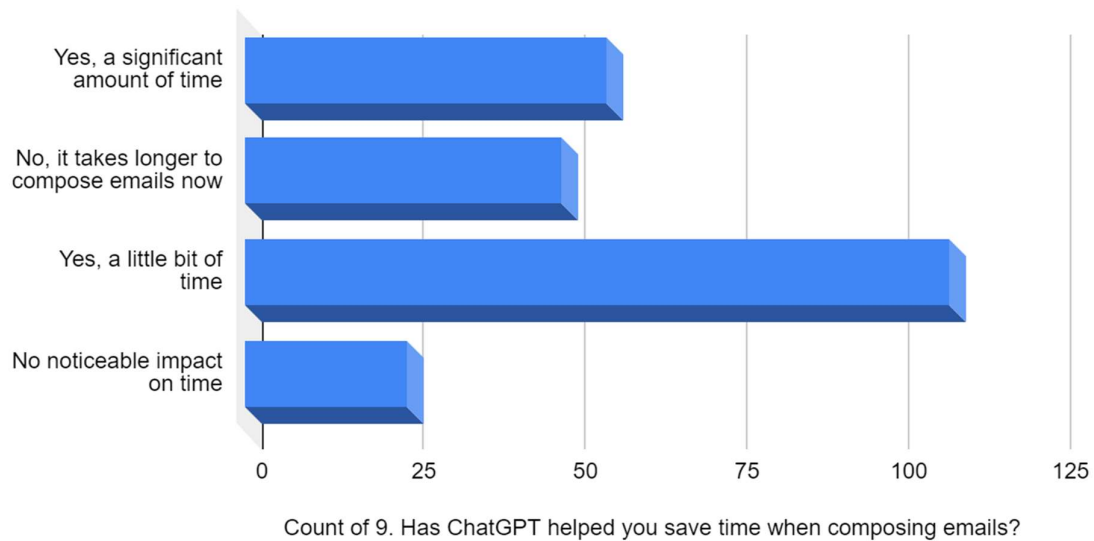
Question 10

10. On a scale of 1 to 5, please rate your confidence level in writing emails before using ChatGPT?
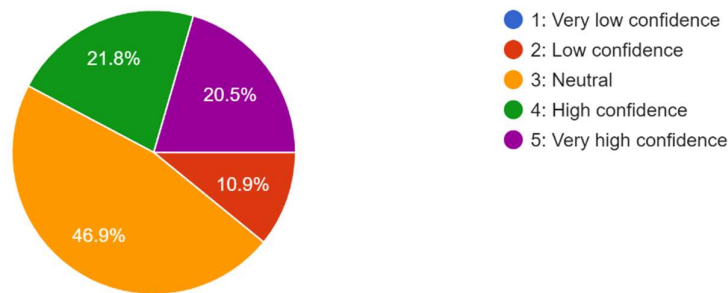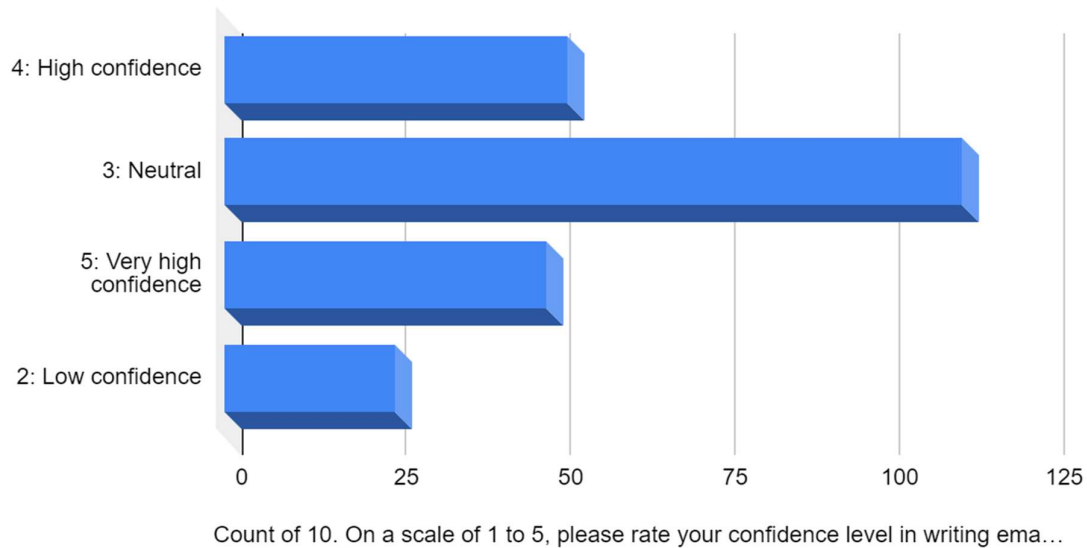239 responses

