

AI and Professional Writing: Opportunities, Limitations, and Perspectives of Second Language Writers

Abstract:

The advent of chatbots such as ChatGPT or Deep Seek has transformed how humans think and approach simple challenges. Young people who are usually the first ones willing to try new tools and explore the latest gadgets are quite attracted to these chatbots and use them excessively. In higher education and especially academic writing courses, several educators have voiced their concerns that their students are growing more dependent on these AI tools. Second language learners are susceptible to using these tools since they provide them with access to rich vocabulary and more complex styles. This paper uses mixed methods to discuss the possible opportunities and limitations that chatbots present through focusing on the attitudes of a group of young Kuwaiti students enrolled in a technical writing course.

Keywords: Artificial intelligence (AI), L2 writing, memos, Zipf law.

I. Introduction:

The advent of chatbots has created challenges for educators that did not exist few years ago. As someone involved in teaching academic courses to second language learners, I found myself dealing with issues that I never encountered before. How should I deal with submissions that are partially or in some cases completely written by a chatbot. Should I ban the use of these tools? How can I guide my students? What should I tell them? This made me start working on this project to understand how students perceive these tools and what guidelines should we as educators set to encounter the technology that will most likely get better. If used wisely,

educators can unlock the possibilities of AI assisted writing and transform the production of their L2 writers.

II. Background information:

The Birth of ChatGPT:

The inception of AI's role in language education dates to the mid 1960's when ELIZA was introduced marking the possibility of using natural language to have a conversation with a machine (Faiz & Hazilan, 2024; Weizenbaum, 1966). In November 2022, ChatGPT (Generative Pre-trained Transformer in full) was introduced to the public by the American Company OpenAI. ChatGPT defines itself as “an AI chatbot developed by OpenAI that can understand and generate human-like text based on the input it receives. It's built on a large language model (LLM) that has been trained on a vast amount of text data to answer questions, assist with tasks, generate content, and have conversations on a wide range of topics” (ChatGPT). It brags about its ability to answer questions, write, summarize, edit and translate texts, as well as brainstorm ideas.

The numerous tasks that ChatGPT can perform soon reignited arguments about the possibility that a transformer model can be fed with a large corpus to perform some complex tasks and generate texts that may not be easily distinguished from what humans can produce. ChatGPT contends that its primary purpose “is to generate human-like text”. It can generate different types of texts such as emails, news, articles, stories, etc. More than one million users created free accounts and started using it in the first few days of its introduction (“ChatGPT”). Governments have reacted in different ways to the possible threats of AI:

Japan is drafting nonbinding guidelines for the technology, while China has imposed restrictions on certain types of A.I. Britain has said existing laws are adequate for regulating the technology. Saudi Arabia and the United Arab Emirates are pouring government money into A.I. research. (Satariano & Kang, 2023)

Arguments about AI date back to the 1950s when the British mathematician Alan Turing introduced a test for determining computers ability to ‘think’. ChatGPT-1 was introduced in 2018 then passed through different stages of training and fine tuning on diverse texts until ChatGPT-3 was released in 2020 which marked a breakthrough because of its increased capabilities compared to earlier versions (*“The evolution of language model”*). Despite claims by Buzzfeed data scientist Max Woolf that ChatGPT passed the Turing Test, the system in many cases hallucinates as it never admits not having an answer. When ChatGPT encounters a question for which it has no answer, it simply generates a probable response based on the message typed.

ChatGPT is quite straightforward about its capabilities and shortcomings. When asked about its reliability here is the answer the model provided:

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ChatGPT is **useful and informative**, but its **reliability depends on the context** in which it is used. Here are some key points to consider:

Strengths (Reliable for)

✓ **General Knowledge & Explanations** – Provides well-structured and easy-to-understand responses.

✓ **Writing Assistance** – Helps with emails, essays, reports, and creative writing.

✓ **Coding Help** – Can generate and explain code, but should be verified.

✓ **Idea Generation** – Useful for brainstorming and problem-solving.

✓ **Summarization & Formatting** – Helps organize and condense information.

Limitations (Potentially Unreliable for)

✗ **Real-time or Recent Events** – Might not have the latest updates unless using web search.

✗ **Scientific & Medical Advice** – Should not replace professional guidance.

✗ **Legal or Financial Advice** – Can provide general insights but lacks legal authority.

✗ **Bias & Misinterpretation** – May reflect biases in training data or misinterpret complex topics.

✗ **Fact-Checking** – Can sometimes generate incorrect or misleading information.

