

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH  
AbdElhafid Boussouf University - Mila



*Institute of Literature and Languages*  
*Department of Foreign Languages*  
*Branch: English*

**Investigating Grammarly Application Effectiveness in Developing  
the Writing Skill of Third Year Students of English  
at Mila University Center**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master's Degree in  
**Didactics of Foreign Languages**

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**2023**

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## **Dedications**

### ***In the Name of ALLAH, the most Gracious, the most Merciful***

*This work is dedicated to:*

*My mother, the rock of our family, thank you for instilling in me the values of hard work, determination, and perseverance. Your endless sacrifices and unwavering support have been an inspiration to me throughout my academic journey.*

*My father, who has always believed in me, thank you for your Unflinching love, encouragement, and guidance. Your wisdom and advice have been invaluable to me, and I am grateful for your reliable support.*

*My brothers, who have been my best friends, and my confidantes, thank you for your unwavering support and encouragement. Your belief in me has been a constant source of strength and motivation, and I am grateful for your love and support.*

*My sisters, who have been my role models, my cheerleaders, my sounding board, and my inspiration, thank you for your kindness, and for always being there for me, through thick and thin. Your love and support have been a constant source of motivation and encouragement, and I am blessed to have you in my life.*

*To my amazing friends, Imane, Houda, Amani, Rima, Maissa, Malak, and Wissam. who have lifted me up and cheered me on every step of the way. Thank you for your love, laughter, and endless encouragement. Your presence in my life has made all the difference, and I am grateful for every moment we have spent together.*

*To whoever taught me a word.*

***Ms. Marwa Boutout***

***In the name of Allah, The Most Merciful and The Most Compassionate, God's praise and Peace be upon our prophet Mohammed***

*I must, first, thank Allah for enabling us to finish off writing this dissertation.*

*To my mother, Nora, I could never have done this without your faith, support and constant encouragement. Thank you for teaching me to believe in myself and my dreams and for always being there for me both as a mother and a sister. I am proud of being your daughter. To my father, Mourad, I am eternally grateful to you, for the countless morals and principles that you planted in me, for maintaining my femininity in your presence, and for how I can be a man capable of facing difficulties in your absence.*

*Dear parents, I hope that these achievements will complete the dream that you had for me many years ago when you worked so hard to give me the best education you could.*

*To my brother Issmail, my second shoulder.*

*To my little princess Karouma, the one who deserves all the best in her life.*

*To the extraordinary person my husband who encourages me in my hardest situations and back me up all the way. To: Mennah Nouredine.*

*To my grandparents Massoud and Malika may god have mercy on them. To my uncles Zohir, Abderrahman and their lovely wives. To my beautiful aunts Rabiha and Saida. And to my best friends Boutheina and Rayne.*

*To my husband's family parents, brothers and sisters.*

*To uncle Bachir Benkadri and uncle lakhder Naami "may god have mercy on him" for their precious assistances.*

*To my partner, Boutout Marwa, Thank you dear for being a wonderful partner.*

*My gratitude also goes to every person who helped me, even if with words.*

*Allah bless all of you.*

***Ms. Imane Haouche***

## **Acknowledgements**

First of all, in the name of Allah, the beneficent and the merciful, all praises are to Allah. He is the creator of this universe who has given us health, strength and capability to complete this thesis. Peace and salutation to our prophet Muhammad.

Our deepest gratitude is addressed to our supervisor Dr.Fethi GUERID who has helped us going through all tough situations in writing this thesis. We thank you for your help, time, advice and support in guiding us step by step through the whole research.

Special thanks are addressed to the members of the jury who were bothered reading our dissertation Dr. Fouad BOULKROUN and Dr. Abderrahim BOUDERBANE

We are deeply grateful to all students who accepted to fill in the questionnaires and take part in the current study.

We would like to express our gratitude to all teachers at the department of foreign languages at Mila University Centre AbdElhafid Boussouf.

Thank you , a bunch.

### **Abstract**

Writing is a central skill which plays an important role in language learning and teaching. It is one of the most important skills that should be mastered by students. That is why this study sheds light mainly on checking the learner's level on the Academic Writing and focuses on the difficulties that the learners face while writing. The aim of this study is to investigate the importance of the Grammarly Application in developing the different aspects of the Academic Writing. It also aims at figuring out the awareness of third year English students about the importance of using such programs in their Academic Writing. In order to answer the research questions of this study which are whether third year students of English are aware of the use of the Grammarly Application or not and whether it has positive or negative effects on improving the writing skill of the same sample. Two main tools are opted for in this study ( a Questionnaire and an Interview). The first tool is a questionnaire which is addressed to eighty (80) students of MUC and the second is an interview which is addressed to ten (10) learners of the same sample. The results indicate that there is an acceptable awareness of the Grammarly Application among the learners. It also shows that the majority of the learners who answered the interview questions are satisfied of the use of the Grammarly Application because of its great feedback that it gives for its users.

**Key Words:** Academic writing, Grammarly Application, Awareness, Effectiveness, Third year students of English at Mila University Center.

## **List of Abbreviations and Acronyms**

**%:** Percentage

**&:** and

**P:**Page

**e.g :** Example

**etc:** And so forth

**AW:** Academic Writing

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**L2:** Second language

**AI:** Artificial Intelligence

**ITS:** Intelligence Tutoring System

**AIED:** Artificial Intelligence in Education

**CALL:** Computer Assisted Language Learning

**AWE:** Automated Writing Evaluation

**PC:** Personal Computer

**GA:** Grammarly Application

**MUC:** Mila University Center

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## **General Introduction**

Foreign language learning involves mastering the four language skills, speaking, reading, listening and writing. In tertiary education setting and academia, the writing skill in general and academic writing specifically is a skill of a paramount importance for students, teachers, researchers and academicians. In fact, they are involved in writing essays, articles, exam assignments and dissertations and for this purpose they have to abide by the rules of academic writing standards. Therefore, to aid academicians to respect these academic writing standards, researchers in the field of artificial intelligence and more specifically in computer assisted language learning (CALL) have created applications and software that serve this purpose. Among these applications there exists Grammarly Application which is the subject of this research that aims to investigate the usefulness of this application to aid 3<sup>rd</sup> year students of English at Mila University Center to enhance their academic writing skill.

### **1. Statement of the Problem**

The problematic issue is that even though there is a wide spread of CALL applications like Grammarly, students still neglect the importance of such applications which could be very helpful in the writing process. Writing has proved to be a complex skill in EFL teaching and learning due to the obstacles that learners face in the process of accomplishing their assignments or studies such as essays, articles, research papers and dissertations. In the light of artificial intelligence many programs and applications have been developed to help learners achieve a better understanding to the academic writing concepts, and its usage has risen in recent years. Therefore, this study investigates the effectiveness of using grammarly on developing students' writing skill.

## **2.Aims of the Study**

This study aims at investigating the importance of Grammarly in developing the aspects of the academic writing. It also aims at figuring out the awareness of 3rd year English students about the importance of using such programs in their writing. In addition, this study seeks to show the effectiveness of the Grammarly application during the writing process.

## **3.The Research Questions**

1. Do 3<sup>rd</sup> year students of English of Mila University center perceive the effectiveness of using Grammarly Application on enhancing their academic writing?
2. Is this research sample aware of the importance of Grammarly Application in developing their academic writing skill?

## **4. Research Methodology**

### **4.1 Research Sample**

The population of this study were 3rd year English students of Mila University Center. (80) Students out of (155) the total number of the 3rd year students were picked up randomly during their lecture of Introduction to Didactics, they were picked up to answer the questionnaire.

The second population of this study was taken from the same group to answer the questions of the interview. 08 Participants were chosen to be a sample for the interview question. They were chosen based on their positive answer on their familiarity with the Grammarly Application.

### **4.2 Research Tools**

The researchers in this research paper utilized two main research tools which are a questionnaire and an interview. They began their study with a questionnaire which contains several questions divided on 06 main sections depending on the target needs of the case study. The questionnaire was made to check the awareness of the learners about the

Grammarly Application. The researchers delivered the questionnaire to 3rd year English students on 13/03/2023 at 11:00 During their lecture of Introduction to Didactics. 80 Questionnaires were delivered randomly to 80 students and they were completely answered by all the learners. The second step in this research was conducting an Interview to see the effectiveness of the Grammarly Application through the student's perceptions. The interview contained 10 main questions in which the interviewer was able to add or minimize depending on the needs and the learners answers. The interview was delivered to 08 students out of 46 students whose answers in the questionnaire were positive about their familiarity with the Grammarly Application. The interviews were done through phone calls with the learners who kindly gave their phone numbers during answering the questionnaire (Only students who answered with "Yes" on the question " Are you familiar with the Grammarly Application?").

### **5. Structure of the Dissertation**

This dissertation consists of two main chapters. A theoretical chapter that deals with the different variables of the study and a practical one that deals with the followed methodology and the gathered results from 3rd year students of MUC with a discussion of the findings.

The initial chapter is divided into two main sections. The first section is devoted for academic writing in which it presents the definition of the academic writing, it's characteristics which are complexity, formality, objectivity, explicitness and hedging. It also deals with the different genres of the AW such as research articles, abstracts and essays. In addition to these titles the current section deals with the types of the AW, coherence and cohesion, language and styles in AW and the importance of teaching AW. It ends up with a conclusion that summarizes the whole section. The second section deals with the other variable of this study which is the Grammarly Application. First, it starts with a brief history



of AI in education and applications of AI in education. Second, it tackles with CALL, CALL and corrective feedback. After that, it sheds light on the main variable which is the Grammarly Application, GA steps, benefits of GA, Grammarly features and the use of Grammarly in academia. Finally, it ends with a conclusion that gives a clear idea about the whole section.

The second chapter is also divided into two sections. The first section deals with the methodology, research settings and participants, research tools (Questionnaire and Interview) and methods of data collection. The second section deals with the analysis of the student's questionnaire and the analysis of the student's interview. It also contains a discussion of the findings a general conclusion.

## **Chapter One: Writing Mastery**

### **Section One: Academic Writing**

#### **1.1 Academic Writing**

##### **Introduction**

In higher education settings, students must possess advanced communication skills, including the capacity to write persuasively and critically in order to succeed in higher education. According to Aydin and Baysan (2018, p.214): “Academic writing is an endeavor that requires individuals with a strong grasp of language to utilize their cognitive abilities to effectively structure their knowledge and experiences”. It is essential for students in all academic fields, especially ESL/EFL students, to master academic writing since it enables them to structure their information organization and interpretation while also honing their critical and argumentative thinking abilities. Therefore, this section deals with definition of academic writing, describing its characteristics, genre in academic writing, tasks of academic writing, cohesion and coherence, language and style in academic writing, and the importance of teaching academic writing.

##### **1.1.1 Definition of Academic Writing**

Academic writing is a style of writing that is commonly used within an educational context and is characterized by its formal tone and use of scientific knowledge (Valdes 2019). Essentially, it refers to any type of writing that conveys information or ideas in a scholarly manner for the purpose of education. According to Labaree (2009, p. 37): “Academic writing serves as a means by which researchers delineate the intellectual parameters of their disciplines and areas of proficiency, with the ultimate aim of conveying shared understanding of intricate concepts to a community of academic specialists.” In other words, academic writing is a form of written communication utilized by university professors and students to evaluate the academic proficiency of students. It is typically used to promote and persuade a

concept, or topic, or to present a research project to an audience of scholars. Because it is organized, concentrated, supported by facts, and written in a formal tone and style, the reader's level raises as well as his awareness of the particular topic. Furthermore, Wilson (2017, p.1) suggested that:

Academic language encompasses verbal, written, auditory, and visual language competence that is vital for effective learning in academic programs and universities. This type of language is characterized by complex, formal English that conveys ideas in a precise and objective manner. Proficiency in academic language necessitates essential skills such as literary analysis, adherence to reference systems, synthesis of related scholarship, and the ability to critically evaluate information.

Alternatively, the academic writer should demonstrate subject-matter expertise and support his ideas, opinions, and arguments with relevant language, tenses, and references. The academic reader will become frustrated if the writer's article falls short in its attempts to persuade or argue.

Murray (2005) stated that “Academic writing refers to a set of established norms and standards that are typically observed in theses or published papers within specific academic disciplines. The exact nature of these conventions becomes more discernible upon careful examination of published writing within one's intended target journal.” (p. 10). Academic writing is a specific kind of writing that has its own structure, setting, and procedures, as well as certain approaches and strategies that enable it to be completed in a systematic manner. Therefore, to be effective in academic writing, it is essential to use clear and concise language that is appropriate for the target audience. This means avoiding complex sentence structures, jargon, and unnecessary words or phrases that do not add value to the writing.

Consequently the definition of academic writing can vary from one scholar to another depending on the context and perspectives. However what is common between all of them is that the academic writing abides by the rules related to both the form and content.

### **1.1.2 Characteristics of Academic Writing**

It is critical to recognize and be familiar with academic writing's primary characteristics in order to advance and better understand the subject. According to Singh (2017) Academic writing stands out as a unique form of writing due to its specific focus on purpose, tone, structure, style, audience, and vocabulary selection. These characteristics set it apart from other forms of writing and emphasize the importance of adhering to the conventions of academic discourse. Academic English is described in *The Oxford Companion to the English Language* (1994, p. 8) as:

The style of English employed by scholars and scientists is often referred to as academic register, which is known for its elevated and sophisticated nature. This style of writing is particularly associated with a commitment to accuracy, impartiality, and objective commentary.

Therefore academic writing is not the English we use in our daily written conversations without controlling ourselves in terms of the form or the content; academic writing has its specific characteristics that all academicians should strictly follow.

#### **1.1.2.1 Complexity**

Written language exhibits a higher level of complexity than spoken language, evidenced by its longer words, denser lexicon, and more diverse and specialized vocabulary. Moreover, written language employs noun-based phrases more frequently than spoken

language. The use of nouns rather than verbs aids in the construction and compression of meanings. According to Tribble (1996), as cited in (Šimanskienė, 2005):

Styles that are highly lexical and rely heavily on nominalization are able to emphasize particular categories of information and create a sense of distance and impartiality between the writer and the reader. This approach to writing can be effective in establishing an objective tone and conveying complex ideas with precision "(p.21).

Furthermore, the written form of language tends to incorporate a greater number of subordinate clauses and passive constructions.

#### **1.1.2.2 Formality**

Formality is a requirement to be classified as academic writing in this context. According to Simanskiene (2005), writers should refrain from using contractions, colloquial language, tautologies, ambiguous language, and similes. Moreover, formality also refers to the avoidance of the personal voice (the use of I, you) and the use of technical, abstract vocabulary as well as sophisticated sentence patterns. The importance of the subject and the accuracy of the material are both highlighted in formal writing.

#### **1.1.2.3 Objectivity**

Academic writing is generally objective rather than personal. Its sentences are shorter with correct grammar (Birhan, 2017). According to Monippally and Pawar (2010) it is advised to stay away from using personal language and flamboyant terms because Authors must focus on presenting the subject matter objectively, without allowing their personal emotions or opinions to influence the writing.

#### **1.1.2.4 Explicitness**

It is a requirement in academic writing to construct a clear introduction, body, and conclusion in an academic paper. According to (Birhan, 2017) the flow of the concepts and

the paragraphing must be obvious. The author must also achieve a sense of argumentation by presenting a sufficient number of alternative viewpoints. Furthermore, the relationships in academic writing are made clear. The writer bears the responsibility of clearly indicating to the reader how the different sections of the text are interconnected and related to one another. Several signaling words can be used to make these linkages clear. Producing coherent and cohesive writing in accordance with the conventions of the specific genre is essential, and writing pertinently and exhaustively are all necessary components of effectively expressing oneself (Simanskiene, 2017).

#### **1.1.2.5 Hedging**

Another important aspect of academic writing is cautious language or hedging. In any sort of academic writing, the writer must make choices regarding their position on a certain topic or the credibility of the assertions they are making. Hedging, as defined by Birhan (2017), is the linguistic usage of uncertainty and possibility. It is essential in scientific writing because claims are rarely given without judgments of truth. The act of hedging involves a writer conveying the extent to which they are willing to be responsible for the concepts being presented or the concepts themselves (Tribble, 1996).

Jordan (1997) as cited in (Šimanskienė, 2005) mentioned various forms of hedging such as:

- Shields, e.g. all modal verbs expressing possibility; semi-auxiliaries like: to appear, to seem; probability adverbs like: probably, likely.
- Approximators, e.g. of quantity, degree, frequency and time viz. approximately, roughly, often.
- Expressions such as „to our knowledge“, etc. which express the author’s personal doubt and direct involvement.