- 1: Very low confidence
- 2: Low confidence
- 3: Neutral
- 4: High confidence
- 5: Very high confidence

Fig. 10 Confidence levels in writing emails before ChatGPT

Interpretation:

• Around 46.9% of respondents had a neutral confidence level, while 21.8% reported high confidence in writing emails before using ChatGPT.

• Approximately 20.5% indicated very high confidence, 10.9% had low confidence, and only a small fraction expressed very low confidence.

Bar Chart representation :

Count of 10. On a scale of 1 to 5, please rate your confidence level in writing emails before using ChatGPT?

Count of 10. On a scale of 1 to 5, please rate your confidence level in writing ema…

Question 11

11. On a scale of 1 to 5, please rate your perceived effectiveness of ChatGPT in assisting you with email writing(confidence after using chatgpt)?
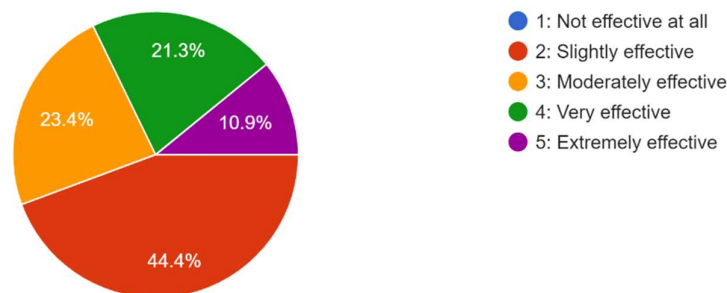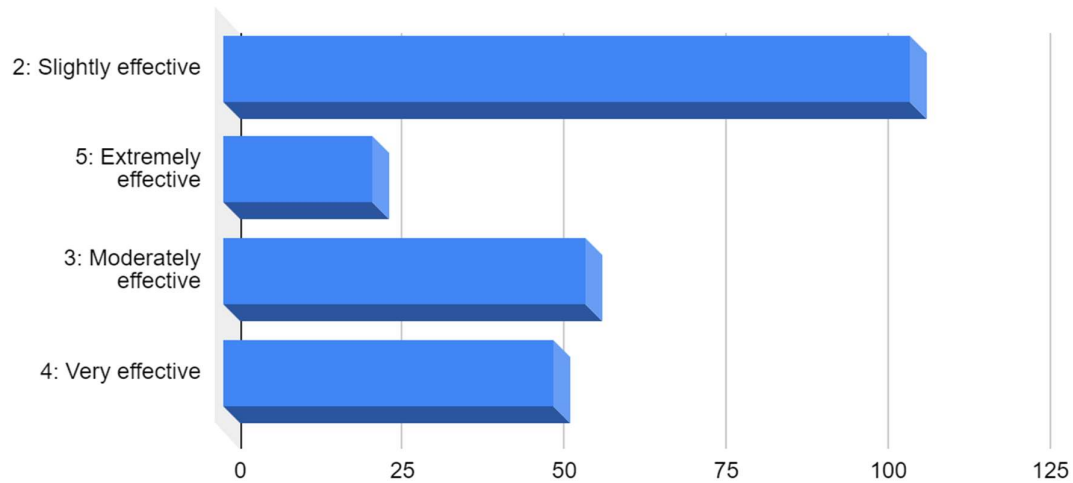239 responses

