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DEDICATIONI

Above all, I would like to thank Allah the Almighty for giving me the strength and patience to complete this work.

I dedicate this work to the greatest treasure I am blessed to call my family.

To my dear parents, Nacira and Ammar, thank you for your unconditional love, care, and support that have shaped me into who I am today.

To my beloved sisters, Nada and Ilhem, and my brothers, Mehdi and Nedjmi, our unbreakable bond serves as a source of comfort and inspiration, reminding me that I am never alone on this journey.

To my cherished friends, may we always remain united by love, laughter, and shared experiences!

Together, you all have played an invaluable role in shaping MARWA, and it is with profound gratitude that I dedicate this work to each and every one of you.

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In the Name of Allah, the Most Gracious, the Most Merciful.

The dreams I planted finally blossomed.

With tears of gratitude and an abundance of love, I dedicate this work to
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ABSTRACT

In the 21st century era, the use of automated writing evaluation programs is becoming increasingly popular due to recent technological advancements. Among them, Grammarly stands out as one of the most popular computer programs that students tend to frequently use during the writing process. Therefore, the current research attempts to investigate the effectiveness of using Grammarly software in the writing process, and to unveil EFL teachers' attitudes towards the matter at hand. Hence, it has been hypothesized that the use of Grammarly software to correct writing mistakes would have either a positive or a negative impact on the quality of EFL students' academic writing. In order to achieve the research objectives and test the research hypotheses, a mixed method has been adopted by incorporating both qualitative and quantitative data-gathering tools. In essence, a collection of one-hundred and three (103) final versions of written essays of third-year students of English has been collected and analyzed by Grammarly. In addition, a written essay has been randomly chosen and rewritten with the assistance of the software. Furthermore, a survey questionnaire has been distributed to thirty-seven (37) teachers of English at the Department of Letters and English Language at the University of 08 Mai 1945 Guelma in order to figure out their perceptions regarding the effectiveness of Grammarly in the writing process. Consequently, the findings revealed that when Grammarly is used to check final products, it yields favourable outcomes in correcting surface-level errors, while it exhibits limitations in addressing deeper-level writing errors such as content and organization; however, it can work better if it is used synchronously while composing due to the cyclical nature of the writing activity. Therefore, some practical recommendations were proposed to optimize the utilization of Grammarly software in the process of teaching and learning.

Keywords: Automated writing evaluation programs; Grammarly; Academic writing

LIST OF ABBREVIATIONS AND ACRONYMS

AWE: Automated Writing Evaluation

CEO: Chief Executive Officer

EFL: English as a Foreign Language

ETC: et cetera

ETS: Educational Testing Service e-rater

ESL: English as a Second Language

ICT: Information and Communication Technology

IEA: Intelligent Essay Assessor

IM: Instant Messaging

L2: Second Language

LSA: Latent Semantic Analysis

PEG: Project Essay Grade

USA: United States of America

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Introduction

Academic writing plays a major role in mastering and learning a foreign language. At the higher education level, academic writing requires a formal style, quality, and tone in both its structure and content. Thus, the majority of EFL students consider it a complex skill to master since it requires higher-order thinking abilities. Long before, students used to rely on pen and paper during the writing process. However, with the development of technology, the majority of learners turned to another alternative way of writing, which is digital writing. The latter is based on the implementation of computers and software programs in writing environments, that is to say, screen-based texts. Accordingly, when used appropriately, digital writing can influence and affect students' competencies, especially those that are related to writing skills.

Since technology is rapidly evolving and advancing, several computer programs have been developed to assist learners in improving their language proficiency. Moreover, these programs have introduced a new outlook to the evaluation of writing by using artificial intelligence to automatically analyze and evaluate any piece of writing that is submitted to them. In addition, students, particularly those learning English as a foreign language, are often exposed to different writing tasks during the learning process. Therefore, before submitting any written assignment, a detailed evaluation is performed to ensure that the work is error-free. Nowadays, various automated writing evaluation (AWE) programs have spread throughout the educational circle. Hence, students have increasingly turned to these tools in order to successfully manage to complete their writing tasks. In this regard, Grammarly, as one of the developed AWE programs of the 21st century, has gained substantial popularity among language students who have been relying on it in the completion of their academic assignments. As a result, the effectiveness of this software has been a topic of some debate among both researchers and teachers ever since.

1. Statement of the Problem

Throughout the learning and teaching process, students are in constant charge of producing lengthy, organized, and well-structured pieces of writing ranging from paragraphs, essays, and research papers in order to achieve considerable academic accomplishments. Since EFL learners are considered to be foreigners towards the language; they are in return expected to face difficulties and errors when using it. To overcome such complexities and for the aim of producing a coherent written text, the majority of learners tend to depend on the use of AWE programs such as Grammarly to assist them in the completion of their writing tasks and assignments. Originally, Grammarly was introduced to reduce the heavy burden on teachers and assist students in submitting academically accepted papers. However, learners lack awareness of how to effectively utilize such program; instead, they rely on it without properly understanding its efficiencies and deficiencies. Consequently, this hinders their ability to use it appropriately and leads to the submission of texts full of writing mistakes, which requires teachers to spend excessive time correcting students' writing. Accordingly, this study aims to explore the advantages and disadvantages of Grammarly software and investigate teachers' perceptions regarding its utility in the field of foreign language writing.

2. Aims of the Study

The current study aims at investigating the effectiveness of using Grammarly software in the process of academic writing. Hence, it tries to explore different aspects of academic writing that can be checked by Grammarly, and the way it influences students' written products. In addition, it seeks to uncover the areas where this program falls short. Besides, it desires to examine the EFL teachers' views and opinions about the effectiveness of using this tool in the academic writing process.

3. Research Questions

The current research addresses the following key questions:

1. Does Grammarly have a positive or negative impact on students' academic writing?
2. What are the strengths and weaknesses of Grammarly software?
3. What are EFL teachers' perceptions towards the effectiveness of using Grammarly software in assisting EFL students in their academic writing process?

4. Research Hypotheses

It is hypothesized that:

H0: If students use Grammarly to correct their writing mistakes, this would not affect the quality of their academic written texts.

H1: If students use Grammarly to correct their writing mistakes, this would have a positive impact on the quality of their academic written texts.

H2: If students use Grammarly to correct their writing mistakes, this would have a negative impact on the quality of their academic written texts.

5. Research Methodology and Design

5.1. Research Method

In order to examine the aforementioned hypothesis, the current study followed a mixed method that consists of both qualitative and quantitative approaches. On the one hand, it examined the efficacy of using Grammarly software in the writing process and determined the degree of its effectiveness in highlighting different kinds of mistakes through a corpus-based study. The latter helped in testing the hypothesis through analyzing final versions of EFL students' written essays after using Grammarly software. Additionally, since the final versions were not written in the meantime that the software was being used, researchers decided to go through the process of synchronously rewriting one of the essays using Grammarly and then analyzed both versions. On the other hand, a quantitative method has

been implemented with teachers of English at the Department of English, University 08 Mai 1945-Guelma for the purpose of gathering data regarding their opinions about the effectiveness of using Grammarly software in helping students in the process of writing academic papers.

5.2. Population and Sampling

The current research sample was purposefully chosen randomly; it comprises two types of population; students and teachers. The first population consists of third-year students of English at the Department of English, University 08 Mai 1945-Guelma. The reason behind selecting this sample is that although third-year students have undergone a considerable English learning career; they still face a lot of difficulties when it comes to completing their writing assignments. Furthermore, the availability of data influenced this decision as it is not possible to obtain the written corpus independently. Additionally, the second population targets all teachers of English in the same department because they are always involved in the process of giving feedback on students' writing; hence, their expertise would enable them to provide valuable and insightful responses.

5.3. Data Gathering Tools

In this research, two major data collection tools were involved. On the one hand, following the sampling table, a corpus that comprises a collection of one hundred and three (103) third-year students' written essays has been collected from a total of one hundred and thirty-nine (139) written samples. The aim of selecting this research tool is to analyze both students' final versions of written texts by using Grammarly, and another randomly selected essay from the same collection when written without and with the assistance of Grammarly. Additionally, a survey questionnaire has been conducted with thirty-seven (37) teachers of English at Guelma University in order to gather data concerning their perceptions about the

effectiveness of using Grammarly software in assisting EFL students in their academic writing process.

6. Structure of the Dissertation

This research is divided into four chapters; two theoretical and two practical. The former is dedicated to the literature review of the two variables, while the latter is completely analytical.

The first chapter focuses on the process of academic writing. It begins by defining academic writing and discussing its purposes, principles, and conventions. It then delves into the various stages of the academic writing process, including pre-writing, drafting, revising, editing, and publishing. Additionally, the chapter explores the essential elements of effective writing and addresses common problems and challenges encountered in academic writing. Finally, it examines the emergence of a new mode of writing which is digital writing, along with its definitions, characteristics, and different types.

The second chapter explores the concept of feedback in EFL classes. It begins by defining feedback and discussing its two modes. Then, it specifically focuses on the forms of written corrective feedback and examines the advantages and disadvantages of traditional teacher feedback. Additionally, the chapter explores a new form of corrective feedback known as automated feedback. Thus, it delves into the concept of AWE programs and discusses various popular programs. After that, the chapter narrows its focus to Grammarly software, discussing its origins, definitions, and different types. Finally, it concludes by addressing the advantages and disadvantages associated with these automated programs.

The third and fourth chapters focus on the practical fraction of the study, where the followed methodology, procedures, participants, and results are presented. These chapters specifically analyze the selected corpus and the teachers' questionnaire. Therefore, the third chapter presents the findings of the corpus analysis of third-year EFL students' written essays,

with explanations that help in answering the research questions. Whereas, the fourth chapter presents the data that was gathered from the administered questionnaire, which explores teachers' perceptions concerning the effectiveness of using this software in assisting EFL students in their academic writing process. Eventually, the dissertation concludes with a brief compilation of pedagogical implications and recommendations for further future research as well as study limitations.

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Introduction

In higher education settings, writing is considered as one of the most important skills that EFL students should master. Hence, students are constantly asked to compose a well-structured piece of writing which requires following a specific process. In recent years, with the massive technological advancement, there has been an increasing dependency on the use of electronic devices which resulted in a shift from traditional paper and pen writing to a new mode of writing, which is digital writing. Therefore, numerous studies have been conducted to examine its effectiveness in educational settings. In light of the previously presented ideas, this chapter deals with a general overview about academic writing, such as its definition, characteristics, process, elements, and the challenges that face students while writing for academic purposes. Thereafter, it shifts to tackle digital writing as the new mode of writing; it attempts to cover its definition and main characteristics. Finally, the chapter ends by introducing the most popular types of digital writing, such as blogs, instant messaging, and e-mails.

1.1. The Process of Academic Writing

In the field of education, mastering academic writing is crucial for students who are constantly required to complete different writing tasks inside or outside classroom settings. Therefore, learners aspire to develop their academic writing skills in order to achieve academic development. As explained by Hogue (2007), at the university level, the type of writing university students are expected to master is academic writing for its formality and analytical nature, this type of writing demands specific abilities including correct grammar, good presentation of ideas, following clear word order choice, and appropriate punctuation marks. According to him, writing for academic purposes entails writing for your classmates and instructors (p. 2). Furthermore, Whitaker (2009) reported that while writing for academic and educational occasions, “Your instructors may have different names for academic writing

assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper), but all of these assignments have the same goal and principles” (p. 2). In other words, while there are various forms of academic writing, they all share the same aim, which is to effectively communicate a message to the reader.

Moreover, academic writing encompasses several distinct purposes that serve specific objectives within scholarly settings. Bailey (2015) claimed that academic writing has several purposes; among them is to present the findings of the writer's research, answer a question that has been raised or observed, discuss a topic that concerns the common good of the public, and present the writer's point of view. (p. 3). Furthermore, according to Whitaker (2009), the purpose of academic writing is to demonstrate mastery of the subject matter as well as convince and inform; hence, students should have the ability to evaluate and analyze information critically as this will help them succeed in their studies (p. 2). Thus, academic writing urges students to embrace critical evaluation and analysis as they are key to the mastery of the topic and; ultimately, the improvement of their academic performance.

In addition, when writing academically, it is crucial for writers to adhere to specific sets of principles that ensure clarity, precision, and coherence. Bailey (2015) asserted that there are certain conventions that academic writers must adhere to when writing academic papers, if a student fails to conform to these norms, he may have a difficult time explaining the content to the teacher and; accordingly, the latter will have problems evaluating the work (xv). Hence, scholars have discussed the different writing conventions that should be respected and followed. Moreover, Bowker (2007) asserted that it is essential to employ appropriate grammatical and punctuation standards to guarantee lucidity for the reader, who may lack familiarity with the subject matter (p. 3). In short, mastering academic writing necessitates the mastery of the different writing conventions and rules which serve as the basis of effective communication in various writing contexts.

1.2. The Stages of the Writing Process

The process of academic writing consists of different stages that students need to be aware of in order to produce high-quality work in a short period of time, reflect on their writing, and recognize their strengths and weaknesses. According to Hatcher and Goddard (2005), not all writers write in the same way and effective writers are those who follow a process that can guide them from the early stages till the composition of the final version of their written work (p. 11). Likewise, Seow (2002) believed that the use of the writing process by teachers as an instructional method will offer students scheduled learning opportunities that will guide and assist them in comprehending the nature of writing at each stage (p. 316).

Additionally, it is important to note that some scholars have emphasized that the process of writing is not a systematic one but rather a cyclic one. In this regard, Hyland (2003) argued that the stages of the writing process do not strictly follow a linear progression; instead, they embody a cyclical and dynamic pattern, allowing for synchronous engagement, which implies that writers employ a back-and-forth strategy at any given moment (p. 11). He went further in his argumentation claiming that an essential part of writing is being able to effectively and efficiently use these strategies to achieve one's writing goals since writing is inherently "goal-driven" (p. 27). Reinforcing the previous, Tompkins and McKenzie (1987) stated that "the process is cyclical rather than linear, involving recursive cycles through the phases." (p. 1). In other words, the writing process is an ongoing process that encompasses different phases that are interconnected, and each phase is revisited and adjusted whenever necessary.

Consequently, an effective writing process involves five stages that should be taken into account when embarking on a writing project; these stages include prewriting, composing/drafting, revising/reviewing, editing, and publishing the final version.

1.2.1. Pre-writing

The pre-writing stage is a vital part of the writing process as it enables students to generate creative ideas, gather information, and develop a meaningful understanding of the writing task. As delineated by Tompkins and McKenzie (1987), “it is as crucial to writers as a warm-up is to athletes” (p. 1). In detailed words, without a proper warm-up, athletes can injure themselves or fail to perform their exercises; similarly, without prewriting, student writers will not have the correct basis to get their thoughts in order and can struggle to express their ideas clearly. Furthermore, Rohman (1965) considered pre-writing as the “stage which concerns itself with discovery” (p. 107). This means that before writing, the writer is required to explore and uncover ideas, perspectives, and insights. Sharing the same view, Irvin (2010) claimed that in the process of interpreting and evaluating the subject represented, students should be able to seek out topics that are worth investigating and exploring. Furthermore, he believed that in order to provide the necessary links, they must search for confusing points, gaps, limitations, or recommendations (p. 13). Hence, this stage enables writers to formulate questions for the purpose of filling the set-up gaps.

Additionally, during the pre-writing stage, a variety of activities can occur. Barton (1998) clarified that before writing, different activities can take place where students engage in actions like searching, brainstorming, planning, and discussing (p. 1). In a nutshell, a general description for the term “Brainstorming” was provided by Whitaker (2009) as the activity that “will help you see what you already know, what you think, what you think you know, and what else you need to find out about your topic” (p. 6). In other words, this latter can help students plan their ideas and structure their papers. Sharing the same perspective, Seow (2002) emphasized four classroom activities that can help learners write effectively; such as clustering, rapid free writing, brainstorming, and asking questions to seek more ideas (p. 316). Accordingly, such activities involve writing down words and ideas related to a

specific topic spontaneously without considering the writing conventions. To sum up, the pre-writing stage involves different activities that help writers generate and organize their ideas effectively.

1.2.2. Composing / Drafting

One of the most challenging tasks to do when writing is creating the first drafts. However, by engaging in proper planning and preparation, the process can become remarkably easy and manageable. Hogue (2007) stated that “This first writing is called the first draft or the rough draft.” (p. 30). In simpler words, it is an incomplete piece of writing that is usually messy and not well-organized. In line with this, Oshima and Hogue (2007) affirmed that, as part of their writing, the students use an outline as a model to follow when composing a first draft of their paper. From their perspective, the student author is expected to make several mistakes since he or she does not pay much attention to grammar, spelling, or punctuation; however, as the writing progresses, adjustments would be made to improve the quality of the first draft (p. 18).

Nevertheless, the key, according to Whitaker (2009), is “to be prepared before you start”; in other words, before starting to compose, learners should acknowledge the importance of having a clear understanding of the purpose and the plan, and having done a sufficient investigation regarding the topic (p. 13). In the same vein, Hatcher and Goddard (2005) stressed that writers should have a clear understanding of the audience and the purpose of writing in order to compose a high-quality piece of writing as well as their purpose for writing that will enable them to compose a high-quality piece of writing (p. 12). In conclusion, it is essential to take the time to carefully create a well-crafted first draft, as it sets the foundation for the final written text and assists in ensuring that the produced piece of writing is overall well-developed.

1.2.3. Reviewing / Revising

In the third stage, it is important to ensure not only that language errors are reviewed, but also that the overall content and organization of ideas are strengthened so that the message is effective and coherent. Hatcher and Goddard (2005) stated that this step “involves big changes only, don’t worry about spelling, punctuation, or niceties of word choice” (p. 16). More precisely, the revision phase is focused on the structure and content of the written work; therefore, it is not about paying attention to the small details like spelling, punctuation, and word choice, as that can come later in the editing phase. Further, Tompkins and McKenzie (1987) claimed that when learners complete their rough drafts, they frequently stop at the revision phase and “break the writing process cycle”; however, competent student writers acknowledge the importance of asking readers for feedback on their compositions and reconsider their ideas accordingly. They went further in their argumentation, stating that the writer needs to ensure that their readers' needs are met by making the necessary adjustments. (p. 4).

From a wider perspective, Irvin (2010) shed light on the significance of the revision phase stating that “polished writing takes lots of revision” (p. 5). In other terms, high-quality compositions demand multiple rounds of editing, double-checking, and revising to ensure that the expressed ideas are coherent and well-organized. Following this line of inquiry, when it comes to the revising phase, Whitaker (2009, p. 17) stressed the importance of starting to review the written work no less than a week earlier than submitting the paper in order to improve its quality. Accordingly, by adhering to such practice, the writer will thereby ensure that the paper satisfies the necessary standards of writing.

1.2.4. Editing

Unlike the revising stage, the editing stage is concerned more with details, and the focus is on checking the finer points of the written work for correctness, clarity, and accuracy.

In this respect, Hogue (2007) asserted that once students identify the main idea, they need to ensure that their writing supports and explains it, and eliminate any unnecessary details that are irrelevant (p. 29). According to him, the writer needs to first check the element of clarity and ask the following question: does my work convey the desired meaning? In the second phase, the writer should consider the structure and form of the essay (p. 30). Reinforcing the previously mentioned ideas, Hatcher and Goddard (2005) introduced a more detailed explanation claiming that during this phase, the writer is expected to pay attention to structure, spelling, organization, syntax, and punctuation marks; for that reason, he will be adjusting, fixing, altering and messing around with details (p. 17).

As a matter of preference, Whitaker (2009) claimed that the goal of editing is to help students improve their writing, in the sense that they will be able to make it more accurate, reliable, and understandable for the reader. From his perspective, the student needs to check each line to ensure that it serves a purpose and makes sense (p. 18). Sharing the same view, Hatcher and Goddard (2005) argued that during this stage, students should submit their written text so that it can be judged or seek constructive criticism in order to come up with an excellent edited version of their written work (p. 17). In short, to ensure that the produced written text is of high quality, it is essential to go through the editing stage. Hence, the writer is required to pay careful attention to the details in order to recognize, with a critical eye, the different writing errors that could be committed both consciously and unconsciously and make changes whenever necessary.

1.2.5. Publishing (final version)

Finally, the publishing phase represents the final stage of the writing process, in which the writer finally gets to distribute and share the final product with the target audience. A general explanation for the term was provided by Hogue (2007) who claimed that in the final stage of the writing process, the writer is expected to forge a well-organized final version of

the required document in order to submit it to the instructor (p. 30). Following this line of inquiry, Barton (1998) stated that “depending on the type of text being written this can take quite some time; publishing requires skills that are outside the remit of writing the actual text” (p. 2). That is to say, there are different skills involved in the stage of publishing by which students are able to make sure the text is properly formatted, any images and multimedia content are included, and that it meets the requirements of the publishing platform.

Altogether, it can be concluded that the writing process consists of different stages, namely planning, drafting, revising, editing, and publishing. In addition, this process includes a variety of activities such as brainstorming, organizing ideas, and developing critical thinking skills. Ultimately, it is vital to go through the aforementioned steps in order to produce a well-organized piece of writing.