How to Improve Reliability?

- **Cross-check with trusted sources** (especially for important decisions).

- **Use critical thinking** to evaluate responses.

- **Verify citations and factual claims** before using them in academic or professional work.

Although the answer above is an explicit statement that ChatGPT should not be used to generate academic essays or research papers because it sometimes hallucinates, yet it also proves that

ChatGPT can generate complex ideas. Many educators are worried that this may encourage students to rely on AI instead of doing their work.

In L2 writing classes, students are not only learning the mechanics of academic writing and developing their ideas but also, they are improving their linguistic proficiency. In addition to looking for sources, assessing their reliability, and building their own argument about topics they are also practicing their linguistic skills to use appropriate vocabulary to form meaningful sentence and create meanings. Golding et al. (2024) pinpoint that college students commonly resort to generative AI applications in six tasks where the most frequent one is writing (77%) and the least is math problems (5.9%).

AI and Second Language Writing:

Several previous studies have explored how ChatGPT or other automated platforms can be used in academic writing and especially L2 writing. Han (2024) provides a state of the art of studies covering AI and L2 writing. Researchers have approached the topic from multiple perspectives that ranged between two extremes. On one hand there are studies that cheered the use of AI as a way of improving the learning experience, others adopted a more cautious approach and considered AI tools as useful but still questioned the ethical use of such tools in academic writing.

Tseng and Waschauer (2023) recommend that students should partner with AI and provide a framework for guiding this partnership. Shaikh et al (2023) assess the reliance on ChatGPT in formal language learning. The authors collect students' feedback regarding the efficiency and use of ChatGPT. The findings prove that emerging technology can play an effective role in formal language learning. The emphasis on learners' perspectives distinguishes this study from other researchers investigating the same topic. He (2024) perceives the use of AI

as a huge resource of support for L2 writers and concludes that, “AI-driven training empowers learners to take control of their educational process and enhance their oral communication skills by offering personalized coaching and adaptive tasks that promote the development of meta-cognitive strategies” (280).

Some studies have also addressed how technology can affect teaching and the learning environment. Nguyen (2023) have used mixed research methods to shed light on teachers’ perspectives regarding AI and L2 teaching. The study concludes that educators welcome the use of AI in their classes, but they have emphasized the need for professional development and planning to ensure that the newly available tools are used ethically and effectively. Ghafouri et al (2024) have explored how chatbots can help language teachers in various aspects such as lesson planning, instruction and assessment and concluded that AI can be used to enhance teachers’ efficiency and foster their relationship with their students.

Immediately after its introduction, ChatGPT attracted the attention of L2 learners due to its ease of access and the variety of uses. ChatGPT can be directly accessed through the internet or as an application that can be downloaded to mobiles and tap tops (Open AI, 2022). This ease of access through different platforms makes the chatbot conveniently available to students anywhere. Furthermore, it can perform several tasks in such a short period of time. The student only needs to enter a prompt and ChatGPT not only helps them locate the information they are looking for but also summarizes, synthesizes and even translates texts. Using ChatGPT aids students in finding and organizing information from different sources quickly.

Such ability to locate information easily and perform such time-consuming tasks with great ease is related to our overall preference of least effort which is defined as “each individual will adopt a course of action that will involve the expenditure of *the probably least average of*

his work” (Zipf 543). The lure of technology and the temptation that using chatbots such as ChatGPT can save much time and effort justifies their spread. Robbins (2006) points out that the ‘urge’ to reduce the exerted effort is deeply ingrained in humans. Griffiths and Brophy (2005) investigate students’ searching behavior and conclude that students prefer to use Google or other search engines over using their university library catalog since these are perceived as a faster and easier way to locate information.

III. Case study:

The present paper is based on a case study that attempts to unravel the perspectives of L2 writers about the use of ChatGPT. The study was conducted in Summer 2024 focusing on a group of 36 students enrolled in two sections of a technical writing course. The class consists of 30 ENGL majors and 6 business majors since it is an elective for both programs. The course “focuses on principles and practices needed for effective internal and external business communication (memos, letters, reports, proposals and presentations)” (“ENGL305: Professional Writing and Communication”). The majority of the students are Kuwaitis, and few are Egyptians and for all of them English is a second language. They have all taken at least two academic writing courses before they can take this course. The selected textbook was Estrin and Elliot (1990) *Technical writing in the corporate world*.