- 1: Not effective at all
- 2: Slightly effective
- 3: Moderately effective
- 4: Very effective
- 5: Extremely effective

Fig. 11 Confidence levels in writing emails after ChatGPT

Interpretation:

• Nearly half (44.4%) of the respondents rated ChatGPT as slightly effective (2 out of 5) in assisting with email writing and confidence.

• Around a third (23.4%) found ChatGPT moderately effective(3 out of 5), while 21.3% find it very effective in assisting with email writing(4 out of 5) and a small portion of 10.9% found it extremely effective(5 out of 5).

Bar Chart representation :

Count of 11. On a scale of 1 to 5, please rate your perceived effectiveness of ChatGPT in assisting you with email writing(…

Count of 11. On a scale of 1 to 5, please rate your perceived effectiveness of Cha…

Question 12

12. Have you noticed any improvements in your email writing skills after using ChatGPT?
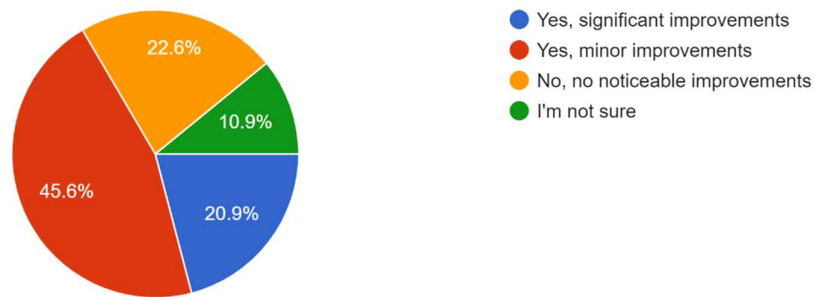239 responses

- Yes, significant improvements
- Yes, minor improvements
- No, no noticeable improvements
- I'm not sure

Fig. 12 Improvements in email writing skills after using ChatGPT.

Interpretation:

• Nearly half (45.6%) of the respondents noticed minor improvements in their email writing skills after using ChatGPT, while 20.9% reported significant improvements.

• On the other hand, 22.6% did not notice any improvements, and 10.9% were unsure about any improvements in their email writing skills.

Bar Chart representation :

Count of 12. Have you noticed any improvements in your email writing skills after using ChatGPT?
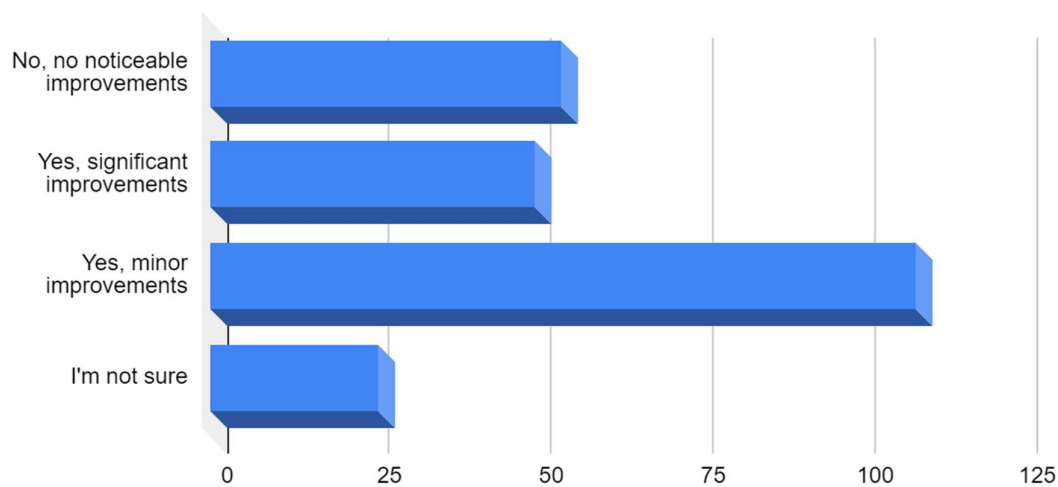
Count of 12. Have you noticed any improvements in your email writing skills after…

