



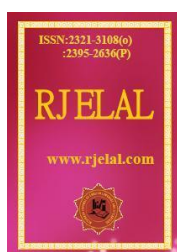
The Impact of ChatGPT-Assisted Writing on English-Majored Students' Commercial Correspondence Accuracy

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DOI: [10.33329/rjelal.13.2.116](https://doi.org/10.33329/rjelal.13.2.116)



Article info

Article Received: 05/04/2025
Article Accepted: 12/05/2025
Published online: 16/05/2025

Abstract

The study "The Impact of ChatGPT-Assisted Writing on English-Majored Students' Commercial Correspondence Accuracy" investigates the impact of ChatGPT-assisted writing on English-majored students' accuracy in Commercial Correspondence within a business English context. As artificial intelligence has become more popular in educational spaces, its role in supporting writing instruction can be essential. A quasi-experimental design involving 60 undergraduate students was employed, divided into a control group receiving traditional instruction and an experimental group utilizing ChatGPT as a writing aid. Participants completed pre- and post-tests consisting of business letter writing tasks, evaluated on grammar, structure, tone, and content accuracy using a standardized rubric. The findings revealed that students in the ChatGPT-assisted group showed significantly greater improvements in writing accuracy, particularly in grammatical correctness and formal tone. These findings suggest that integrating AI tools like ChatGPT into writing pedagogy can help learners enhance competence in commercial correspondence and support autonomous learning. The study offers practical implications for educators adopting technology-enhanced language instruction.

Keywords: ChatGPT, ChatGPT-assisted writing, Commercial Correspondence, Teaching and Learning Commercial Correspondence.

1. Introduction

Under globalization, mastering business communication, including commercial correspondence, can be an essential skill for students pursuing careers in business sectors. In Vietnam, commercial correspondence has

become a core subject in the training program for business English-majored students. However, teaching and learning commercial correspondence may face such challenges as students often struggle with formality, clarity, and tone, while instructors face limited time and

resources to provide detailed, personalized feedback.

With the development of ChatGPT by OpenAI, these challenges have been solved. As a language model capable of generating, correcting, and refining professional texts, ChatGPT may serve as both a tutor and a writing assistant. While the potential of AI in teaching and learning English has gained much consideration, its application in teaching commercial correspondence in the context of Vietnam remains underexplored.

Therefore, this study aims to investigate whether the accuracy of English-majored students' commercial correspondence can be improved with the assistance of ChatGPT. Focusing on undergraduate learners majoring in Business English in Vietnam, the study compares the writing outcomes of students using ChatGPT with those receiving traditional instruction. The findings are expected to explore more effective, technology-integrated approaches to teaching and learning commercial correspondence in Vietnam and in other countries.

2. Literature Review

2.1. Commercial Correspondence in English as a Foreign Language Context

Commercial correspondence is important in business communication, particularly in international settings where professional writing skills in English are necessary. According to Ashley (2003), effective business communication in English enables clear transactions, fosters professional relationships, and ensures the smooth operation of international trade. Thus, learners, especially those majoring in Business English, must acquire not only general language proficiency but also specific language knowledge in business communication.

However, in English as a Foreign Language (EFL) contexts, such as Vietnam, the mastery of business writing conventions may

cause challenges to learners. Vietnamese students often struggle to produce formal business documents with adequate grammatical and structural accuracy due to limited exposure to authentic language use and feedback (Crosling & Murphy, 2009). The traditional classroom mode with large class sizes and limited instruction time may cause difficulties for learners to be fluent in genre-specific writing.