The students start the course by learning about employment search communication and then they encounter different tasks related to technical writing at work. One of these tasks involves writing memos. Initially, I dedicated a class explaining to my students what memos are and their role in professional communication this was done through some slides and a sample memo was posted on the Moodle course page (see Appendix one). The following class, students were given the prompt below which requires writing a memo, using ChatGPT to generate a

memo in response to the same prompt and responding to some reflection questions. The students worked on this task in class and had exactly 75 minutes to complete all steps.

The Task Assigned

This is a three-step process:

Step one: Write a memo in response to the prompt below:

You are the manager of a major art museum. Write a memo to various department heads at your museum giving them the following information. Use proper memo format.

Old hours: Mon .- Fri. 9-5; closed Sat. except during July and August, when you are open 9-12

New hours: Mon .- Th. 8:30-4:30; Fri .- Sat. 9-9

Old rates: Adults \$12.00; senior citizens \$5.00; children under 12 \$3.00

New rates: Adults \$15.00; senior citizens \$7.00; children under 12 \$5.00

Added features: Paintings by Thora Horne, a local artist; sculpture from West Indies in display area all summer; guided tours available for parties of six or more.

Your submission should not exceed one page.

Step two: copy and paste the prompt above into ChatGPT website to generate a new memo.

Step three: read both memos and reflect on these questions

1. Which one is more accurate and truer to the prompt? Why? Refer to specific word choices, structures, etc.
2. Which one are you most likely going to use?
3. Would you consider combining features of both?
4. How does this shape your perception of business writing and your approach towards future tasks?

Students' perspectives

After a discussion of memos and their formats, the task above was shared with the students at the beginning of the following class. Initially the students were confused and hesitated engaging in the discussion. This may be due to concerns that to many professors the use of generative AI applications is considered as cheating. There were doubts that this was some kind of test to encourage them to reveal whether they use chatbots in their writing. I spent some time telling my students that like many of them I am impressed by the range of tasks that AI can perform but I also shared with them my concerns that excessive reliance on these tools may affect their progress and their proficiency levels. I also pointed out that even educators are trying to reassess their teaching approaches to ensure that we are preparing our students to the challenges of their increasingly digitalized world.

Students started working on the task in class, I had eight absences on that day, so I ended up with 28 respondents. I wanted this to be an in-class task to enable students to engage with their peers and their instructor in discussions about their attitudes towards generative AI tools. I walked around and encouraged them to share their sincere opinions and emphasized that there is no right or wrong answer. I also made it clear that they will not be judged for their opinions and that if they wish they do not have to answer all the questions. While working on the task students were quite happy because it was their first time to be given a chance to voice their opinions.

Students were asked to write a memo in response to a prompt and then use ChatGPT to generate a memo based on the same response. The statistical analysis of students' feedback and their perceptions towards the different versions revealed that they can largely be divided into three groups:

1. Students who are completely against the use of ChatGPT and prefer the version that they developed.
2. Students who think that ChatGPT can enrich their production and are in favor of integrating it in their writing i.e. combining features of both versions.
3. Students who prefer the ChatGPT version and are in favor of total reliance on it

Most of the students (68%) believe that combining both versions would help them reach a better outcome. When asked whether they would combine features of both versions one student wrote “Yes of course, because mine fits the accurate template for writing a memo, so combining the chat GPT version vocabulary with my paper would make it perfect.” Another student emphasized the clarity of the ChatGPT version “Yes, combining features of both versions could create an even more comprehensive memo. For instance, I could use the formal structure and headings from the original version while adopting some of the concise and clear language choices from the ChatGPT version.” This emphasis on vocabulary is reiterated by other students “so if I lacked words to write or explain more, I would use it.” Students also referred to the necessity of checking what the chatbot generates especially in terms of format, “the format should be checked because chat gpt does not always have the proper format.”

The remaining population 32% was divided between two opinions. 18% rejected the use of ChatGPT totally and used phrases like “unreliable” “terrible” or simply mentioned that they prefer the version they developed since it meets the requirement of the assignment. Conversely a considerable 14% of the participants preferred the ChatGPT version; one student said “I will most likely use the AI version of the memo since it is easier to read and to absorb” another one pointed out that “it is more ideal to use ChatGPT”

IV. Conclusion

The study has tried to focus on the perceptions of L2 writers about the use of chatbots specifically in preparing technical documents. Students are now divided and hesitant about the use of AI text generators. However, the majority support relying on technology to enhance students' production. The feedback of L2 writers reflect that students are quite aware that chatbots can help them with issues like developing complex longer texts or help them find proper word choices.....