Question 13

13. Have you received any feedback from professors or recipients of your emails regarding the quality of your writing after using ChatGPT?
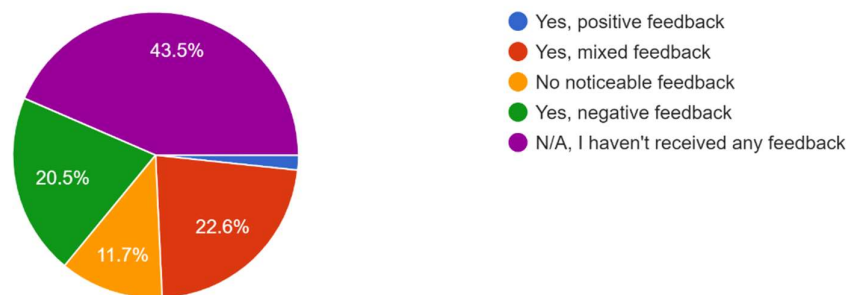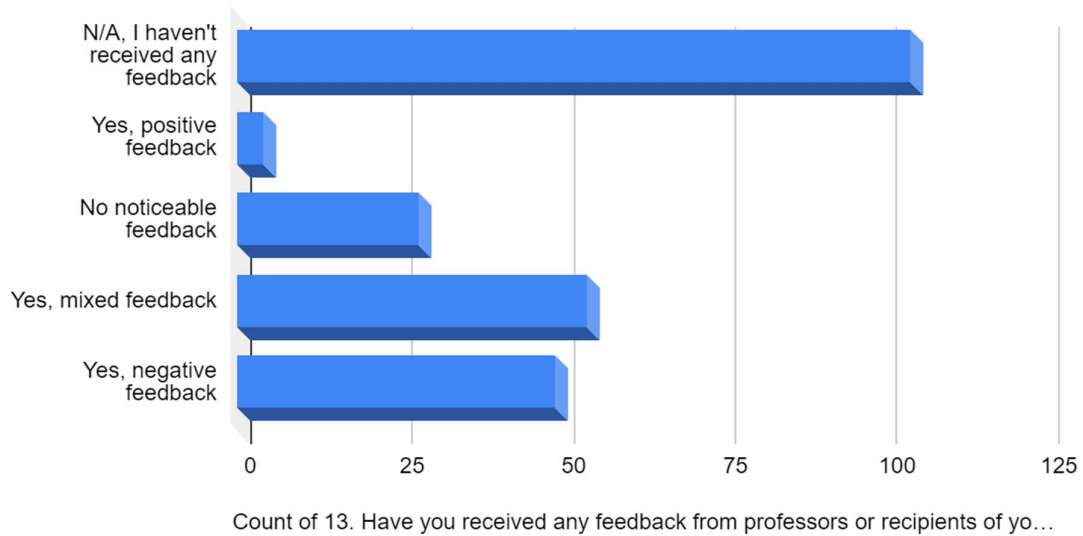
239 responses

- Yes, positive feedback
- Yes, mixed feedback
- No noticeable feedback
- Yes, negative feedback
- N/A, I haven't received any feedback

Fig. 13 Feedback on email writing after using ChatGPT.

Interpretation:

• A significant portion (43.5%) of respondents did not received any feedback on their writing quality after using ChatGPT, while 20.5% received negative feedback.