1.3. Elements of Effective Writing

Writing a successful piece of writing requires adherence to specific rules and conventions. Therefore, composing a well-structured and accurate text necessitates that the writer pays attention to all of the factors that play a part in the process of crafting. As such, academic writing can be broken down into these primary components, which are grammar, spelling, punctuation, organization, clarity, coherence, cohesion, and word choice.

1.3.1. Grammar, Spelling, and Punctuation

In academic writing, the correct application of grammar, spelling, and punctuation is crucial, as these linguistic elements not only enhance the overall quality of the work but also contribute to its credibility. On one hand, correct grammar usage is essential when writing since it guarantees effective communication and improves the overall impact of the written text. According to Batstone (1994), the absence of grammar would lead to a disorganized mode of expression, where numerous terms exist without the necessary rules for their

appropriate arrangement and adjustment. Moreover, he asserted that grammar plays a crucial role since it allows individuals to effectively navigate the language system with understanding (p. 4). On the other hand, spelling words correctly is crucial in writing as it ensures lucidity when it comes to conveying ideas and messages. In this regard, Altamimi and Rashid (2019) claimed that accurate word spelling is vital for effectively transferring the precise significance of the subject matter, as errors in spelling have the potential to alter the writer's intentions and the reader's understanding, ultimately resulting in ambiguity and confusion (p. 179). Put differently, when words are misspelled, even small modifications can result in significant changes in interpretation, which makes it difficult for the reader to grasp the intended message and understand the writer's intentions.

Finally, punctuation serves as a fundamental tool in clarifying meaning and improving the readability of a given text. Baron (2001) inferred that the primary objective of punctuation is to assist the reader in segmenting a text for later verbal presentation, while also serving the purpose of enhancing comprehension and clarity. Following this line of inquiry, Woods (2006, vii) stated that “the primary reason to place a punctuation mark in your text is to clarify the message, making sure that the reader grasps what you are trying to say”. In other words, punctuation marks play a vital role in helping readers differentiate between words, phrases, and complex sentences, which enables them to comprehend the structure and relationships within the text accurately. Consequently, by strategically placing appropriate punctuation marks, writers can effectively convey their thoughts and ideas.

1.3.2. Organization

One of the most crucial components of effective academic writing is organization, as it represents the structure by which readers are able to follow and comprehend the writer's ideas and the message of the text. Whitaker (2009) clarified that “Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction,

body, and conclusion. Each paragraph logically leads to the next one” (p. 3). In more detailed words, to ensure a coherent flow of ideas, it is essential to follow a standard organizational structure that includes an introduction that introduces the main topic and captures the reader’s attention, a body that provides evidence and arguments exhibited to support the main point, and finally, a conclusion that summarizes the main points. Additionally, Starkey (2004) asserted that for a student to write an effective essay, it is crucial to start with organization (p. 1). Based on his perspective, throughout the process of composing, the organization can help the student to stay on track and avoid getting overwhelmed, mainly when he or she is under the pressure of deadlines (p. 2). Simply put, planning and structuring ideas before starting to write is imperative, as it helps learners track their progress and maintain motivation throughout the task.

1.3.3. Clarity

Another fundamental component of academic writing is clarity, by which the writer conveys the intended message in a clear and comprehensible manner. Lingard (2022) claimed that it is essential that a writer achieves clarity to proceed with his writing and accomplish his purpose. Moreover, he viewed that the foundation of clarity is not just diction and meaning, but also the placement of words (p. 228). That is to say, to achieve clarity, it is critical to not only select the right words, but also to arrange them appropriately in a way that properly communicates the intended message. In addition, as far as improving the clarity of writing is concerned, two possibilities were presented by Hatcher and Goddard (2005); to begin with, one would ask several competent individuals for their honest opinions; this is imperative because the written work may have multiple interpretations, and second, revising the work to eliminate the misunderstandings that other people have pointed out (p. 8). As a conclusion, by writing in a clear manner, readers are able to comprehend the delivered message appropriately without facing any confusion.

1.3.4. Cohesion and Coherence

One of the most essential aspects of academic writing is to ensure the connection of the different ideas by taking into consideration both cohesion and coherence. Bailey (2015) introduced a detailed definition of cohesion stating that “Cohesion means joining a text together with reference words (e.g. he, she, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable” (p. 96). Put differently, cohesion is a writing element that involves connecting different sentences and paragraphs together in a logical and consistent manner, which results in producing a unified coherent piece of writing. From the same perspective, Witte (1981) pointed out the importance of cohesion in writing and claimed that cohesion is considered a fundamental characteristic of high-quality writing since it enables students to come up with creative ideas and impacts the final product's structure, form, and literary style (p. 202).

Additionally, a written text may have cohesive links that work in harmony together but still lack a very important component, which is coherence. Suwandi (2016) viewed coherence as the logical connection between sentences and paragraphs in a written text, producing a unified discourse that enables readers to grasp and comprehend the intended meaning (p. 255). Moreover, Poudel (2018) stressed the importance of coherence in writing and clarified that it plays a crucial role in establishing a sense of harmony among the propositions presented in the text, as the presence of cohesive links alone is not sufficient for creating a coherent text (p. 6). Sharing the same perspective, Manan and Raslee (2018) declared that achieving coherence means ensuring that every phrase, sentence, and paragraph adds to the overall meaning of the written text, thereby leading to unity and cohesion (p. 467). Clearly, coherence represents the logical connection between different units in a text, in which each idea is built upon the previous one in a clear and comprehensive way.

Based on the aforementioned ideas, it is evident to say that cohesion and coherence are two interconnected writing components that assist readers in understanding the meaning of a text by relating ideas in a sequential manner, and the absence of one of them may negatively affect the clarity of the piece of writing.

1.3.5. Word Choice

Similarly, word choice plays a vital role in maintaining the cohesion and flow of the text. To begin with Hayes (1988) asserted that specific words must be used to compensate for the different contexts and body language indications that occur when having a face-to-face interaction since writing is more decontextualized than conversation (p. 581). Sharing the same perspective, Danglli and Abazaj (2014) affirmed that it is important to consider the following factors of word choice: “denotation vs. connotation (associated emotions or ideas), concrete vs. abstract words, general vs. specialized words, levels of formality (formal, informal, slang, etc.), and words that suit the intended tone...etc.” (p. 629). In more detailed words, it is crucial to take into account different word choices. This includes denotative and connotative words, which have either explicit or implicit meanings; abstract and concrete words, which refer to concepts that either can or cannot be directly perceived and experienced through the five senses; general words for everyday use or specialized words to be used in a specific field; levels of formality; and words that are appropriate for the intended tone. To conclude, word choice is a vital component of academic writing since choosing the appropriate words enables both writers to convey the intended message effectively and readers to understand the overall meaning of the text.

To sum up, it is evident to conclude that in order to effectively produce a well-developed piece of writing, it is necessary to carefully take into account the main elements of academic writing, such as grammar, spelling, punctuation, organization, clarity, cohesion,

coherence, and word choice. Hence, by mastering these elements, writers can develop a piece of writing that is well-organized, clear, coherent, and meaningful.

1.4. Academic Writing: Problems and Challenges

Despite the critical role that writing plays in the academic success of EFL students, many still encounter several difficulties when working on mastering and consolidating this skill. In particular to this issue, scholars have argued that EFL students struggle with writing because the skill in itself is complex. Richards and Renandya (2002) claimed that writing skills are considered to be one of the most challenging and crucial skills for EFL students in which not only it is difficult for them to come up with ideas and arrange them in an organized manner, but also to express and transfer the already mentioned ideas into readable texts (p. 303). Similarly, Ballard and Clanchy (1997) claimed that writing academic papers in English as a foreign language is an even more challenging task for students who do not have a solid understanding of the conventions and demands of scholarly writing in educational settings where English is used as the medium of instruction (as cited in Paltridge, 2004, p. 88). Accordingly, most students who face difficulties in writing are the ones who are not knowledgeable enough about the conventions, principles, and requirements of academic writing. Therefore, they still need to practice and seek guidance from their expert teachers in order to overcome such challenges.

Additionally, writing in a foreign language is very challenging for language students, be they beginners or advanced. Raimes (2002) claimed that ESL students feel uncomfortable while expressing themselves in English; not just because of writing problems but also because of the idea of writing in another language other than their native one (p. 307). In the same vein, Chusanachoti (2016) reported that among the writing challenges students may encounter is a lack of self-esteem and anxiety feelings about producing a particular text or the idea of presenting their writing to others, especially their peers (p. 192). As a result, their ability to

produce well-developed written work may diminish, resulting in a significant decline in their academic performance.

In conclusion, mastering academic writing still remains a challenge for students, especially those learning English as a foreign language. This skill in itself demands consistent practice and the combination of a wide range of complex abilities such as higher-order thinking skills. As a result, L2 students often encounter numerous challenges and obstacles during this process.

1.5. The Writing Skill in the Digital Age

Technology has revolutionized the way knowledge is imparted and acquired, presenting abundant opportunities for both students and teachers. As we step into the twenty-first century, there has been a notable departure from traditional teaching methods, as educators increasingly adopted a more dynamic approach that embraces the integration of technological devices. Hence, this shift is primarily driven by the numerous advantages and benefits that technology brings to education, including the domain of writing literacy. Therefore, it has not only revolutionized our writing practices but has also opened up new avenues for creativity, connectivity, and expression.

1.5.1. Definition and Terminology

The way people; particularly students, write is changing and improving over time as a result of rapid and massive technological development, which led to the emergence of a new mode of writing, namely digital writing. For Merchant (2007), digital writing is "the study of written or symbolic representation that is mediated by new technology. Its prime concern would be the production and consumption of the verbal and symbolic aspect of screen-based texts" (p. 121). In more simple words, digital writing involves the examination of how written or symbolic representation is shaped by the use of new technology, with a primary focus on

creating textual content within screen-based contexts. Likewise, Grabill and Hicks (2005) used the term “digital writing” to define the change in writing situations where the production of writing is conducted on computers (p. 304). Based on the aforementioned definition, it can be concluded that digital writing is a new mode of writing that involves composing written texts in various forms by using a wide range of digital devices and platforms.

Furthermore, several scholars shed light on the benefits of incorporating digital writing in educational environments. According to Jewitt (2005) the use of digital devices while writing gives students the means to design, implement visual representations, and organize their ideas to construct coherent texts (p. 326). Additionally, Mizusawa and Kiss (2020) stated that “21st century writing was fast changing and no longer conformed to strict text type dichotomies. Despite this, writing pedagogy in the classroom had not changed significantly.” (p. 206). In other words, writing is no longer limited to traditional boundaries since it allowed students to become more creative and expressive with their writing. In line with this, Pruden et al. (2016) emphasized that writing in a digital environment offered students a safe environment where they were able to write more freely and without the anxiety that often accompanies writing in a traditional classroom setting (pp. 14-15). In summary, the emergence and integration of this new mode of writing have had a profoundly positive impact on the learning environment, providing students with many beneficial features and enhancements, and enriching the learning experience by fostering creativity and collaboration.

On a different note, some researchers stressed the importance of recognizing that traditional writing methods and digital writing are not incompatible but rather coexist and complement each other in educational settings. Merchant (2007) stated that “literacy skills should be first learned in a more or less traditional fashion and then applied to digital texts” (p. 119). That is to say, without sufficient knowledge regarding traditional literacy skills, students will not be able to function properly in digital settings. Following this line of inquiry,

Johnson (2016) affirmed that it is undeniable that digital writing covers not only how digital technologies have revolutionized the way writing composition is done, but also how traditional pedagogical conventions are used to influence the latter (p. 51). To sum up, it is undeniable that traditional writing methods provide a strong base for fundamental writing skills like grammar and syntax. At the same time, digital writing uses technology to foster creativity and collaboration. Hence, these two approaches are interconnected and interdependent.

Nevertheless, it is worth emphasizing that digital knowledge is essential for achieving success in digital writing endeavors. Foxworth et al. (2019) stressed the importance for both teachers and student authors to be proficient in the use of technology devices for purposeful writing and composing since it is essential at the educational level and in a variety of professional settings (p. 2). In the same vein, Merchant (2007), affirmed that teachers and students would not have the capacity and willingness to cope with digital futures unless they had a better understanding of what goes hand in hand with digital literacy (p. 127). In essence, digital knowledge is essential in today's digital era as it equips individuals with the ability to navigate, evaluate, and effectively utilize digital tools when writing, thereby enhancing their writing skills.

1.5.2. Characteristics of Digital Writing

Digital writing has proven to be a highly effective approach to writing that significantly enhances the learning experience within writing classes, particularly EFL classes. Thus, this new mode of writing possesses several distinctive characteristics that contribute to its success. Merchant (2007) clarified that digital literacy not only introduces recently developed possibilities for educational settings but also implies new styles and forms of texts (p. 123). Sharing the same view, Mangen (2018) affirmed that keyboard writing

allows learners to produce large amounts of written text since most individuals consider typing to be much faster than handwriting (p. 3).

Furthermore, digital writing encompasses diverse features and functionalities that make it an invaluable tool within various writing contexts. Choo & Li stated that:

Features such as easy accessibility, easy usability, a degree of autonomy, resource variety, authenticity, cognitive familiarity, sharing, interaction, and opportunities for self-improvement were made possible for the student teachers via digital writing and these helped to improve their essay writing. (2017, p. 12)

In short, the above-mentioned features help students develop their writing skills as well as boost their confidence and self-efficacy by enabling them to write or craft well-structured piece of writing. Nevertheless, Chusanachoti (2016) argued that the anonymity feature of digital writing improves the process of feedback itself because students automatically would find themselves less threatened and pressured while presenting their writings in a digital situation rather than in public; he viewed digital writing as an aspect that will lead to the improvement of language learning (p. 196).

Moreover, it is worth mentioning that digital writing sets itself apart from conventional writing by utilizing technology to create a unique writing experience. In this regard, Chusanachoti (2016) asserted that this type of writing does not strictly adhere to traditional conventions as it may incorporate additional elements such as images, audio, slang, shorthand, and emoticons (p. 191). He went further with his argumentation, stating that digital writing increases learners' interaction since it provides them with an equal opportunity to write and receive feedback in real-time; unlike a normal classroom where students are supposed to wait for their turns (p. 197). Additionally, Choo & Li (2017) inferred that through digital writing, participants are able to make their stories more captivating by implementing photos and visual representation of words in their essays (p. 9). According to them, unlike

traditional conventions of writing where papers used to be stacked; digital writing supplied students with a new alternative to formulate their papers or essays in a more consistent and long-lasting way (p. 14). In summary, it is safe to say that while conventional writing methods still retain significant importance in specific contexts, digital writing is highly favored by individuals because of the numerous advantages it offers.

1.5.3. Types of Digital Writing

In the digital age, various forms of digital writing have emerged as powerful tools for fostering communication and expression. The integration of these tools into instruction practices has the potential to ameliorate learners' writing skills and provide teachers with insights into their students' learning progress. Notably, blogs, emails, and instant messages have become prevalent modes of digital writing, each offering unique characteristics and vast potential.

1.5.3.1. Blogs

One of the most popular modes of digital writing is blogs. As explained by Merchant (2007) "Blogs are personal (or group) webpages that are regularly updated, often with fairly brief postings in date order. They have become a very popular form of digital text" (p. 124). In other words, Blogs serve as platforms for sharing experiences, thoughts, stories, and opinions with readers from all over the world, providing a space to discuss topics and stay up-to-date with the latest news. Sharing the same view, Godwin-Jones (2005) considered blogs as a medium that offers individuals opportunities and encourage them to write, share and post their feelings, experiences, and hobbies to widen or expand the range of their knowledge and to meet their demands along with their concerns (p. 17). Hence, blogging enables student authors to connect with like-minded individuals and build relationships.

Furthermore, the integration of blogs in the classroom is increasingly widespread; thereby, reflecting the growing recognition of their value as powerful teaching tools. In this regard, Tanti (2012) affirmed that it is becoming increasingly common to use blogs in the classroom as they are both practical and flexible, because they enable learners to write and produce texts; as well as, increase their motivation and involvement in the classroom (p. 134). In this respect, Sun and Chang (2012) claimed that there are many advantages to blogging; one of them is its constructivist nature which is essential in any learning environment; also they offer learners a chance to contemplate their experiences, discuss, solve misunderstandings, and share their thoughts with others (p. 45). In summary, incorporating blogs in education provides students with the opportunity to enhance their writing skills, be creative, and engage in a global network of writers.

1.5.3.2. Instant Messaging (IM)

Instant messaging services have become popular due to their ability to facilitate rapid, convenient, and private real-time conversations. They are used for both personal and professional discussions between individuals. Precisely, Chusanachoti (2016) defined IM as a form of real-time text transmission between individuals on the internet over computers or other devices; and it is classified as synchronous communication that is available on a variety of websites and applications, such as Skype, iChat, Twitter, and Facebook (pp. 194-195). He went further with his argumentation, stating that:

Instant messaging, has history logs where users can view the history of the conversations they have had with others ... this history log is useful for noting students' writing development over time, conducting an in-depth analysis, and preparing class lessons and activities. (p. 197)

In essence, by utilizing the history log, teachers are able to easily review past conversations and track the progress of their students' writing abilities. Hence, this enables them to identify

areas of improvement and use this information to design more effective class lessons and activities.

In the same respect, Pellettieri (2000) deduced that chatting through technological devices will provide learners with the same benefits as oral interaction due to its real-time and synchronous nature (p. 59). From his perspective, chatting “can foster the development of sociolinguistic and interactive competence” (p. 63). In more detailed words, as a result of chat conversations, EFL students can gain a better understanding of what it means to communicate effectively in different contexts. This is especially because IM offers them the opportunity to practice both linguistic and communicative skills in a safe and distraction-free environment, without feeling either criticized or judged. Nevertheless, Powell and Dixon (2011) claimed that by deliberately reflecting on the phonology of words while exposed to text messages, individuals can enhance their spelling skills and improve their ability to deal with different forms of written material (p. 64).

Given the aforementioned arguments, like blogs; instant messaging provides foreign language learners with the motivation to write and express their thoughts more freely and openly.

1.5.3.3. E-mail

In the digital era, the use of e-mails has become an integral part of communication due to its accessibility, flexibility, and convenience. According to Merchant (2007) E-mail “provides excellent opportunities for purposeful writing” (p. 124). In simple words, Email gives individuals the opportunity to plan and craft their messages before sending them out, and allows them to spend a considerable amount of time to check words and phrases in order to convey an accurate and concise piece of information. Following this line of inquiry, Akram et al. (2013) asserted that e-mail provides distinct advantages for learners; it enables them to communicate and exchange ideas directly, at a low cost, and with speed, while also receive

prompt feedback, which can significantly benefit them (p. 178). To sum up, utilizing emails as a tool to improve writing can be highly effective and beneficial, as they enable students to communicate their ideas and practice writing in digital settings.

Conclusion

Accordingly, this chapter has explored the emergence of new modes of writing in the 21st century, triggering the birth of a new type of writing that is coined differently by researchers, most notably digital writing. The chapter was initiated by presenting basic concepts of academic writing, then it shifted to digital writing, where its prevalent characteristics were highlighted in accordance with the scope of education. Besides that, further details were tackled in order to clarify such existing distinctions between both traditional methods of writing and new modes of writing. Finally, it closed up with a thorough description of digital writing types that have been proven to be effective in EFL writing classes.

CHAPTER TWO: GRAMMARLY AS AN AWE SOFTWARE

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Introduction

With the rapid advancements and the massive reliance on technology in education, AWE programs have been regarded as one of the most commonly used tools in EFL writing classes where EFL students tend to depend on the programs' automated corrections to revise writing. Nowadays, one of the most widely used web-based instructional tools is Grammarly software which was developed to assist students in their academic writing assignments. Accordingly, this chapter attempts to deal with a general overview about corrective feedback in the field of education, dealing with its types, modes, forms, and advantages and drawbacks. It is also devoted to the discussion of AWE programs by covering their major benefits and limitations, and the most popular programs of computer-mediated feedback. Furthermore, this chapter sheds light on introducing Grammarly as an automated feedback program; tackling its definitions, origins, operation process, and types.

2.1. Feedback in EFL Classes

At the higher academic level, providing feedback is considered as one of the most crucial elements of EFL teaching and learning. According to Hattie and Timperley (2007), "Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding." (p. 81). In other words, feedback involves any information offered by others or gained through self-reflection or experience, which helps individuals enhance their performance or comprehension. Similarly, Richards and Schmidt (2010) defined feedback as any kind of information or remarks that the teacher or any other individual gives to learners regarding their progress in successfully completing a task or passing a test during the learning process (as cited in Qassemzadeh & Soleimani, 2016, p. 1886).

From a different perspective, some scholars have regarded feedback as a nuanced process that involves evaluation and assessment. In this respect, Nicol and Macfarlane-Dick

(2006) clarified that feedback is the process of transmitting evaluative comments to learners about the correctness and incorrectness of their academic work as well as its strengths and weaknesses, and by using the offered remarks learners will seek progress and enhance their work in the future (p. 200). In line with this, Patra et al. (2022) viewed feedback as a form of evaluation in which instructors use discussions in order to engage students individually in critical thinking about specific aspects of their academic achievement (p. 1). Furthermore, Yusovi et al. (2023) added that feedback, as a method of evaluation that is commonly used in language learning, signifies the successfulness of the pedagogical strategies and the student's comprehension levels (p. 198). From the upward clarified definitions, it is concluded that feedback is an instructional method of evaluation that is used to support the teaching and learning process at all levels.