Consequently the aforementioned attributes are integral to differentiating academic writing from other forms of written expression. However, there are additional linguistic elements, such as cohesion; the use of lexical and grammatical mechanisms to connect sentences, and coherence; the organization of sentences to convey meaning. These characteristics along with capitalization, spelling and punctuation are all necessary for effective academic writing.

### **1.1.3 Genre in Academic Writing**

Abstracts, summaries, analyses, essays, reports, case studies, projects, literature reviews, exam replies, research papers (or term papers), dissertations, and theses are among the most typical genres that students are expected to become familiar with and to generate. Each of them has a specific style, traditional criteria, and content organization or format. Jordan (1997 as cited in Imanskien, 2005) suggested that: "academic discourse genres and the range and nature of academic writing tasks, aimed at helping to socialize the student into the academic context." (p.166). Swales (1986) (as cited in Conolly& Pemberton, 2013) clarified genre as:

A genre is a recognized interplay occasion with a communal goal that is mutually approved by those involved in the event. ... Examples of a genre not only fulfill an objective, but also manifest similarities in terms of their composition, fashion, content, and intended viewers.

#### **1.1.3.1 Research Articles**

A research article is a piece of writing that is published in a peer-reviewed academic journal that presents the findings of original research and evaluates the contribution it makes to the field of study. According to Swales (1990, p. 93) a research article is described as: "A script, incorporating occasional non-linguistic components, generally confined within a moderate word count, which delineates findings from an exploration conducted by the

individual or collective authors". A research article or paper attempts to relate the findings of a study or an investigation and may also examine issues of theory and/or methodology.

### **1.1.3.2 Abstracts**

According to Day and Gatsel (2006, p.52) an abstract is: "a diminutive rendition of the document". The abstract is a brief, one-paragraph overview of a thesis or research work. It covers the objective, procedures, results, and conclusion. It is frequently written following the conclusion of the research report. A review or evaluation of the work being abstracted are not characteristics of an abstract. The abstract is a unique text rather than a portion that has been excerpted, despite the fact that it incorporates important terms from the larger work. There are many different reasons to write an abstract. A well-written abstract makes it easier for readers to pick which material is the most crucial and pertinent.

### **1.1.3.3 Essays**

Essays are the most popular genre for writing at universities. They are designed to evaluate and inspire EFL students who write efficiently and academically, whether for a classroom assignment or an exam, by using question-and-answer sessions that are typically centered on what students have learnt in class. According to Soles (2009), cited in Saihi (2015, p.6), " An academic essay is a written text on a topic related to a course taught at a school, college, or university that is rarely less than 500 words long or more than 5000 words long". This definition details the essay's approximate word count as well as the subjects that it covers in relation to the material covered in class. An essay has the following elements: an introduction (often with a thesis statement), body paragraphs, and a conclusion. They are written for a variety of reasons, such as discovering, learning, educating, and even persuading.



### 1.1.4 Tasks of Academic Writing

The forms in which academic writing is utilized are numerous. The following table shows the different tasks of academic writing:

**Table 01** *Common tasks of Academic Writing*

Types	Definition
Notes	A summary of a text or lecture that is written down for the student's own use.
Papers	A broad term for any type of academic essay, report, presentation, or article.
Projects	A piece of independent or collaborative research on a subject the student has chosen (s).
Essays	The most typical kind of written assignment, usually between 1000 and 5000 words, with a title assigned by the teacher.
Dissertation	The most extensive piece of writing that a student typically completes (20,000 words or more), frequently for a higher degree, and on a subject of their choosing.
Report	A description of something completed by a student, such as conducting a survey.

Source: Adapted from Bailey (2011)

It is worth mentioning that whatever is the task of academic writing, it should be concise, remarkable, intelligible, and presented in a certain sequence by ensuring coherence and cohesion among its subsections (Karyuatry, 2018).

### 1.1.5 Coherence and cohesion

Textual coherence and cohesion are crucial elements of academic writing. A written text must be cohesive in order to be understood by the reader. Coherence is defined by

Hyland (2006) as: "The manners in which a written piece conveys meaning to its audience is determined by the pertinence and ease of use of its arrangement of concepts, notions, and principles." (p. 311). According to this viewpoint, coherence entails logical linkages at the concept level. Therefore, each paragraph's sentence must be logically structured by following a continuous order depending on the message they are trying to express in order to aid the reader's comprehension. Birhan (2017, p. 105) suggested that "a text is supposed as coherent when it makes reliable sense, depending on the help of cohesion devices". Academic writing must have a smooth transition of ideas, or it must make effective use of signposting words to indicate how our argument is developing as well as linking words to connect ideas within and between sentences and paragraphs. Under this context, coherence in writing is crucial for conveying clear and comprehensible concepts in a text.

Cohesion, on the other hand, is defined as "Incorporating reference words (such as "he," "theirs," and "the former") and conjunctions (such as "but" and "then") to link text segments is crucial for ensuring that the entire written work is coherent and easily comprehensible" (Bailey, 2011, p. 115). Cohesion, then, is the logical relationships between sentences in a text. Cohesion can be demonstrated by the use of personal or possessive pronouns, ellipses or substitutions, connectors to join sentences in a paragraph, synonyms to prevent lexical duplication, and punctuation.

Since it has an impact on how a writer's discourse is interpreted, cohesion is crucial in academic writing. Halliday & Hasan (2013) claimed that "Cohesion allows the reader or listener to fill in the gaps in a text or speech, providing the continuity needed to understand the missing pieces and components of the picture that are not explicitly stated" (p. 299). In order to ensure that their words are understood by others, writers need properly to develop cohesive writings.

### **1.1.6 Language and Style in Academic Writing**

Academic writing must use language that is suitable for its audience and purpose. Blanpain (2006) suggested that “students should have an understanding of natural English sentence structures and terminology in genuine contexts to prevent the usage of translated or unnatural language.” Additionally, Kane (2000, p. 11) defined style as it “encompasses all of a writer's decisions about word usage and arrangement.” which can be considered good or bad depending on their appropriateness for the writer's purpose. It is noted in *The Oxford Companion to the English Language* (1994, p.8) that intellectuals and scientists use a high and often complex register of English associated with truthfulness, impartiality, and dispassionate commentary.

Therefore, effective academic writing requires attention to linguistic features such as vocabulary, grammar, mechanics, and aspects of academic style such as avoidance of personal pronouns, contradictions, and personal adverbs.

### **1.1.7 Importance of Teaching Academic Writing**

The written form of language is currently employed more frequently than any other form. In academic and professional contexts, effective writing is essential. Therefore academic writing is one of the key essential courses for learning a foreign language, and its purpose is to help EFL students to become better writers and readers. Bailey (2003, p. 1) declared that “Academic writing is a flexible course that allows students to work either with teachers or by themselves, to practice those areas which are most important for their studies.” Students get the opportunity to convey their essential thoughts and information in class and to do so in their written work. The academic writing course equips college or university students with the tools and strategies they need to succeed as writers for their coursework.

According to Welty (2017) learners who successfully study academic writing will notice a boost in their intelligence and self-esteem. It assists students in learning how to

communicate ideas and thoughts to others effectively through writing. Additionally, it makes it easier to identify thought patterns clearly, organize them, communicate them properly, and aid in reading between the lines when there is an implicit message, all of which improve communication abilities. Academic writing enhances social abilities in addition to personal development. In order to draw the reader's attention and encourage them to read their work with interest, a good academic writer will present a positive impression of oneself.

### **Conclusion**

Throughout this section, numerous topics related to academic writing have been covered. It provided several definitions of academic writing and discussed the value of such writing in education. Additionally, the section emphasized academic writing tasks such as notes, papers, projects, report, essays, and dissertation. Furthermore, this section has dealt with academic genre, cohesion and coherence in academic writing, and language and style in academic writing. Moreover, the section has addressed several aspects of academic writing, including: complexity, formality, objectivity, planning, hedging, evidence, and citing.

## **Section Two: Grammarly Application**

### **1.2 Grammarly Application**

#### **Introduction**

The second section is devoted to Grammarly Application and its use. It highlights a brief history of artificial intelligence contribution to education. It deals with Computer-Assisted Language Learning CALL and corrective feedback and how Grammarly Application serves this purpose. This section highlights mainly the benefits of Grammarly Application use by Second Language Students in enhancing their academic writing.

#### **1.2.1 A Brief History of Artificial Intelligence in Education**

Artificial Intelligence (AI) has a long history of supporting effective learning. The Intelligent Tutoring System (ITS) first originated from the teaching machine designed by behavioral psychologist Burrhus Frederic Skinner in the 1950s. Except for intelligent teaching systems, projects of the large-scale knowledge base based on knowledge representation technology are also one aspect of applying AI in education.

Nowadays education is taking advantage from the availability of artificial intelligence solutions. Thanks to these last ones, learning and education have become efficient as stated by Shengquan (2021, p. 3):

The next generation of AI technology has come on the stage. They will impact education in all of its forms. For example, personalized learning will get a great support from big data intelligence. Besides, Cross-media intelligence will improve learner efficiency and interest.

The influence of artificial intelligence (AI) technology can be seen in various aspects of people's everyday lives and is anticipated to have an extensive impact on education (Han, 2020). Lifelong learning as well will benefit from intelligent support. AI technologies will also transform the construction of libraries. Application of AI in education enables an

accurate representation of various sources of knowledge. If AI can accurately understand students learning data, teachers, facilitated by AI technologies, can offer students appropriate support for learning, suitable learning content and activities as well as personalized learning services in the future.

Meanwhile, AI technologies connect formal and informal learning environments, which further make ubiquitous learning possible. With intelligent knowledge network and social network which are integrated by ubiquitous terminals, we can engage in lifelong learning anytime and anywhere. According to Woolf (2013) the challenges that AI in education need to address are as:

- Offering each learner virtual mentors.
- Helping learners to mastering twenty-first-century skills and support self-monitoring and self-assessment.
- Analyzing interaction data to support learning.
- Creating universal access to global classrooms to foster global connection.
- Promoting lifelong and life-wide learning.

To sum up, current research and practice of AI in education focus on the following two main aspects, the first is the application of AI technologies in educational practices including support for cognition, learning, teaching, student development, etc. The second is talents education and training in the age of AI.

### **1.2.2 Applications of Artificial Intelligence in Education**

The implementation of synthetic cognition is prevalent in contemporary culture, with an array of applications. Artificial intelligence has revolutionized our everyday routine, enhancing convenience and efficacy (Zawacki-Richter et al., 2019). The realm of Artificial Intelligence in Education (AIEd) is mainly dedicated to creating machines capable of carrying out cognitive functions that are conventionally linked to human intellect, such as

learning and troubleshooting. AIED has evolved into a scientific domain of exploration spanning over three decades. Its primary objectives are to unravel and refine the implementation of AI methodologies for educational objectives (Chen et al., 2020).

### **1.2.3 Computer-Assisted Language Learning CALL**

CALL stands for Computer-Assisted Language Learning, which refers to using computers to facilitate the ongoing process of language acquisition. In this regard, Levy (1997, p. 1) provided a definition related to CALL as: "the exploration and examination of how computers can be used in the teaching and learning of language." The quote suggests that due to the increasing incorporation of computers in language education, we must endeavor to investigate and comprehend their applications, as they have become a valuable tool in this field. O'Sullivan (1999) contended that CALL pertains to the utilization of computers to enhance educational instruction. The CALL process encompasses a range of activities, such as processing, presentation packages, guided drills and practice, tutoring, simulation, problem-solving, games, multimedia CD-ROMs, and internet applications (e.g. e-mail, chat, and the World Wide Web) for language learning objectives.

According to Ken Beatty (2010, p.7): "an appropriate definition of CALL must account for its evolving nature, and can be understood as any process that involves a learner utilizing a computer and subsequently enhancing their language proficiency". While the provided definition may seem excessively wide-ranging and all-encompassing, it does at least specifically pertain to the use of computer technology in the context of language education.

As for Gündüz (2005) Computer Assisted Language Learning involves utilizing computer technology to introduce, reinforce, and evaluate specific language components. Initially, the learner is presented with rules and examples, followed by computer-generated questions designed to assess their comprehension of these rules, with feedback provided accordingly.

Levy and Hubbard (2021) suggested that: "CALL is a subfield of educational technology concerned with the use of computers and other digital technologies in the teaching and learning of languages" (p. 1). The authors go on to describe how CALL has evolved from early drill-and-practice programs to more sophisticated applications that incorporate artificial intelligence, natural language processing, and virtual and augmented reality.

Therefore and although various scholars have provided different definitions to Computer-Assisted Language Learning, they all emphasize on the function of computer technologies as tools for language learning and teaching.

#### **1.2.4 CALL and Corrective Feedback**

The issue of error correction in the acquisition of a foreign or second language has long been a subject of debate. Questions arise as to whether learners should be corrected and guided, as well as where and when corrections should be made. Additionally, determining how to correct errors and in what form corrections should be given is a significant consideration.

According to Richards and Rodgers (2001), certain educational approaches, such as behaviorism, adopt a strict stance on errors and do not tolerate them. These approaches view errors as hindrances to the learning process and believe that they should be promptly corrected to prevent any adverse impact on learning. In contrast, cognitive approaches, as noted by Yule (2010), are more accepting errors, as they view them as indicative of active learning and progress. Corrective feedback is highly advantageous for learners as it directs their attention towards their errors and provides them with helpful corrections (Sauro 2009). This, in turn, is believed to improve their achievement in the learning process. Lyster and Ranta (1997) identify six distinct types of corrective feedback:



- **Explicit Error Correction:** For instance, the teacher may provide explicit examples of errors made by the learner, such as incorrect usage of a term.
- **Elicitations:** Teachers use elicitation to prompt the learner to produce the correct form by asking questions or requesting reformulation. An example of this is asking the learner, "What is the French word for dress?"
- **Metalinguistic Feedback:** where errors are not explicitly stated, but are communicated through comments, questions, or related information. For instance, the teacher may ask, "Is that the correct way to use it?" to indirectly address an error made by the learner.
- **Recasts:** One form of implicit corrective feedback involves indirectly addressing errors by reformulating the incorrect part of the learner's response.
- **Repetitions:** Repetition with specific intonation is another form of corrective feedback, which draws the learner's attention to the incorrect form. For instance, the teacher may repeat the incorrect form, "We have done...done?" to highlight the mistake made by the learner.
- **Clarification Request:** Teachers may use certain phrases, such as "Like this, not like that!" or "Say it again, please," to signal that they were unable to interpret the learner's message. This serves as a form of corrective feedback to prompt the learner to clarify their response.

The role of corrective feedback in language learning has evolved, with the emergence of new sources beyond the traditional teacher-student dynamic. One such source is the computer, as highlighted by Basiron (2008, p.192), who noted that "computer-assisted language learning (CALL) systems offer numerous benefits, including the ability to provide consistent and adaptable corrective feedback throughout the learning journey". In other words, Computer-Assisted Language Learning (CALL) programs offer learners a significant

advantage in the form of corrective feedback, which guides them towards correcting grammatical errors and identifying inappropriate language usage in the target language.

In addition, the corrective feedback offered by CALL programs has evolved from traditional computer feedback to intelligent computer feedback. Nagata and Swisher (1995) suggested that the traditional form of computer feedback is more limited, as it only indicates errors or missing words without providing any explanation. In contrast, intelligent computer feedback offers a more comprehensive approach. The intelligent computer feedback is superior to traditional feedback as it not only offers additional information about the nature of errors but also provides more suggestions to correct them. Consequently, it enhances the learners' production and contributes to the improvement of L2 learning.

Briefly, the crucial role of corrective feedback in aiding the acquisition of a foreign or second language cannot be ignored. Nonetheless, it is vital to recognize its significance in promoting lecture comprehension among learners. As the teacher's feedback forms the basis of the lecture, their corrective feedback can greatly enhance the learners' understanding.

### **1.2.5 Grammarly Application**

Grammarly is an innovative enterprise that creates a software tool designed to scrutinize written works, such as papers or articles, for accuracy and coherence. Qassemzadeh and Soleimani (2016) reported that Grammarly software originated in 2009, with its primary production hub situated in San Francisco, California. Alex Shevchenko and Max Lytvyn are the pioneers behind this software. Grammarly enjoys a worldwide user base, thereby rendering its service coverage to be global in scale. Its cardinal attributes comprise of a grammar scrutinizer, a spell-checking tool, in addition to auxiliary services like proofreading and plagiarism identification.