• Around a quarter (22.6%) received mixed feedback, 11.7% did not notice any change in feedback, and the remaining respondents did not receive any feedback while a very small poertion of respondents received postive feedback.

Bar Chart representation :

Count of 13. Have you received any feedback from professors or recipients of yo…

Question 14

14. Has ChatGPT influenced your ability to adapt your writing style to different recipients or contexts when writing emails?
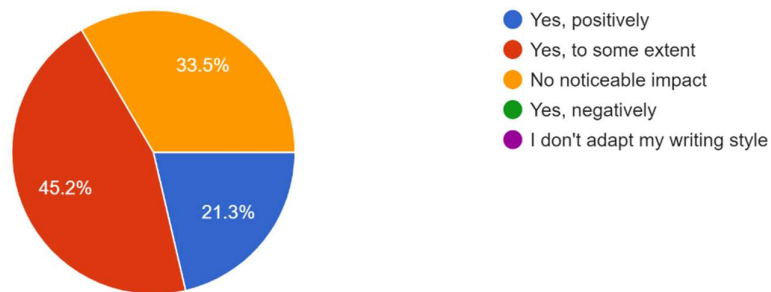
239 responses

Fig. 14 ChatGPT's impact on adapting email writing style.

Interpretation:

• Almost half (45.2%) of the respondents felt that ChatGPT influenced their ability to adapt writing style to some extent for different recipients or contexts while writing emails.

• While 21.3% reported a positive influence, 33.5% did not notice any impact, and a small portion either negatively impacted or did not adapt their writing style.

Bar Chart representation :

Count of 14. Has ChatGPT influenced your ability to adapt your writing style to different recipients or contexts when writing e…
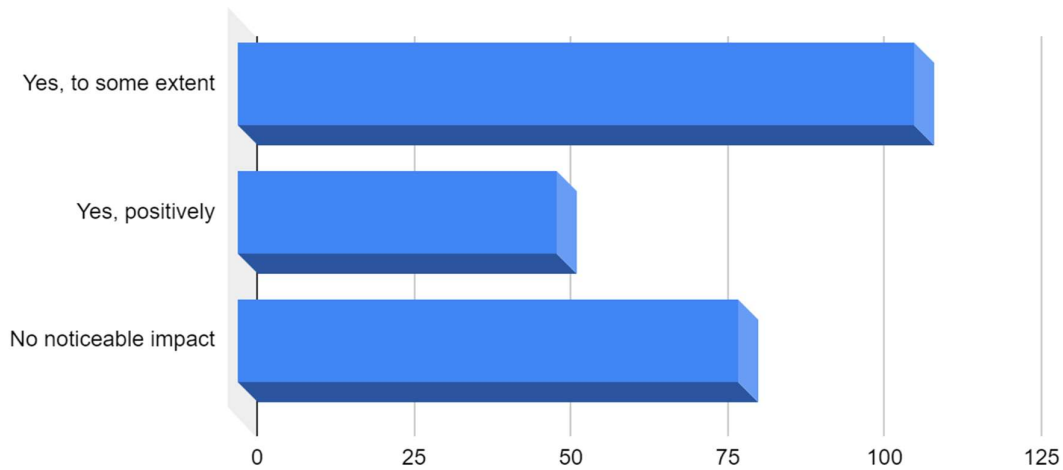
Question 15.

15. Has ChatGPT helped you overcome any specific writing challenges or difficulties you previously faced when composing emails?

239 responses

- Yes, it has been very helpful
- Yes, to some extent
- No noticeable impact
- No, it hasn't helped
- N/A, I didn't have any writing challenges

Fig. 15 Pie chart showing ChatGPT's email writing assistance.

Interpretation:

• Almost half (44.8%) of the respondents found ChatGPT helpful to some extent in overcoming writing challenges for emails, while 22.6% found it very helpful.

• Around (20.9%) of respondents did not notice any impact and small portion of respondents reported they did not have writing challenges to begin with, while 11.3% felt ChatGPT did not help.