Additionally, within academic settings, teachers use a wide range of feedback types to fulfill different functions, one of which is corrective feedback. As its name indicates, corrective feedback, as defined by Sheen and Ellis (2011), is a type of feedback that is given to students concerning the mistakes they made when producing the second language either orally or in written form (p. 593). In the same vein, Li and Vuono (2019) defined corrective feedback as a set of comments that are presented by the teacher to students regarding the accuracy and suitability of their foreign language use and understanding (p. 94). In short, corrective feedback is consistently used by teachers to provide insightful comments and guidance regarding students' performance in foreign language learning.

According to Rohmah and Halim (2023), corrective feedback is essential in EFL classes where most of the time the only one who can deliver linguistic feedback to learners is the teacher, who is also the only competent foreign language speaker to offer an appropriate correction at the appropriate moment (p. 6333). As a matter of fact, Ghufron and Rosyida (2018) declared that teacher corrective feedback has an emphasis on two aspects, which

are content and organization (p.401). From their perspective, in case there is a gap between the subject matter and the content, the instructor will effortlessly identify it, in addition, lecturers become considerable once they notice that the paragraph lacks movement and coherence; correspondingly, they will highlight those passages and write remarks on the papers of their students. In other words, instructors provide corrective feedback on different aspects such as Grammar, diction, content, and organization.

In light of the previous data, it is evident to say that the majority of researchers agreed that corrective feedback is an unavoidable instructional strategy used by teachers in EFL classrooms, particularly in EFL writing as a response to students' errors.

2.1.1. Modes of Teacher Corrective Feedback

In EFL classes, teachers encourage students to make progress and achieve drastic academic developments by providing corrective feedback through different modes, which are oral and written.

2.1.1.1. Oral corrective feedback

For the aim of boosting students' language development, teachers deliver oral corrective feedback, which serves as a highly effective means for offering guidance and support to students. According to Sheen and Ellis (2011), oral corrective feedback can be given either instantly right after learners commit a mistake in their utterance or delayed until they finish their output (p. 593). They added that oral corrective feedback can be either delivered by providing the student with an accurate answer or by encouraging the learner to correct his or her own mistake. In the same vein, Guibanguibang (2020) declared that in order to correct students' oral mistakes, educators can use elicitation, which involves explicitly posing questions and then verbally reformulating the utterance of the learner. He added that instructors can also use repetition by repeating students' mistakes and then using

the appropriate intonation in order to help them recognize their errors (p. 184). Clearly, oral corrective feedback urges learners to recognize their errors and make the necessary adjustments.

On a different note, Sheen and Ellis (2011) argued that oral corrective feedback can be provided indirectly when the educator just asks the student to explain the utterance that contains errors, or directly when the educator provides a correction and/or offers a clarification about the mistake that was made by the student (p. 593). However, Alsolami (2019) believed that the aim behind providing oral corrective feedback is not to evaluate students, but rather to identify their errors, thereby it enables them to correct them independently (p. 672). This means that, teachers should only highlight the areas of weaknesses and strengths in students' utterances in order to assist learners in developing a better understanding of the foreign language.

2.1.1.2. Written Corrective Feedback

When practicing writing, students frequently require guidance from the teacher, who is normally responsible for providing them with written corrective feedback. Sheen and Ellis (2011) asserted that written corrective feedback, most of the time, provides an explicit correction of students writing mistakes in a text. (p. 593). In addition, Boud and Molloy (2013) stated that in the past, teachers did not apply any theory of feedback during the process of correcting students' work (p.700). They added that teachers used marking in their instruction, which can provide students with information about their academic development; hence, urging them to work harder on themselves to overcome failure. That is to say, written corrective feedback was used by teachers in order to assist students in detecting errors in their written works. Nevertheless, according to Nurhasanah et al. (2022), written corrective feedback can help students in correcting their writing because according to the teachers' comments, learners will become aware of their errors and will learn how to improve their

writing performance (p. 89). Based on the aforementioned ideas, it can be concluded that in written corrective feedback, instructors carefully identify and highlight errors; thereby, encouraging students to review and reflect on their mistakes and make the necessary revisions.

2.1.2. Forms of Written Corrective Feedback

In any writing class, especially EFL classes, making mistakes is a part of the learning process. When students make writing mistakes, teachers are there to guide them in correcting the erroneous parts in their academic works. This guidance is provided through different forms, including direct, indirect, and metalinguistic corrective feedback.

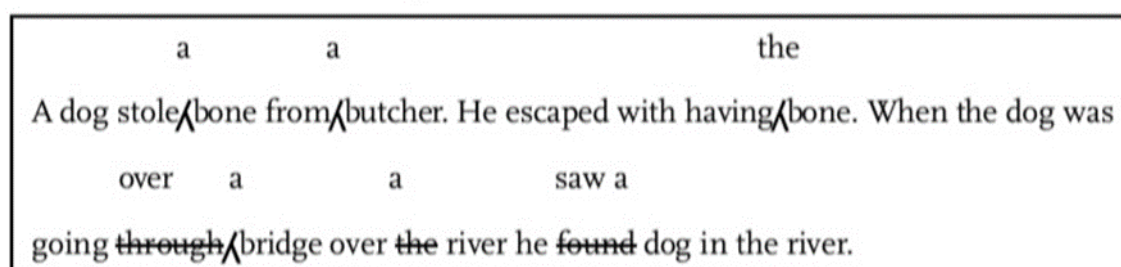
2.1.2.1. Direct Written Corrective Feedback

Direct corrective feedback involves the explicit identification of specific errors in a student's writing by the teacher. According to Ellis (2009), direct written corrective feedback is a kind of feedback by which the teacher corrects students' mistakes by showing them the correct answer (p. 99). He added that this kind of feedback explicitly teaches learners by explaining to them how their mistakes can be corrected; hence, it is preferable to use it in situations where students have no idea about the accurate answer; in other words, they cannot correct their mistakes independently. Additionally, Rummel and Bitchener (2015) explained that direct feedback involves correcting the mistake as well as delivering a metalinguistic clarification in which the mistake is labeled so that learners can check both the grammar clarification and the illustrations that are written at the end of the document (pp. 69-70). It is clear that direct corrective feedback is a form of feedback through which the teacher explicitly points out specific errors in a student's writing, which enables learners to acknowledge and correct their errors, and seek future progress.

As it is illustrated in figure 2.1, the teacher offered direct corrections for the student's errors. He/ she inserted the missing articles "a, the", crossed out the inaccurate preposition "through", the article "the", and the verb "found" and rewrote the correct forms above the erroneous ones.

Figure 2.1:

Direct Corrective Feedback



Note. Adopted from: Ellis, 2009, p. 99.

2.1.2.2. Indirect Written Corrective Feedback

In contrast to direct written corrective feedback, Ellis (2009) clarified that in indirect corrective feedback, the teacher only highlights the mistakes without providing any corrections; therefore, this feedback is delivered when the teacher underlines the mistakes, uses cursors to highlight deletions in the text, or refers to the underlined mistake by putting a cross beside it in the margin (p. 100). In addition, Rummel and Bitchener (2015) asserted that it is possible for indirect feedback to be coded, uncoded, or marginal; the coded one involves highlighting the mistake and its type, whereas the uncoded one indicates only where the mistake is by labeling it, putting a line below it, or emphasizing it (p. 69). In more specific terms, indirect feedback can be delivered in various ways. This includes providing direct comments on the error, just highlighting the error, or leaving comments in the margins without directly specifying the exact location of the error. Simply put, when this type of

feedback is provided, learners actively take part in the error correction process, which, in turn, boosts their autonomous learning.

As exhibited in figure 2.2 below, the teacher provided the student with indirect corrective feedback by pointing out the location of the errors without directly correcting them. Accordingly, the instructor underlined the mistakes and placed a cross next to each error to signify the type of mistake.

Figure 2.2:

Indirect Corrective Feedback

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.
 X = missing word
 X X = wrong word

Note. Adopted from: Ellis, 2009, p. 100.

2.1.2.3. Metalinguistic Corrective Feedback

Metalinguistic corrective feedback, as the final type of feedback, encompasses leaving either error codes or detailed explanations regarding the committed errors. In this matter, Ellis (2009) defined metalinguistic written corrective feedback as a type of feedback where the teacher explicitly gives remarks to students about the types of their mistakes (100-101). He also suggested that there are two types of explicit comments, with the most common type being the one that entails the use of codes that represent the mistakes; and the least common one being the one that entails the provision of metalinguistic clarifications of students' errors. Additionally, Guibanguibang (2020) clarified that when providing metalinguistic feedback, the instructor does not correct the mistakes, instead, he or she asks questions or comments on students' erroneous utterances (p. 184). In other words, the teacher becomes a guide by

highlighting the erroneous areas in students' works and delivering remarks and suggestions for future improvement.

As shown in figure 2.3 below, the instructor provided the student with metalinguistic corrective feedback by using codes that represent the mistakes. Accordingly, the teacher used "art" to indicate a mistake in the use of the article, and "prep" to denote a preposition mistake.

Figure 2.3:

Metalinguistic Corrective Feedback

art.	art.	WW art.
A dog stole bone from butcher. He escaped with having bone. When the dog was		
prep.	art.	art.
going through bridge over the river he found dog in the river.		

Note. Adopted from: Ellis, 2009, p. 101.

In this case (figure 2.4), the teacher provided the student with a metalinguistic clarification of errors. Hence, he/she presented clear and accurate explanations and commentary on the different observed errors. Therefore, the student is required the carefully analyze the clarification and correct the mistakes accordingly.

Figure 2.4:

Metalinguistic Corrective Feedback

(1)	(2)	(3)
A dog stole bone from butcher. He escaped with having bone. When the dog was		
(4)	(5)	(6)
going through bridge over the river he found dog in the river.		
<i>(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.</i>		
<i>(3)—you need 'the' before the noun when the person or thing has been mentioned previously.</i>		
<i>(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').</i>		

Note. Adopted from: Ellis, 2009, p. 102.

2.1.4. Advantages and Drawbacks of Teacher Written Corrective Feedback

It has been evident that written corrective feedback is crucial in instruction for its numerous benefits. According to Patra et al. (2022), using corrective feedback in teaching is important because it provides students with additional information while informing them about the correctness of their work; however, delivering corrective feedback could be easy when it only involves correcting students' errors, and a little bit difficult when the teacher is required to provide explanations regarding the correctness and incorrectness of students' answers (p. 6). From their perspective, when students receive immediate corrective feedback, they develop a positive attitude toward constant learning and become more engaged which affects their academic development (p. 7). In the same respect, Ghufroon and Rosyida (2018) reinforced the previous ideas and went further stating that students will master a process of discovering knowledge about what is known and unknown to them on their own via teacher corrective feedback; additionally, learners will be capable of narrowing down the gap by determining the accurate answer (p. 401). In brief, teacher corrective feedback is very beneficial as the teacher guides the learners by enabling them to acknowledge areas of weakness in their writing and work on overcoming them to enhance their writing skills.

While written corrective feedback is believed to have numerous merits, EFL learners may not always benefit from this feedback for a variety of reasons. Burstein et al. (2004) believed that the best way to enhance the writing quality is by using the teachers' feedback to correct the errors, make modifications, and go through the same process as many times as possible. However, according to them, this process places a heavy burden on the instructor who must read and offer feedback for up to 30 essays or more whenever there is a writing assignment (p.27). In other terms, due to the challenges that are associated with providing corrective feedback, teachers often face difficulties in managing their time and coping with

the workload demands that accompany it. Furthermore, Ghufron and Rosyida (2018) stressed that because this feedback is provided by the teacher himself/herself, it is not always informative since one teacher is responsible for correcting and providing feedback on the work of several students (p.400). They added that students are frequently puzzled by the provided feedback because remarks are not always easy to understand, this makes learners hesitant to reevaluate their work (p.401).

To sum up, it is safe to say that although teacher corrective feedback has some demerits such as being a challenging and time-consuming process, it plays an integral role in supporting EFL learners' academic development. Not only does it serve as a driving force for growth and improvement by presenting personalized corrections that shed light on both areas of strength and weakness, but it also enables teachers to consistently guide and assist their students in fostering their language skills, enriching their knowledge, and improving their overall academic performance.

2.2. The Impact of ICTs on Writing Assessment

Nowadays, the world is witnessing huge advancements in many areas of life, particularly in the use of information technology. Hence, technology has managed to be integrated into all fields, particularly education. Traditionally, teachers were responsible for constantly providing feedback to students concerning their academic performance and achievement. However, this pedagogical practice was believed to be time-consuming and impractical, especially in EFL writing classes. Thanks to technology, the educational field has undergone a drastic change in different educational practices, including feedback provision. As a result, another type of feedback has emerged to facilitate the process of assessment for teachers, which is automated corrective feedback.

According to Shadiev and Feng (2023), automated corrective feedback is a type of feedback that is delivered by a program on L2 students' written texts (p. 1). In line with this,

Tuzi (2004) defined automated feedback as feedback that is electronically written and transmitted through the internet (p. 217). Furthermore, Lavolette et al. (2015) argued that this type of feedback can be provided immediately after submitting the written text, and this is rarely done by the teacher (p. 50). Put simply, while teachers may take considerable time to evaluate students' written assignments, automated feedback provides the advantage of instant evaluation. In favor of this type of feedback, several scholars stressed the significance of using automated corrective feedback in teaching and learning. For example, Benali (2021) argued that digital feedback has several benefits such as assisting learners in enhancing the quality of their writing, improving instruction, encouraging learners to be independent and motivated when writing, and reducing teacher workload (p. 190). In line with Benali, Liu and Kunnan (2016) affirmed that automated feedback may help writing teachers by facilitating the time-consuming task of constantly offering immediate feedback to students regarding their first writing drafts. (p. 87). Additionally, according to Luo and Liu (2017), users consider automated feedback to be useful because of its ability to correctly detect mistakes, extensively assist them in learning new vocabulary, and properly offer beneficial corrective feedback (p. 212).

Altogether, it can be concluded that automated corrective feedback is a new form of evaluation that involves the provision of immediate feedback on a variety of writing errors. This type of feedback has gained recognition in educational settings due to its ability to improve instruction, facilitate the process of assessment, and foster autonomous learning.

2.2.1. Automated Writing Evaluation Programs

Advancements in technology have led to the incorporation of a variety of technological instructional tools in EFL teaching and learning. Since student assessment is a significant element in language classes, and most importantly in writing; EFL teachers tend to

use a wide range of AWE programs to assist them in their evaluation. In light of this, the study of AWE programs is receiving increasing attention.

Nova and Lukmana (2018) defined an AWE program as a computer-based system that is used for assessing writing by providing features that assist users in analyzing and examining their written texts (p. 120). In the same vein, Palermo and Wilson (2020) argued that they are digital technological tools created for the purpose of assisting teachers and learners in writing instruction; by which automated feedback is provided to support students in enhancing the quality of their writing during revisions. (p. 65).

Given the aforementioned definitions, it can be concluded that AWE programs are digital tools that are designed to assist both teachers and learners in the process of teaching and learning. They serve as valuable resources for checking errors and enhancing the quality of students' writing. Further, they facilitate the challenging process of providing corrective feedback for teachers by offering various useful features.

Moreover, in order to effectively use AWE programs, it is crucial to have a clear understanding of their operations and functionalities. Perdana and Farida (2019) provided a brief explanation on how to correctly use the automated systems, clarifying that:

By only typing the key words for online grammar checkers through the search engine, people will be recommended with a plethora of the tools. After visiting the web, what people need to do is only to type their texts, copy and paste, or upload the document on an available box. Then, with one click the tool will immediately process and highlight the mistakes in the forms of symbols and comments. Suggested corrections are also available so as people can easily edit their writing. (p. 68)

From the explanation mentioned above, it is apparent that the process of using automated writing checkers is easy and simple, as individuals can use these systems independently

without requiring external assistance. To sum up, it is evident to say that the main aim behind AWE is to boost students' autonomous learning by offering various features that provide students with immediate feedback during the writing process.

2.2.2. Popular Automated Writing Evaluation Programs

In today's digital era, the web is filled with a wide range of (AWE programs. These programs have emerged as powerful tools to assist both teachers and learners during instruction as they offer diverse features and functionalities. Among the popular AWE are Criterion, Intelligent Essay Assessor, My Access!TM, and Grammarly.

2.2.2.1. Criterion

One of the most popular automated writing evaluation programs is Criterion. Link et al. (2014) claimed that the program was initially created to assist native speakers in identifying mistakes in English writing, later on, it added options for different levels to enable non-natives to use it as well (p. 328). Moreover, Burstein et al. (2004) defined Criterion as an online program that evaluates students' essays by offering automated assessments and grades. Further, they explained that the feedback is individualized and derived from the instructor's usual assessments that are presented when correcting the writing assignments of students (p. 27). Nevertheless, as a web-based AWE system, Chapelle et al. (2015) clarified that Criterion assesses a variety of writing assignments that encompass diverse topics and essay types, which gives users different options to choose from to prepare for the writing tasks (p. 389). Evidently, Criterion is an automated system created with the aim of assisting students in completing their writing tasks, particularly essay assignments. This program allows learners to enhance the quality of their writing by developing well-crafted compositions; thereby, boosting their overall writing proficiency.

2.2.2.2. Intelligent Essay Assessor

Moreover, another commonly used program is Intelligent Essay Assessor, abbreviated IEA. According to Ramalingam et al. (2018), IEA is a system that evaluates the quality of essays by presenting scores and using Latent Semantic Analysis (LSA) to determine similarities between words, phrases, and passages in terms of their meaning. (p. 5). In other terms, this program operates by using LSA as a technique, as it helps in understanding and analyzing the semantic organization of a text by evaluating the similarities or semantic associations among different words or texts. Additionally, Foltz et al. (1999) clarified that after posting essays from the web browser, it takes about 20 seconds for this digital program to provide students with feedback, an approximate score, and a collection of questions and remarks about missing information (p. 4). They further added that the IEA comments on the students' writing by highlighting the missing details that must be discussed or providing guidance in order to help learners locate the necessary information in a given text (p. 5). To sum up, it is evident that IEA is an automated program that uses LSA as an advanced technique to offer feedback on submitted essays. Accordingly, it operates by presenting grades and providing evaluative comments to students regarding their writing performance.

2.2.2.3. My Access!TM

My Access!TM is also a frequently used evaluation program that has been highly praised. In this regard, Warschauer and Ware (2006) stated that My Access!TM is an internet-mediated program that was created by Vantage Learning and is still implemented in USA's public schools (p. 4). They declared that users, especially EFL students, are able to obtain feedback in different languages such as Spanish and Chinese as well as in a more simplified English by customizing both the language and level of feedback according to their needs (p. 6). In the same vein, Mohsen and Alshahrani (2019) claimed that the program's functions assist teachers in determining the content, organization, and language of the essay; and help

learners in comprehending the criteria of assessment to grade their work via various written samples that reflect diverse proficiency levels (p. 123). Put differently, My Access!TM is an American AWE program that was developed to assist learners at different proficiency levels, including those who use non-English languages in the process of revising their academic essays by presenting diverse checks. It also operates by incorporating a grading functionality to assess learners' writing performance; hence, the scores can be used for self-reflection and improvement.

2.3. Grammarly software

It has come to light that AWE programs have gained significant popularity in the field of education and beyond. In addition to the previously mentioned programs, other widely used programs include Turnitin, ETS e-rater, PEG Writing, Plagiarism Checker, Orange Slice, Georubtic, and Grammarly. With regard to this matter, Grammarly is one of the most popular automated feedback programs. In higher educational settings, this tool is broadly used by individuals from different majors, mostly EFL students because it assists them in accomplishing different writing goals. Consequently, it has been a topic of debate throughout these past years.

2.3.1. An Overview about Grammarly Software

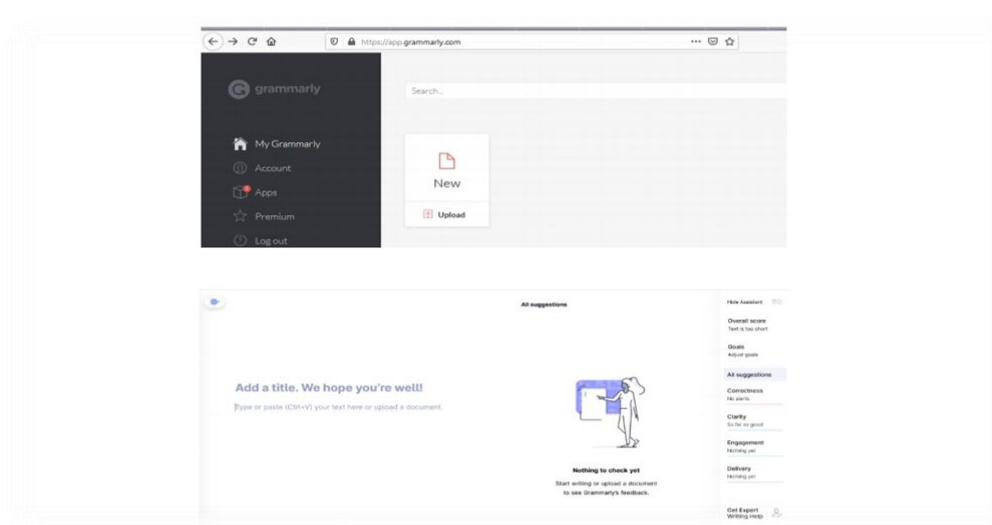
Despite its widespread popularity, Grammarly has not been extensively examined by scholars in the field of Educational Technology. However, it is worth mentioning that in recent times some researchers have begun to engage in discussions regarding this digital tool. According to Fitria (2021), Grammarly is a free online grammar-checking system that has won several awards; and is the most popular and widely used English grammar-check software in the world (p. 66). In the same vein, Syafi'i and Mubarok (2020) stated that Grammarly is an online proofreading software that checks grammatical texts and offers enhancements in pronunciation, punctuation, and plagiarism prevention (p. 2). Hence, they

believed that it was created with the intention of assisting EFL learners in achieving better communication with others in a simple way; while using the language to produce an outstanding and pleasant piece of writing (p. 8). To articulate this, it can be deduced that Grammarly is an AWE program that is able to recognize and correct grammar, spelling, and punctuation errors and detect plagiarism, which enables them to enhance their writing as they compose.