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Appendix One

MEMO

Date: September 9, 2017
To: Connexion Ltd. Staff
From: Gina Salerno, VP Communications
Subject: Social Media Guidelines

We are all excited to begin our social media campaign and have great confidence your contributions will generate more interaction with our stakeholders.

Please follow these guidelines whenever you contribute to Connexion's social media sites:

1. Identify yourself and your position at Connexion.
2. Write using a natural, respectful tone.
3. Use language your reader will grasp; avoid jargon.
4. Think carefully before posting; think through possible reactions and remember you are a representative of our organization.
5. Revise if you make an error.
6. Contribute thought-provoking, meaningful content.

Following these guidelines will help assure that our social media campaign will bring the kind of results we have outlined. If you have any questions about posting or about content, contact me at Ext. 344.

Appendix Two

Student #	3. Would you consider combining features of both?	4. How does this shape your perception of business writing and your approach towards future tasks?	Notes
#1	NA	NA	The student recommends combining features of both.
#2	Yes, combining features of both could be beneficial. I might take the detailed updates and structured formatting from the Ai generated memo and blend them with concise and direct approach of my original memo that I wrote. This would Enhance clarity and ensure all necessary details are included while maintaining simplicity.	The comparison taught me to balance clarity with brevity in business writing.	The student recommends combining features of both.
#3	Yes, it might be advantageous to combine the elements of the two memos. To give a thorough summary, the second letter's full comparison of the old and new hours and rates, for example, may be incorporated into the first memo.	This assignment emphasizes the value of organization, succinctness, and clarity in business writing. It shows how important information should be presented in an easy-to-read and understand way and given top priority. In the future, I'll concentrate on making sure my writing is clear, well-structured, and suited to the needs of the reader. I'll also think about including comparison data where needed.	The student recommends combining features of both.

#4	- I would consider that if I noticed minor things that ChatGPT did not deliver and add my own work to be satisfied with the result.	- When it comes to business writing, it is more ideal to use ChatGPT since many companies are relying on ChatGPT due to the accuracy and how it saves a lot of time with the desired result that we want.	The student explicitly points out that ChatGPT version is better.
#5	3. I would consider combining features of both because I would like to see how I represent the information and how the Chatgpt gives me the information.	4. This shape my perception in way that it helps me develop my business writing skills and any future tasks that will help me write my e-mails or any kind of writing that I have to do.	The student explicitly points out that ChatGPT version is better.
#6	I will because looking at chatgpts memo it looks more organized and just in generally better to look at I will probably use it to refine the introduction and conclusion.	It shows me that sometimes even in business writing you can need help to perfect it and I will probably use chatgpt to help me in refining my word if I ever need to.	The student recommends combining features of both.
#7	I might combine both about the choice of words only, but not structure wise.	My perspective towards Chatgpt has changed a bit because I thought that it would create and generate more creative and well-structured memo. However, the memo I have been taught and wrote is more useable that Chatgpt version.	The student recommends combining features of both.
#8	Yes of course, because mine fits the accurate tamplate for writing a memo, so combining the chat GPT version vocabulary with my paper would make it perfect.	This made me realize that there is a huge difference between writing regular documents and writing business documents, now, I am able to distinguish between different types of writing papers, and writing them correctly.	The student recommends combining features of both.

#9	Yes, I would combine features, I like chat gpt's concise language especially at the information points, but I like the introduction and final paragraphs, that I wrote despite not being extremely concise.	I think I would use chat gpt for business writing (my friend at work would use it when emailing parents), but I do think that if I did end up using it, the format should be checked because chat gpt does not always have the proper format. Also, I personally never thought of using chat gpt for any email or formal writing but I liked the way it organized information in more concise bullet points, so my look at chat gpt did change a bit especially that I have never used it formally before.	The student recommends combining features of both.
#10	· Yes, combining features of both versions could create an even more comprehensive memo. For instance, I could use the formal structure and headings from the original version while adopting some of the concise and clear language choices from the ChatGPT version. Including specific contact information at the end, as seen in the original version, would also be beneficial.	· This exercise highlights the importance of sticking to established formats and structures in business writing, such as memos. It emphasizes the need for clear and concise communication, ensuring that information is conveyed effectively to the intended audience. Additionally, I will approach similar tasks with a focus on clarity, professionalism, ensuring that my communications are well-received and understood in a business environment.	The student recommends combining features of both.
#11	Yes, in my version of the memo, I would use the sub bullet points, that were used in the AI version, to organize the new changes better.	I can see that ChatGPT is well informed about business writing and can be of use in editing memos to make them more complete. It can be helpful to use from time to time.	The student explicitly points out that ChatGPT version is better.
#12	Based on my assessment, I don't see a need to combine features of both memos. The one I wrote already meets my criteria for being straightforward and clear in conveying the necessary information.	This experience reinforces my belief in the importance of clarity, conciseness, and a formal tone in business writing. It highlights the need to craft messages that are easy to understand and maintain a professional presentation. Moving forward, I will continue to prioritize these elements to ensure effective communication in all my future business writing tasks.	The student rejects the use of AI completely.