Bar Chart representation :

Count of 15. Has ChatGPT helped you overcome any specific
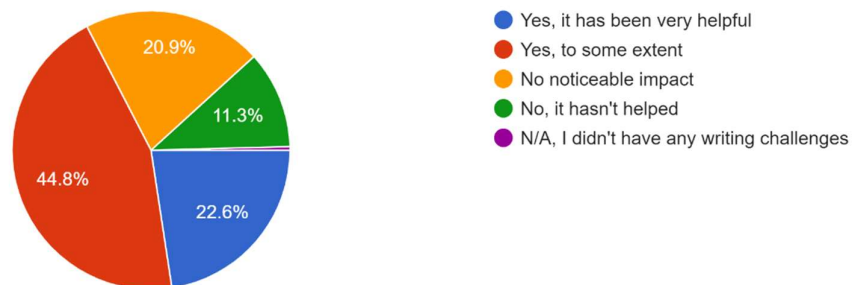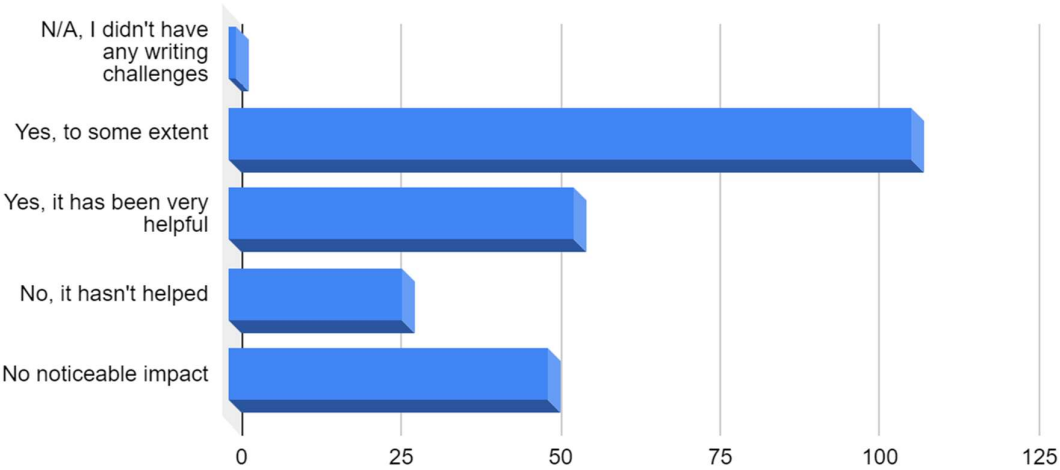writing challenges or difficulties you previously faced when c…

Count of 15. Has ChatGPT helped you overcome any specific writing challenges…

KEY FINDINGS

Based on the survey results, several key findings emerged, shedding light on the impact of ChatGPT on students' email writing skills:

1.   Frequency of Usage: While a significant portion (44.8%) of students reported never relying on ChatGPT for email writing, a combined 55.2% indicated using it occasionally, rarely, or very frequently.

2.   Impact on Writing Ability: Notably, 64.9% of respondents stated that using ChatGPT did not negatively affect their ability to write emails without assistance, while 35.1% reported a negative impact.

3.   Human Touch in Emails: A substantial 44.4% of students believed that ChatGPT maintained a balance, neither significantly enhancing nor diminishing the human touch in their emails. However, 32.2% felt that it diminished or stripped away the human touch to some extent.

4.   Creativity and Originality: Interestingly, 54.8% of students reported an increase in creativity and originality when using ChatGPT for email writing, while 44.4% noticed no noticeable impact.

5.   Email Etiquette and Convention: A combined 31.8% of respondents indicated that ChatGPT improved their understanding of proper email etiquette and convention, while 44.8% reported no noticeable impact.

6.   Negative Consequences: The majority (64%) of students did not experience any noticeable negative consequences in their email communication due to using ChatGPT.