Additionally, commercial correspondence, as a subset of business English, requires learners to not only use language correctly but also be familiar with professional tone and established document formats (Guffey & Loewy, 2020). The lack of consistent, individualized feedback should be a barrier for learners to make progress in this area, making them rely heavily on memorized templates or outdated phrases. Pham (2021) conducted a study at the Ho Chi Minh City University of Food Industry, revealing that Business English majors struggled with using correct terminology and syntax in commercial correspondence. The study highlighted that learners lacked familiarity with commerce-specific vocabulary and found it challenging to apply formal grammatical structures appropriately. Similarly, a study by Xu (2012) emphasized the importance of interpersonal functions in business letters, such as mood, modality, and negotiation. EFL learners must navigate these complex linguistic features to convey messages effectively and maintain professional relationships. The study suggested that a lack of awareness of these interpersonal aspects could lead to miscommunication and misunderstandings in business contexts.

Briefly, mastering commercial correspondence in English is necessary for EFL learners aspiring to engage in international business. While there have been challenges, ongoing research and innovative teaching approaches with the assistance of Artificial Intelligence (AI) have become essential to equip EFL learners with the skills necessary for effective business communication.

2.2. Feedback in Writing Instruction

Feedback plays an important role in effective writing instruction, particularly in EFL contexts where learners may deal with unavoidable challenges. Feedback can be considered a bridge between instruction and learner autonomy, guiding learners toward improved writing capacity. Moreover, feedback that fosters self-regulation and metacognitive awareness contributes to long-term writing development (Zimmerman & Schunk, 2001). In recent years, the integration of AI tools like ChatGPT has introduced new techniques to feedback mechanisms in writing instruction.

Traditionally, feedback in writing instruction has been delivered through teacher comments, peer reviews, and automated systems. Teacher feedback, while personalized, often faces barriers such as time limitations and large class sizes, leading to delayed responses (Hyland & Hyland, 2006). Peer feedback encourages collaborative learning but may suffer from inconsistencies due to varying proficiency levels among learners (Liu & Hansen, 2002). Automated feedback systems offer immediacy but may lack the understanding required for complex writing tasks (Grimes & Warschauer, 2010).

The advent of AI technologies, particularly language models like ChatGPT, has recently transformed feedback delivery in writing instruction. ChatGPT may offer immediate, context-aware feedback, addressing issues ranging from grammar to content organization. According to Li et al. (2024), the capacity of ChatGPT to simulate human-like interactions allows for personalized guidance, which is especially beneficial in large EFL classrooms. ChatGPT provided relevant feedback on language, content, and organization aspects of EFL essays, complementing teacher evaluations (Li et al, 2024). Similarly, Wang et al. (2024) reported that learners using ChatGPT for writing assignments

experienced increased confidence and a better understanding of writing structures.

2.3. Previous Studies on Using ChatGPT to Enhance Writing Skills

The integration of AI in writing instruction, especially the application of ChatGPT, has been widely explored for its potential to enhance writing proficiency among EFL learners. The evidence that ChatGPT can improve multiple aspects of writing, including grammar, cohesion, organization, and student engagement, may be clarified through the following studies.

Mahapatra (2024), with a mixed-methods study on undergraduate ESL students, found that ChatGPT significantly enhanced learners' academic writing skills by providing instant, formative feedback tailored to individual performance. Learners reported a stronger sense of writing autonomy and confidence, especially in larger classrooms where teacher feedback may become limited. This finding aligns with Li et al. (2024), who confirmed ChatGPT's effectiveness in evaluating and providing qualitative feedback on EFL essays.

Kasneci et al. (2023) highlight the potential of ChatGPT in educational contexts, focusing on the capacity to democratize access to high-quality feedback. The study emphasizes how large language models can act as personal tutors, helping learners develop metacognitive skills such as self-editing, planning, and rephrasing. However, the authors also caution that uncritical reliance on AI-generated responses can hinder the development of original thinking and critical evaluation.

From a learner-centered approach, Wang et al. (2024) revealed that students using ChatGPT for academic writing felt more competent and motivated, especially when engaged in complex writing tasks. ChatGPT facilitated their understanding of structural writing elements and formal tone.

In Vietnam, a notable study by Truong and Tran (2024) examined the tool's effectiveness over a seven-week writing module. The researchers found that ChatGPT not only helped students improve sentence construction and idea development but also encouraged greater interest and motivation in English writing classes. Structured interviews and surveys also indicated that students viewed ChatGPT as a non-threatening assistant for refining their work before submission.