Additionally, some researchers were interested in tracing back the origins of this digital tool. Among them were Qassemzadeh and Soleimani (2016) who reported that Grammarly Software is a type of corporation that was originally established in 2009, with its primary unit of control that was based in San Francisco, USA (p. 1887). They added that the original creators of this program were Alex Shevchenko and Max Lytvyn, but its CEO Brad Hoover played the most significant role in its creation. In the same respect, Syafi'i and Amin Mubarak (2020) argued that the designers began to develop it by concentrating on improving students' grammar and spelling through a service that requires a subscription; then they quickly realized the potential that Grammarly has in assisting users in all circumstances (p. 3).

Figure 2.5:

Uploading the Document/Text in Grammarly



Note. Adopted from: Fitria, 2021, p. 70.

For the purpose of explaining the process of using Grammarly in checking writing, many researchers provided brief clarifications and illustrations. To begin with, Fitria (2021) clarified that Grammarly enables users to construct the text directly on the document, install it in the form of a text file, or submit the text and make adjustments in the settings (p. 70). In this regard, Cavaleri and Dianati (2016) reported that based on Grammarly's feedback, users can choose to either modify their written text by clicking "accept" or keep it as it is by clicking "ignore"; they can also review the offered remarks without being obliged to accept or refuse them. Accordingly, Japos (2013) suggested that after correcting errors, additional testing is necessary in order to demonstrate a boost in the grammar score and a decline in the number of errors that have been identified (p. 103). In other terms, users are required to go beyond relying solely on the provided correction and actively engage in additional verification when revising and modifying their written document.

In light of the previous data, it is evident to say that Grammarly, as an automated software, was developed for the primary purpose of assisting individuals in improving their writing skills and achieving their desired writing goals. Therefore, Grammarly has revolutionized the way people approach writing revision through its automated error-detection features and plagiarism checks, which makes it a valuable tool for both professionals and students.

2.3.2. Types of Grammarly Software

In line with the diverse AWE programs available, Grammarly software stands out by providing users with two different types of services: the free version and the premium version. Each one offers an array of features that significantly facilitate the process of writing for individuals.

2.3.2.1. The Free Version

The first type of Grammarly is Grammarly's free service. Perdana and Farida (2019) declared that Grammarly's free browser extension for Chrome, Safari, Firefox, and Edge can assist users in writing accurately on almost every website on the internet (p.71). Moreover, Tucker (2015) stated that Grammarly's free version includes a context-specific checker for spelling and detects mistakes in grammar and punctuation (as cited in Fitria, 2021, p.72). In the same vein, Nova (2018) reported that the free service corrects 150 different types of mistakes, such as serious spelling and grammar mistakes as well as checks any digital writing, email, and social networks (p.83). In simple words, Grammarly's free version offers a set of features that effectively assist users in checking and correcting errors present in their written texts such as Grammar, and punctuation mistakes.

2.3.2.2. The Premium Version

The second service that is offered by Grammarly is the premium version. Perdana and Farida (2019) declared that the premium version is a paid updated version that provides over 400 forms of verifications and features for grammatical mistakes as well as vocabulary improvement, citation recommendations, and plagiarism tracking (p.71). Additionally, Cavaleri and Dianati (2016) stated that it also includes a browser extension of Microsoft Office and offers unlimited email and phone assistance throughout the whole day (p. 227). Furthermore, O'Neill and Russell (2019) clarified that once the users submit their written text they will receive feedback in the form of two scores, the first score represents the percentage of correctness while the second score represents the overall number of the detected mistakes. They went further in their clarification, adding that this paid version classifies the mistakes into six categories: context-specific spelling, grammar, punctuation, sentence structure, style, and vocabulary improvement (p. 44). In essence, the premium version of Grammarly takes into account the distinct writing requirements that arise across various contexts by offering a

remarkably expanded set of features that go beyond basic error correction functionalities. Hence, it supports individuals in improving the quality of their written works.

Based on the ideas mentioned earlier, it becomes apparent that Grammarly software presents two types of services. While the free version is accessible to all users, its capabilities are notably limited in comparison to the premium version, which offers an array of advanced features.

2.4. Advantages and Limitations of Automated Writing Evaluation Programs

Building upon the previously mentioned ideas, AWE systems serve as instructional programs that are specifically designed to support the process of teaching and learning. Therefore, it is worth examining the different merits and drawbacks associated with the use of these tools in EFL instruction.

Several scholars and researchers stressed the importance of incorporating AWE programs in instruction. On the one hand, these digital systems can offer valuable assistance to teachers throughout the process of assessment. Accordingly, Liu and Kunnan (2016) believed that automated feedback may help writing teachers by facilitating the time-consuming task of constantly offering immediate feedback to students regarding their first writing drafts (p. 87). In other terms, since they offer immediate feedback on the basic writing components, teachers can quickly evaluate a large number of writing assignments; while allocating more time to focusing on higher-order aspects such as content and organization. Additionally, automated tools can support students in the process of writing by enabling them to detect and correct erroneous parts in their written works. In light of this, Wilson et al. (2021) stated that the feedback that AWE offers assists students in correcting their errors, such as grammar and spelling errors, and offers recommendations that help learners strengthen the quality of their writing when they are making modifications (p. 236). Finally, Chen and Cheng (2008) advocated that before students receive feedback from the teacher, the

automated feedback already contributes to boosting their confidence in their writing by reassuring them that their writing is acceptable to some extent (p. 107). In other terms, the automated feedback that is offered by AWE programs helps learners feel more confident in their writing abilities, which can lead to an increase in their motivation to write.

Despite the number of devotees to these automated programs, several researchers cast doubt on the efficacy and merits of using AWE, pointing out some demerits of using these tools. Some AWE systems have been criticized for failing to accurately identify mistakes. In this respect, Nova and Lukmana, (2018) stated that sometimes AWE programs provide inaccurate feedback, therefore, directions from teachers are still required in order to deal with the systems' struggles in identifying errors (p. 125). Moreover, some scholars considered the absence of human input in automated feedback to be an issue. Wang et al. (2013) viewed the lack of human interaction with automated feedback as an issue for foreign learners and inexperienced writers who demand guidance, modeling, and training in order to improve their English writing (p. 23). To be more precise, it remains necessary to supplement automated feedback with human feedback to appropriately meet the specific demands of individuals.

Moreover, researchers have emphasized the potential issues that would arise from depending solely on AWE programs. According to Bailey and Lee (2020), the high level of dependence on AWE programs discourages students from taking part in language learning practices that are engaging, including searching for new vocabulary and seeking assistance (p. 5). In other words, when using AWE systems, students devote less time to independently learn new words or interacting with more competent colleagues to examine and analyze the corrective feedback that is presented to them. In the same vein, Wang et al. (2013) argued that AWE systems, however, fail to present responses that encompass rich meaningful discussions, which renders them undesirable as they foster artificial, unoriginal, and mechanistic writing that lacks connection to authentic real-world communicative settings (p.

239). To elaborate further, while writing, EFL learners are able to acquire knowledge through the different explanations of meaning. However, the use of AWE programs restricts their cognitive engagement. As a consequence, these tools may hinder the improvement of their writing skills by disregarding the significance of authentic engagement and meaningful creative expression in writing.

Conclusion

The data reviewed in this chapter makes it highly evident to conclude that the integration of technology in EFL writing classes resulted in a shift from traditional teacher corrective feedback to automated feedback. Therefore, there was a growing dependence on a variety of AWE programs such as Grammarly. Hence, this chapter emphasized the ways by which EFL students check and evaluate their academic writing with the major tackled element being Grammarly software.

CHAPTER THREE: CORPUS ANALYSIS

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Introduction

Every study is based on a methodological design that consists of a theoretical and a practical part. Accordingly, the chapter at hand is devoted to the practical part of the current research. It presents a thorough explanation of the adopted methodology, data-gathering tools, and sampling techniques. Furthermore, it is entirely directed to examining the features that are provided by Grammarly when it is used to check students' essays; as well as, the areas where Grammarly have limitation in this regard. Hence, it endeavors a description and a detailed analysis of a corpus along with a summary of the obtained findings. Additionally, it offers valuable insights on the most effective ways to benefit from this software.

3.1. Research Methodology Design

This study aims at investigating the effectiveness of using Grammarly software in the academic writing process. Therefore, both qualitative and quantitative tools have been applied, in order to answer the research questions. Correspondingly, two data-gathering tools were used: a corpus and a survey questionnaire. On one hand, the corpus was collected from a collection of final versions of written essays of third-year students of English at the Department of English, University 08 Mai 1945-Guelma in order to analyze the written texts by using Grammarly and determine the degree of Grammarly's effectiveness in highlighting different kinds of mistakes. Additionally, a selected essay from the same collection was written with the assistance of Grammarly in order to analyze and compare the two versions and evaluate the effectiveness of Grammarly when used simultaneously during the writing process. On the other hand, a survey questionnaire was distributed to thirty-seven teachers at Guelma University in order to uncover their perspectives regarding the effectiveness of this AWE tool in assisting EFL students' in their academic writing process.

3.1.1. Research Method

When conducting research, researchers can use two types of studies: qualitative and quantitative. Firstly, Croker (2009) stated that the majority of qualitative studies involve the use of various research methods that assist researchers in gathering data about different perspectives regarding the phenomenon under investigation (p.17). Secondly, Watson (2015) clarified that quantitative research involves a variety of methods that are used to systematically examine a particular social phenomenon by collecting either statistical or numerical data (p. 44). Accordingly, a mixed method has been applied in this current research. On the one hand, a qualitative corpus has been used since it is the most suitable research tool for the examination of this digital software. On the other hand, a quantitative survey questionnaire has been administered to EFL teachers to gather numerical data on their opinions on the effectiveness of Grammarly. Therefore, in order to appropriately conduct this research and succeed in solving the research problem, both approaches have been used.

3.1.2. Data Gathering Tools

It is evident that the mixed method encompasses the implementation of two different data collection tools. Hence, a corpus and a survey questionnaire have been used in the practical field of investigation. Olohan (2004) argued that a corpus encompasses a collection of electronically-stored texts that have been specifically chosen based on particular factors and are analyzed by different types of digital tools (p. 1). Thus, this justifies the use of the corpus which has played an important role in assisting investigators in observing, checking, and analyzing Grammarly' automated feedback since the aim of conducting this research is to check the efficacy of this digital software. Concerning the questionnaire, Taherdoost (2016) stressed that the primary aim of questionnaires is collecting relevant data and gathering necessary details in the correct ways (p. 28). Hence, this supports the selection of this data collection tool to address more questions and discuss more details with EFL teachers.

3.1.3. Population and Sampling

The current field of investigation took place at the Department of Letters and English Language at the University of 08 Mai 1945 Guelma. The participants that are involved in the research are third-year students of English as well as all teachers of English in the same department. The first sample is chosen on purpose because although third-year students have gained a considerable English learning experience, they continue to encounter difficulties while completing their writing assignments. Additionally, the choice of this sample was motivated by the inability of the investigators to independently obtain the written corpus, leading them to seek the educator's assistance. Moreover, the factor behind targeting the second population is that they are the ones who are usually responsible for constantly providing written corrective feedback on students' academic writing.

3.2. The Corpus

In order to investigate the influence of Grammarly software on EFL students' academic writing as well as to highlight the strengths and weaknesses of this automated tool, a corpus-based study was conducted. Therefore, the latter constituted a collection of a hundred and three (103) written essays of third-year EFL students which was used to examine the types of mistakes that Grammarly checks and corrects and the kinds of feedback that Grammarly provides, and its usefulness in guiding students in the process of drafting as well as revising and editing their written products. Hence, it tries to focus on the writing conventions and features that are emphasized by Grammarly during the process of automated feedback provision.

3.2.1. Administration of the Corpus

The corpus was gathered from a collection of final versions of written essays of third-year students at the Department of Letters and English Language at the University of 08 Mai

1945 Guelma. The researchers asked a teacher from the same department to provide them with third-year students' written essays which were primarily assigned as a homework and submitted by the students on Google Classroom. Accordingly, a total number of one hundred and thirty-nine (139) written essays were submitted on the platform. Following the sampling table, one hundred and three (103) written essays have been randomly selected to gather the necessary data for conducting this research. Moreover, for the sake of testing the effectiveness of Grammarly's feedback in the revision stage, each student's essay was copied and pasted into the application to receive automated feedback on the writing errors that are found in the final written product. Later on, investigators observed and analyzed Grammarly's automated feedback and then took screenshots to document the features that are offered by the digital tool as well as its shortcomings. Furthermore, given that the final versions were not composed during the time the software was utilized, researchers opted to engage in the process of synchronous rewriting of one of the essays using Grammarly. Then, they compared the two versions, analyzed the observed changes, and took screenshots again to document the kinds of improvements in Grammarly's efficacy in providing automated feedback on writing.

3.2.2. Description of the Corpus

The corpus constitutes of a hundred and three (103) written essays of third-year EFL students where students were asked to write an essay about the application of Krashen's theory in language teaching. After using Grammarly software to evaluate each essay, it immediately offered automated feedback on five writing components: Grammar, spelling, punctuation, conventions, and conciseness. However, some notable shortcomings regarding the accuracy and reliability of its feedback were identified by the researchers, mainly misleading feedback on the five writing components as well as insufficient feedback on the content and organization. Furthermore, after using Grammarly to write one of the students' essays and then comparing the two versions, it has been noticed that Grammarly offered

feedback on the same writing components as before. However, the previously mentioned shortcomings were not identified, except for the limited feedback on content and organization. As a result, the quality of the second version of the written essay has improved in comparison to the first one.

3.2.3. Analysis of the Corpus

Based on the theoretical examination and discussion, it is widely recognized that Grammarly is a commonly used AWE software that assists users in improving the quality of their academic writing. Accordingly, this chapter aims at addressing the following fundamental questions:

- 1) What are the different features that Grammarly offers for improving writing?
- 2) What are the drawbacks of Grammarly, and how do they affect its performance?
- 3) To what extent does Grammarly help users improve the quality of their writing?

The following analysis entails an in-depth examination of the types of features that Grammarly offers as well as the areas of weaknesses that may affect its performance during the revision stage. Thus, the discussion is supported by illustrative examples demonstrating each.

1. The Features of Grammarly Software

The free version of Grammarly offers a variety of features that assist users in improving the quality of their writing, including feedback on Grammar, spelling, punctuation, conventions, and conciseness.

a) Grammar

The first primary feature offered by Grammarly is Grammar feedback, which helps users identify and correct Grammatical errors in their writing.

Figure 3.1 Feedback on Grammar

Untitled document

device to monitor or edit the learner's output. In addition, it is supposed to be responsible for editing, making correction consciously. According to krashen, such explicit and international learning should be avoided because it may hinder the acquisition process. Only once fluency established, monitoring and editing should be activated.

Third, the hypothesis says little or nothing about the process of acquiring a second language. Krashen's argument for the natural order hypothesis is based on the morpheme studies, which have criticized on various ground.

Fourth, the input hypothesis states that a language learner benefits most from receiving linguistic input that is just beyond his current level of grammatical understanding.

Fifth, the affective hypothesis states that negative emotions such as stress anxiety, bredom, and lack of motivation create a psychological filter that reduces a student's ability to absorb comprihensabale input. Krashen's monitor model is a like

33 readability score

32 All suggestions

- krashen · Change the capitalization
- GRAMMAR
 - is established**

It seems that you are missing a verb. Consider adding it.

Each clause needs a *subject* and a *verb*. In some cases, the best verb to use is a simple *is* or *was* (or some other form of the verb *to be*). In other cases, you may need to add a main verb, an auxiliary verb, or multiple auxiliary verbs.

Incorrect I *been running* for a long time now.
Correct I *have been running* for a long time now.

Incorrect This novel *written* by a famous author.
Correct This novel *was written* by a famous author.

Incorrect You an excellent job yesterday.
Correct You *did* an excellent job yesterday.

Less

31 Overall score
See performance >

Goals
3 of 4 set >

All suggestions

Correctness
32 alerts

Clarity
Very clear

Engagement
A bit bland

Get Expert Writing Help

Plagiarism

As displayed in figure 3.1 above, Grammarly provided feedback on Grammar. It highlighted the word “established”, stated that it is missing a verb, and then suggested adding the verb “is”. Moreover, for the aim of enriching the user’s English Grammar, Grammarly presented a brief explanation of the Grammatical rule along with examples.

Figure 3.2 Feedback on Grammar

Untitled document

the description, the negative affective filter blocks the teachers to take into account The Affective Filter which is blocked by stress and low self confidence to name a few. In order to avoid this negative factors, instruction must take into account where students are at and how to take them where we want them to be.

47 readability score

36 All suggestions

- GRAMMAR
 - this negative → these negative**

It seems that determiner use may be incorrect here.

A determiner is a word that goes before a noun to make it clear what the noun refers to. Some common determiners are *a*, *the*, *this*, *these*, and *both*. Some determiners can only be used in certain situations. *This* can only be used with singular nouns, for example, while *these* can only be used with plural nouns. Also, you shouldn't use a determiner with a personal pronoun.

Incorrect Did you lose *this* books?
Correct Did you lose *these* books?

Incorrect We had *some* good time together!
Correct We had *a* good time together!

Less

at · Change preposition

41 Overall score
See performance >

Goals
3 of 4 set >

All suggestions

Correctness
35 alerts

Clarity
Clear

Engagement
Engaging

Get Expert Writing Help

Plagiarism

Similarly, in this example, Grammarly suggested substituting the phrase "this negative" with "these negative" because the subsequent noun "factors" is in the plural form. By making this substitution, the sentence becomes grammatically correct and aligns the pronoun with the noun it refers to. Consequently, the pronoun "this" is generally employed with singular nouns whereas "these" is used with plural nouns.

b) Spelling

Another important feature offered by Grammarly is spelling feedback, which helps users detect and correct misspelled words in their writing.

Figure 3.3 Feedback on Spelling

The screenshot displays the Grammarly interface for a document titled "Untitled document". The main text area contains a paragraph with several words underlined in red, indicating errors. A sidebar on the right displays "All suggestions" with a list of corrections: "self-confidence", "over-use", "observe", "of", "SPELLING" (highlighting "analizing" to "analyzing"), "however", and "is". A right-hand panel shows performance metrics: "54 Overall score", "Goals 3 of 4 set", "Correctness 34 alerts", "Clarity A bit unclear", "Engagement A bit bland", and options for "Get Expert Writing Help" and "Plagiarism".

In the example above, Grammarly detected a spelling mistake. It marked the verb "analizing" as misspelled and suggested replacing it with "analyzing" which is the accurate spelling of the word.

Figure 3.4 Feedback on Spelling

The screenshot displays a document editor interface. The main text area contains a paragraph about language acquisition hypotheses, with the phrase "well known" underlined in red. A sidebar on the right, titled "All suggestions", shows a correction for "well-known" with a blue button. Below this, an explanation states: "It appears that **well known** is missing a hyphen. Consider adding the hyphen(s). A hyphen is used to create compound words. Often, the two words joined by the hyphen act as an adjective that describes a noun in the sentence. However, you don't need a hyphen to join the word *very* or an adverb ending in *-ly* to another word (*very pretty flowers, oddly dressed man*). When an age or a period of time is used as an adjective before a noun, use two hyphens (*my two-year-old son*), but leave the hyphens out if the noun comes first (*he is two years old*). Both cardinal and ordinal numbers may be part of a compound word (*one-time pass, first-year student*)." Below the explanation are three examples: "Incorrect Clara finished a 400 page book last week." and "Correct Clara finished a 400-page book last week.", "Incorrect Jake served on a nuclear powered submarine." and "Correct Jake served on a nuclear-powered submarine.", and "Incorrect My ten year old brother loves dinosaurs." and "Correct My ten-year-old brother loves dinosaurs." On the far right, a "HIDE ASSISTANT" button is visible, along with a "38 Overall score" and "Goals 3 of 4 set" section. Below that is an "All suggestions" button and a "Correctness 35 alerts" section. Further down are "Clarity A bit unclear" and "Engagement A bit bland" sections, and finally "Get Expert Writing Help" and "Plagiarism" options.