7.   Time-Saving Benefits: A substantial 43.9% of respondents acknowledged that ChatGPT helped them save time when composing emails, while 45.6% reported no noticeable impact on time.

8.   Confidence Levels: Before using ChatGPT, 67.4% of students reported high or very high confidence in writing emails. After using ChatGPT, 67.8% rated its effectiveness as very or extremely effective in assisting them with email writing.

9.   Improvements in Writing Skills: While 31.8% of students noticed improvements (significant or minor) in their email writing skills after using ChatGPT, 45.6% were unsure, and 22.6% reported no noticeable improvements.

10.   Feedback from Recipients: A combined 66.1% of respondents received positive or mixed feedback from professors or email recipients regarding the quality of their writing after using ChatGPT.

CONCLUSION

The findings from this comprehensive study on the impact of ChatGPT on students' email writing skills offer a multifaceted and nuanced perspective on the integration of AI-powered language models in educational contexts. While the results highlight both potential benefits and challenges, they underscore the need for a balanced and thoughtful approach to leveraging these emerging technologies.

One of the notable conclusions drawn from the survey data is the varied experiences and perceptions among students regarding the use of ChatGPT for email writing. While a significant portion of respondents reported positive outcomes, such as enhanced creativity, originality, and time-saving benefits, others expressed concerns about the potential diminishment of the human touch and a negative impact on their ability to write emails independently.

This divergence in experiences highlights the complexities involved in the adoption of AI-assisted writing tools and the importance of tailoring their implementation to individual needs and preferences. It is evident that a one-size-fits-all approach may not be optimal, and educators and students alike should carefully evaluate the appropriateness and potential trade-offs of using such tools in different contexts.

Furthermore, the findings suggest that while ChatGPT can be a valuable aid in facilitating the email writing process, it should not be viewed as a complete substitute for developing and honing one's own writing skills. A balanced approach that combines the strategic use of AI-powered assistants with ongoing practice and refinement of personal writing abilities is likely to yield the most favorable outcomes.

Notably, a significant portion of students reported receiving positive feedback from professors and email recipients regarding the quality of their writing after using ChatGPT. This suggests that, when used judiciously and in conjunction with proper guidance, AI-assisted writing tools can potentially enhance the clarity, organization, and overall effectiveness of written communication.

However, it is crucial to acknowledge the potential risks and limitations associated with an over-reliance on AI-powered language models. Concerns raised by some respondents regarding the diminished human touch and negative consequences in email communication should not be overlooked. Efforts should be made to mitigate these risks through comprehensive training, clear guidelines, and ongoing monitoring of AI-assisted writing practices.

As the integration of AI in various domains continues to accelerate, it is imperative that educational institutions, instructors, and students remain proactive in shaping the responsible and ethical use of these technologies. Ongoing research, open dialogues, and the development of best practices will be essential in navigating the evolving landscape of AI-assisted writing and communication.

Ultimately, the findings from this study underscore the transformative potential of AI-powered language models like ChatGPT in the realm of email writing and communication skills development. However, they also serve as a poignant reminder that technology, no matter how advanced, should be viewed as a tool to augment and enhance human capabilities, rather than replace them entirely.

LIMITATIONS OFTHE STUDY

In spite of the precautions, vigilance and scrupulousness taken by the investigator to make the study objective, it cannot be denied that there are certain limitations.

- The questionnaire was filled primarily by B-TECH students of Thapar Institute of Engineering and Technology, Patiala. So, the scope of sample findings was limited.

- As the study was done within a limited time, the investigator could not select a sufficiently large sample for the study.

- The topic being very vast, much literature was left unread.

APPENDIX

SURVEY FORM AND QUESTIONNAIRE:

How ChatGPT Affects the Email Writing Skills of Students

We would greatly appreciate if you could take a couple of minutes to participate in a brief survey exploring the intriguing topic of "Cultural Evolution through Music." The aim is to uncover patterns and trends that exist in the interplay between music and the evolution of culture. We'll delve into how transformations in musical styles have led to shifts in dance forms and fashions, and how these changes have been shaped by societal influences.