Grammarly is renowned as the prevalent tool utilized to rectify a vast array of writing mistakes. It can detect and address more than 150 types of errors, encompassing spelling

blunders, typographical errors, inconsistent phrase patterns, flawed sentence structures, and real-time error detection (Dhion&Haryani 2020). Besides that, Grammarly is a distinguished and internet-based platform which serves as a tool for verifying inaccuracies and evaluating classes that focus on the learning of English as a foreign language without any cost (Fitria2021). The software has gained significant popularity and has been utilized extensively across the globe.

Automated Writing Evaluation (AWE) is a technological creation that brings novelty to the process of writing evaluation. It is a digital application that is capable of automatically evaluating and rating written work by utilizing an online checking system (Nova, 2018). Grammarly is one of the AWE programs that has been endorsed as a valuable tool for enhancing students' writing abilities and aiding academic institutions (Ghufron 2018). Grammarly is an immensely potent virtual tool for verifying grammatical correctness, facilitating easy re-examination of one's writing. According to Cavaleri (2016), it is considered to enhance English grammar accuracy. Ghufron and Rosyida (2018, p.396) stated that: "Grammarly is a web-based platform for proofreading that can be harnessed to scrutinize documents and minimize writing errors, particularly in the context of vocabulary usage, grammar, and mechanics". Thus, it has an innate capability to instantaneously detect and highlight various writing errors, ranging from grammatical inaccuracies to erroneous word choices, incorrect spellings, and punctuation mishaps.

The Grammarly application is a valuable tool for educators and pupils alike, particularly for the purpose of rectifying errors in writing by those studying English as a foreign language. This is due to the fact that Grammarly has the ability to not only detect common punctuation errors, such as the omission of spaces following periods, but also recognize misspellings of proper nouns and offer a range of alternative suggestions. Moreover, it can also detect sentence fragments and provide guidance on proper verb usage,

although it doesn't always present specific corrections and its explanations can be intricate (Daniels & Leslie, 2013). Moreover, Grammarly offers an extensive selection of exceptional resources to aid students in enhancing their writing proficiencies. It has the potential to elevate students' drive, self-assurance, and involvement in the learning process. This software will assist them in cultivating self-reliance so that they can write without apprehension, even if they make errors. Therefore, learners should not hesitate to write because they have the ability to identify and rectify their writing errors by utilizing the Grammarly application (Jayavalan&Razali, 2018). Grammarly is additionally beneficial for students in achieving academic targets and refining their composition writing proficiencies.

#### **1.2.5.1 Grammarly Application Steps**

As stated by Staryo in their recent publication (2021), individuals who utilize the Grammarly application are presented with two distinct options. They can opt to install the complimentary version of the Grammarly app or procure the version of Grammarly specifically designed for Microsoft Office. To put it differently, this web-based Automated Writing Enhancement tool for English as an Additional Language Learners encompasses a pair of distinct iterations. Specifically, there exists a no-cost variant that can be accessed via an application, and a premium edition that can be acquired for utilization within the Microsoft Office suite. According to Fitria (2021) prior to commencing usage of the Grammarly application, individuals are required to adhere to a series of directives such as:

- Submit a file for evaluation
- Upon installation of the application, users are required to select the Grammarly icon and set the primary display mode of the uploaded document
- Construct the text directly within the document
- Obtain the Grammarly document as a text file
- Share the text and configure the parameters

- Create a Grammarly account
- Input the text manually or use the upload function to select the file.
- Grammarly will conduct an automated scan of the document, verifying its accuracy, rectifying any errors detected, and producing the finalized version of the text or file. The program will pinpoint areas requiring correction to ensure that the document is suitable for submission.

#### **1.2.5.2 Benefits of Grammarly**

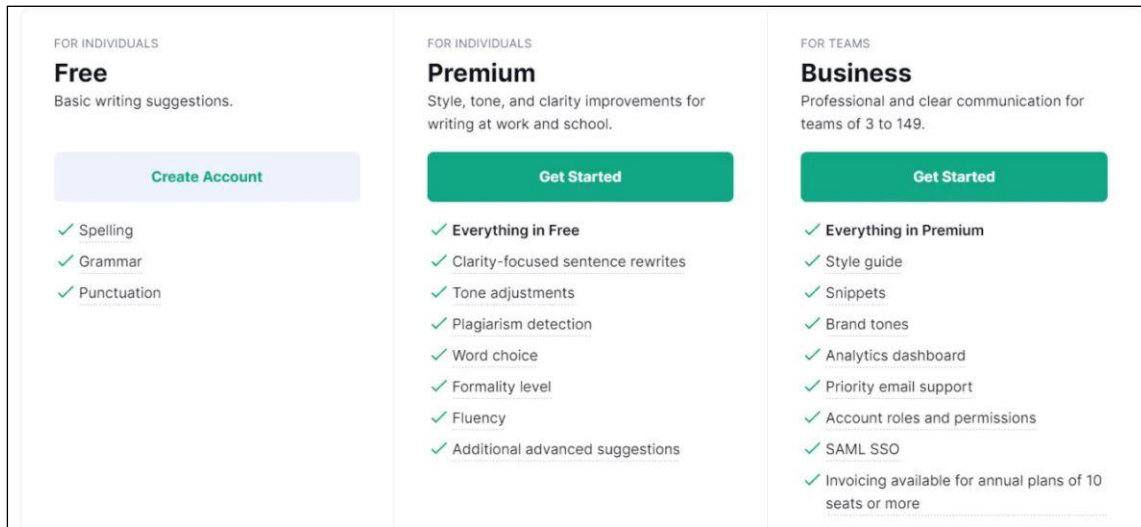
Grammarly is designed for user convenience, eliminating the need for software engineering expertise. Its straightforward interface makes it accessible to all individuals. Furthermore, it expeditiously scans and reviews minor works, providing clear and comprehensible feedback that enables learners to manually identify and rectify errors. In addition, Grammarly is exceptionally precise, lending credibility to its evaluations, and it promotes the implementation of active voice. The premium version of Grammarly includes a plagiarism checker as well. Lastly, Grammarly constantly enhances its performance based on users' feedback (Dembsey, 2017).

EFL learners can benefit from using Grammarly, as noted by Lailika (2019), who identified three key advantages. Firstly, Grammarly provides both direct and indirect feedback to users. When a student makes an error in their text, it is immediately detected by the tool and underlined in red. In addition, it can also identify errors indirectly. Secondly, Grammarly quickly revises errors, allowing users to save time and effort. Lastly, Grammarly can boost users' confidence and encourage them to write without fear, as the tool can help identify and correct errors.

### 1.2.5.3 Grammarly Features

**Figure 01**

*Grammarly features*

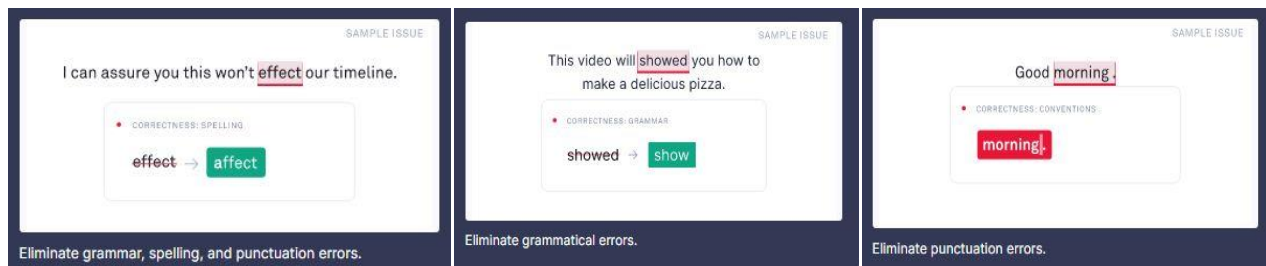


Grammarly application necessitates an internet connection for both its free and premium/business versions. The online grammar checker offers two options: free features for individuals and paid features for teams, particularly businesses. The free version provides basic writing suggestions for spelling, grammar, and punctuation, while the premium features include advanced corrections, improvements, clarity, and style. According to Fitria (2021) the business version, on the other hand, is geared towards facilitating clear and professional communication for teams consisting of 3 to 149 members.

EFL learners typically utilize the free features of the software, which are primarily focused on fundamental writing aspects, including spelling, punctuation, and grammar. The following is an illustration:

## Figure 02

*Free version of Grammarly in spelling, grammatical, and punctuation*



The image above showcases three types of errors: spelling, grammatical, and punctuation. The online Grammarly tool has the ability to identify and eliminate these errors. Whenever a student makes an error, the green icon turns red and the number of errors is displayed. The incorrect words are also underlined in red, and Grammarly offers suggestions for replacing them with appropriate synonyms (Fitria 2021). Similarly, according to Tucker (159), the free version of Grammarly primarily includes a spell checker and grammar identifier, with a primary emphasis on identifying punctuation issues.

### 1.2.5.4 The Use of Grammarly in Academia

For EFL students, mastering English in writing is crucial, especially as most international journals and conferences require papers or articles to be written in English. Therefore, prior to submission, writing evaluation is necessary to ensure clarity and avoid misunderstandings. To aid language learners in improving their writing skills, Grammarly was developed as a computerized program utilizing an online checking system to evaluate and rate writing. This program allows users to save time on writing evaluation (Nova, 2018).

In the 21st century, Grammarly has emerged as an Automated Writing Evaluation program that offers simple yet effective assistance to students and academics by checking for spelling, grammar, and punctuation errors. It also provides feedback in the form of recommendations and corrections, improving the clarity, precision, impact, and effectiveness

of writing while maintaining a high degree of accuracy and speed in evaluation (Grammarly, 2017).

### **Conclusion**

To conclude this section dedicated to Grammarly, it can be stated that this writing tool provides the writer with possibilities to enhance their writing skills by the different options it offers in the different phases of writing. Grammarly allows writers to check their spelling, grammar, and punctuation errors, and it enhances vocabulary usage. Grammarly Application is the fruit of development in the field of Artificial Intelligence and its Applications in Education. Therefore Education and Artificial Intelligence which belongs to Computer Science should not be seen from distinct views. In fact they should be seen from a common view because the outcome of Artificial Intelligence falls in the benefit of Education. Therefore academic writing can benefit from the different achievements of artificial intelligence and Grammarly Application is one of them. It is a tool that can enhance academic writing.



## **Chapter Two : Field Work**

### **Section One: Methodology**

#### **2.1. Methodology**

The current section deals with the methodology used to gather the needed data to fill in this research paper, it discusses data analysis and results it also gives a clear idea about the sample and the setting used in this dissertation.

##### **2.1.1 Research Design**

The researchers utilized qualitative research as the primary means of data collection and analysis in this study. This approach was deemed suitable since it enabled the researchers to obtain comprehensive insights into the object of the study. Additionally, qualitative research is well-suited for conducting research in a natural setting, as noted by Khan (2014). This research pertains to a social phenomenon related to academic writing and is twofold in purpose. Firstly, it aims to create awareness among students about the significance of utilizing the Grammarly application for enhancing various aspects of academic writing. Secondly, it seeks to explore how students perceive the effectiveness of Grammarly software in facilitating their academic writing success. The research methodology involves two main data collection instruments. The first is a questionnaire that was administered to third year English students at Mila University Center.

The second instrument involves posing questions via interviews with a selected group of third year English students at Mila University Center.

##### **2.1.1.1 Reseach Settings and Participants**

This research was conducted in the English Department of Mila University Center on 13/03/2023 at 11:00 During their lecture of Introduction to Didactics. The population of this study was 3rd year English students. First, (80) questionnaires were delivered randomly to (80) students and they were completely answered by all the learners.

Second, (08) participants using purposive sampling techniques, as they were deemed appropriate for the research study. Purposive sampling is a deliberate approach to selecting participants based on their specific qualities, as noted by Etikan (2016).

This technique offers several advantages, including its ease of setup, cost-effectiveness, and its ability to produce highly relevant findings. Moreover, based on the purposive sampling technique employed, two criteria were established for selecting research participants, namely:

Eighty (80) Students of third-year of English Department of Mila University Center.

Eight (08) Students of the same level and university who already knew and used Grammarly Software.

### **2.1.1.2 Research Tools**

The Tools used in this research paper were a questionnaire and an interview. First, The researchers started their research by a questionnaire to have a clear idea about the awareness of third year English students of Mila University Center on using the Grammarly Application and to check whether the learners are familiar with the application or not. Second, the researchers used an interview. After collecting and analyzing the data of the questionnaire, the researchers had a clear idea about the awareness of the learners on the Grammarly application. As a result, they conducted an interview to check the effectiveness of the Grammarly application on improving the writing skills.

#### **2.1.1.2.1 Students' Questionnaire**

The questionnaire was handed to eighty (80) third year students of English belonging to the department of English of Mila University Center. It is worth mentioning that the total number of third year students is 155 which means that distributing the questionnaire to 80 students out of 155 can be considered as a reliable representation. The questionnaire consists of various sections such as personal information, practicing writing, academic writing, the

use of Computer Assisted Language Learning (CALL) in writing and the use of Grammarly Application in writing.

#### **2.1.1.2.2 Students' Interview**

The interview involved (08) participants out of (46) students who are familiar with the Grammarly Application. This means that the selection of these participants has not been at random because the aim has been to collect qualitative data. The interview consists of 10 questions related to Grammarly Application use by students. The questions investigate improving students' academic writing via the use of Grammarly.

#### **2.1.2 Methods of Data Collection**

This study used two main methods in order to collect the target data which are a questionnaire and an interview. The initial step taken by the researchers was to employ a questionnaire as a data collection instrument for self-reporting by the research participants. The questionnaire was utilized to gather information about the participants' thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and their behavioral interactions. The questionnaire consisted of various types of questions, including open-ended, closed-ended, simple dichotomy, multiple choice, determinant choice, and checklist questions. The diverse range of question types allowed participants the freedom and spontaneity to answer, provided the opportunity for probing, minimized the need for extended writing, and facilitated easy processing of the responses. The second research method employed in this study was the use of interviews, which is a tool defined as a structured conversation between two individuals aimed at obtaining in-depth data. Unlike the questionnaire, interviews are a qualitative research approach that involves the direct asking of questions to collect data. Various types of interviews exist, such as structured interviews, semi-structured interviews, and unstructured interviews, which are distinguished by their level of structure. In this study, the researchers utilized a structured interview due to its alignment with the research purpose

and time constraints. The structured interview consisted of ten questions divided into two themes. The initial questions focused on the participants' perspective on whether the Grammarly software is an effective tool for improving students' writing. The remaining questions inquired about the aspects of academic writing that could be enhanced by utilizing Grammarly.

### **2.1.3 Methods of Data Analysis**

#### **2.1.3.1 Students' Questionnaire**

The current study relied on a questionnaire as an instrument for gathering data to perceive direct and exact answers about 3rd year English students' familiarity with the Grammarly Application. The results of the collected data were analyzed descriptively. To analyze the collected data the researchers count the results of each question and then give the results on forms of percentage. The questionnaire was created carefully based on specific and well-organized questions, in order to cover all the important points mentioned in the theoretical part. Finally, the information would be gathered to see to what extent the students are aware of the Grammarly Application.

#### **2.1.3.2 Student' Interview**

This research paper used interview as a second tool of collecting data to check the effectiveness of the Grammarly Application. The results were analyzed and discussed descriptively in forms of paragraphs that show the student's perceptions towards the application.