Another Vietnamese study by Tran and Nguyen (2024) employed a quantitative approach, collecting 286 student responses via structured questionnaires. Their findings highlighted ChatGPT's role as a supportive and supplementary tool in helping students improve vocabulary usage, sentence structure, and paragraph cohesion. However, the study also cautioned against over-reliance on the tool, noting concerns about academic integrity and diminished self-editing skills. Tran and Nguyen (2024) emphasized that instructors should implement ChatGPT in guided, pedagogically informed ways to balance efficiency and learning depth.

In short, the studies mentioned above underscore ChatGPT's effectiveness in enhancing EFL students' writing skills by providing instant, context-sensitive feedback and supporting formal structure acquisition. Additionally, the potential downsides, such as dependency and authenticity concerns, warrant carefully scaffolded integration into curricula. When AI becomes more embedded in educational practice, its role in shaping autonomous and accurate writing in Business English domains will be increasingly significant.

2.4. Implications of Using ChatGPT for Commercial Correspondence

Under commercial correspondence, precision, clarity, and adherence to formal conventions should be given careful consideration. Previous studies may imply that ChatGPT can assist EFL learners in mastering

these aspects by providing models of effective business communication and real-time feedback on their writing. This immediate assistance enables learners to refine their language use, tone, and formatting, aligning their writing with professional standards (Ashley, 2003).

However, despite its advantages, the integration of ChatGPT into writing instruction raises concerns. Issues related to academic integrity, over-reliance on AI, and the potential for reduced critical thinking skills necessitate careful implementation. Educators must balance AI-assisted feedback with traditional methods to ensure comprehensive writing development (Imran & Almusharraf, 2023).

2.5. Research Gap and Need for Experimental Validation in Vietnam

While current studies provide encouraging insights into ChatGPT's potential in writing support, few empirical investigations have focused specifically on commercial correspondence—a genre with rigid conventions and high stakes in real-world communication. Furthermore, in Vietnam, there remains a significant gap in experimental studies that empirically validate its effectiveness, particularly concerning commercial correspondence accuracy among English majors.

Due to the increasing importance of English proficiency in Vietnam's global business engagements, there is an urgent need for experimental studies that evaluate the effectiveness of ChatGPT-assisted writing instruction on English majors' commercial correspondence. Such studies should employ control and experimental groups, pre- and post-tests, and objective assessment criteria to provide empirical evidence of ChatGPT's pedagogical value in this specific writing genre.

Experimental validation would not only substantiate the benefits reported in qualitative studies but also address concerns regarding over-reliance on AI tools, academic integrity, and the development of independent writing skills. Moreover, this experimental validation

would provide educators and policymakers with the necessary evidence to make informed decisions about integrating AI tools like ChatGPT into EFL writing curricula.

This study addresses that gap by evaluating whether students using ChatGPT for commercial correspondence tasks show significant improvements in grammatical accuracy, structure, and professional tone compared to peers receiving only traditional instruction. The findings will contribute to a growing body of research on AI-assisted learning and offer practical implications for ESP educators seeking to integrate technology into their teaching and learning methods.

To reach these aims, the study is conducted to meet the following objectives:

1. Evaluate the effectiveness of ChatGPT in enhancing the accuracy of commercial correspondence written by Business English majors.
2. Compare the writing outcomes between learners using ChatGPT assistance and those receiving traditional instruction.

To achieve the above objectives, the study aims at the following research questions:

1. **RQ1:** Does using ChatGPT improve the accuracy of commercial correspondence written by Business English majors compared to traditional instruction methods?
2. **RQ2:** What are the differences in writing outcomes between students who use ChatGPT assistance and those who do not?