Figure 3.4 represents Grammarly’s detection of a spelling mistake. The software underlined the adjective “well known” and identified it as misspelled, then it corrected it by adding a hyphen since the two words together make up the compound adjective “well-known” that describes the theory. Moreover, in order to enhance the user’s understanding of the rule, a brief explanation with an illustration was provided by this software.

c) Punctuation

In addition to its Grammar and spelling features, Grammarly provides feedback on punctuation. It allows users to appropriately convey the intended meaning in their writing by using accurate punctuation marks such as commas, semicolons, and periods.

Figure 3.5 Feedback on Punctuation

The screenshot shows a document editor interface. On the left, a document titled 'Untitled document' contains two paragraphs of text. The first paragraph discusses second language acquisition, and the second paragraph discusses bilingual and multilingual communities. A red box highlights the phrase 'later on' in the first paragraph. On the right, a '30 All suggestions' panel is open, showing a 'PUNCTUATION' section. It highlights the phrase ', later on,' and provides an explanation: 'It appears that you are missing a comma or two with the interrupter later on. Consider adding the comma(s).'. Below this, it defines an interrupter and provides examples of incorrect and correct usage. The 'Incorrect' examples show phrases like 'as they say' and 'on the other hand' not being properly separated from the main clause. The 'Correct' examples show these phrases being properly separated by commas. On the far right, a 'HIDE ASSISTANT' button is visible, along with a '32 Overall score' and various performance metrics like 'Goals', 'Correctness', 'Clarity', and 'Engagement'.

Figure 3.5 above presents Grammarly’s feedback on punctuation. Grammarly advised putting the phrase “later on” between two commas to signal the break in the sentence and prevent misunderstanding the intended meaning.

d) Conventions

Conventions is another feature offered by Grammarly in which errors in capitalization, number formats, and spaces before and after punctuation are identified.

Figure 3.6 Feedback on Conventions

The screenshot shows a document titled 'Untitled document' with a readability score of 42. The text discusses language acquisition and learning. The Grammarly interface on the right shows 63 suggestions. Under 'CONVENTIONS', a suggestion for 'acquisition/learning' is highlighted. The feedback states: 'It appears that you have extra spaces surrounding the slash between the words **acquisition** and **learning**. Consider removing the extra spaces.' It provides examples of correct usage: 'A slash is commonly used to indicate a choice between two options (yes/no, and/or, he/she), for a fraction or a date (1/3, 07/20/1969), or as part of an abbreviation (w/o for without, b/w for black and white). For these usages, there is no space before or after the slash. Avoid using a slash in formal writing or when the word or would suffice.' Below this, it shows two examples of incorrect usage with feedback: 'Incorrect: The quiz consisted of only true / false questions.' and 'Correct: The quiz consisted of only true/false questions.' Another example shows 'Incorrect: The program was checked for problems / permissions.' and 'Correct: The program was checked for problems/permissions.'

As shown in figure 3.6, Grammarly detected extra spaces surrounding the slash between the two words “acquisition” and “learning”, and advised the user to remove them.

Figure 3.7 Feedback on Conventions

The screenshot shows a document titled 'Untitled document' with a readability score of 34. The text discusses language instruction and learning. The Grammarly interface on the right shows 44 suggestions. Under 'CONVENTIONS', a suggestion for 'emphasise' is highlighted, suggesting it be changed to 'emphasize'. The feedback states: 'The spelling of **emphasise** is a non-American variant. For consistency, consider replacing it with the American English spelling.' It explains that 'emphasise' is a non-American variant and that 'emphasize' is the American English spelling. It also notes that the spelling of some words varies among different dialects of English. Examples are provided: 'Non-American: I wish you success in all your **endeavours**. American: I wish you success in all your **endeavors**.' and 'Non-American: November is my **favourite** month. American: November is my **favorite** month.'

In figure 3.7 above, for more consistency and clarity, Grammarly suggested changing the word “emphasise” which is a non-American variant to the American English spelling “emphasize”. It also provided examples on both variations.

e) Conciseness

In order to ensure that the writing is concise and clear, Grammarly offers suggestions on conciseness which helps the user eliminate any redundant and unnecessary words or phrases.

Figure 3.8 Feedback on Conciseness

The screenshot shows a document titled "Untitled document" with the following text: "The second language acquisition theory consists of a set of related hypothesis. This theory leads to a **number of** implications that will conduct the second language acquisition classroom. The implications can then form a coherent approach to second language teaching: the Natural Approach. We can begin with mentioning the second language acquisition theory implications. The first one is the comprehension; the input hypothesis says that language acquisition can only take place when the focus is on what is being said rather than the form. As the "Great Paradox of language" implies, teaching language is best thought when it's being used to transmit messages. This implication stresses the importance on whatever helps comprehension such as aids, pictures, and other visuals, since they help the acquirer to understand and therefore to acquire. It claims too that the

The Grammarly interface shows a "40 All suggestions" panel with a "CONCISENESS" section. It highlights the phrase "a number of" in blue and suggests alternatives: "several", "some", and "many". The feedback text reads: "The phrase **a number of** may be wordy. Consider changing the wording. Using a long phrase when a shorter one (or even a single word) will suffice can contribute to wordiness or vagueness. Though a sentence may be grammatically correct, writing more concisely is often a better choice. Consider your reader and context to make a determination." Below this, it lists specific suggestions: "Vague: We have discovered **a number of** errors.", "Concise: We have discovered **many** errors.", "Concise: We have discovered **six** errors. (precise)", "Vague: Those videos **were helpful in teaching** me how to code.", and "Concise: Those videos **helped teach** me how to code." The right sidebar shows an overall score of 48, goals, and various writing metrics like correctness, clarity, and engagement.

As displayed in figure 3.8 above, Grammarly marked, in blue, the phrase “a number of” as wordy and suggested shorter alternatives which are several, some, and many to make the writing much cleaner.

2. The Weaknesses of Grammarly Software

Despite its numerous useful features, Grammarly has some shortcomings that may affect/decrease its effectiveness and reliability in providing feedback in different writing contexts. Hence, the following examples serve as illustrations of some of the areas in which Grammarly may fall short when offering feedback.

Figure 3.9 Misleading Feedback on Grammar

Untitled document

(listening and reading) or Productive Skills (speaking and writing). Perhaps the easiest way to start integrating skills in your class is by combining the receptive and productive skills which are used across the same medium.

In conclusion, the application of krashen theory both teachers and students are needed, they believethat the study of grammar is responsible for the students progress, but in reality their progress is coming from the medium and not the message. Any subject matter that held their interest would do just as well.

40 All suggestions

- krashen · Change the capitalization
- GRAMMAR
by both
It seems that preposition use may be incorrect here.
Learn more
- ,they · Add a space
- believethat · Correct your spelling
- students · Change noun form
- reality · Add a comma

55 readability score

32 Overall score
See performance >

Goals
3 of 4 set >

All suggestions

Correctness
39 alerts

Clarity
Mostly clear

Engagement
A bit bland

Get Expert Writing Help

Plagiarism

In this case, figure 3.9 exhibited that Grammarly did not identify the verb “are” which is highlighted in yellow as a grammatical mistake. In this context, Grammarly should have suggested replacing the verb “are” with the verb “is” since the singular subject “the application” requires a singular verb and not a plural one.

Figure 3.10 Misleading Feedback on Spelling

Untitled document

focus on developing communication skills and the teacher shows a set of pictures of Say, Food, and Drink repeating the word that goes with each with one the students simply watch and listen. Combine use of picture "Jim find the pictures of the little girl with her dog and give it to the woman with the Pink Blouse".

The natural approach belongs to tradition of language teaching méthodes based on observation and interprétation of learner's aquire both first and second language.

29 All suggestions

- referring · Correct your spelling
- input , · Remove a space
- ,and · Add a space
- it . · Remove a space
- classroom · Add an article
- reading , · Remove a space
- ,speaking · Add a space
- emerge , · Remove a space
- ,and · Add a space

60 readability score

38 Overall score
See performance >

Goals
3 of 4 set >

All suggestions

Correctness
29 alerts

Clarity
Very clear

Engagement
Engaging

Get Expert Writing Help

Plagiarism

In this example, the writer used two French words which are “méthodes” and “interprétation” instead of “methods” and “interpretation”. However, Grammarly failed to mark the two non-English words as spelling errors. As it is shown in the picture, the two words are written in French; however, they did not get the red underline because the software did not identify them as non-English words.

Figure 3.11 Misleading Feedback on Conventions

The image shows a Grammarly interface. On the left, a document titled 'Untitled document' contains several paragraphs of text. Some words are underlined in red, including 'monitor', 'own', 'teacher', 'high frequency', 'voluntarily', 'acquisition', 'example', 'rejoinders', 'but', and 'general'. The text includes French words like 'méthodes' and 'interprétation' which are not underlined. On the right, the 'All suggestions' panel is open, showing a 'CONVENTIONS' section. The first suggestion is for '. the' with the text: 'It appears that you have improperly spaced some punctuation. Consider adding a space.' Below this, there is a list of examples with the word 'Correct' next to each: 'No," said Joe, "I did not take out the trash.', 'I can't believe she said that, can you?', 'Wow! That was unexpected!', 'She asked, "What time is it?"', 'I like school; my favorite subject is math.', and 'Two of my friends (Matt and Eric) will be there.'

In this case, Grammarly advised the user to add a space after the period. However, the punctuation mark “.” itself is inappropriate in this context, and a comma should be placed instead. Therefore, Grammarly identified the mistake as a convention error even though it was also supposed to mark it as a punctuation error.

Figure 3.12 Misleading Feedback on Spelling

The screenshot shows a Grammarly interface with a document titled "Untitled document". The document text discusses the natural order hypothesis, input hypothesis, and affective filter. A red box highlights the word "write" in the text. The "All suggestions" panel on the right shows a spelling correction for "write" to "written". The feedback provided is misleading, suggesting that "written" is a better fit for the context. The right sidebar shows an overall score of 56 and various performance metrics.

13 All suggestions

• SPELLING

write → **written**

The word **write** doesn't seem to fit this context. Consider replacing it with a different one.

A word family is a group of words that are derived from a common stem, such as **choose, choice, chosen, and choosable**. Words in a family may belong to different parts of speech, but they usually have closely related meanings. Some families contain multiple words from the same part of speech, such as **relation** and **relationship**. While the meanings of these words may be similar, they are usually not interchangeable. Selecting the right word from the family depends on context. See the examples below.

Incorrect There is a **different** between love and attachment.

Correct There is a **difference** between love and attachment.

Incorrect What is so **importance** about arriving on time?

Correct What is so **important** about arriving on time?

56 Overall score
See performance >

Goals
3 of 4 set >

All suggestions

Correctness
12 alerts

Clarity
Clear

Engagement
A bit bland

Get Expert Writing Help

Plagiarism

As displayed in the figure above (12), Grammarly advised the user to change the word “write” to the word “written”. The latter does not match the context because what the writer actually intended to write was “right” to describe the type of answers that teachers are not supposed to wait for, not the action of writing down the answers.

Figure 3.13 Misleading Feedback on Spelling

The screenshot shows a Grammarly interface with a document titled "Untitled document". The document text discusses the natural order hypothesis and the acquisition of grammatical structures. A red box highlights the word "tracy" in the text. The "All suggestions" panel on the right shows a spelling correction for "tracy" to "Tracy". The feedback provided is misleading, suggesting that "Tracy" is a better fit for the context. The right sidebar shows an overall score of 39 and various performance metrics.

32 All suggestions

• SPELLING

tracy → **Tracy**

If you don't want **tracy** to be marked as misspelled in the future, you can add it to your personal dictionary.

Add to dictionary

- tarrel · Correct your spelling
- krashen · Change the capitalization
- krashen · Remove a space
- acquisition · Remove a space
- natural · Correct article usage

39 Overall score
See performance >

Goals
3 of 4 set >

All suggestions

Correctness
31 alerts

Clarity
A bit unclear

Engagement
A bit bland

Get Expert Writing Help

Plagiarism

Figure 3.14 Misleading Feedback on Spelling

The screenshot shows a Grammarly interface with a document titled "Untitled document". The text in the document discusses the natural order hypothesis, mentioning "tracy tarrel" and "Stephen krashen". The word "tarrel" is highlighted in red, and a blue box suggests changing it to "barrel". Below this, a list of other suggestions is shown, including "krashen" (change capitalization), "krashen ." (remove space), "acquisition ." (remove space), "natural ." (correct article usage), and "hypothesis ." (remove space). On the right side, a sidebar shows a "39 Overall score" and various performance metrics.

As showcased in the figures above (13, 14), Grammarly detected a spelling mistake in the word “tracy”, which is a proper noun, and suggested capitalizing it. Moreover, the word “tarrel”, which is the last name of the scholar Tracy, was also identified as a spelling mistake; however, Grammarly suggested replacing it with “barrel”, a large container made up of wood, metal, or plastic, which is inappropriate in this context as it alters the meaning of the message.

Figure 3.15 Inaccurate Feedback on Capitalization

The screenshot shows a Grammarly interface with a document titled "Untitled document". The text in the document discusses Krashen's ideas on language acquisition, mentioning "essence" and "the language". The word "essence" is highlighted in red, and a blue box suggests changing it to "Essence". Below this, a list of other suggestions is shown, including "the language ." (correct article usage) and "is ." (correct spelling). On the right side, a sidebar shows a "37 Overall score" and various performance metrics.

In this example, Grammarly gave misleading feedback about capitalization. Firstly, it identified the word “essence” as a proper noun that needs to be capitalized and in fact, the word “Krashen” is the one that should be capitalized. Moreover, as shown in the figure, the following words “idea”, “is”, “if”, “as”, “among”, “his”, “ideas”, “input”, “the”, and “one” are capitalized which is inaccurate but Grammarly missed detecting these mistakes.

Figure 3.16 Insufficient Feedback on Content and Organization

The screenshot shows a Grammarly interface with a document titled "Untitled document". The document text is: "simply more vocabulary equals more comprehension which achieves more language acquisition that means it focuses on comprehension over productivity .the ability to listen and read before speaking and writing and that the last two images with the flow of the course. Krashen Theory about the acquisition of language is quite applicable and easy to them body inside the classroom for instance our middle Schoolers study only one hour a week, That's quite a short period of time speaking English can't present tense than one percent of their time which makes it impossible to acquire English using krashen Theory between classes asking students to watch something, listen to something or read something they can't relate to and comprehend and using varied types of input inside the classroom . Stephen Krashen Finished his TV confidence in the 80s with aquote "we require language in one way and only one way when".

The Grammarly sidebar on the right shows a "37 Overall score" and "24 alerts". The "All suggestions" list includes: "that the · Correct word choice", "GRAMMAR Krashen → Krashen's · It seems that this noun form may be incorrect.", "period of time · Remove redundancy", "krashen · Change the capitalization", "something · Remove a space", and "classroom · Remove a space". The sidebar also shows "Correctness 24 alerts", "Clarity Mostly clear", and "Engagement A bit bland".

This example shows a case of another limitation of Grammarly’s feedback on writing. The software does not take into consideration two important aspects of writing, which are content and organization. As it appears in the picture, the paragraph is a mess. It lacks coherence and flow of ideas as the sentences are not properly arranged and a few of the mentioned ideas are irrelevant to the topic which makes the writing meaningless causing it to not flow. The paragraph also includes some expressions that do not make sense such as “easy to them body” and “can’t present tense than one percent of their time”. Moreover, it lacks appropriate punctuation marks which makes it difficult to grasp the meaning that is expressed in the sentences.

After rewriting the students' essay with the assistance of Grammarly software and comparing the two versions together, specific improvements in the efficacy of its feedback provision were noticed. Therefore, the following analysis involves an in-depth examination of the types of features that were improved by Grammarly software as well as the areas where Grammarly still falls short.

Figure 3.17 Student's Essay Written without the Use of Grammarly

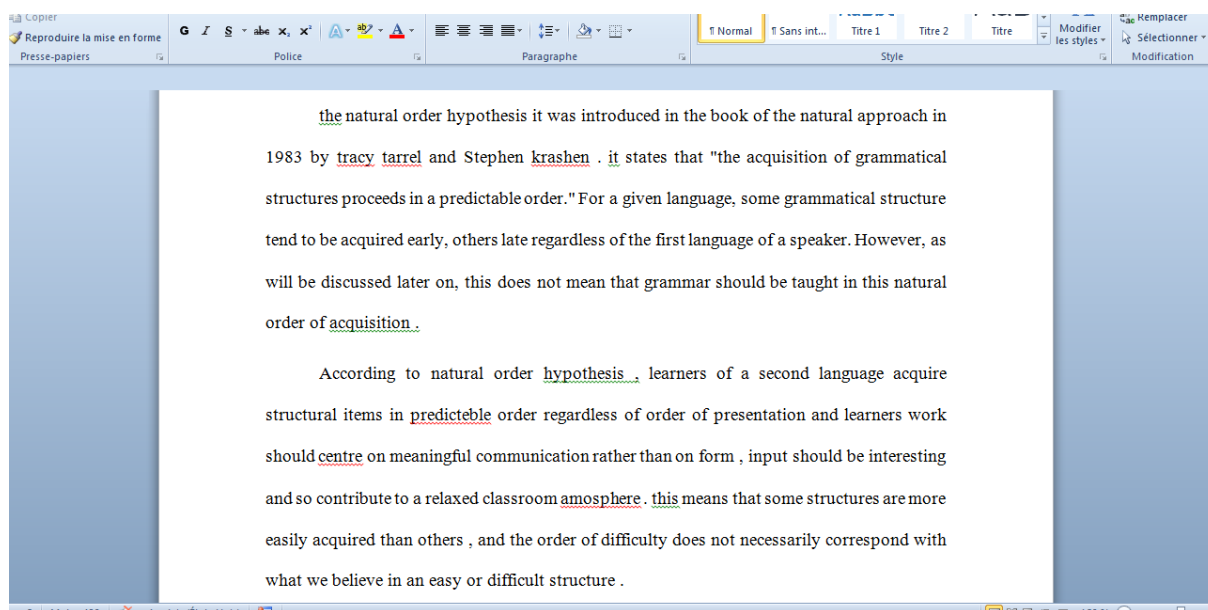
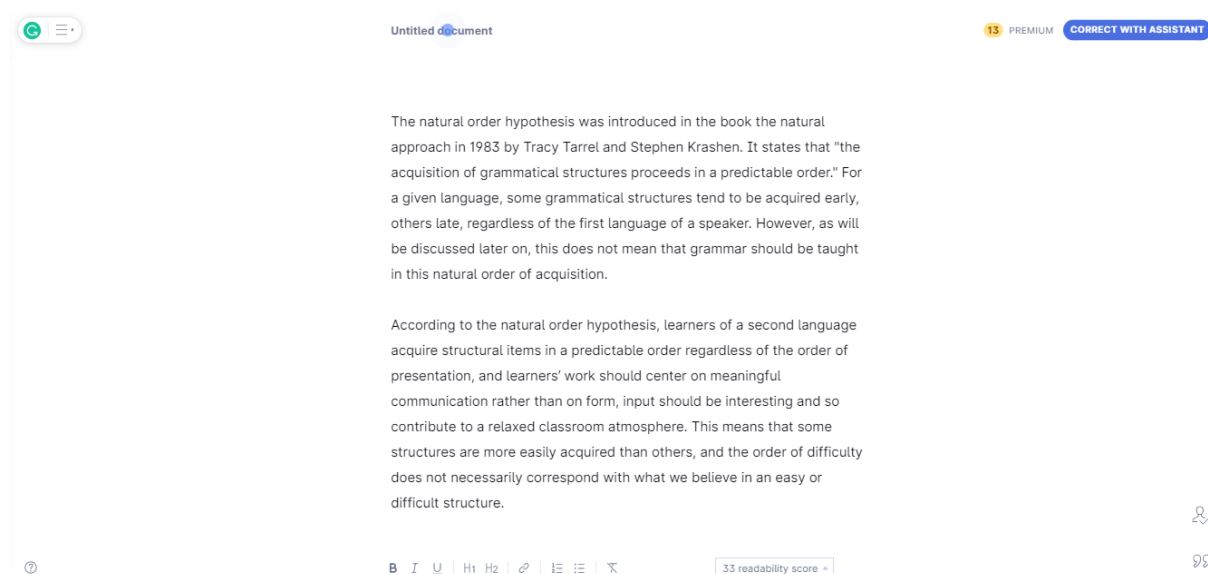


Figure 3.18 Student's Essay Written with the Use of Grammarly



By comparing the first figure (3.17), which contains the text that has not been corrected with Grammarly, with the text in the second figure (3.18), which has been written with the assistance of Grammarly's automated correction, several significant improvements were observed. Firstly, Grammarly has effectively corrected numerous grammar errors. For instance, it replaced the singular word "structure" with its plural form "structures". Secondly, the software assisted the writer in using punctuation marks correctly by adding commas after transitions and adjusting capitalization whenever necessary. Finally, when comparing spelling errors in figure 17 and 18, a remarkable enhancement is noticed. Grammarly corrected all of spelling errors existing in figure one (for example, it altered the word "amosphere" to its correct spelling "atmosphere" and changed "predicteble" to "predictable"). Overall, the text in the second figure is more polished and well-developed compared to the text in the first figure.