## Section Two: Results and Analysis

### 2.2 Results of the Study

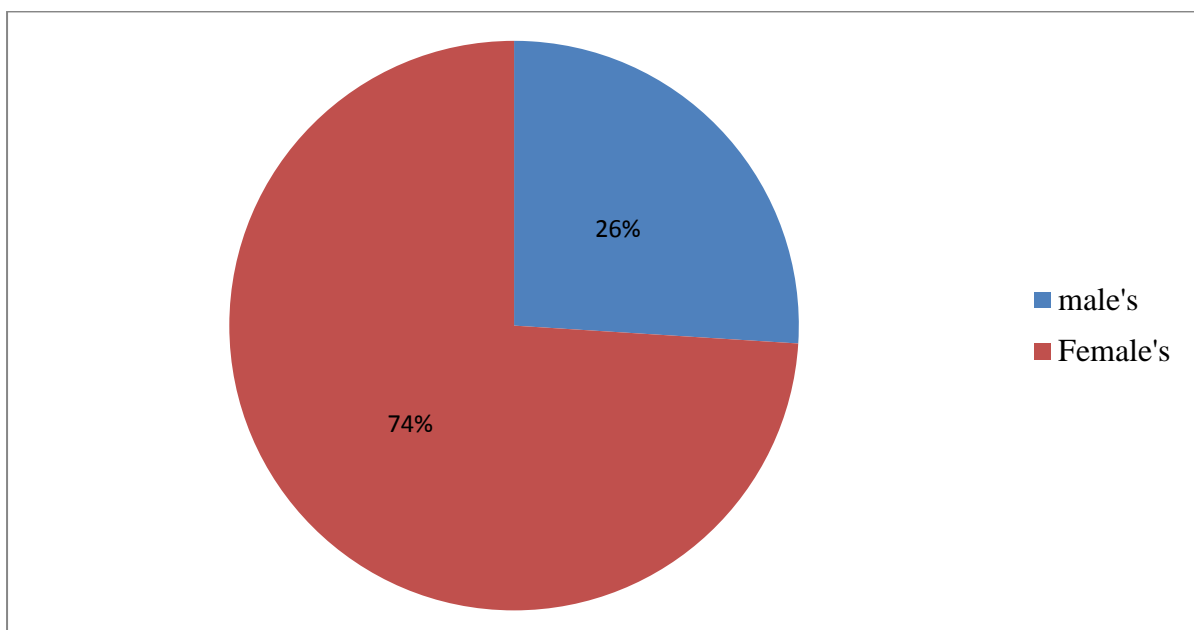
#### 2.2.1 Questionnaire Results

##### 2.2.1.1 Personal Information

###### Question 01: Gender ?

###### Figure 03

*Students' Gender*

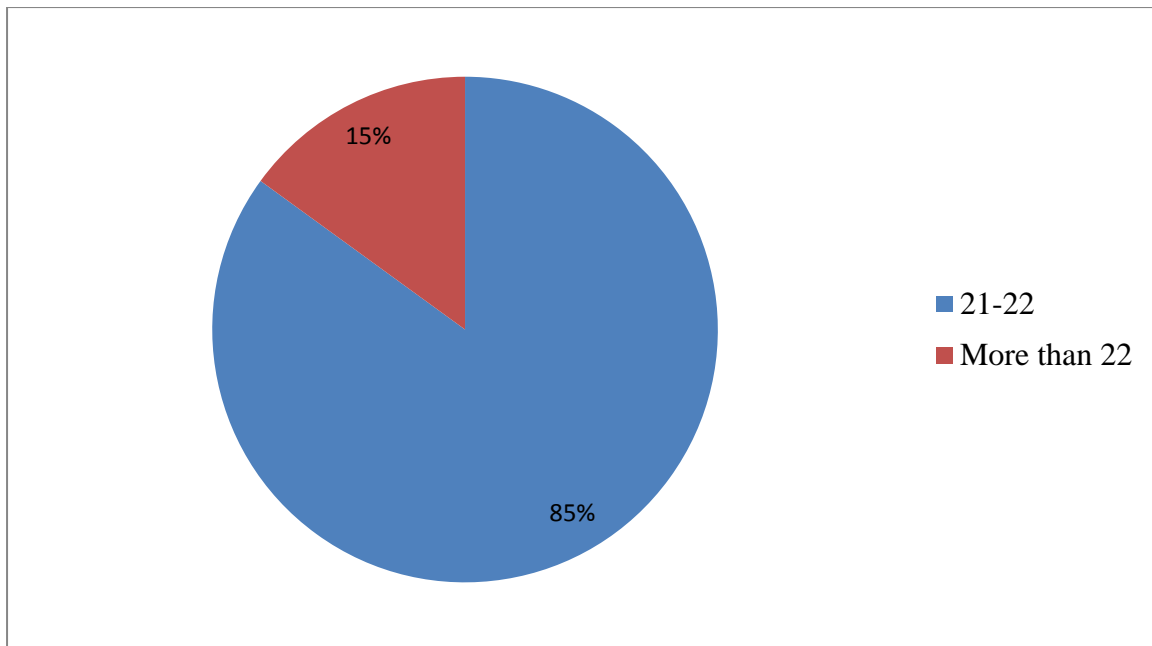


The results of the first question in section 01, show that the majority of the participants are of female gender. A number of 59 female out of 80 (74%) while the number of male was 21 male out of 80(26%).

###### Question 02: Age ?

###### Figure 04

*Students' Age*



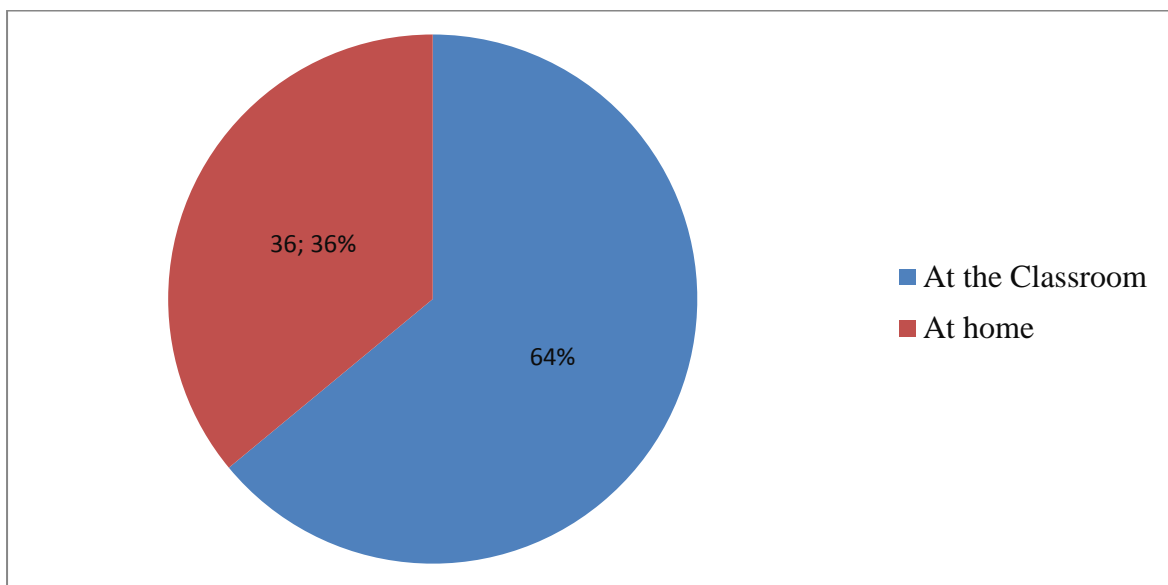
The age of the majority of the participants ranges between 21 and 23 years old (85%) and more than 22 years old (15%) which is the normal age of the English third year students of Mila University Center.

### 2.2.1.2 Practicing Writing

**Question 01:** When do you practice more writing?

**Figure 05**

*Writing Practice*

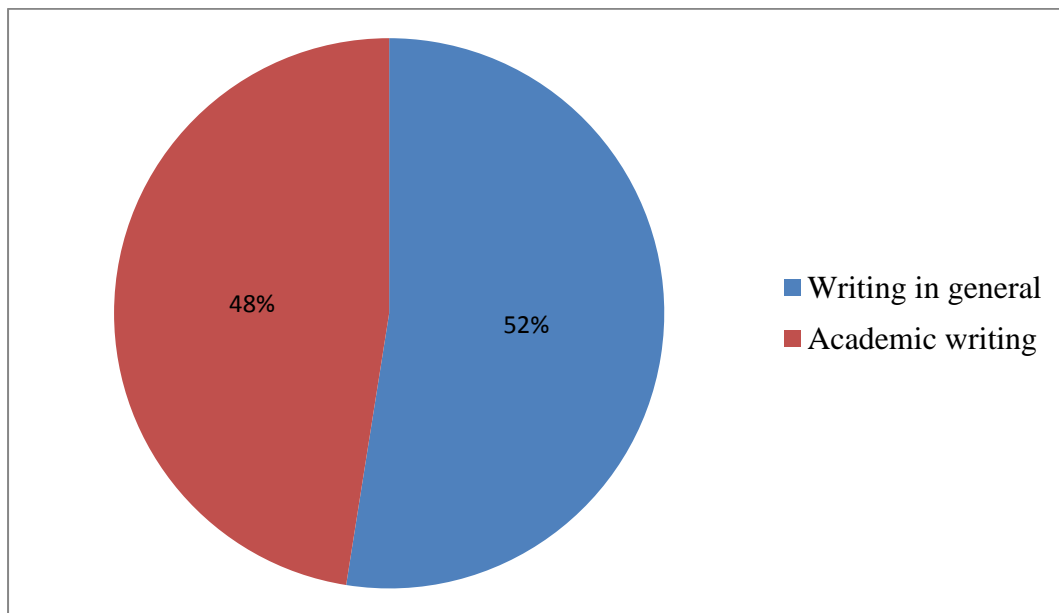


The figure shows that writing is more practiced at the classroom than at home. 51 learners (64%), practice more writing at the classroom, in contrast 29 learners (36%) practice more writing at home.

**Question 02 :** Do you practice writing for?

**Figure 06**

*Practicing Writing Purposes*

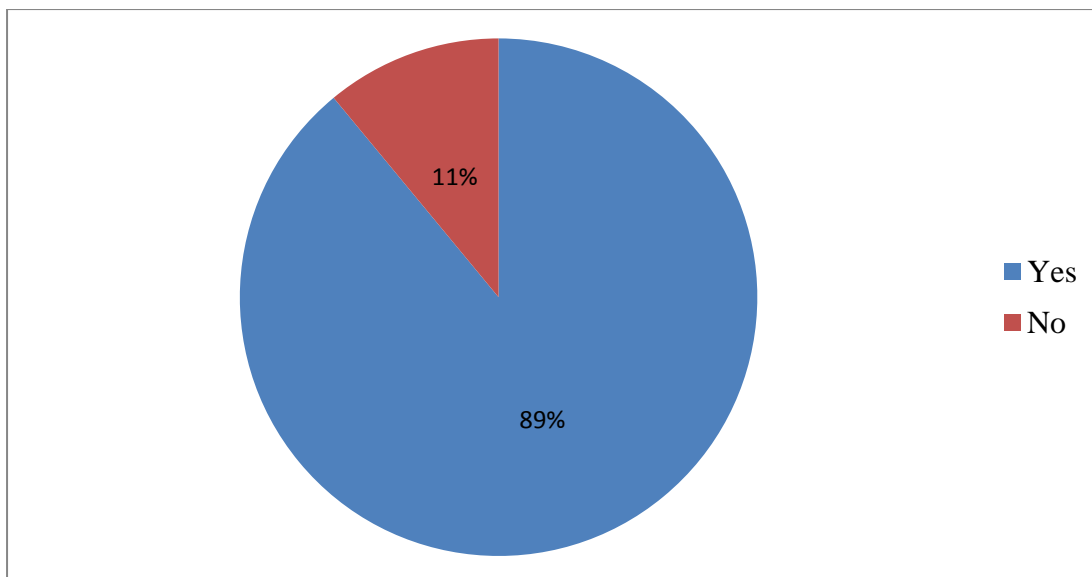


The answers of this question reveal that 42 participants (52.5%) practice writing for writing in general, whereas, 38 participants (47.5%) practice writing for academic writing. This is may be due to the fact that they have not yet started conducting their dissertations and academic researches.

**Question 03:** Do you find difficulties when you write any type of documents?

**Figure 07**

*Rate of the Difficulties which Students' Find while Writing*

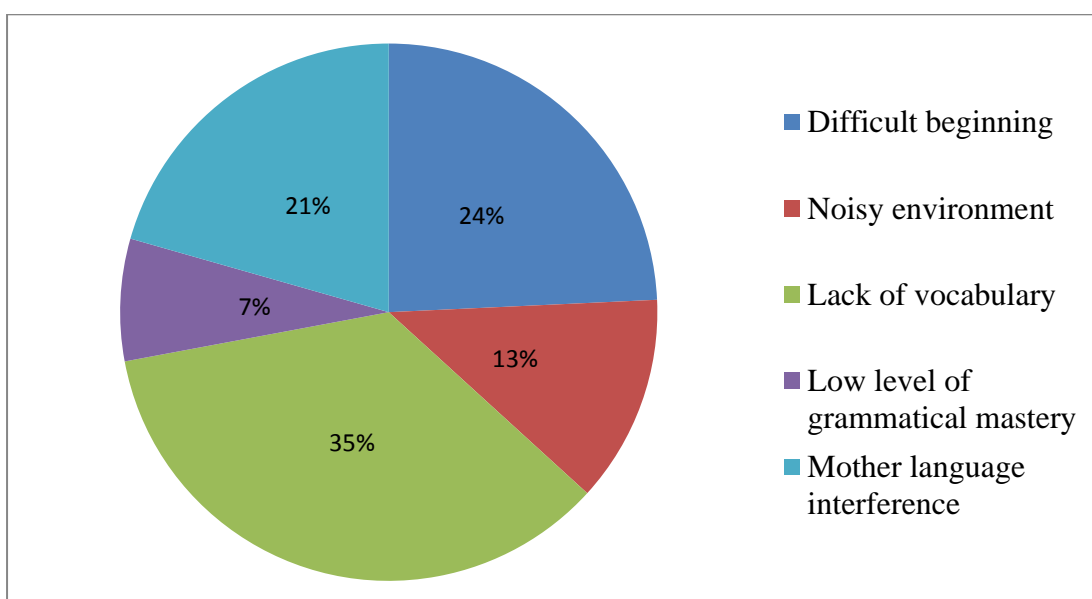


The results of this question show that the majority of the learners 71 participant with a percentage of (89%) find difficulties while writing any type of documents, whereas, only 09 participants (11%) said that they do not find any difficulties while writing any type of academic writing. This indicates that the writing skill should be improved.

**Question 04:** Choose from the list below the difficulties that you are suffering from while writing?

**Figure 08**

*Difficulties that Learners ' Suffer From while Writing*





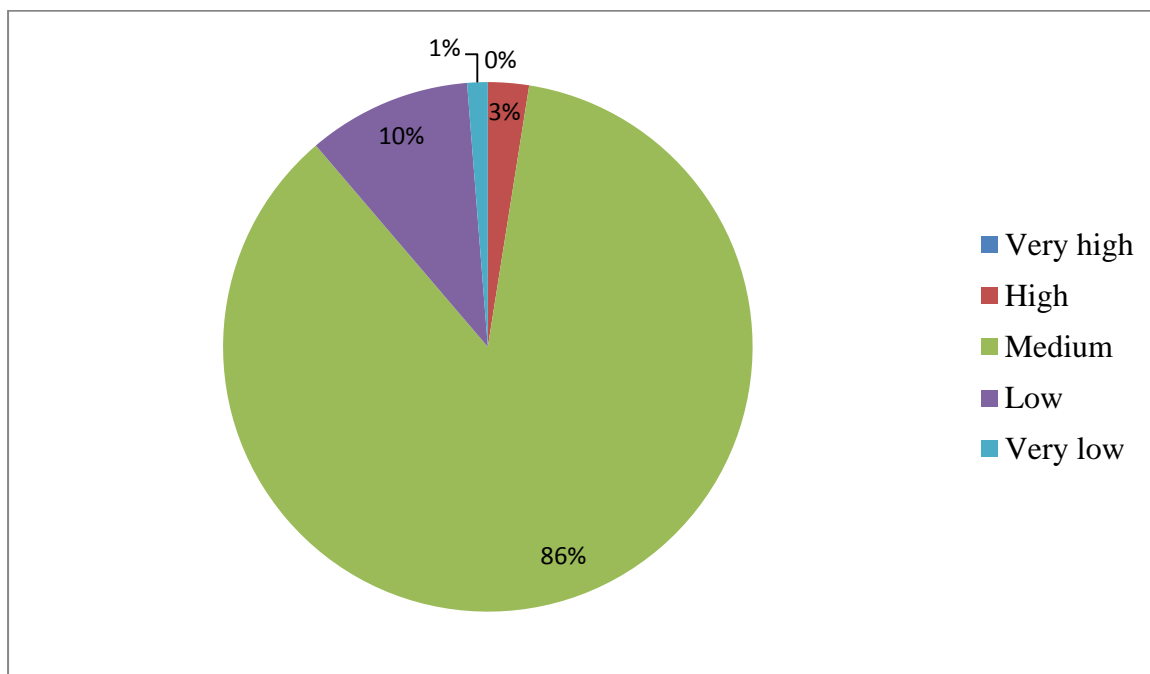
This question contains 05 options in which learners were supposed to choose the difficulties that they are suffering from while writing. 33 Participants (24.26%) answered that they find difficulties at the beginning, 17 participants (12.52%) find difficulties while writing in a noisy environment, 48 participants (35.29%) answered that they suffer from lack of vocabulary, 10 participants (7.35%) said that these difficulties are because of their low level of grammatical mastery and 28 participants (20.58%) have chosen the last option which is mother language interference. Other participants preferred to cite other difficulties in which they were suffering from, such as spelling, translating from Arabic to English, lack of ideas, the correct use of punctuations and the short time given for writing inside the classroom.