3. Methodology

3.1. Research Design

To give the answers to the research questions above, this study will employ a quasi-experimental design, which aims to evaluate the causal impact of an intervention without the use of random assignment. While it shares

similarities with true experimental designs, it differs in that participants are not randomly allocated to groups; instead, existing groups are used for comparison (Shadish, Cook, & Campbell, 2002).

Quasi-experimental designs are widely used in education, particularly when researchers aim to compare the effectiveness of instructional methods, such as technology-enhanced learning tools, across existing student groups (Reichardt, 2020). Therefore, the quasi-experimental design employed in this study offers an appropriate approach to evaluating the effectiveness of ChatGPT-assisted instruction in enhancing the accuracy of commercial correspondence among English-majored students.

In this quasi-experimental study, two groups of Business English majors are utilized:

- **Experimental Group:** Students receiving ChatGPT-assisted instruction, where ChatGPT serves as a writing assistant providing real-time feedback and suggestions during the composition of commercial correspondence.
- **Control Group:** Students receiving traditional instruction without the integration of ChatGPT, relying solely on conventional teaching methods and instructor feedback.

Both groups are required to sit for a pre-test to assess their baseline proficiency in commercial correspondence writing. Following the instructional period, a post-test is administered to evaluate any improvements or differences in writing accuracy between the two groups.

3.2. Participants

There are 60 Business English majors at a Vietnamese university joining this study. These learners are in the fifth semester of the eight-semester training program. Besides English language knowledge, these learners are equipped with general knowledge of business

through previous courses, such as two Business English courses, Introduction to Business, etc. In the fifth semester of the Business English training program, they must be required to follow the 3-credit compulsory course, Commercial Correspondence.

These 60 Business English majors are randomly assigned to either the experimental or control group, each of which consists of 30 members, ensuring comparable proficiency levels across groups.

3.3. Instruments

The two main instruments used in this study include:

Pre-test and Post-test: Both groups will complete a pre-test and post-test involving the writing of commercial correspondence tasks. These tests will assess improvements in business writing accuracy.

Writing Rubric: A standardized rubric will be used to evaluate the accuracy of the written correspondence. This rubric was adapted from Weigle (2002) and Guffey & Loewy (2018), comprising three domains: (1) Accuracy (grammar, spelling, punctuation), (2) Coherence and organization (logical structure, paragraph transitions), and (3) Business writing conventions (tone, format, and purpose). Each domain is rated on a scale of 1 (Poor) to 5 (Excellent). The final score is the sum of the three domain scores; the maximum score is 15 points.

3.4. Data Collection and Procedures

This study was conducted over 15 weeks and involved three main phases: (1) Pre-test, (2) Intervention, and (3) Post-test. Each phase was systematically designed to assess and compare the effects of ChatGPT-assisted instruction versus traditional instruction on students' commercial correspondence writing accuracy.

Pre-Test Phase (Week 1): In the first week of the study, both the experimental and control groups were administered a baseline writing

assessment. The task required learners to write a formal business email on a customer inquiry scenario. The writing prompt was designed to assess learners' initial proficiency in commercial correspondence, emphasizing grammar accuracy, structural organization, and adherence to business writing conventions. All responses were submitted online and anonymized before being evaluated using the standardized rubric (see Appendix). The pre-test scores were recorded and later used as the benchmark for measuring individual and group-level progress throughout the intervention.

Intervention Phase (Weeks 2-14): For 13 weeks following the pre-test, both groups received instruction on commercial correspondence writing through one 135-minute session per week, but with different instructional approaches. *The experimental group* received writing instruction that integrated the use of ChatGPT during the planning, drafting, and revising stages of writing. During weekly writing sessions, learners were given business scenarios and asked to use ChatGPT to help draft their responses. They then revised their drafts with the instructor's guidance. *The control group* received traditional instruction without using ChatGPT. The sessions included direct teaching of grammar rules, email and letter formats, and writing strategies specific to business communication. Students engaged in manual drafting and peer-review exercises under instructor supervision. Both groups were exposed to the same core curriculum topics and assessment standards to ensure instructional parity.