Figure 3.19 Student's Essay Written without the Use of Grammarly

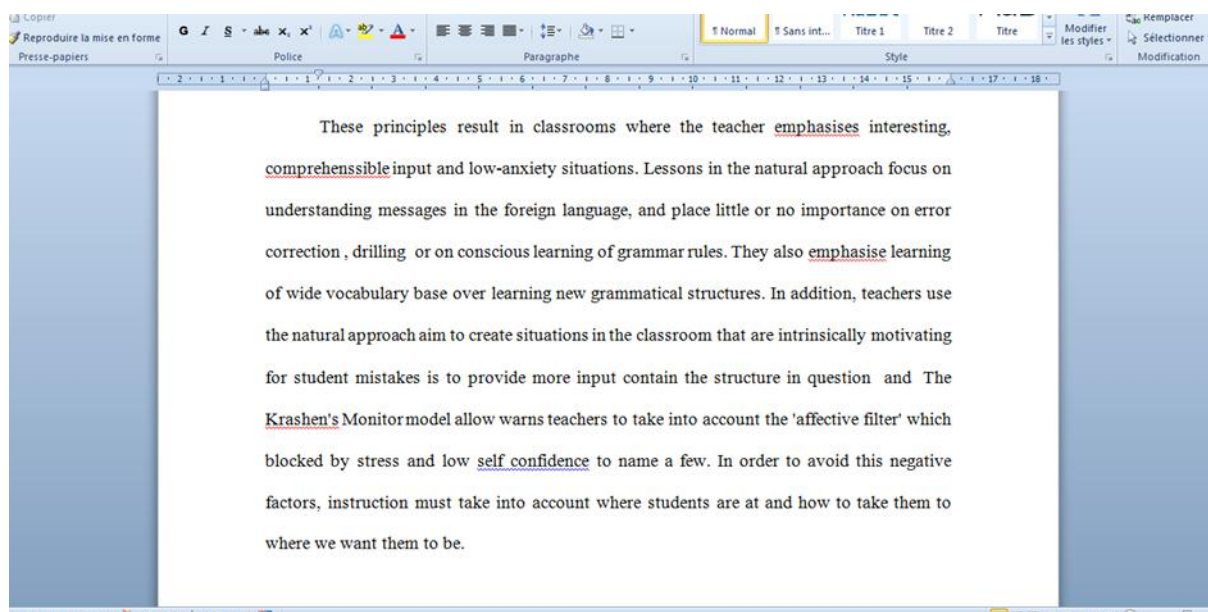
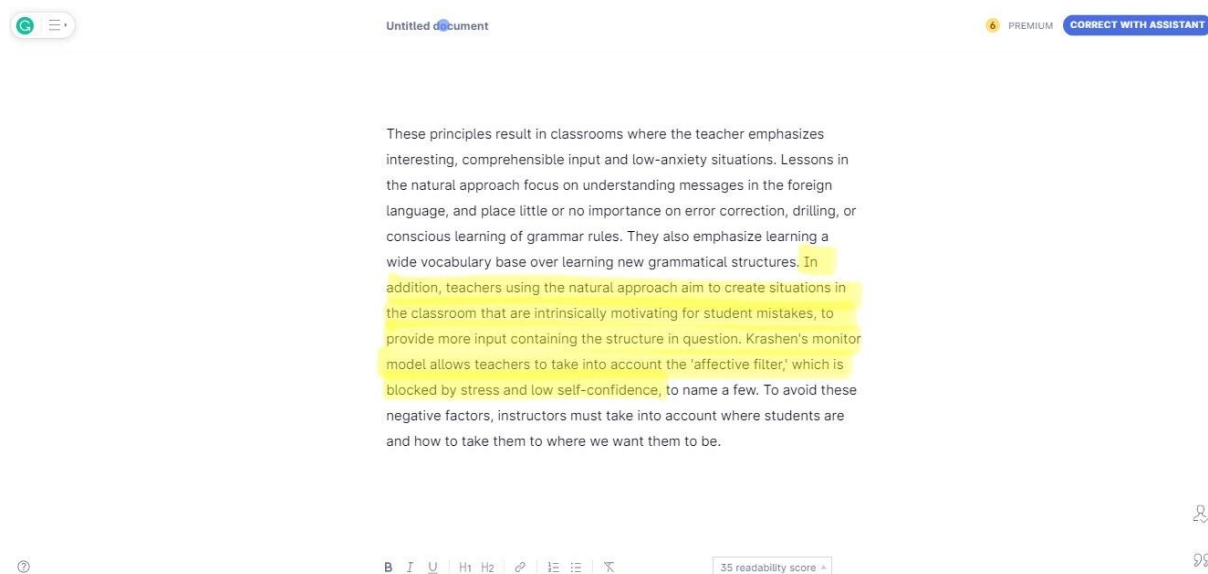


Figure 3.20 Student's Essay Written with the Use of Grammarly

Similarly, compared to figure 3.19, figure 3.20 illustrates that, while writing, Grammarly assisted the user in correcting mistakes in Grammar (e.g., “this” was corrected into “these”) spelling (e.g., “comprehensible” was replaced with “comprehensible”), and punctuation; as well as, detecting extra spaces between words. It also helped in enhancing the clarity of the written text by offering feedback on conciseness (e.g., it suggested replacing “in order to” with “to”). However, as it appears in the highlighted part, the software did not take into account both the content and organization. As it is shown in the highlighted sentences, the writer mentioned different ideas without proper arrangement and explanation, which led to a lack of coherence and made the intended message unclear and difficult to grasp.

3.2.4. Summary of Results and Findings from the Corpus

The upward detailed analysis and interpretation of data revealed that the free version of Grammarly has some strengths as well as weaknesses. As for the advantages of Grammarly's free service, the data has shown that the software offers corrective feedback on four writing aspects. Firstly, the software is able to detect Grammar, spelling, and punctuation mistakes in writing and to offer suitable corrections accordingly. Secondly, the free service

includes the feature of conventions by which the tool is able to identify and correct capitalization errors; as well as, check if there are any extra spaces before and after punctuation. The last feature of the free version is about the clarity of writing. The latter includes feedback about conciseness to help the user ensure that the written text is clear and concise.

Concerning the weaknesses, it was revealed that during the revision stage, the free version of Grammarly provided some misleading or inaccurate feedback when correcting errors in Grammar, spelling, and punctuation. In this respect, the software delivered some feedback that is irrelevant to the context of the text, offered some inaccurate suggestions that could potentially change the original meaning of the word, expression, or paragraph, and even missed correcting some notable errors (see figures 3.9, 3.11). Furthermore, it showed some inconsistency in correcting capitalization errors (see figure 3.15) and some weaknesses in recognizing non-English words and people's names. Finally, it was inferred that Grammarly has limited feedback regarding the content and organization; as well as, the coherence and cohesiveness of the written texts. Meanwhile, during the drafting stage, Grammarly showed weaknesses in relation to offering feedback on the content and organization of the written product only.

In the beginning, when investigators analyzed the final versions of the written essays, Grammarly's ability to fully comprehend the overall meaning of the text and analyze the interconnectedness of ideas was limited. Therefore, certain weaknesses in its features have been identified. However, the weaknesses became less noticeable when researchers utilized Grammarly's free version during the stage of drafting while constructing sentences and weaving them together into paragraphs. This implies that employing Grammarly after completing the entire writing process is not ideal, as this process is a cyclical rather than a linear one. Hence, in order to minimize the overall number of errors, the most optimal and

effective approach to utilize this tool is during the drafting stage, where students simultaneously write, revise, and edit their written text with the assistance of Grammarly software to produce a well-developed academic piece of writing. Finally, as the free version of Grammarly is limited, it does not take into consideration both content and organization; therefore, students must only rely on it in terms of correcting errors related to mechanical writing conventions.

Conclusion

Based on the results of the corpus analysis, it is evident to say that the free version of Grammarly plays a role in facilitating the correction of writing errors for users, as it offers valuable feedback on different writing aspects such as Grammar and spelling. However, like any other tool, it does have certain drawbacks that can be minimized through appropriate usage. Consequently, this chapter shed light on both the strengths and weaknesses of Grammarly software and provided insights on the most effective way to approach this digital tool and maximize its benefits.

CHAPTER FOUR: TEACHERS' ATTITUDES TOWARDS THE USE OF GRAMMARLY IN THE ACADEMIC WRITING PROCESS.

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Introduction

Grammarly software is an extensively utilized AWE program that students often rely on when completing writing assignments. In this context, it is the responsibility of teachers to assess these writing tasks and provide corrective feedback on writing errors. Consequently, this chapter aims at exploring EFL teachers' perspectives on the degree of effectiveness of using Grammarly software while it is used in the process of writing academic papers. To achieve this, a survey questionnaire was thoughtfully administered to gain a deeper understanding of their opinions, viewpoints, and insights on the matter at hand. The survey aims to examine EFL teachers' perceptions regarding the process of writing assessment, the utilization of AWE programs in this process, and the efficacy of Grammarly software in assisting learners with their writing.

4.1. Administration of Teachers' Questionnaire

The current questionnaire was administered to all teachers of English at the Department of Letters and English Language, University of 08 Mai 1945, Guelma. The process of answering the questionnaire took about 11 days from April 30th to May 10th, 2023. Moreover, in order to facilitate the process of answering the questionnaire and respect teachers' valuable time, the questions were short, concise, clear, and direct. Furthermore, as promised, teachers' answers remained highly confidential and were used for academic purposes only. Although it was challenging to reach all teachers as some of them were on break and some others refused to answer the questionnaire, a sufficient number of respondents participated and provided valuable responses, which were highly important for the validity of this research.

4.2. Aims of Teachers' Questionnaire

The current questionnaire aimed at:

- 1) Uncovering different insights of EFL teachers concerning the process of feedback provision on students' academic writing.
- 2) Figuring out the extent to which EFL teachers are familiar with Grammarly software.
- 3) Revealing EFL teachers' viewpoints toward the use of AWE programs in both the writing process and writing assessment.
- 4) Exploring EFL teachers' perceptions and opinions regarding the possible efficacy of Grammarly software in improving students' academic writing.

4.3. Description of Teachers' Questionnaire

The arrangement of the current research questionnaire was determined based on the different concepts and ideas discussed in the theoretical chapters. It consists of eighteen (18) questions divided into three sections. Concerning the nature of the questions, most of them are close-ended (yes/no and multiple-choice questions); hence, this would facilitate both answering and analyzing them. Additionally, a few questions are open-ended questions that require short responses and precise comments and justifications, which would minimize ambiguities and generate accurate responses.

4.3.1. Section One: General Information (Q1-Q3)

This section consists of three questions that are aimed at eliciting teachers' personal information. Therefore, it involves questions about teachers' qualifications, fields of specialty, and years of teaching English at university in order to provide details about the participants of this study.

4.3.2. Section Two: Teachers' Feedback on Students' Writing (Q4-Q8)

The second section of the questionnaire is set to investigate the insights of EFL teachers concerning the process of feedback provision on students' academic writing. Particularly, it includes questions about significant academic writing components and students' writing difficulties. Firstly, in question number four (4), teachers are asked to

describe their student's level in EFL writing. Secondly, in question number five (5), they are requested to indicate the frequency of assigning writing assignments to their students. Thirdly, in question number six (6), participants are asked to specify the writing components that they focus on when correcting students' writing tasks. Then in the next question, question number seven (7), they are demanded to clarify the challenges that students encounter when writing. Finally, in question number eight (8) instructors are asked to indicate the most essential writing components.

4.3.3. Section Three: Teachers' Attitudes Towards the Use of Grammarly in the Academic Writing Process (Q9-Q18)

The last section in the questionnaire is dedicated to examining EFL teachers' attitudes towards the use of AWE programs, mainly Grammarly software, in the process of academic writing. The section begins with question number nine (9) in which teachers are asked whether or not they incorporate technological tools in the process of teaching and learning. Next, in question number ten (10), they are demanded to describe their general attitudes towards the use of AWE programs. Furthermore, in the eleventh question (11), respondents are asked to state whether or not they rely on the assistance of AWE programs in the process of assessment; then, if the provided answer is positive, they are demanded to mention the names of the programs that they use. Finally, question number twelve (12) aimed at finding out whether or not respondents would encourage their students to use these automated tools in the writing process, and if not, they are required to specify the concerns that they have regarding these programs.

The next part in this section consists of questions that are specifically related to Grammarly software. Firstly, via question number thirteen (13), teachers are asked about their familiarity with Grammarly software. Secondly, in the fourteenth question (14), they are asked whether they are used to recommending Grammarly to their students or not. Thirdly, in

question number fifteen (15), respondents are asked whether or not they have used Grammarly software before; and if so, they are required to clarify whether or not they believe that it is effective in providing feedback. If they consider Grammarly to be effective, they are demanded to specify the provided features that they find most useful. Moving on to question number sixteen (16), teachers who have personally used Grammarly software are asked if they believe that Grammarly software can improve EFL students' academic writing. Then in question number seventeen (17), educators are asked about their opinion regarding the possibility of replacing traditional teacher feedback with automated feedback. In the final question, teachers are invited to offer advice to students who rely on AWE programs, including Grammarly, to complete their writing tasks.

4.4. Analyzing Data from the Questionnaire for the Teachers

Section One: General Information

Q1: What Degree do you hold?

a-Magister degree

b-Ph.D. degree

c-Master degree

Table 4.1: Teachers' Degree

Degree	Number of teachers	Percentage
Magister degree	20	54.05%
Ph.D. degree	12	32.43%
Master degree	5	13.52%
Total	37	100%

The results obtained from table 4.1 revealed that more than half of teachers (54.05%) hold a Magister degree, a notable portion (32.43%) hold a Ph.D. degree, and only a small percentage (13.52%) hold a master's degree. This demonstrates the presence of highly qualified individuals, including novice teachers, within the sample. Hence, they would provide valuable data that is required in this present research.

Q2: What is your field of specialty?

- a) Linguistics and language teaching
- b) Literature
- c) Civilization
- d) Translation

Table 4.2: Teachers' Field of Specialty

Options	Number of teachers	Percentage
linguistics and language teaching	16	43.24%
Literature	11	29.73%
Civilization	08	21.62%
Translation	02	5.41%
Total	37	100%

As displayed in table 4.2, 43.24% of respondents are specialized in linguistics and language teaching, 29.73% are specialized in literature, 21.62% are specialized in civilization, and 5.41% are specialized in translation. This implies that teachers from diverse specialties took part in responding to this questionnaire, thereby enhancing the reliability and credibility of the collected data as they have varied expertise in teaching different modules and, irrespective of their specialty, all of them are actively engaged in providing feedback on students' writing across various contexts, including writing homework, tests, and exams.

Q3: How long have you been teaching English at university?

a- 1-5 years

b- 5-10 years

c- Above

Table 4.3: Teachers' Years of Experience

Options	Number of teachers	Percentage
A	5	13.51%
B	6	16.22%
C	26	70.27%
Total	37	100%

Based on the table above (table 4.3), it can be seen that an overwhelming number of teachers (70.27%) have been teaching English for more than ten years. This denotes that the participants have extensive experience in teaching English at university. Therefore, over the years, they have taught various modules, assigned numerous tasks, and provided feedback on the writings of many students. Consequently, their vast reservoir of experience should lead to dependable results.

Section Two: Teachers' Feedback on Students' Writing

Q4: How can you describe your students' level in EFL writing?

- a) Very good
- b) Good
- c) Average
- d) Bad
- e) Very bad

Table 4.4: Students' Level in EFL Writing

Options	Number of teachers	Percentage
Very good	00	0%
Good	00	0%
Average	31	83.78%
Bad	06	16.22%
Very bad	00	0%
Total	37	100%

The results in table 4.4 illustrate that nearly all the informants (83.78%) reported that their students have an average level in EFL writing. This indicates that they have an intermediate level of competence in writing. Furthermore, less than one-third of the population (16.22) revealed that their students struggle with writing in English. This demonstrates a lack of mastery in this skill, which needs to be improved.

Q5: How often do you assign writing assignments to your students?

a- Frequently

b- Occasionally

c- Rarely

Table 4.5: Teachers' Frequency of Assigning Writing Assignments

Options	Number of teachers	Percentage
Frequently	11	29.73%
Occasionally	21	56.76%
Rarely	5	13.51%
Total	37	100%

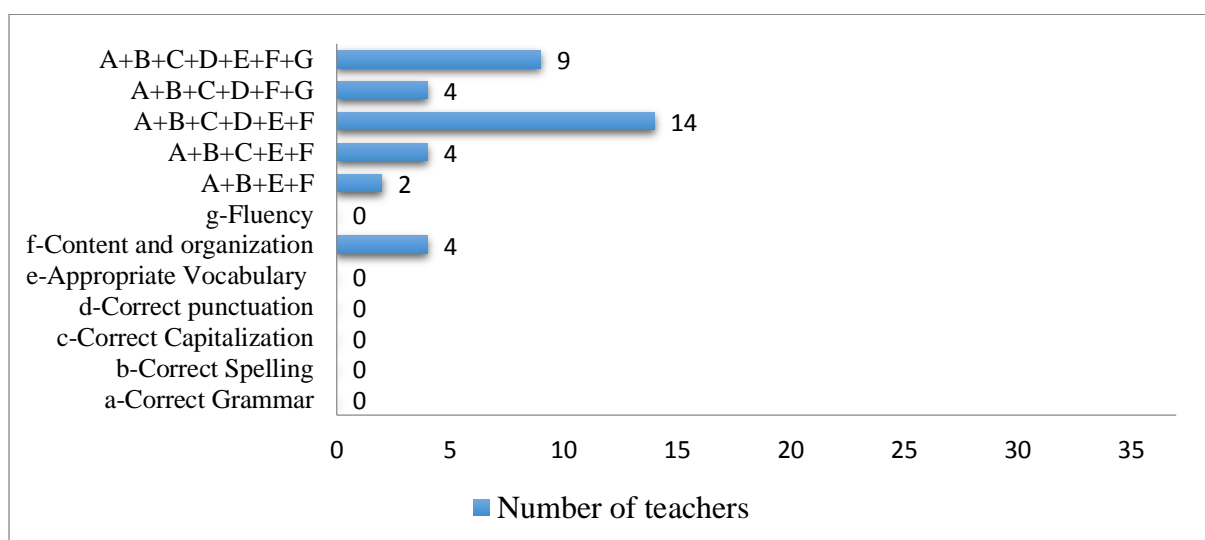
As it is shown in table 4.5, more than half of the teachers (56.76%) occasionally assign writing assignments to their students, while almost one-third of the teachers (29.73%)

frequently assign such tasks. Only five teachers (13.51%) claimed that they rarely give their students writing assignments. Accordingly, these findings suggest that teachers make sure to incorporate writing tasks into their pedagogical practices. As a result, they are likely to be familiar with the strengths and weaknesses of their students, as well as the common writing mistakes made by them.

Q6: When correcting your students' writing assignments, what do you focus more on? (You can choose more than one)

- a) Correct Grammar
- b) Correct Spelling
- c) Correct Capitalization
- d) Correct punctuation
- e) Appropriate Vocabulary
- f) Content and organization
- g) Fluency

Graph 4.1: Teachers' Writing Assessments' Focus



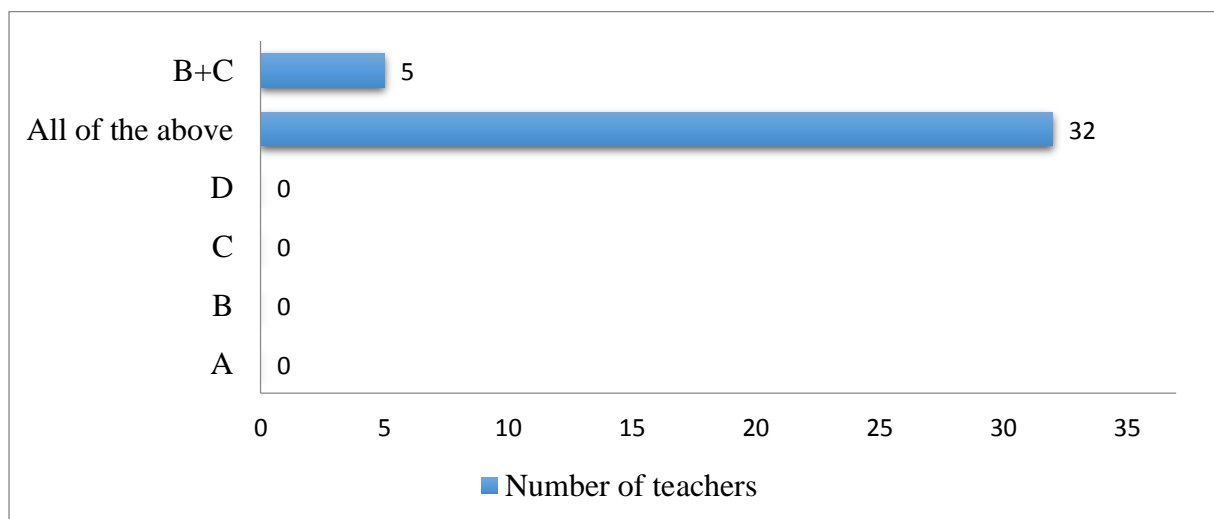
As exhibited in chart 4.1, 37.84 % of the respondents reported that they focus on correct Grammar, spelling, capitalization, and punctuation, appropriate vocabulary, and content and organization when correcting their students' writing assignments. Moreover,

24.32% of them confirmed that they consider all of the suggested writing elements during the assessment. Further, 10.81% of participants selected the option of content and organization while 10.81% chose correct Grammar, spelling, capitalization, appropriate vocabulary, and content and organization options. Likewise, 10.81% of respondents picked correct Grammar, spelling, capitalization, and punctuation, content and organization, and fluency. Finally, only two teachers opted for correct Grammar and spelling, appropriate vocabulary, and content and organization. This leads to conclude that teachers prioritize and place emphasis on both surface-level and deeper-level aspects of writing when correcting their students' writing assignments.