### 2.2.1.3 Academic Writing

**Question 01:** What is your level of academic writing proficiency?

**Figure 09**

*Students' Level of Academic Writing Proficiency*



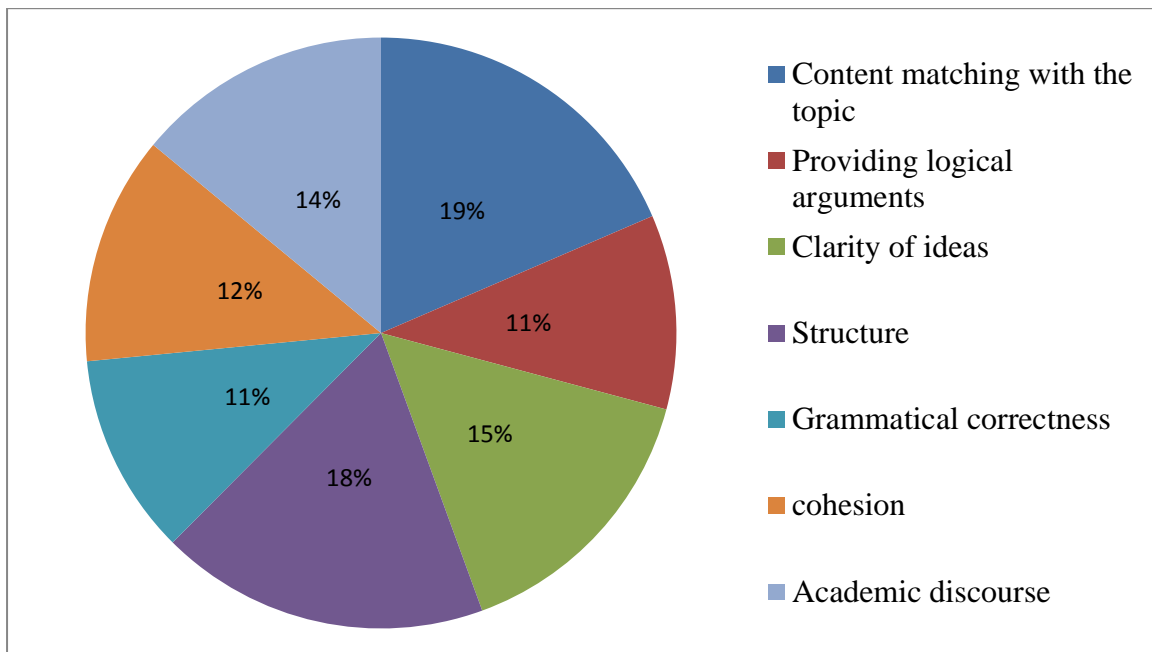
The answers of this question shows that the majority of the learners, 69 learners (86.25%) described their level as medium, 08 learners (10%) said it is low, 02 learners

(2.5%) answered with high, only 01 learner (1.25%) who said that his/her level is very low, whereas no one of the learners chose the option very high.

**Question 02:** Does your academic writing obey the following standards?

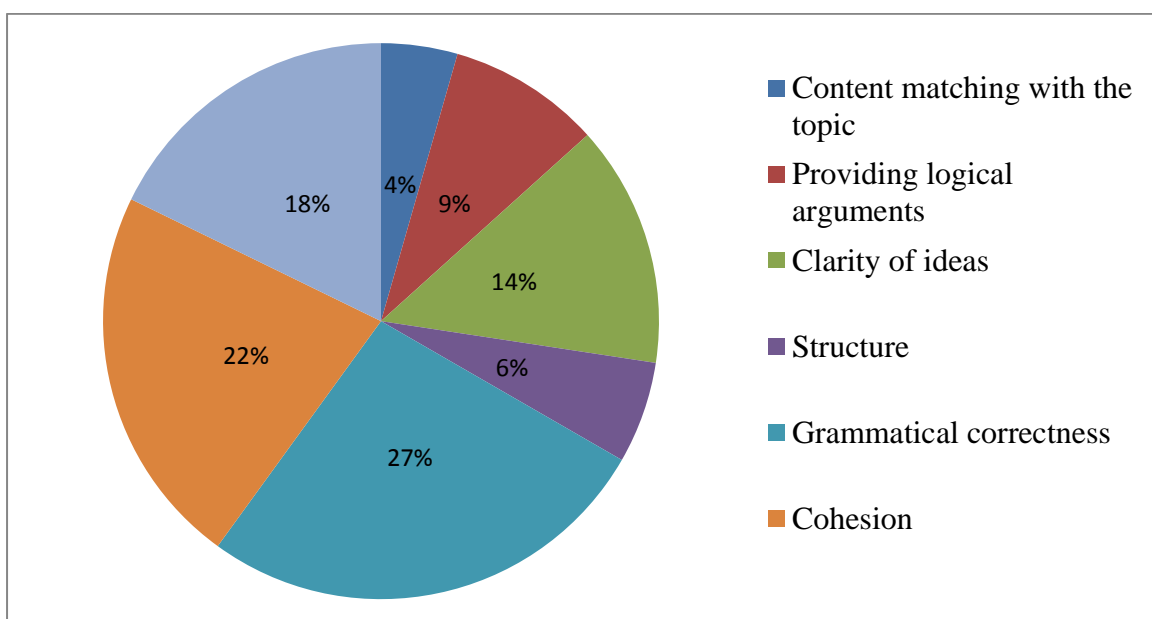
**Figure 10**

*Students' who Obey the Standards*



**Figure 11**

*Students' Who Do not Obey The Standards*



This question contains 07 options each option is answered with Yes/No.

a- In the first option which says “Content matching with the topic”, the majority of the learners 74 learners (92.5%) answered with yes, whereas, only 06 learners (7.5%) answered with no.

b- Most of the learners 68 learner (85%) said that they provide logical arguments while 12 learners (15%) said that they don't.

c- The same choice goes with option c in which most of the learners 61 learners (76.25%) confirm that their ideas are clear, whereas 19 learners (23.75%) said that their ideas are not clear.

d- The majority of the students 72 students (90%) answered that they respect the structure (Introduction, Body and Conclusion), whereas, 08 students (10%) said that they don't.

e- The answers of the participants on this option are almost approximate, since 44 participants (55%) respond with yes on the grammatical correctness, whereas, 36 participants (45%) respond with no on the same option.

f- For cohesion, 50 participants (62.5%) confirmed that their academic writing is coherent, whereas, (30) participants (37.5%) said that it is not.

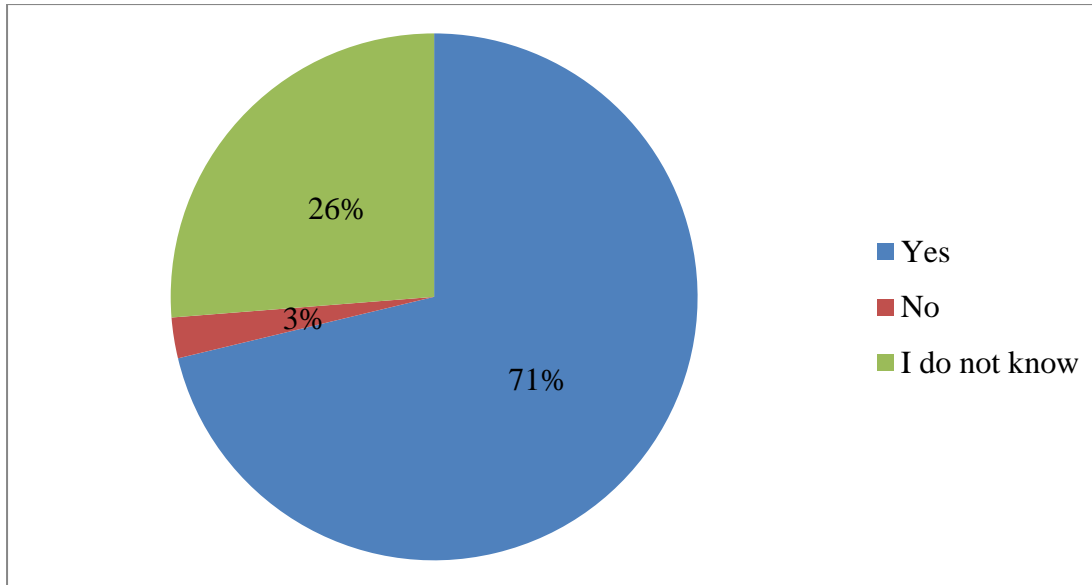
g- The results of option g says that 56 participants (70%) approved on the use of the academic discourse (verb, adjective, adverb), whereas 24 participants (30%) denied using it.

#### **2.2.1.4 The use of computer Assisted Language Learning (CALL) in Writing**

**Question 01:** Do you think that using Computer Assisted Language Learning in the process of writing is a good idea?

#### **Figure 12**

*Rate for Learners' who Believe Using CALL in Writing is Beneficial*

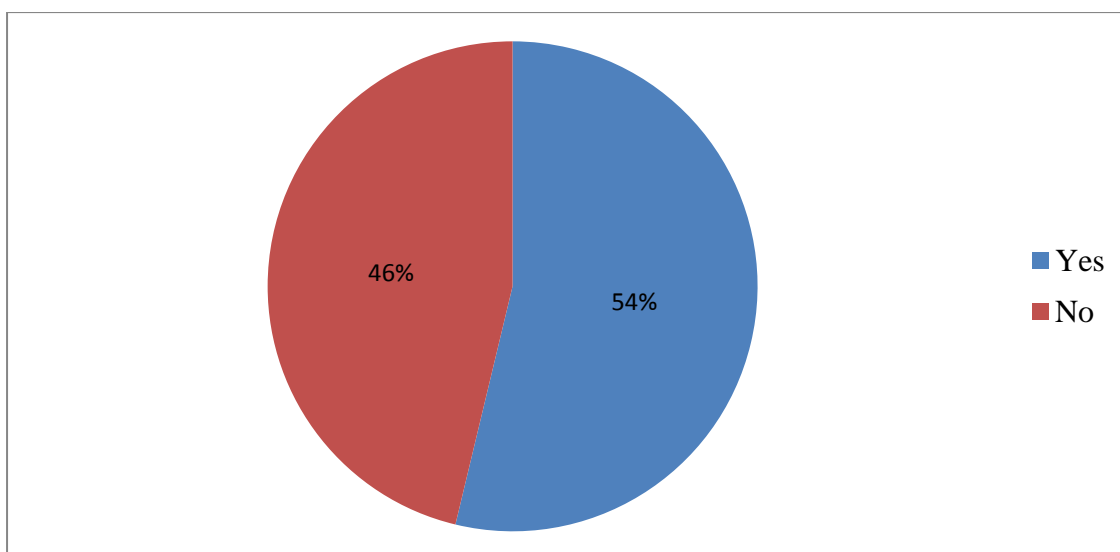


The results of this question show that 57 participants with a percentage of (71.25%) think that using CALL in the process of writing is a good idea, only 02 participants (2.5%) think that it is not a good idea and 21 participants (26.25%) do not know whether it is good or not.

**Question 02:** Do you use Computer Assisted Language Learning (CALL) during your writing process?

**Figure 13**

*The Use of CALL During the Writing Process*

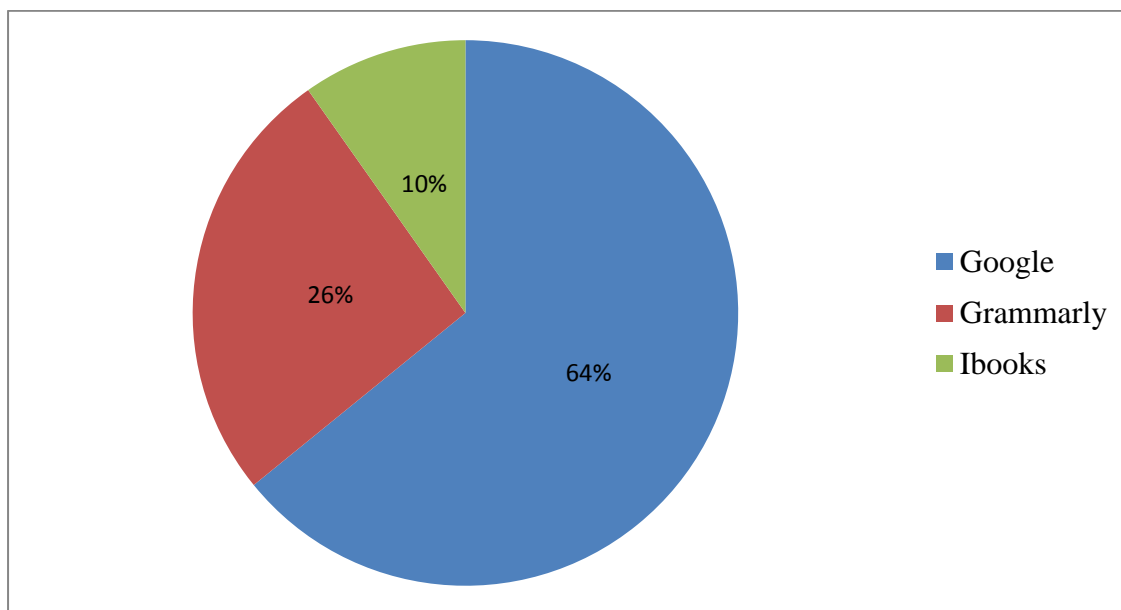


The results of this question show that 43 participants (53.75%) answered that they use CALL during their writing process, whereas, 37 participants (46.25%) answered that they do not use.

**Question 03:** What kind of programs/applications do you use while practicing writing?

**Figure 14**

*The Types of Programs Used by Learners' during Writing*



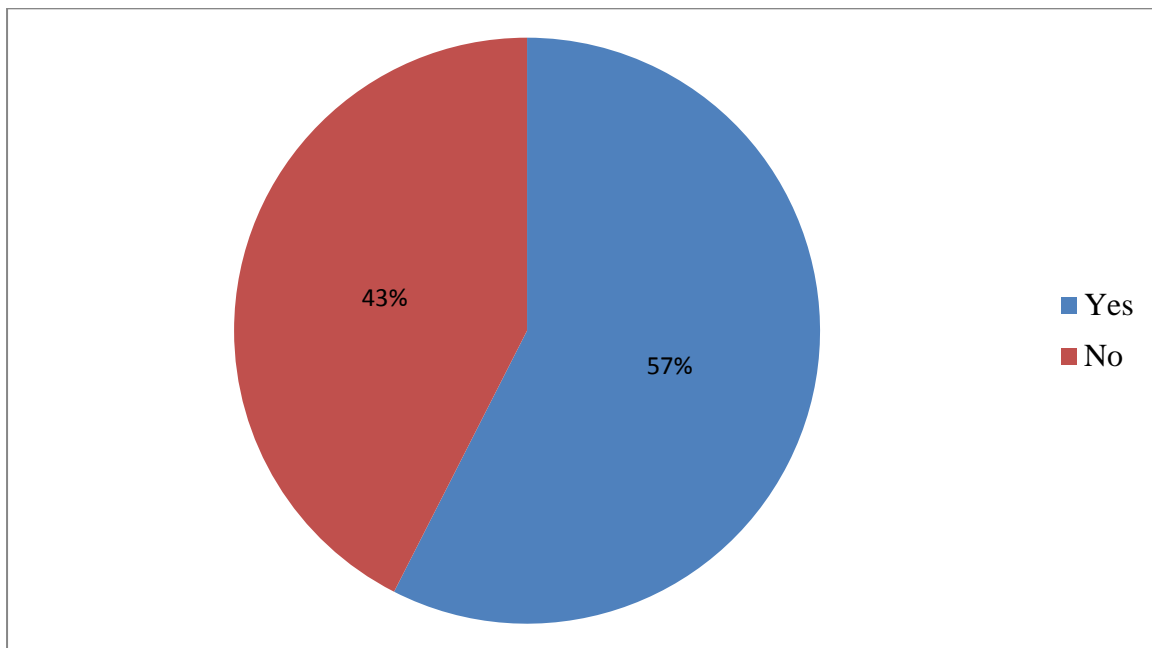
This question contains 03 main options of applications used by the learner in the process of writing which are Google, Grammarly and iBooks. The majority of the learners 59 learners (64.13%) selected Google as their first option in writing, then 24 learners (26.08%) selected Grammarly. Finally, 09 learners (9.78%) selected iBooks as program used in their process of writing. Other participants preferred to list other applications in which they use in their process of writing such as Google Scholar, Slide Share, Oxford dictionary, E-Library and Microsoft Word.