#13			The student rejects the use of AI completely.
#14	Maybe I would add my style to the chat gpt one.	It made me know that the more straightforward and professional I'm is the better.	The student explicitly points out that ChatGPT version is better.
#15	Yes, I would because combine mine and the ChatGPT why because the ChatGPT version helps me be more concise and also help me by looking at the different use of word choice and language use to be more formal and direct .	It doesn't change or shape my perception in any way but I think if you have trouble finding to put your thoughts into words there is no problem in looking at examples online or even using ChatGPT to get an idea or an outline but to also make sure that you don't use what you saw as your own. Its important to show your own work and be creative but if you even need help with word choices I always use the thesaurus to get a better my word choices and be more formal.	The student recommends combining features of both.
#16	Yes, chatGBT had valuable information and made it longer, so if I lacked words to write or explain more, I would use it.	It is helpful and a wonderful way to do business writing. I would use it in business writing in the future, because it adds valuable information and professional knowledge.	The student recommends combining features of both.
#17			The student rejects the use of AI completely.

#18	Yes! There's always going to be certain features that I would like a certain way and Chat GPT is a robot that only goes so far, I have to filter its results to my liking.	With business tasks, I think AI will be very handy and save us a lot of time. I also appreciate older generations more as I know they had to worry and put effort into things that people can get away with not knowing today.	The student recommends combining features of both.
#19	Yes, it would be more helpful.	I think it can emphasize clarity and structure in business writing, guiding a more professional and efficient approach for future tasks.	The student recommends combining features of both.
#20	I would consider combining both of the memos, I will only use the words that chatgpt gave me that seems professional and I'm going to follow the format and structure of the memo I wrote.	Chatgpt could help in business writing as an assistant only, which means it is not suitable for doing the job alone. If I were to use it. I'm going to use it if I ran out of words to write in the future.	The student recommends combining features of both.
#21	- Yes, it's possible to combine them.	- It's a game-changer because it can manage any mistakes as long as it has been given and informed to Chat-Gbt or any other A.I. generator.	The student recommends combining features of both.
#22	Yes, I can combine features of both.	This actually helps me and gives me ideas of how I write my own memo without using ChatGPT because I never write a memo before so I get the idea of how a memo looks like and how it should sound.	The student recommends combining features of both.

#23	No	I now have a better understanding on what a memo is and the important of being concise as much as possible when it comes to future tasks.	The student rejects the use of AI completely.
#24		AI well exceeded a page by a lot. I also think me briefly explaining the reasons of the price and time change can come of more human and the readers of the email will be more understanding. At the end of the day I do think that AI is an amazing tool that helps build up the structure and format of texts like this however needs a large amount of human revision.	The student recommends combining features of both.
#25	- Yes, I would consider combining the detailed Generated Memo with my memo's straightforward to create balanced and effective communication.	This exercise has shaped my perception of business writing by emphasizing the importance of accuracy, clarity, and professionalism. In future tasks, I will pay more attention to details.	The student recommends combining features of both.
#26	Yes, like what I wrote on the second question. I feel like combining both things would create a beautiful memo, the best of both worlds.	My views opened more since learning about it, I never thought that they send memos to other departments to inform them about anything going on. I only thought that they would know by word of mouth.	The student recommends combining features of both.
#27	Yes, I can combine both memos and dedicate the important information.	This memo, which presents crucial information in an organized and brief manner, serves as an excellent illustration of successful business writing. This is how it affects how people view business writing and how they approach upcoming tasks through simplicity and conciseness, professional planning, coordination, and others.	The student recommends combining features of both.

#28	Absolutely not. The one made by AI was too confusing and too long.	It helps me to understand how unreliable AI is and without very specific and detailed prompts, the result of its work is terrible.	The student rejects the use of AI completely.
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