NOTE: Your involvement in this survey is entirely voluntary. We assure you that your responses will be treated with utmost confidentiality, and the data collected from this research will be reported solely in an aggregated and anonymized manner

1. Are you currently a student?

A. Yes
B. No

2. How often do you rely on ChatGPT to write emails?

A. Very frequently
B. Occasionally
C. Rarely
D. Never

3. Has using ChatGPT affected your ability to write emails without assistance?

A. Yes, it has negatively affected my ability
B. No, it hasn't affected my ability

4. As a college student, reflecting on the impact of ChatGPT on email writing, which statement best reflects its influence on the human touch in emails?

A. ChatGPT has stripped away much of the human touch, leaving emails feeling robotic and impersonal.
B. ChatGPT has somewhat diminished the human touch, resulting in emails that lack a personal connection.
C. ChatGPT has maintained a balance, neither significantly enhancing nor detracting from the human touch in emails.
D. ChatGPT has enriched the human touch, contributing to warmer and more engaging emails.

5. Do you believe that ChatGPT has increased or decreased your creativity and originality in email writing?

A. Increased significantly
B. Increased slightly
C. No noticeable impact
D. Decreased slightly
E. Decreased significantly

6. How has the use of ChatGPT affected your understanding of proper email etiquette and convention?

A. Improved my understanding significantly
B. Improved my understanding slightly
C. No noticeable impact
D. Worsened my understanding slightly
E. Worsened my understanding significantly

7. Have you experienced any negative consequences in your email communication as a result of using ChatGPT?

A. Yes, frequently
B. Yes, occasionally
C. No noticeable consequences
D. No, not at all

8. Have you observed any alterations in the tone or language of your emails since incorporating ChatGPT?

A. Yes, it has leaned towards a more professional/formal tone.
B. Yes, it has shifted towards a more casual/informal tone.
C. No discernible change in tone or language.
D. Yes, it has become less clear or suitable.
E. No, there have been no observable adjustments.

9. Has ChatGPT helped you save time when composing emails?

A. Yes, a significant amount of time
B. Yes, a little bit of time
C. No noticeable impact on time
D. No, it takes longer to compose emails now

10. On a scale of 1 to 5, please rate your confidence level in writing emails before using ChatGPT?

A. 1: Very low confidence
B. 2: Low confidence
C. 3: Neutral
D. 4: High confidence
E. 5: Very high confidence

11. On a scale of 1 to 5, please rate your perceived effectiveness of ChatGPT in assisting you with email writing (confidence after using ChatGPT)?

 A. 1: Not effective at all
 B. 2: Slightly effective
 C. 3: Moderately effective
 D. 4: Very effective
 E. 5: Extremely effective

12. Have you noticed any improvements in your email writing skills after using ChatGPT?

 A. Yes, significant improvements
 B. Yes, minor improvements
 C. No, no noticeable improvements
 D. I'm not sure

13. Have you received any feedback from professors or recipients of your emails regarding the quality of your writing after using ChatGPT?

 A. Yes, positive feedback
 B. Yes, mixed feedback
 C. No noticeable feedback
 D. Yes, negative feedback
 E. N/A, I haven't received any feedback

14. Has ChatGPT influenced your ability to adapt your writing style to different recipients or contexts when writing emails?

 A. Yes, positively
 B. Yes, to some extent
 C. No noticeable impact
 D. Yes, negatively
 E. I don't adapt my writing style

15. Has ChatGPT helped you overcome any specific writing challenges or difficulties you previously faced when composing emails?

 A. Yes, it has been very helpful
 B. Yes, to some extent
 C. No noticeable impact
 D. No, it hasn't helped
 E. N/A, I didn't have any writing challenges

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