### **2.2.1.5 The Use of Grammarly Application in Writing**

**Question 01:** Are you familiar with Grammarly application?

**Figure 15**

*Students' Familiarity with the Grammarly Application*

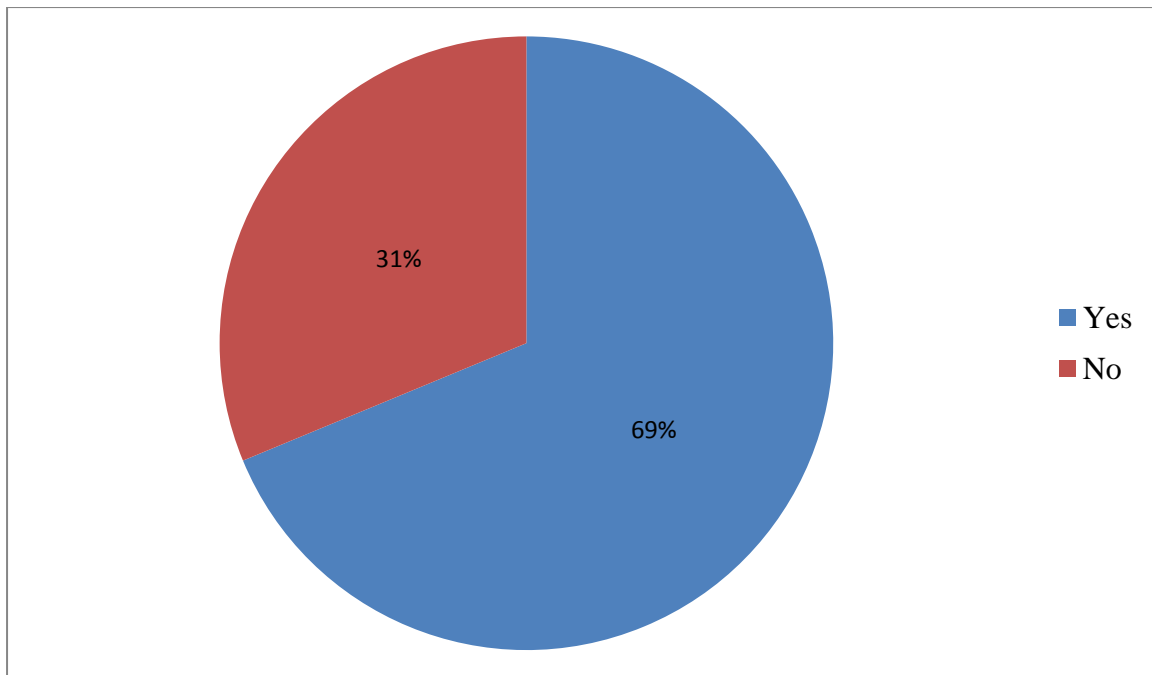


The results of this question are almost approximate. Since 46 learners (57.5%) approved that they are familiar with the Grammarly Application while 34 learners (42.5%) denied knowing the Grammarly Application.

**Question 02:** Do you use other writing applications?

**Figure 16**

*The Rate of Using other Writing Applications*

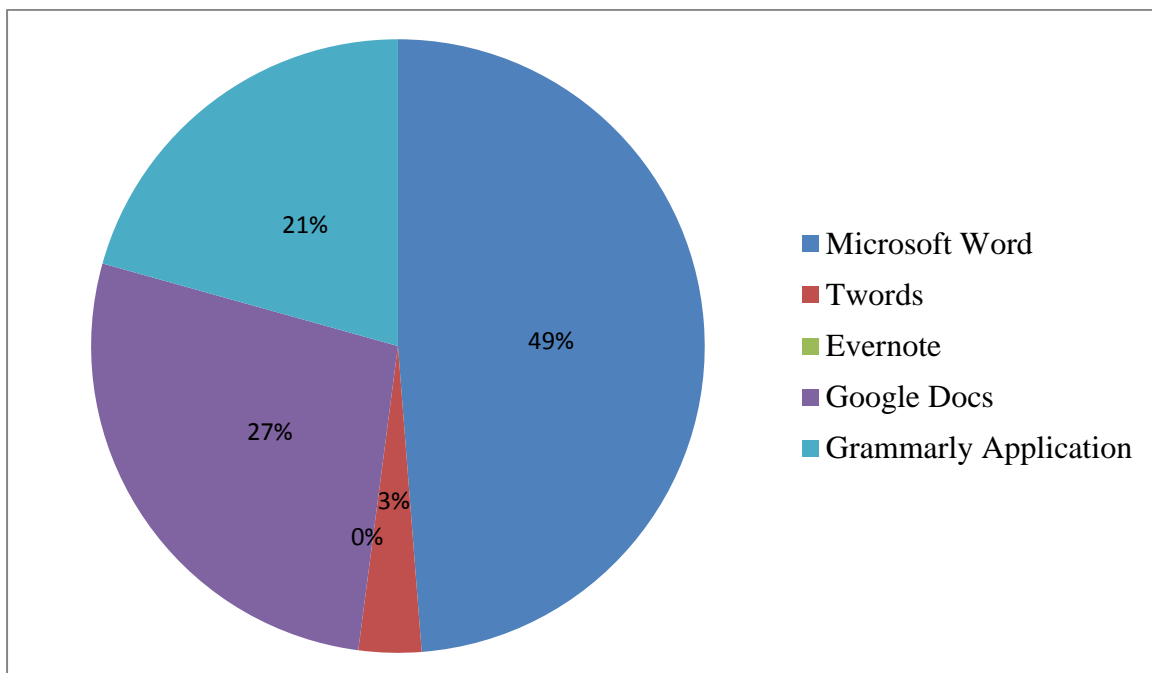


The answers of this question show that 55 learners (68.75%) do not use other applications, whereas, 25 learners (31.25%) said that they use other applications such as Word App, Slideshare, Microsoft Word, Notes...etc.

**Question 03:** Among these applications which ones you usually use while writing?

**Figure 17**

*The Most Widely Used Writing Application*

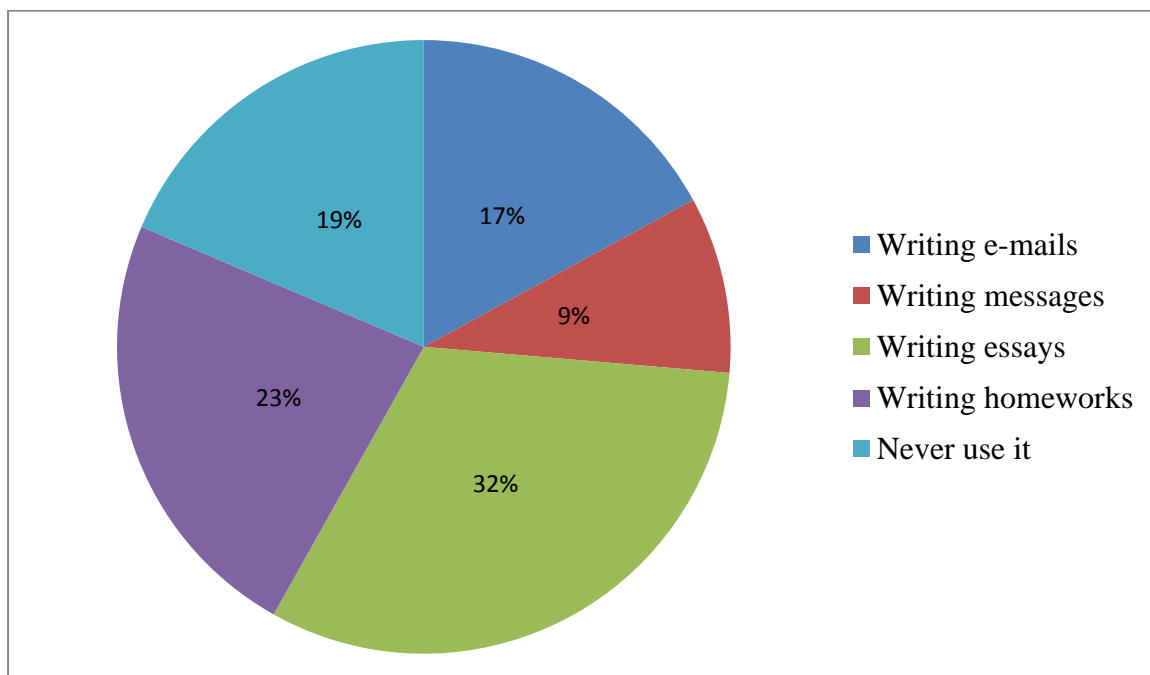


There were 05 main options in this question in which the learners' answers were contrasted in between. 59 learners(73.75%) said that they use Microsoft Word, only 04 learners (5%) said that they use Twords. No one of the learners knows/uses the Evernotes application, 33 learners (41.25%) said that they use Google Docs in their process of writing and 25 learners (31.25%) chose the Grammarly Application as a tool to help them in their writing process.

**Question 04:** When do you use Grrammarly Application?

**Figure 18**

*The Use of Grammarly Application*



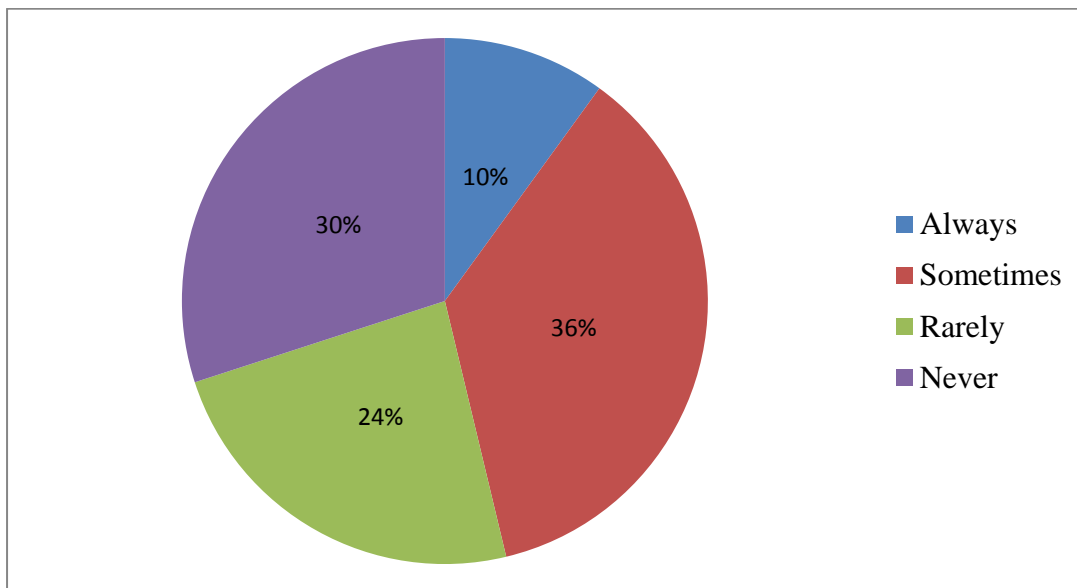
The results of this question show that 22 learners (27.5%) use Grammarly while writing essays, 12 learners (15%) use Grammarly application while writing messages, 41 learners (51.25%) use Grammarly while writing homework, whereas, 24 learners (30%) have never used it.

**Question 05:** How often do you use Grammarly Application?

**Figure 19**



### *Application Rate*



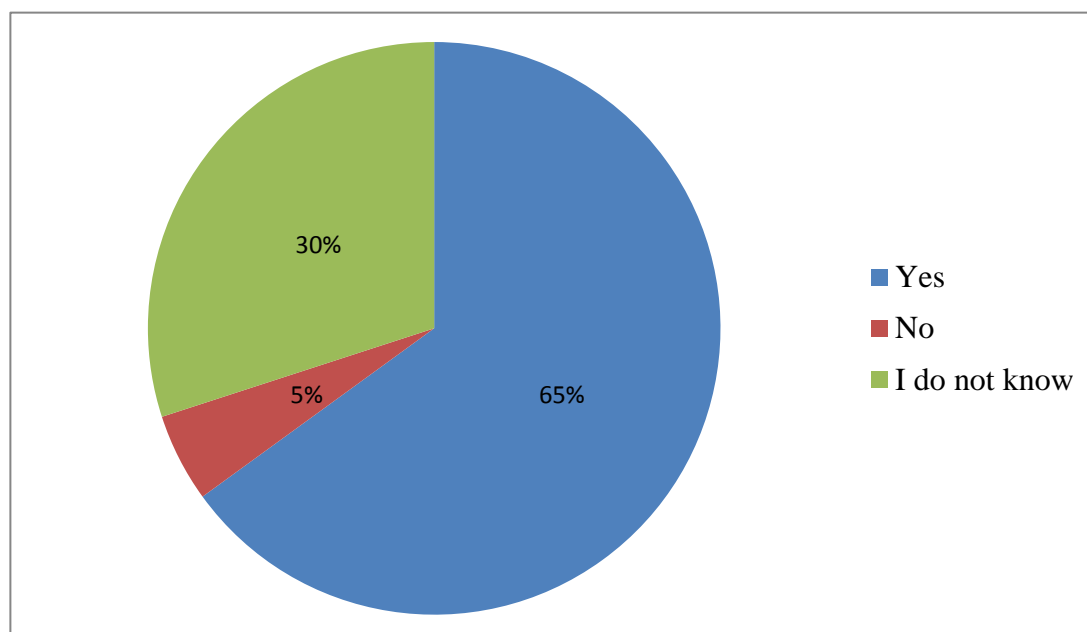
The answers indicate that 29 learners (36.25%) use the Grammarly Application sometimes, 08 learners (10%) use it always and 19 learners (23.75%) use Grammarly rarely, whereas 24 learners (30%) have never used the Grammarly Application.

### **2.2.1.6 Participants Awareness about Grammarly use and Advantage in Writing**

**Question 01:** Do you think that Grammarly is helpful in improving the writing skill?

**Figure 20**

*Students' Rate about the Effectiveness of the Grammarly Application*

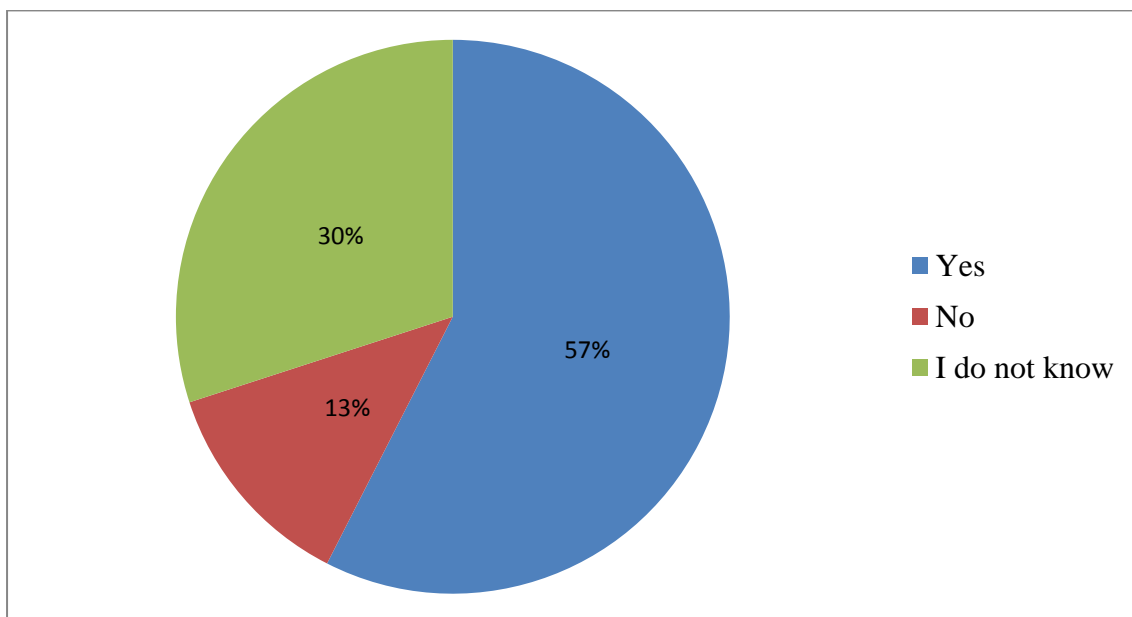


The results of this question show that the majority of the students 52 students (65%) think that Grammarly is helpful in improving the writing skill, 04 students (05%) think that it is not helpful and 24 students (30%) do not know whether it helps in improving the writing skill or not.