Q7: In your opinion, which of the following writing difficulties do students encounter when completing their writing assignments?

- a) Lack of vocabulary
- b) Poor Grammar knowledge
- c) Accurate punctuation
- d) Correct spelling
- e) All of the above

Graph 4.2: Teachers' Perceptions on Writing Difficulties



The analysis of chart 4.2 indicates that a great number of respondents (86.49%) claimed that students face difficulties in all the listed ideas. While, five teachers (13.51%) noted that their students struggle with using accurate punctuation and lack Grammar knowledge. From the above results, it can be deduced that teachers are generally aware of the challenges that learners encounter when completing their writing assignments. Therefore, they should assist students in addressing these areas of weakness.

Q8: According to you, which writing component (s) is more essential in the writing process?

a-Grammar b-Vocabulary c-Punctuation d-Spelling e-All of the above

Table 4.6: The Most Essential Component (s) in the Writing Process

Options	Number of teachers	Percentage
Grammar	05	13.51%
Vocabulary	06	16.22%
Punctuation	00	0%
Spelling	00	0%
All of the above	24	64.86%
A+B	02	5.41%
Total	37	100%

The results in table 4.6 illustrate that 64.86% of teachers reported that all of the suggested writing components are essential in the writing process. This suggests that they consider all of them as equally important. Moreover, 16.22% of them revealed that vocabulary is the most essential element; while, 13.51% claimed that Grammar is the most important one. However, only two teachers confirmed that both Grammar and vocabulary are

the most crucial writing components. This implies that while there are many writing components, some teachers specifically place significant emphasis on grammatical accuracy and appropriate vocabulary. These two elements play a significant role in ensuring the clarity of the written text as the former provides the bases for constructing sentences and expressing ideas coherently, while the latter ensures that the intended meaning is appropriately conveyed.

Section Three: Teachers' Attitudes Towards the Use of Grammarly in the Academic Writing Process

Q9: Do you incorporate technological tools in the process of teaching and learning?

a- Yes

b- No

Table 4.7: Teachers' Attitudes Towards the Incorporation of Technological Tools in Education

Options	Number of teachers	Percentage
Yes	35	94.59%
No	2	5.41%
Total	37	100%

Table 4.7 above demonstrates that almost all teachers (94.59%) affirmed that they integrate technological tools into the process of teaching and learning, while only two teachers (5.41%) do not incorporate such devices. These results indicate that teachers recognize the importance of technology in education and strive to keep their instruction up-to-date. Additionally, these results suggest that the use of technology has become an integral part of teaching and learning, and teachers have adapted their instruction accordingly.

Q10: Automated writing evaluation programs are software tools that analyze written texts and provide feedback on various writing aspects. What are your general attitudes toward using automated writing evaluation programs?

a- Positive

b- Neutral

c- Negative

Table 4.8: Teachers' Attitudes Towards Using Automated Writing Evaluation Programs

Options	Number of teachers	Percentage
Positive	17	45.95%
Neutral	17	45.95%
Negative	3	8.10%
Total	37	100%

The results obtained from Q7 indicate that less than half of the teachers (45.95%) perceived using AWE programs positively, while an equal percentage (45.95%) of teachers remained neutral. However, only three teachers (8.10%) perceived these automated tools negatively. Based on these statistics, it can be concluded that a considerable number of teachers are in favor of using the AWE programs; while another significant proportion of them have not formed yet a strong opinion or preference towards using AWE programs. Furthermore, the presence of a negative attitude among some teachers suggests that there are some teachers who are against using such tools, mainly because they are aware of the drawbacks that they could potentially have.

Q11: As a 21st-century educator, providing feedback on students' academic writing assignments is an integral part of your work. Do you ever use any automated writing evaluation programs to assist you in this process?

a- Yes

b- No

Table 4.9: Teachers' Usage of Automated Writing Evaluation Programs

Options	Number of teachers	Percentage
Yes	15	40.54%
No	22	59.46%
Total	37	100%

As it appears in table 4.9, 59.46% of the participants do not use AWE programs during the process of writing assessment. This implies that the use of such automated programs is not widespread among teachers who still rely on traditional methods and forms of evaluation. However, 40.54% of respondents reported that they rely on the assistance of these automated tools. This denotes that there is a noteworthy number of modern and up-to-date educators who tend to utilize technology-based evaluation tools in writing assessments.

In this question (11), teachers were asked to identify the AWE programs they frequently use. Hence, they named a variety of tools, such as Grammarly, which was mentioned multiple times, Plagiarism Checker, Orange Slice, and Georubtic. However, it is worth mentioning that a considerable number of respondents skipped the question and did not provide any examples. They seem to have their own reasons for not sharing, probably because they wanted to keep the programs that they rely on private due to confidentiality reasons.

Q12: When completing writing tasks, most EFL students rely on the assistance of automated writing evaluation programs. Would you encourage your students to use such programs?

a- Yes

b- No

Table 4.10: Teachers' Encouragement

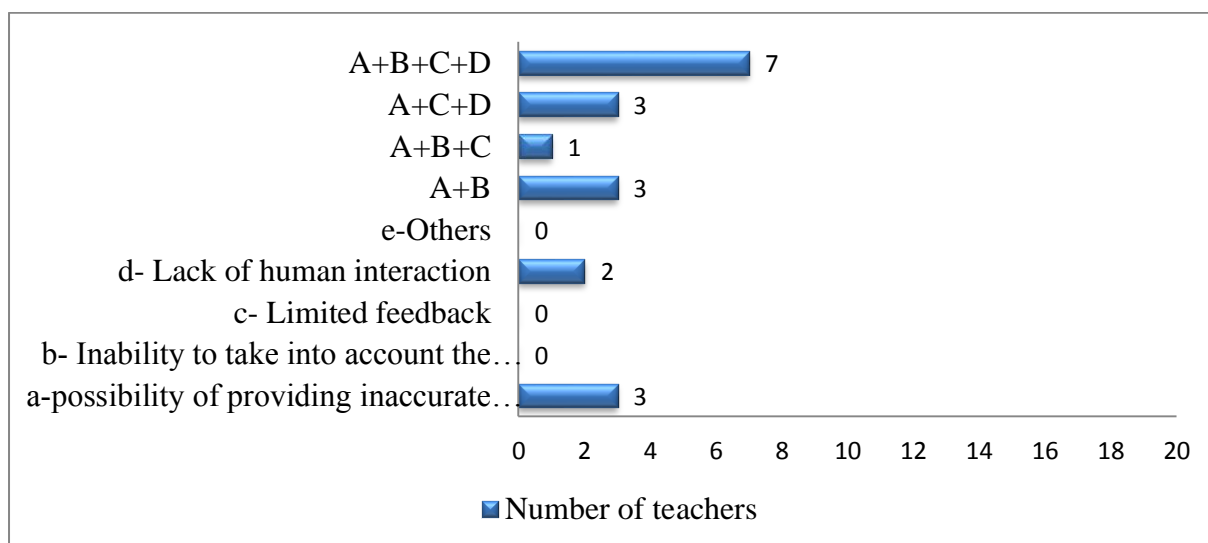
Options	Number of teachers	Percentage
Yes	18	48.65%
No	19	51.35%
Total	37	100%

Table 4.10 displays that 51.35% of teachers would not encourage their students to rely on the assistance of AWE programs when completing their writing assignments. Meaning that these teachers prefer their students to depend on themselves and their own abilities when

writing, rather than seeking assistance from these automated evaluation tools. Moreover, 48.65% of them would encourage their students to use these tools when writing. This demonstrates that these teachers are aware of the advantages that these digital tools offer to facilitate the process of writing for students.

Graph 4.3: Teachers' Reasons Behind Not Encouraging Their Students to Rely on

Automated Programs



In this question (12) teachers were asked to specify the reasons behind not encouraging their students to rely on automated programs. Notably, 36.84% of them opted for the possibility of providing inaccurate evaluation, inability to take into account the context of writing, providing limited feedback, and the lack of human interaction. Additionally, 15.79% opted for the possibility of providing inaccurate feedback. Likewise, 15.79% of teachers asserted that the programs could provide inaccurate feedback and not take into account the context of writing. Furthermore, 15.79% claimed that these programs could provide inaccurate evaluation and limited feedback, and do not promote human interaction. Finally, 10.53% reported that the reason is the lack of human interaction. The obtained results from Q12 shed light on the reasons why teachers are hesitant to encourage their students to use automated tools in their writing, indicating that teachers are aware of the limitations that

AWE programs exhibit; thus, they recognize the negative impact that they could potentially have on students' written text. It is also implied that teachers emphasize the importance of human involvement in the writing process to effectively address the different writing complexities.

Q13: Grammarly is one of the most widely used automated writing evaluation programs. Are you familiar with this software?

a- Yes

b- No

Table 4.11: Teachers' Familiarity with Grammarly Software

Options	Number of teachers	Percentage
Yes	31	83.78%
No	6	16.22%
Total	37	100%

The data collected from Q13 indicates that the majority of respondents (83.78%) are familiar with Grammarly software, while a small proportion (16.22%) claimed that they do not know it. Overall, these results suggest that Grammarly is a widely recognized software within the educational community, mainly because this tool is designed to assist both students and teachers in the process of teaching and learning.

Q14: Do you ever recommend Grammarly to your students?

a- Yes

b- No

Table 4. 12: Teachers' Recommendation of Grammarly

Options	Number of teachers	Percentage
Yes	14	45.16%
No	17	54.84%
Total	37	100%

As exhibited in table 4.12, more than half of the teachers (54.84%) do not recommend Grammarly to their students, whereas, (45.16%) of them do recommend it. These findings suggest that teachers are not interested in recommending Grammarly to their students; mainly because they might be familiar with it but have not had the opportunity to personally use it, leading to hesitation in recommending it; or simply, teachers may prioritize other approaches over the use of automated tools like Grammarly. However, it is important to note that a significant number of teachers still recommend Grammarly, primarily due to its effectiveness in providing automated feedback.

Q15: Have you ever used Grammarly software before?

a- Yes

b- No

Table 4. 13: Teachers' Usage of Grammarly

Options	Number of teachers	Percentage
Yes	20	54.05%
No	17	45.95%
Total	37	100%

As it is indicated in table 4.13 above, 54.05% of the respondents reported that they have used Grammarly software before; while, 45.95% of them admitted that they have never used it. This means that a considerable number of teachers, who have firsthand experience using this software, will provide highly reliable and insightful responses regarding the efficacy of this automated software.

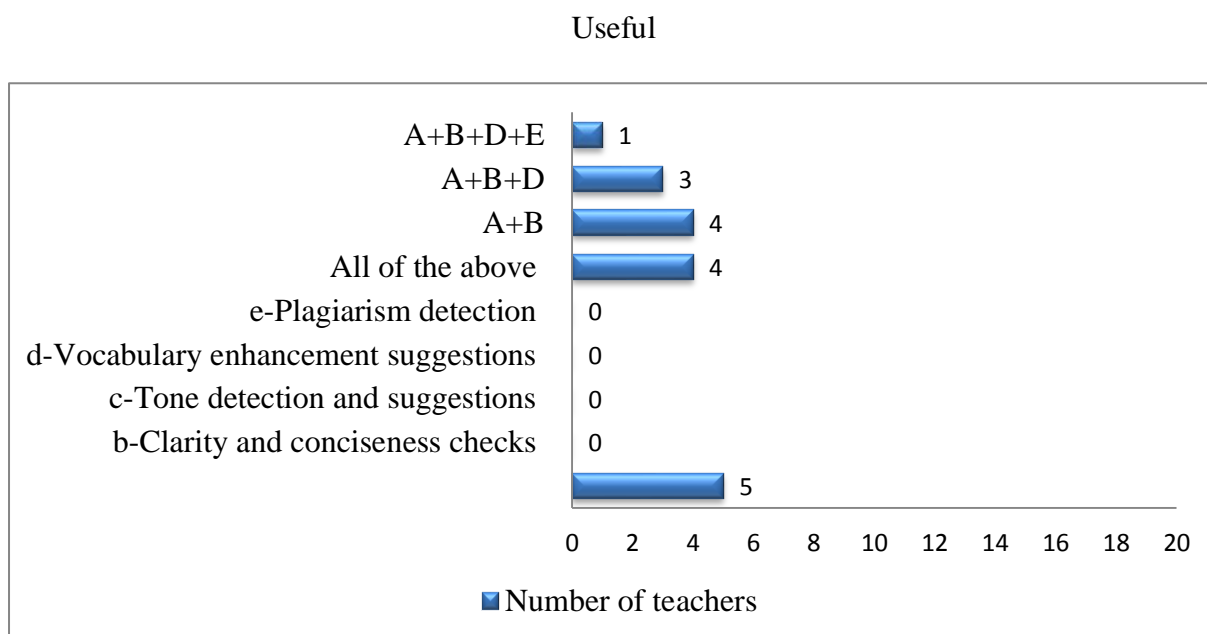
-If yes, do you consider Grammarly software effective in providing feedback?

Table 4. 14: Teachers' Perceptions Towards the Effectiveness of Grammarly Software

Options	Number of teachers	Percentage
Yes	17	85%
No	03	15%
Total	20	100%

In this question (15), participants were asked to clarify whether or not they think that Grammarly software is effective in providing feedback. As it appears in table 4.14, 85% of the respondents agreed that Grammarly software is effective. This demonstrates that this digital tool is perceived positively among educators who used it before. Whereas, 3 of them (15%) doubted the efficacy of this program. This shows that these teachers are skeptical and have concerns regarding the effectiveness of this software.

-If you consider Grammarly to be effective, which features provided by this software do you find most useful?

Graph 4.4: The Kind of Features Provided by Grammarly Software Teachers Find Most

In this question (15), respondents were asked to specify the kind of features provided by Grammarly software they find most useful. On the one hand, 29.41% of teachers reported that they appreciate the Grammar, spelling, and punctuation checks that are offered by this tool. On the other hand, 23.53% claimed that they find all of the suggested features effective. Nevertheless, 23.53% of respondents revealed that they find Grammar, spelling, punctuation, clarity, and conciseness checks useful. Furthermore, 17.65% of participants opted for Grammar, spelling, punctuation, clarity, and conciseness checks and vocabulary enhancement suggestions. Finally, only one teacher (5.88%) selected the features of Grammar, spelling, punctuation, clarity, conciseness, vocabulary enhancement suggestions, and plagiarism detection. From teachers' responses, it can be implied that Grammarly software is mostly useful in correcting Grammar, spelling, and punctuation errors; as well as, checking the clarity and conciseness of the text; while it seems to be less effective in adjusting the tone of writing and checking plagiarism.

Q16: Based on your experience with using this software, do you think that using Grammarly software can improve EFL students' academic writing?

a- Yes

b- No

Table 4.15: Teachers' Perceptions Towards the Effectiveness of Grammarly Software in Improving EFL Students' Academic Writing

Options	Number of teachers	Percentage
Yes	13	65%
No	07	35%
Total	20	100%

According to table 4.15, 65% of teachers believed that Grammarly software can improve EFL students' academic writing; however, 35% of them considered the software to be ineffective.

The teachers were asked to back up their answers with justifications. Among them, only five teachers did not justify their choice. Accordingly, 75% expressed divergent views regarding the effectiveness of Grammarly software in enhancing EFL students' academic writing.

On the one hand, teachers who agreed that the use of Grammarly software can enhance EFL students' academic writing put forth various arguments. They highlighted that students often struggle with multiple aspects of writing, such as Grammar, spelling, and punctuation, which can hinder the effectiveness of their writing. In this regard, Grammarly serves as a valuable tool for correcting these mechanical errors. Furthermore, they pointed out that Grammarly also offers additional suggestions that are beyond the basic error correction. This includes recommendations on writing style and vocabulary enhancement. Moreover, educators stressed that the software's feedback on students' writing mistakes raises their awareness of their writing problems, which would help them avoid such

mistakes in the future and encourage them to seek improvement. Lastly, another teacher emphasized an important point which is the significance of utilizing Grammarly under the guidance of an instructor who can offer appropriate support and guidance.

On the other hand, seven teachers had doubts regarding the efficacy of this automated software and believed that it has a minimum influence on students' academic writing. They highlighted that every automated program, including Grammarly, has its limitations and flaws when it comes to providing feedback. They clarified that while Grammarly software can detect and correct surface-level errors, it often fails to consider the broader context of writing. Hence, by heavily depending on it, students may disregard the content and overall quality of their writing. Moreover, another concern raised by these teachers is the risk of receiving misleading feedback from Grammarly. They emphasized that students may not always be aware of the tool's limitations or inaccuracies, which leads them to accept corrections that may not be appropriate or necessary. Further, teachers expressed concerns about learners' lack of selectivity in their approach to correcting errors, as when relying solely on Grammarly, they may accept all the suggested changes without critically evaluating them.

Q17: As a teacher who is responsible for offering feedback on students' writing, do you think that relying on digital tools like Grammarly would replace traditional teacher feedback?

This question aimed at exploring teachers' viewpoints on the possibility of replacing traditional teacher feedback with automated evaluation programs. Accordingly, 26 teachers (70.27%) responded to this question, while the remaining portion did not. The majority agreed that systems like Grammarly are helpful but cannot be as effective as human beings. On the one hand, they argued that although programs like Grammarly can be an effective tool for identifying and correcting errors in students' writing, they are not able to replace the more nuanced feedback provided by teachers. The latter can evaluate deeper aspects

such as unity and critical analysis, which automated systems may struggle to recognize. On the other hand, instructors clarified that educators can offer individualized feedback that is customized to each learner's specific needs, strengths, and weaknesses. Thus, such programs should be considered as merely complementary tools that assist students in improving their writing skills. However, there was one teacher who highly believed that AWE programs are able to replace traditional teacher feedback. Ultimately, it appears that despite the increased technological advancements and the emergence of a wide range of AWE programs, the majority of teachers still favor traditional teacher feedback over these automated alternatives. Therefore, it is crucial to find the right balance between automated feedback and teacher feedback. While the former offers valuable assistance, it should not overshadow the significance of teacher feedback.

Q18: Is there any advice you would like to give to students who rely heavily on automated evaluation programs, including Grammarly, to complete their writing tasks?

A considerable number of teachers offered valuable advice to students who rely heavily on the assistance of automated programs like Grammarly when writing. They emphasized the importance of receiving corrective feedback from teachers and not solely depending on such tools. Educators argued that although these tools are undoubtedly helpful in recognizing strengths and weaknesses, one should not fully rely on them as they are not always reliable and can have a negative influence on students by making them reluctant, dependent, and lazy. Another teacher clarified that when used wisely, these tools can aid students in the writing process. However, learners are still required to rely on their own skills to produce a well-structured text that is suitable for academic settings. Finally, two other teachers agreed that it is crucial to read more, practice writing, and interact with teachers to overcome the different writing challenges.

4.5. Summary of Results and Findings from Teachers' Questionnaire

The first section of this questionnaire was devoted to gathering general information about the teachers. Accordingly, the results have revealed the vast majority of educators had a Magister's degree, with linguistics and language teaching being the predominant fields of specialty. Moreover, it was unveiled that most of the instructors had a great experience in teaching English at the university. Overall, this demonstrates the appropriateness of selecting this sample, as it ensures the attainment of reliable data that is essential for successfully conducting this research.

Based on the findings presented in the second section entitled "Teachers' Feedback on Students' Writing," teachers have revealed that the majority of EFL students possess an average level of proficiency in writing, which indicates the need for extensive practice and improvement in this area. Consequently, it has been deduced that educators recognize the importance of providing students with diverse writing assignments, as writing skills hold significant prominence within EFL classes and necessitate mastery. Thus, they make sure to expose their students to different writing tasks from time to time. As for the assessment of students' work, instructors have emphasized various crucial aspects of writing that they take into account. They highlighted the importance of grammatical accuracy, proper spelling, capitalization, and punctuation, the use of appropriate vocabulary, the creation of well-structured and content-rich compositions, and fluency. Nevertheless, it has been uncovered that the common struggles that students face when writing are primarily centered around grammar, punctuation, spelling, and vocabulary deficiencies, which significantly impact the overall writing proficiency of learners. Lastly, it has been exposed that the majority of EFL instructors place equal emphasis on the main mechanical components of writing, namely grammar, vocabulary, punctuation, and spelling, which are essential for the creation of a well-developed academic piece of writing.