Post-Test Phase (Week 15): In the final week of the study, all participants completed a post-test writing task similar in structure and complexity to the pre-test. The prompt again involved a simulated commercial scenario requiring a formal business response, designed to evaluate improvements in accuracy, coherence, and use of business conventions. Learners were required to complete the task independently, without

external help or tools, to ensure that the final output reflected their internalized writing skills. The post-test responses were scored using the same rubric and by the same team of raters as the pre-test. Scores were compared to the pre-test results to assess within-group gains and between-group differences in writing improvement.

3.5. Data Analysis

The writing test scores were analyzed using descriptive statistics (means, standard deviations) and inferential statistics. *Paired-sample t-tests* were used to assess within-group differences between pre- and post-test scores, while *independent-sample t-tests* compared the experimental and control groups at each testing point. Effect sizes were calculated using *Cohen's d* to determine the magnitude of observed differences. All statistical analyses were conducted using SPSS software version 26.0 with a significance threshold set at $p < .05$.

4. Findings

Research question 1: *Does using ChatGPT improve the accuracy of commercial correspondence written by Business English majors compared to traditional instruction methods?*

Descriptive statistics and inferential tests were used to compare writing performance before and after the intervention. The results indicate a statistically significant improvement in the *control group* from pre- to post-test ($t = 2.229, p = 0.034$), with a small effect size (Cohen's $d = 0.25$). However, the *experimental group* showed a highly significant increase in scores ($t = 11.931, p < 0.001$), with a large effect size (Cohen's $d = 1.27$). These findings demonstrate that both forms of instruction can help learners improve writing skills in commercial correspondence, but the ChatGPT-assisted group improved substantially more.

Table 1. Descriptive Summary of Writing Scores

Group	Test	Mean	SD	Min	Max
Control	Pre-test	8.04	1.56	4.92	10.89
	Post-test	8.71	1.47	6.58	11.96
Experimental	Pre-test	8.26	1.43	4.99	11.22
	Post-test	10.52	1.29	8.49	13.74

(Source: SPSS 26.0)

Research question 2: *What are the differences in writing outcomes between students who use ChatGPT assistance and those who do not?*

Table 2 presents the improvement scores for each group, calculated by subtracting pre-test scores from post-test scores on a per-student basis.

Table 2. Summary of Score Improvement by Group

Group	Mean Improvement	SD	Min	Max
Control	0.38	0.93	-1.46	2.35
Experimental	1.98	0.91	0.08	4.46

(Source: SPSS 26.0)

It is clearly that the *experimental group* achieved more than five times the improvement of the control group. An independent-sample t -

test comparing post-test scores between the two groups revealed a highly significant difference ($t = -4.406, p < 0.001$) with a large effect size

(Cohen's $d = 1.14$). Importantly, the two groups did not differ significantly at the pre-test stage ($p = 0.414$), indicating that both groups began at a similar level of proficiency.

In summary, the findings strongly support the hypothesis that ChatGPT-assisted writing enhances students' performance in commercial correspondence. While traditional instruction led to statistically significant gains, the experimental group showed substantially greater and more consistent improvement. Learners exposed to ChatGPT were better able to internalize and apply writing conventions, improve their grammatical accuracy, and adapt tone and structure to suit business contexts. These results suggest that incorporating ChatGPT can be an effective supplementary resource in Business English curricula, especially for enhancing writing precision and professional communication competencies.

5. Discussion and Implications

5.1. Discussion

The findings align with previous research emphasizing the benefits of AI-assisted writing tools in language education. For instance, Mahapatra (2024) demonstrated that ChatGPT significantly enhanced ESL students' academic writing skills by providing instant, formative feedback tailored to individual performance. Similarly, Wang et al. (2024) found that students using ChatGPT for academic writing felt more competent and motivated, especially when engaged in complex writing tasks.

In the context of Vietnam, the integration of ChatGPT into EFL instruction addresses challenges in teaching commercial correspondence. However, by offering real-time assistance, ChatGPT can bridge the gap between instruction and application, enabling students to internalize formal writing conventions more effectively.