**Question 02:** Do you think that Grammarly increases your confidence while writing?

**Figure 21**

*Students' Rating of Grammarly's Impact on Writing Confidence*

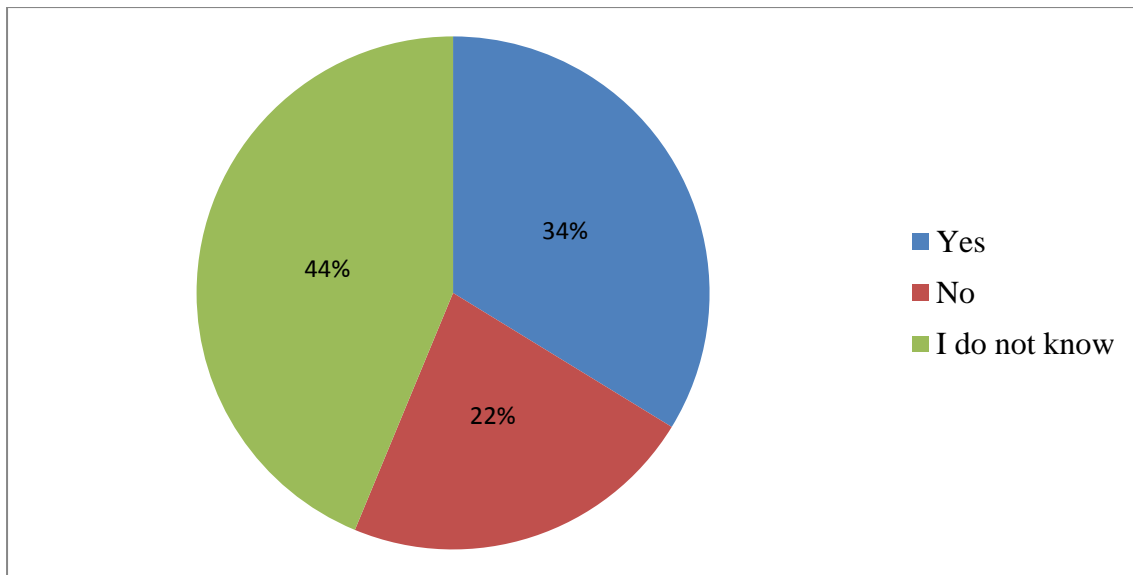


The results of this question show that the majority of the learners 46 learners (57.5%) think that Grammarly increases their confidence while writing, 10 learners (12.5%) think that it does not and 24 learners (30%) do not know whether it increases their confidence while writing or not.

**Question 03:** Do you think that Grammarly enhances providing logical arguments when writing?

**Figure 22**

*Students' Rating of Grammarly's Impact on Enhancing Logical Arguments in Writing*

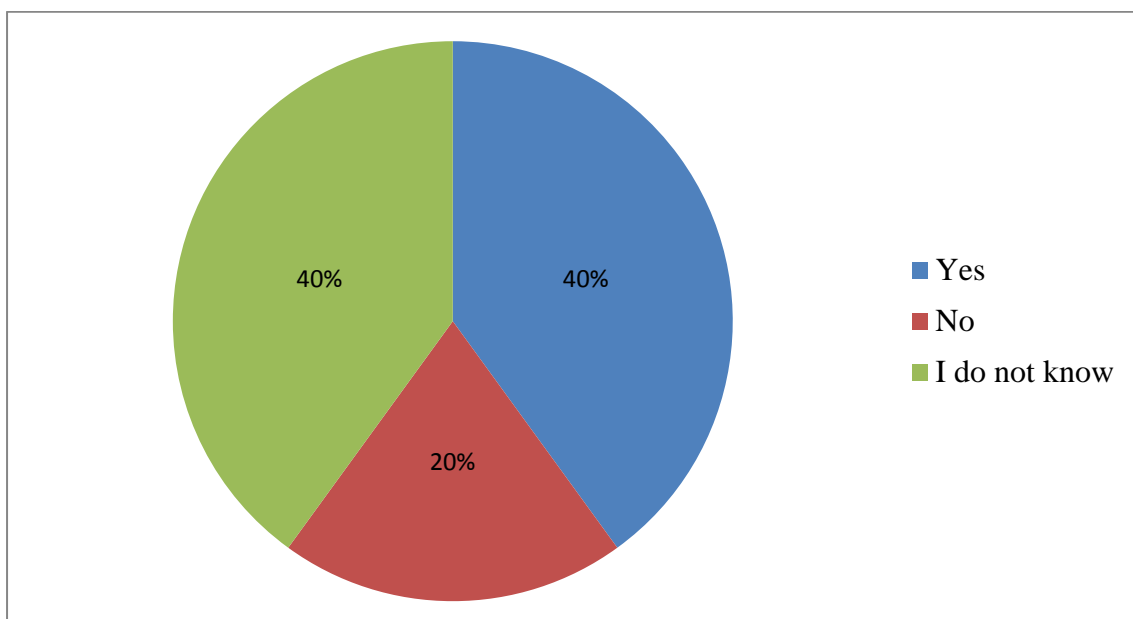


The results of this question show that 27 participants (33.75%) think that Grammarly enhances providing logical arguments when writing, 18 participants (22.5%) think that it does not and 35 participants (43.75%) do not know whether it enhances providing logical arguments or not.

**Question 04:** Do you think that the use of Grammarly leads to providing clear ideas while writing?

**Figure 23**

*Students' Rating of Grammarly's Impact on Promoting Clarity of Ideas in Writing*

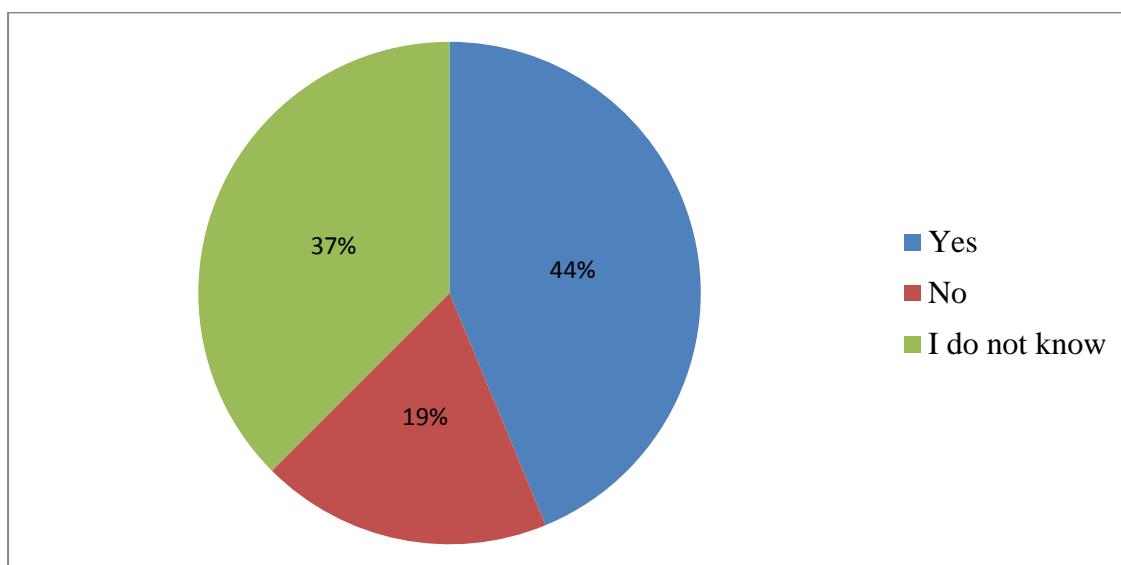


The results of this question show that 32 students (40%) think that Grammarly leads to providing clear ideas while writing, 16 students (20%) think that it does not and 32 students (40%) do not know whether it leads to providing logical arguments or it does not.

**Question 05:** Do you think that the use of Grammarly allows the writer to respect the structure (Introduction, Body and conclusion)?

**Figure 24**

*Students' Rating of Grammarly's Influence on Maintaining Writing Structure*

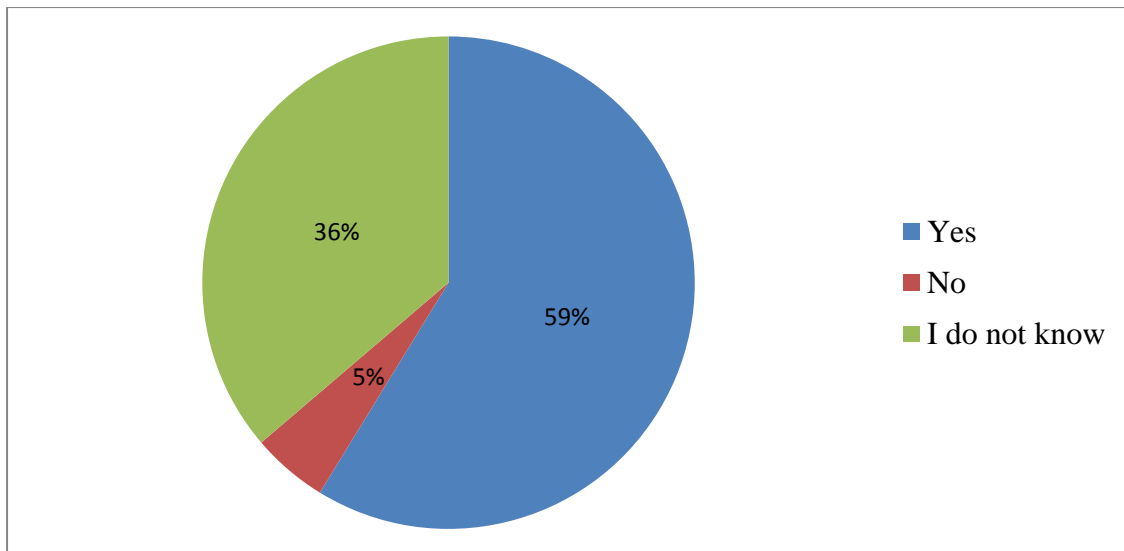


The results of this question show that 35 students (43.75%) think that the use of Grammarly allows the writer to respect the structure (Introduction, body and conclusion), 15 students (18.75%) think that it does not and 30 students (37.5%) do not know whether it allows the writer to respect the structure or not.

**Question 06:** Do you think that the use of Grammarly enhances grammatical correctness?

**Figure 25**

*Students' Rating of Grammarly's Impact on Improving Grammatical Correctness*

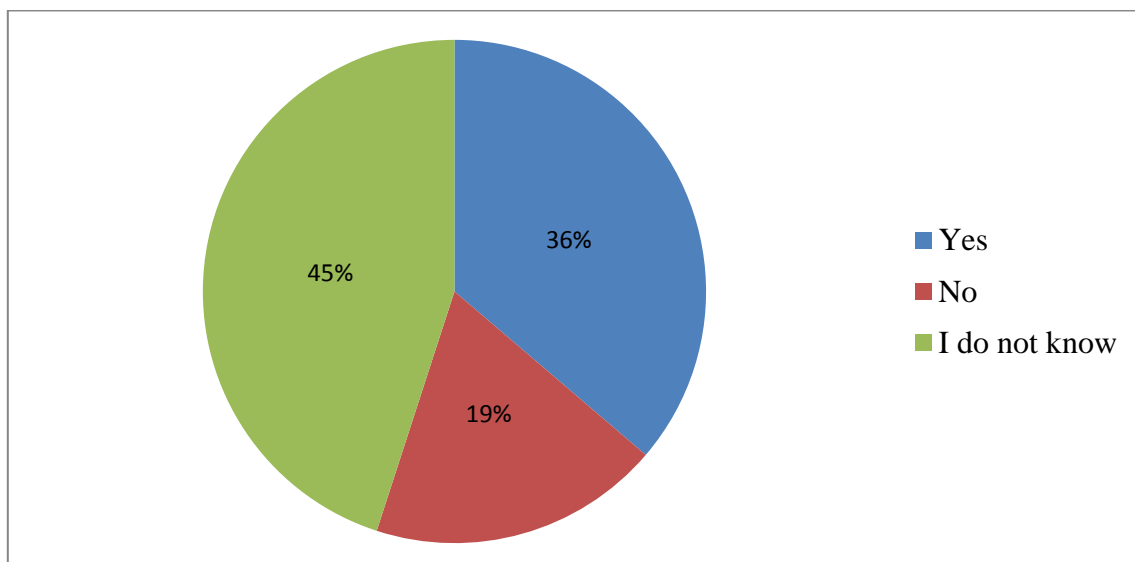


The results of this question show that the majority of the learners 47 learners (58.75%) think that the use of Grammarly Application enhances grammatical correctness, only 04 learners (05%) think that it does not and 29 learners (36.25%) do not know whether it enhances grammatical correctness or not.

**Question 07:** Do you think that the use of Grammarly allows the writer to respect Cohesion?

**Figure 26**

*Students' Rating of Grammarly's Impact on Enhancing Writing Cohesion*



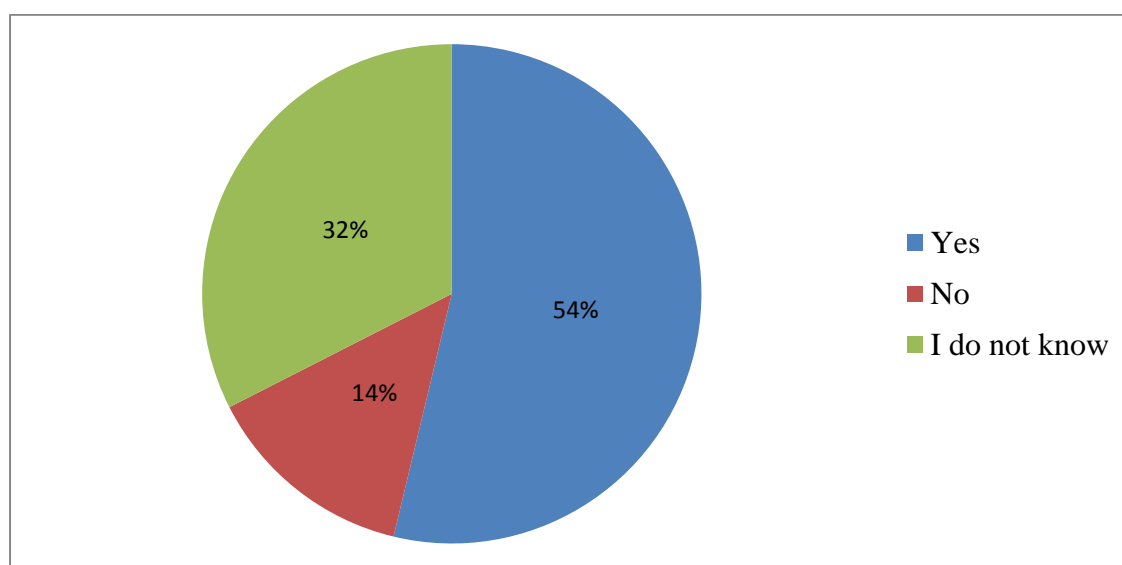
The results of this question show that 29 participants (36.25%) think that the use of Grammarly allows the writer to respect cohesion, 15 participants (18.75%) think that it does

not and 36 participants (45%) do not know whether it allows the writer to respect cohesion or not.

**Question 08:** Do you think that the use of Grammarly enhances the use of Academic discourse (Verb, adjective, adverb)?

**Figure 27**

*Students' Rating of Grammarly's Impact on Enhancing Academic Discourse*



The results of this question show that the majority of the students 43 students (53.75%) think that the use of the Grammarly Application enhances the use of the academic discourse (Verb, adjective and adverb), 11 students (13.75%) do not think it does and 26 students (32.5%) do not know whether it enhances the academic discourse or not.