The last section is concerned with “Teachers’ Attitudes Toward the Use of Grammarly in the Academic Writing Process”. Thus, many significant data and findings about the current research were discovered through the exploration of this section. It has been deduced that almost all teachers embrace advanced teaching approaches by incorporating technological tools to adapt to the changing needs of students in this digital age. One way of incorporating technology is through AWE programs. In this regard, it has been inferred that teachers exhibit divergent attitudes towards their utilization; thereby, encompassing positive, neutral, and negative perspectives on this matter. Despite that these tools are designed to assist educators in the process of assessment, it has been confirmed that the majority of teachers do not tend to rely on them, which indicates that they still prefer human-based evaluations. Furthermore, while these systems are also developed to help students check their writing, it has been observed that a considerable number of instructors would not encourage their students to use them during the writing process, as they believed that the feedback that is generated by these programs is limited and could potentially be inaccurate. They also expressed concerns regarding the programs’ inability to consider the context of writing and the absence of human interaction.

The remaining questions in this section were directly related to the research problem and hypothesis. Upon careful analysis of teachers’ responses, the following results were revealed. It was uncovered that the majority of teachers are familiar with Grammarly software; surprisingly, despite their familiarity, some still choose to not recommend it to their students. Further, although this software is popular, only a minority of teachers have firsthand used it before. Based on the perspective of those who used it, it has been inferred that this tool is effective in providing valuable feedback on writing. Accordingly, Grammarly is mostly useful in checking Grammar, spelling, and punctuation errors and providing feedback on clarity and conciseness; whereas, it is less effective in offering vocabulary enhancement

suggestions and checking plagiarism. Nevertheless, teachers declared that Grammarly software is effective in enhancing EFL students' academic writing, however, to a given extent. They believed that this software facilitates the process of writing for students by offering feedback on their mistakes and helping them recognize areas of weakness in their writing. They also claimed that this tool encourages learners to avoid similar errors in the future and strive for better writing. However, some teachers believed Grammarly to be ineffective in this matter. They argued that it can only offer feedback on basic writing elements while neglecting the context, content, and organization. Finally, teachers stressed the importance of using AWE programs like Grammarly as supplementary tools that assist students in correcting surface-level errors, while they focus more on deeper writing aspects.

The precedent findings gathered from the analysis of teachers' questionnaire have yielded profound insights into the examination of their perspectives concerning the efficacy of using Grammarly software in assisting EFL students in their academic writing process. Results showed that while Grammarly software proves to be effective in improving EFL students' academic writing, it should be utilized as merely a supplementary tool to assist them in this process. Therefore, it is worth noting that traditional teacher feedback remains the preferred and most effective method for learning writing.

4.6. Pedagogical Implications and Recommendations

Upon conducting an in-depth practical analysis, it is noteworthy that the findings of current academic research carry significant pedagogical implications for EFL students concerning the benefits of using Grammarly software in the development of their academic writing, for EFL teachers regarding the importance of implementing AWE programs in writing instruction, and for future researchers who are interested in investigating a similar topic. The implications seek to enhance the practical aspects of the research and deepen the personal understanding of the topic under investigation.

Due to the complexity of academic writing, the majority of EFL students encounter challenges when it comes to completing their writing assignments. In this essence, Grammarly software proves to be effective in providing immediate automated feedback on various writing aspects. On the one hand, the free version of Grammarly offers automated corrective feedback on Grammar, spelling, punctuation, conciseness, and conventions. The tool not only highlights the errors; but also presents different explanations and suggestions regarding the correction of the committed mistakes. On the other hand, the premium version of Grammarly offers extended features and benefits compared to the free service. To name a few, this version delivers advanced Grammar, spelling, and punctuation checks, and this allows users to receive more nuanced feedback on these mechanical writing components. Moreover, it offers vocabulary enhancement features by which users are presented with a variety of advanced word choices, which helps in boosting the richness of their written text. Furthermore, the paid service presents users with individualized suggestions to enhance the style of writing by ensuring clarity and coherence and adjusting the tone without changing the intended meaning. Finally, this version includes the feature of a plagiarism checker that scans the text to detect the parts that are plagiarized. As a result, since the premium version offers additional advanced features, students are strongly advised to consider purchasing this type of service, as it enables them to produce a higher-quality academic text.

Nevertheless, Grammarly software still possesses some limitations that affect its overall reliability in the writing process. While it offers valuable feedback on surface-level writing mistakes, it does not account for deeper-level errors. The latter pertain to the content and organization of the text, such as sentence structure and the logical arrangement, relevance, and flow of ideas, and addressing such issues requires critical thinking and a deep understanding of the subject matter. Consequently, when used in educational settings, the program would enable EFL students to improve the quality of their academic writing, albeit to

a given extent. Accordingly, in order to benefit from the offered feedback, learners should have an in-depth clear idea about the strengths and weaknesses of this tool. Since the delivered automated feedback is limited, learners should not solely rely on Grammarly, instead, they should critically approach this tool and use it as a supplement to assist them during the process of writing.

Moreover, Grammarly software operates by automatically detecting writing errors. However, there are some details to consider while using this software. On the one hand, when submitting the final version of the written text into the application, Grammarly instantly offers various corrections. Despite that, in this case, it may not fully grasp the initial intent behind how the sentences were drafted. As a result, it may occasionally present some misleading or inconsistent feedback on certain writing components. On the other hand, when Grammarly is used during the writing process, it can be highly effective. By using it during the early stages of drafting, the program can follow up with the user step by step while providing automated feedback and effectively correcting the committed mistakes. Consequently, in order to maximize the benefits of this software, it is, therefore, advisable for students to utilize this AWE program during the stage of drafting as it will enable them to refine their writing correctly.

In the field of higher education, it is essential for teachers to stay updated about recent and newly-emerging teaching methods and techniques. In this digital age, digital programs play a crucial role in fostering advancements in language skills, particularly academic writing. Hence, EFL teachers are highly encouraged to consider the integration of AWE programs in their writing instruction, as they promote students' autonomous learning and assist them in developing their writing skills through the various services they offer. Accordingly, educators are encouraged to familiarize their students with the concept of AWE programs such as Grammarly and recommend using them in completing different writing tasks. Simultaneously,

they should raise learners' awareness of the limitations that these AWE programs have; while equipping them with the necessary skills to effectively use them. However, it is worth noting that AWE programs should not replace the role of educators as they are the primary and most reliable source of feedback provision.

In addition, AWE programs like Grammarly are developed not only to assist students in writing, but also to support teachers in the process of assessment. Therefore, considering the overwhelming and time-consuming nature of the process of writing evaluation, it is crucial to emphasize the significance of raising teachers' awareness regarding the advantages of utilizing AWE programs like Grammarly to facilitate this process. Such systems offer feedback on mechanical writing errors, which enables educators to quickly and efficiently evaluate a large number of writing tasks; while allocating more time to focusing on deeper-level aspects such as content and organization.

Concerning future researchers who are interested in investigating the same or a similar topic, the following are some pedagogical recommendations and suggestions that they can be taken into consideration.

- It is recommended to undertake an experimental study in order to further explore the current issue. This examination seeks to offer additional insights and a deeper understanding of the topic under investigation.
- It is suggested to carry out a similar study with a different focus. This study examined the free version of Grammarly software, which is accessible to all students. Hence, future researchers can explore another version of Grammarly, which is the premium version.
- This research was approached from the standpoint of the EFL teacher. Hence, future research can shift its focus towards examining the perceptions of EFL students.

-The current study examined the effectiveness of Grammarly in assisting students in the writing process. Thus, future researchers can examine its effectiveness in helping teachers in assessing students' writing assignments.

-Considering that dissertation writing is a crucial requirement for EFL Master's students, future researchers can explore the effectiveness of utilizing Grammarly software in the dissertation writing process.

-The web is filled with a wide array of AWE programs. Therefore, making more research by examining other widely used AWE programs other than Grammarly software would be of significant worth.

4.7. Limitations of the Study

Throughout the process of conducting this study, various challenges and difficulties were encountered. Since the topic of research is a recent one, it was difficult to collect reliable and authentic sources. As a matter of fact, a significant number of primary sources were inaccessible or difficult to obtain due to their high cost. As a result, the process of collecting accessible data was exhausting. Furthermore, incorporating alternative research methods, such as conducting experiments, could have provided valuable insights into the subject matter. Unfortunately, due to time constraints and difficulty to find students and teachers who would accept to take part in this experiment, it was not possible to conduct an experimental study. In fact, obtaining the written essays of students to be analyzed in the third chapter posed a challenge, which necessitated the involvement and assistance of the supervisor. Therefore, conclusions were built upon the corpus analysis and teachers' questionnaire. Moreover, due to the excessively high cost of the premium version of Grammarly, it was not feasible to explore the efficacy of its advanced features. As a result, the focus of the examination was placed on the accessible free version that is available to all users. Thus, since only the free service was explored, it was not possible to generalize the results. Furthermore, despite all the efforts

made to ensure the distribution of the teachers' questionnaire to all educators, it was not possible to gather responses from every individual. Some teachers were on a break, some were occupied with other professional responsibilities, and others refused to take part in answering the questionnaire due to their unfamiliarity with the topic at hand. Additionally, the number of teachers who used Grammarly software was insufficient to generalize the questionnaire's results over the whole population.

4.8. Conclusion

The analysis of the findings from the teachers' questionnaire has revealed that the participants acknowledge the paramount importance for learners to master and improve their academic writing skills. Moreover, they exhibited that they are aware of the increasing use of AWE programs which are designed to assist writers in this process. Furthermore, as Grammarly is one of the most widely used programs, this study has uncovered that most teachers who experienced using this software hold positive attitudes toward the effectiveness of using Grammarly in enhancing EFL students' academic writing, albeit to a certain extent. However, a noteworthy number of educators perceived this program's efficacy in the matter at hand negatively. As a result, this divergence of opinions among teachers concerning the effectiveness of Grammarly leads to conclude that Grammarly must be used as merely a supplementary tool in the context of academic education, as it supports learners in their writing journey.

GENERAL CONCLUSION

The purpose of the current study was to thoroughly investigate the effectiveness of using Grammarly software in the writing process. It also sought to delve into the research topic both theoretically and practically in order to provide answers to the research questions and test its hypotheses. Accordingly, the research has been divided into four chapters, two theoretical and two practical. The theoretical chapters were dedicated to exploring each of the variables and presenting detailed descriptions of related concepts, factors, and ideas. Whereas, the practical chapters were implemented to answer the research questions and attain the objectives of the current research by using two data-gathering tools: A corpus and a survey questionnaire.

In order to investigate the effectiveness of using Grammarly software in the writing process, it was essential to highlight both the strengths and weaknesses of this AWE program. Accordingly, a collection of one-hundred and three (103) final versions of written essays of third-year EFL students was collected and analyzed by using Grammarly software. Moreover, to examine the effectiveness of this software while used synchronously during the drafting stage, one of the students' essays was randomly chosen and written with the assistance of Grammarly. Additionally, to figure out EFL teachers' perceptions, attitudes, and opinions regarding the effectiveness of using Grammarly in assisting students in the process of academic writing, a survey questionnaire was administered to all teachers of English at the Department of Letters and English Language at the University of 08 Mai 1945 Guelma.

The results obtained from analyzing the collected data have significantly contributed to answering the research questions and testing the research hypothesis. The first two questions are interconnected. They were set to examine whether Grammarly has a positive or negative impact on students' academic writing; thereby, highlighting its strengths and weaknesses in this regard. As a result, the data that was gathered from analyzing the corpus

and teachers' questionnaire implied that Grammarly software has both a positive and a negative effect on students' academic writing. Based on the strengths of this AWE program, it has been observed that, when used during the writing process, Grammarly enhances EFL students' written texts by offering immediate feedback on mechanical writing aspects such as Grammar, spelling, and punctuation. Therefore, it positively affects the quality of the written text. However, the software also exhibits certain weaknesses as it falls short in addressing higher-level writing aspects such as content and organization, which can have a negative effect.

Finally, the questionnaire's results contributed to addressing the last research question. The latter was set to figure out EFL teachers' attitudes towards the effectiveness of using Grammarly software in the academic writing process. Consequently, it has been inferred that EFL teachers held varying perceptions regarding the issue at hand. The majority of them expressed positive attitudes towards the efficacy of using Grammarly software in assisting EFL students in their academic writing process. However, a considerable number still cast doubts and concerns regarding this AWE program. As a result, they suggested using it as a merely supportive tool in the writing process.

To sum up, based on the precedent research findings gathered from the corpus and survey questionnaire, it can be concluded that Grammarly software offers useful feedback on surface-level writing aspects; thereby, it has a positive impact on the quality of EFL students' academic writing. However, the software does not take into account deeper-level writing aspects, which has a negative impact on students' written texts. As a result, the two research hypotheses H1 and H2 that were initially proposed in the current study are both confirmed.

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APPENDICES

Teachers' Questionnaire

Dear teachers,

You are kindly invited to take part in this questionnaire, which is designed to gather data as part of research work carried out in the framework of a master's degree in language and culture at the Department of English, University 08 Mai 1945-Guelma. This questionnaire aims at exploring EFL teachers' opinions and perceptions regarding the effectiveness of using Grammarly software in improving EFL students' academic writing. Therefore, You are kindly requested to answer the questions by just putting a tick (✓) in the appropriate box or by providing detailed statements and justifications whenever necessary. Your answers are very important for the validity of this research and the collected data will be used for academic purposes only.

Thank you for your collaboration and time devoted to answering this questionnaire.

Ms. Benaiche Marwa

Ms. Ghodbane Nouhed

Department of English

Faculty of Letters and Languages

University of 08 Mai 1945, Guelma

2023

Section One: General Information

Q.1 What degree do you hold?

a-Magister degree	
b-Ph.D. degree	
c-Master degree	

Q.2 What is your field of specialty?

a- Linguistics and language teaching	
b-Literature	
c-Civilization	
d-Translation	

Q.3 How long have you been teaching English at university?

a- 1-5 years

b- 5-10 years

c- Above

Section Two: Teachers' Feedback on Students' Writing

Q.4 How can you describe your students' level in EFL writing?

a-Very good	
b-Good	
c-Average	
d-Bad	
e-Very bad	

Q.5 How often do you assign writing assignments to your students?

a-Frequently	
b-Occasionally	
c-Rarely	

Q.6 When correcting your students' writing assignments, what do you focus more on? (You can choose more than one)

a-Correct Grammar	
b-Correct spelling	
c-Correct capitalization	
d-Correct punctuation	
e-Appropriate vocabulary	
f-Content and organization	
g-Fluency	

Q.7 In your opinion, which of the following writing difficulties do students encounter when completing their writing assignments?

a-Lack of vocabulary	
b-Poor Grammar knowledge	
c-Accurate punctuation	
d-Correct spelling	
e-All of the above	

Q.8 According to you, which writing component (s) is more essential in the writing process?

a-Grammar	
b-Vocabulary	
c-Punctuation	
d-Spelling	
e- All of the above	

Section Three: Teachers' Attitudes Towards the Use of Grammarly in the Academic Writing Process

Q.9 Do you incorporate technological tools in the process of teaching and learning?

a-Yes	
b-No	

Q.10 Automated writing evaluation programs are software tools that analyze written texts and provide feedback on various writing aspects. What are your general attitudes towards using automated writing evaluation programs?

a-Positive	
b-Neutral	
c-Negative	

Q.11 As a 21st-century educator, providing feedback on students' academic writing assignments is an integral part of your work. Do you ever use any automated writing evaluation programs to assist you in this process?

a-Yes	
b-No	

-If yes, which automated writing evaluation programs do you frequently use?

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Q.12 When completing writing tasks, most EFL students rely on the assistance of automated evaluation programs. Would you encourage your students to use such programs?

a-Yes	
b-No	

-If no, what concerns do you have about automated writing evaluation programs? (You can choose more than one option)

a-Possibility of providing inaccurate evaluation	
b-Inability to take into account the context of writing	
c-Limited feedback	
d-Lack of human interaction	
e-Others	

Q.13 Grammarly is one of the most widely used automated writing evaluation programs. Are you familiar with this software?

a-Yes	
b-No	

Q.14 Do you ever recommend Grammarly to your students?

a-Yes	
b-No	

Q.15 Have you ever used Grammarly software before?

a-Yes	
b-No	

-If yes, do you consider Grammarly software effective in providing feedback?

a-Yes	
b-No	

-If you consider Grammarly to be effective, which features provided by this software do you find most useful?

a-Grammar, spelling, and punctuation checks	
b-Clarity and conciseness checks	
c-Tone detection	

and suggestions	
d-Vocabulary enhancement suggestions	
e-Plagiarism detection	
f-All of the above	

Q.16 Based on your experience with using this software, do you think that using Grammarly software can improve EFL students’ academic writing?

a-Yes	
b-No	

-Please, justify your answer

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Q.17 As a teacher who is responsible for offering feedback on students’ writing, do you think that relying on digital tools like Grammarly would replace traditional teacher feedback?

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Q.18 Is there any advice you would like to give to students who rely heavily on automated evaluation programs, including Grammarly, to complete their writing tasks?

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Thank you for your collaboration

ملخص

في بداية القرن الحادي والعشرين، أصبح استخدام برامج تقييم الكتابة التلقائية شائعًا بشكل متزايد نظرًا للتطورات التكنولوجية الأخيرة ومن بين هذه البرامج، يبرز برنامج قرامرلي كأحد أشهر البرامج التي يميل الطلاب إلى استخدامها بشكل كبير أثناء عملية الكتابة. لذلك، تسعى هذه الدراسة الحالية لاستكشاف فعالية استخدام برنامج قرامرلي في عملية الكتابة، وكذلك كشف آراء مدرسي اللغة الإنجليزية كلغة أجنبية حيال هذه المسألة. ولذلك، تم توضيح فرضية أن استخدام قرامرلي لتصحيح أخطاء الكتابة قد يكون له تأثير إيجابي أو سلبي على جودة الكتابة الأكاديمية لطلاب اللغة الإنجليزية كلغة أجنبية. ومن أجل تحقيق أهداف الدراسة واختبار فرضياتها، تم اعتماد طريقة المنهج المزيح من خلال دمج أدوات جمع البيانات النوعية والكمية. في الأساس، تم جمع وتحليل مجموعة من مائة وثلاثة (103) نسخة نهائية من مقالات مكتوبة لطلاب السنة الثالثة. بالإضافة إلى ذلك، تم اختيار مقالة كتابية بشكل عشوائي وإعادة كتابتها بمساعدة البرنامج. علاوة على ذلك، تم توزيع استبيان على سبعة وثلاثين (37) مدرسًا للغة الإنجليزية في قسم الآداب واللغة الإنجليزية في جامعة 8 ماي 1945 بقالمة لمعرفة آرائهم بشأن فعالية قرامرلي في عملية الكتابة. ونتيجة لذلك، كشفت النتائج أنه عند استخدام قرامرلي لفحص كتابات نهائية، فإنه يعطي نتائج إيجابية في تصحيح الأخطاء السطحية، في حين يظهر قيودًا في التعامل مع أخطاء الكتابة العميقة مثل المحتوى والتنظيم. ومع ذلك، يمكن أن يعمل بشكل أفضل إذا تم استخدامه بشكل متزامن أثناء الكتابة بسبب الطبيعة الدورية لعملية الكتابة. لذلك، تم اقتراح بعض التوصيات العملية لتحسين استخدام برنامج قرامرلي في عملية التدريس والتعلم.

الكلمات الرئيسية: برامج تقييم الكتابة التلقائية، الكتابة الأكاديمية، قرامرلي

Résumé

Au 21^{ème} siècle, l'utilisation de programmes d'évaluation automatiques de l'écriture devient de plus en plus populaire grâce aux récents progrès technologiques. Parmi eux, Grammarly se distingue comme l'un des logiciels les plus connus que les étudiants ont tendance à utiliser massivement lors du processus d'écriture. Par conséquent, la présente recherche vise à étudier l'efficacité de l'utilisation du logiciel Grammarly dans le processus d'écriture et à révéler les attitudes des enseignants d'anglais comme une langue étrangère à ce sujet. Ainsi, il a été émis l'hypothèse que l'utilisation du logiciel Grammarly pour corriger les erreurs d'écriture aurait un impact positif ou négatif sur la qualité de l'écriture académique des étudiants en anglais langue étrangère. Pour atteindre les objectifs de recherche et tester les hypothèses de recherche, une méthode mixte a été adoptée en combinant des outils de collecte de données qualitatives et quantitatives. En substance, une collection de cent trois (103) versions finales d'essais écrits d'étudiants de troisième année licence en anglais a été collectées et analysée par Grammarly .De plus, un questionnaire a été distribué à trente-sept (37) enseignants d'anglais au département de lettres et de langue anglaise de l'Université du 08 Mai 1945 à Guelma afin de connaître leur perception de l'efficacité de Grammarly dans le processus d'écriture. Par conséquent, les résultats ont révélé que lorsque Grammarly est utilisé pour vérifier les produits finaux, il donne des résultats favorables en corrigeant les erreurs de surface, mais il présente des limites pour traiter les erreurs d'écriture de niveau plus profond telles que le contenu et l'organisation; cependant, il peut fonctionner mieux s'il est utilisé de manière synchrone pendant la composition en raison de la nature cyclique de l'activité d'écriture. Par conséquent, des recommandations pratiques ont été proposées pour optimiser l'utilisation du logiciel Grammarly dans le processus d'enseignement et d'apprentissage.

Mots clés: Programmes d'évaluation automatisée de l'écriture; Grammarly; Rédaction académique.