However, the study also underscores the importance of guided integration. While

ChatGPT offers valuable support, over-reliance on ChatGPT without critical engagement can hinder the development of independent writing skills. Therefore, instructors should emphasize the role of ChatGPT as a supplementary tool, encouraging students to critically assess and adapt ChatGPT-generated suggestions.

5.2. Implications

The findings of this study have meaningful implications for teaching and learning Business English. First, ChatGPT can play a valuable supplementary role in writing instruction. By providing immediate feedback, exposing learners to native-like language use, and generating multiple draft options, ChatGPT empowers learners to become more autonomous writers. Second, ChatGPT, when used under supervision and with appropriate training, can offer learners an always-available "partner" for brainstorming, drafting, and revising. Third, the use of ChatGPT promotes metacognitive awareness. Learners in the experimental group were trained to critically evaluate and revise ChatGPT-generated output, leading them to reflect more deeply on their own writing choices. This practice aligns with process-oriented writing pedagogy and supports the development of higher-order thinking skills.

Despite its advantages, the use of ChatGPT in education must be approached with caution. Without caution, there must be a risk of over-reliance on ChatGPT or academic dishonesty through uncritical copying of machine-generated content. Additionally, ChatGPT's responses may include inaccurate, vague, or culturally inappropriate content. Therefore, learners need to be trained on how to fact-check, edit, and contextualize ChatGPT-generated suggestions. Finally, this study was conducted in a controlled environment with consistent instructor support. So, results might differ in more autonomous settings or less structured courses.

To have better results on the effectiveness of ChatGPT in writing under business contexts, there should be a need to conduct longitudinal studies to explore whether the gains observed from ChatGPT-assisted writing are sustained over time or transferable to other writing genres beyond commercial correspondence. Further research might also examine how different levels of English proficiency or learning styles mediate the impact of AI-assisted instruction. It would also be valuable to explore how students interact with ChatGPT in real time to better understand the cognitive processes behind AI-supported learning. Moreover, studies could investigate the effectiveness of ChatGPT in multilingual learning environments to generalize the findings more broadly.

6. Conclusion

This study provides empirical evidence supporting the integration of ChatGPT as an effective tool for enhancing the accuracy of commercial correspondence among English-major students in Vietnam. By offering immediate, personalized feedback, ChatGPT addresses key challenges in EFL instruction, facilitating improvements in grammar, vocabulary, tone, and format. However, to maximize its benefits, educators must implement ChatGPT thoughtfully, ensuring that it complements traditional teaching methods and fosters the development of independent writing skills. Future research should continue to explore the optimal integration of AI tools in language education, considering both their pedagogical potential and ethical implications./.

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Appendix: Writing Assessment Rubric for Commercial Correspondence

Criteria	Score 5 (Excellent)	Score 4 (Good)	Score 3 (Satisfactory)	Score 2 (Limited)	Score 1 (Poor)
1. Accuracy (Grammar, spelling, punctuation)	Virtually no errors; demonstrates native-like control.	Few minor errors that do not hinder understanding.	Noticeable errors that sometimes affect clarity.	Frequent errors that distract the reader or interfere with meaning.	Persistent errors that severely limit understanding
2. Coherence and Organization	Logical and seamless organization; Clear	Mostly logical organization with some lapses; Good	Adequate structures; Some ideas may be	Weak organization; Ideas are poorly linked	Lacks of coherence; No clear structure or logical flow.

(Paraphrasing, transitions, flow)	progression of ideas.	use of connectors	loosely connected.	or presented out of order.	
3. Business Writing Conventions (Tone, formality, layout, purpose)	Fully appropriate tone, layout, and style for the business context.	Mostly appropriate with only minor issues in tone or formatting.	Adequate tone and formality but lacks full alignment with business norms.	Unclear tone or unclear purpose; major formatting issues	Incorrect or missing format; tone is unclear; fails to meet purpose.