## **2.2.2 Interview Results**

### **2.2.2.1 Interviewees Perception on Grammarly Effectiveness**

All the interviewees agreed that Grammarly is a useful supporting tool for academic writing. Some of them expressed that Grammarly was beneficial in improving grammar skills and helped in correcting errors while writing. Additionally, other interviewees stated that Grammarly provides feedback that enriches their vocabulary. They revealed several other

benefits of using Grammarly, such as free accessibility, automatic correction, and useful feedback.

#### **2.2.2.2 Students Free Access to Use Grammarly**

According to the interview results, only one participant used Grammarly premium, while the remaining eight used the free version. When asked about their choice, some of them explained that the price of Grammarly premium was too expensive. One of them stated:

**I started using Grammarly because I struggled with grammar and wanted to improve my writing. A friend recommended the application to me, which allows me to check my grammar and other aspects of my writing. However, I can only use the free version of Grammarly since I cannot afford the cost of the premium version as a student. Moreover, I do not have a credit card to purchase it.**

#### **2.2.2.3 Automatic Correction**

The interview results show a common agreement between the interviewees as for the usefulness of Grammarly automatic correction. One interviewee declared: "**In my opinion, one of the strengths of Grammarly is its ability to automatically correct incorrect words in my writing when I type or submit them.**". Another one added: "**I have not found any weaknesses in using Grammarly. In fact, it provides explanations for the mistakes I made in my writing, such as incorrect patterns, and corrects them while giving an explanation. This clarity in the corrections and feedback makes using the application very beneficial**".

#### **2.2.2.4 Useful Feedback**

Another advantage of using Grammarly is the useful feedback provided to the users, which helps them learn and improve their writing skills. This benefit is observed right after the automatic correction feature. According to the interviewees, Grammarly do not only check for errors but also it provides suggestions and feedback that enables learning from mistakes

and avoid making them in future writing. The clear feedback also encourages students to be more attentive while writing. One interviewer noted that she received helpful feedback while using Grammarly. For example, when the word "make" was typed in a sentence, Grammarly suggested changing it to "do" to make the sentence grammatically correct.

#### **2.2.2.5 Grammarly Weaknesses**

Although Grammarly is viewed as a helpful tool for enhancing students' academic writing skills, some participants received misleading feedback. For instance, one interviewee contended the misleading suggestions from Grammarly by stating:

**"The software sometimes suggests inappropriate words that do not fit in the context of the writing"**. The interviewee noted as well that to access to more appropriate word suggestions, one would need to purchase the premium version of Grammarly, which can be costly. Another interviewee expressed dissatisfaction with the high cost of Grammarly, which limits access to its complete features and which allows only the access to the free version that sometimes offers a misleading feedback.

### **2.3 Discussion and Interpretation of the Results**

The obtained results from both research tools; the questionnaire and interview allow us to discuss and interpret the findings of the result.

Firstly and as personal information about the participants are concerned, it can be stated that the dominant gender in this case study is female one as it represents (74%). This is may be due to the fact of the lower number of males at the department of English at Mila University Center compared to female number.

Secondly and concerning practicing writing rubric results, it can be noted that the majority of the participants (89%) find difficulties while writing any type of documents. This indicates that the writing skill should be improved and urgent solutions should be found to help students overcome those difficulties. Grammarly Application can be suggested among



the solutions that aid students to improve their writing difficulties. It is worth mentioning that among the other difficulties the participants find when practicing writing, the results revealed the noisy environment, the low level of grammatical mastery and the mother language interference.

Thirdly, as for Academic Writing rubric results are concerned, the participants seem to be aware of academic writing features and their reply indicates their commitment to respect those features and characteristics of academic writing such as content matching with the topic, providing logical arguments, clarity of ideas, respecting the structure (Introduction, Body and Conclusion), cohesion and the use of academic discourse (verb, adjective, adverb). This awareness of respecting academic writing features needs to be enhanced by enabling students using applications and software that serve this purpose such as Grammarly.

Fourthly and as for the students' awareness about the use of Computer Assisted Language (CALL) Learning tools mainly Grammarly Application, it can be concluded from the findings that a proportion of the participants do not use those CALL tools and they are not even aware about their helpfulness. This means that the use of CALL tools cannot be considered as famous among the participants of this study in spite of the existence of a big proportion who uses those tools and who is aware about their usefulness. However it is noticed that Google is highly used in the process of writing compared to other tools such as Grammarly where 42.5% of the participants denied knowing it and where only 31.25% chose the Grammarly Application as a tool to help them in their writing process. This indicates that more work and time are needed to raise the awareness of students about the usefulness of CALL tools in general and about the usefulness of Grammarly Application specifically in enhancing their writing skill.

Finally, it can be noticed from the interview findings as for the use Grammarly Application that those participants who know and use this last one are highly aware of the its benefits mainly in:

- Improving grammar skills
- Correcting errors while writing
- Provides feedback
- Enriching their vocabulary.
- Free accessibility
- Automatic correction

However these benefits are not all offered freely by Grammarly Free Access, they are rather offered by Grammarly Premium which is costly according to the declarations of interviewees. Furthermore, it is noticed from the interview findings that Grammarly free version sometimes offers a misleading feedback. This means that students who use CALL tools and Grammarly specifically should not accept blindly those automatic corrections and feedbacks without rethinking their appropriateness with their writing contexts. It is henceforth worth concluding that CALL tools can be considered of a paramount usefulness in writing in general and in academic writing specifically however they need to be used in accordance with the human logical thinking.

## **2.4 Conclusions of the Study**

According to the findings, it can be concluded that the methodology used in conducting this research led to achieve the aim of the study which is investigating the importance of Grammarly in developing the academic writing of 3<sup>rd</sup> year students of Mila University Center.

Furthermore, it can be stated that the research questions have been answered through the findings obtained from both questionnaire and interview results. In fact and as for

research question one which is: Do 3<sup>rd</sup> year students of English of Mila University center perceive the effectiveness of using Grammarly Application on enhancing their academic writing?

The results highlight the existence of different proportions of different levels of perception of the effectiveness of Grammarly Application on enhancing students' academic writing.

As for research question two which is: Is this research population aware of the importance of Grammarly Application in developing their academic writing skill?

It can be declared that while taking part in this study, those students who are not aware of the existence of Grammarly Application and its usefulness in enhancing their academic writing skill, will be motivated to try and use it and with time they will be familiar with it. With time as well they will develop eagerness and motivation to use computer assisted language learning tools because during this investigation they have been asked various questions about the use and benefits of CALL tools in general and Grammarly Application specifically.

## **2.5 Limitations of the Study**

While conducting this study, the researchers have faced some difficulties that may have affected achieving better results compared to the obtained ones. In fact and due to time constraints, opting for an experiment as a second research tool along with a questionnaire, has been replaced by an interview. The experiment in this case study would lead to achieving more reliable results compared to the interview. Furthermore, internet interruption made it difficult to interact quickly and in time with our supervisor.

## **2.6 Recommendations**

The current dissertation deals with the effectiveness of the Grammarly Application on third year English students at Mila University Center and whether the same sample are aware of the use of this Application or not, that is why the researchers would like to give some recommendations:

- For students, they can use the application for helping them in correction their writing. Students can use both free Grammarly and premium. Researchers suggest students would use the Grammarly premium which has more complex features.

- For lectures, researchers expect that the findings will be a good option for lecture to choose Grammarly as a supporting tool in checking students' assignments, tasks and works.

- For the next researcher, this study is limited on the sixth semester on the learners of the Department of English at Mila University Center. Researchers suggest that the future researcher could investigate more widely to find another perception and aspect about Grammarly software.

- The future studies about Grammarly Application use should be investigated through using an experiment as a research tool in order to obtain more concrete and reliable results.

## **Conclusion**

Therefore this section has dealt with the findings of the study where the different results have been discussed to conclude that the research questions have been answered. This section has also dealt with the limitations of the study where the researchers have mentioned the different difficulties they encountered while conducting this study.

## **General Conclusion**

As a general conclusion to this research, it can be stated that this dissertation has dealt with the effectiveness of using Grammarly Application on enhancing the academic writing skill of 3<sup>rd</sup> year students of English at Mila University Center. It has dealt as well with measuring the awareness of the target population about the usefulness of Grammarly Application.

The researchers have organized this dissertation in two main chapters. The first chapter dedicated to theoretical background and divided into two (02) sections; the first one has dealt with Academic Writing and the second one has dealt with Grammarly Application. The second chapter dedicated to the practical part of the study has consisted of (02) sections; the first one dedicated to the methodology and description research tools. The second one has dealt with the results, discussions and conclusions of the study.

The study's main findings have revealed that an important proportion of this research population (64%) practice more writing at the classroom and not at home. The results have also highlighted that this research population have difficulties in academic writing such as lack of vocabulary, low level of grammatical mastery and mother language interference. Concerning the use of Computer Assisted Language Learning (CALL) tools in writing, the majority of the learners (71.25%) declared that using (CALL) in the process of writing is useful. The findings have revealed that the students who have used Grammarly Application were satisfied and agreed that Grammarly is a useful supporting tool for Academic Writing since it helps them in improving their grammatical skills, in correcting their errors while writing and provides feedback and enriches their vocabulary.

Consequently, the findings of this study confirm that this research population is aware of the usefulness of Grammarly Application and its effectiveness on enhancing the academic

writing skill. However this confirmation should not stop the researchers from further investigating student's use of Computer Assisted Language Learning tools especially Grammarly Application to cover other aspects that this study has not covered. As future research perspectives, it is recommended that future studies about Grammarly Application use should be investigated through using an experiment as a research tool in order to obtain more concrete and reliable results.

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- Noisy environment
- Lack of vocabulary
- Low level of grammatical mastery
- Mother language interference
- Other: please cite.....

**Section3: Academic Writing**

1- What is your level of academic writing proficiency?

Very High                  High                  Medium                  Low                  Very Low

2- Does your academic writing obey the following standards?

- |  |     |    |
|--|-----|----|
| a- Content matching with to the topic              | yes | no |
| b- Providing logical arguments                     | yes | no |
| c- Clarity of ideas                                | yes | no |
| d- Structure: introduction, body and conclusion    | yes | no |
| e- Grammatical correctness                         | yes | no |
| f- Cohesion  | yes | no |
| g- Academic discourse (verbs, adjectives, adverbs) | yes | no |

**Section4: Use of Computer Assisted Language Learning (CALL) in writing**

1- Do you think that using Computer assisted learning language (CALL) in the process of writing is a good idea?

Yes                                  No                                  I do not know

2- Do you use CALL during your writing process?

Yes

No

3- What kind of programs/ applications do you use while practicing writing?

-Google

-Grammarly

-iBooks

Other: .....

**Section 5: Use of Grammarly Application in writing**

1- Are you familiar with Grammarly Application?

-Yes

-No

2- Do you use other writing applications?

-Yes

-No

\* If yes, give name/s of application/s:

.....

3- Among these applications which one/s you usually use while writing?

-Microsoft Word

-Twords

-Evernote

-Google Docs

-Grammarly application

4- When do you use Grammarly application?

-Writing E-mails

- Writing messages

- Writing Essays

- Writing Home works

5- How often do you use Grammarly Application?

-Always

-Sometimes

-Rarely

-Never

### **Section 6: Participants Awareness about Grammarly Use and Advantages in writing**

1- Do you think that the Grammarly Application is helpful in improving the writing skill?

Yes

No

I do not know

2- Do you think that the Grammarly Application increases your confidence while writing?

Yes

No

I do not know

3- Do you think that Grammarly enhances providing logical arguments when writing?



Yes	No	I do not know
-----	----	---------------

4- Do think that the use of Grammarly leads to providing clear ideas while writing?

Yes	No	I do not know
-----	----	---------------

5- Do think that the use of Grammarly allows the writer to respect the structure (introduction, body and conclusion)?

Yes	No	I do not know
-----	----	---------------

6- Do think that the use of Grammarly enhances grammatical correctness?

Yes	No	I do not know
-----	----	---------------

7- Do think that the use of Grammarly allows the writer to respect Cohesion?

Yes	No	I do not know
-----	----	---------------

8- Do think the use of Grammarly enhances the use of Academic discourse (verbs, adjective, adv)

Yes	No	I do not know
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***THANK YOU***

## **Appendix B**

### **Student's Interview**

- 1- How do you typically improve your English writing skills?
- 2- Have you used the Grammarly app to check your writing?
- 3- For how long have you been using the Grammarly app?
- 4- What are your thoughts on using the Grammarly app?
- 5- How effective is Grammarly in helping you improve your writing?
- 6- In your opinion, is the Grammarly app practical and efficient for you?
- 7- What are the strengths and weaknesses of the Grammarly app, in your experience?
- 8- Which areas of writing (such as spelling, punctuation, and grammatical structure) have you improved upon after using Grammarly?
- 9- Do you believe that Grammarly has helped you achieve complexity, objectivity and formality in academic writing?
- 10- Can the Grammarly app help check for hedging, explicitness, and coherence in writing?

## Résumé

L'écriture est une compétence centrale qui joue un rôle important dans l'apprentissage et l'enseignement des langues. C'est l'une des compétences les plus importantes que les étudiants devraient maîtriser. C'est pourquoi cette étude met principalement l'accent sur l'évaluation du niveau de compétence des apprenants en écriture académique et se concentre sur les difficultés auxquelles les apprenants sont confrontés lors de l'écriture. Le but de cette étude est d'examiner l'importance de l'application Grammarly dans le développement des différents aspects de l'écriture académique. Elle vise également à déterminer la conscience des étudiants en troisième année d'anglais quant à l'importance de l'utilisation de tels programmes dans leur écriture académique. Afin de répondre aux questions de recherche de cette étude, qui visent à déterminer si les étudiants en troisième année d'anglais sont conscients de l'utilisation de l'application Grammarly ou non, et si elle a des effets positifs ou négatifs sur l'amélioration des compétences en écriture de la même échantillon. Deux outils principaux sont utilisés dans cette étude (un questionnaire et une entrevue). Le premier outil est un questionnaire adressé à quatre-vingts (80) étudiants de MUC, et le second est une entrevue adressée à dix (10) apprenants du même échantillon. Les résultats indiquent qu'il y a une prise de conscience acceptable de l'application Grammarly parmi les apprenants. Ils montrent également que la majorité des apprenants qui ont répondu aux questions de l'entrevue sont satisfaits de l'utilisation de l'application Grammarly en raison de ses excellents commentaires qu'elle donne à ses utilisateurs.

**Mots clés :** Ecriture académique , application Grammarly , conscience , efficacité, étudiants de troisième année d'anglais au centre universitaire de Mila.

## ملخص

الكتابة هي مهارة أساسية تلعب دورًا مهمًا في تعلم وتدريس اللغة. إنها واحدة من أهم المهارات التي يجب أن يتقنها الطلاب. هذا هو السبب في أن هذه الدراسة تلقي الضوء بشكل أساسي على التحقق من مستوى المتعلم في الكتابة الأكاديمية وتركز على الصعوبات التي يواجهها المتعلمون أثناء الكتابة. الهدف من هذه الدراسة هو التحقق من أهمية التطبيق النحوي Grammarly في تطوير الجوانب المختلفة للكتابة الأكاديمية. كما يهدف إلى معرفة وعي طلاب السنة الثالثة في اللغة الإنجليزية بأهمية استخدام مثل هذه البرامج في كتابتهم الأكاديمية. للإجابة على أسئلة البحث في هذه الدراسة وهي ما إذا كان طلاب السنة الثالثة من اللغة الإنجليزية على دراية باستخدام تطبيق Grammarly أم لا ، وما إذا كان له آثار إيجابية أو سلبية على تحسين مهارة الكتابة لدى نفس العينة. تم اختيار أداتين رئيسيتين في هذه الدراسة (استبيان ومقابلة) الأداة الأولى هي استبيان موجه لثمانين (80) طالبًا في المركز الجامعي ميله، والأداة الثانية هي مقابلة موجهة لعشرة (10) متعلمين من نفس العينة. تشير النتائج إلى وجود وعي مقبول لتطبيق Grammarly بين المتعلمين. كما تشير النتائج أيضًا إلى أن هذه الفئة من الباحثين راضية عن استخدام تطبيق Grammarly بسبب التعليقات التي يقدمها للمستخدمين لتصحيح أخطائهم وإثراء مفرداتهم وقواعدهم اللغوية.

**الكلمات المفتاحية:** الكتابة الأكاديمية ، تطبيق Grammarly ، الوعي ، الفعالية ، طلاب السنة الثالثة تخصص لغة انجليزية بالمركز الجامعي ميله.