

The Effectiveness of Using Grammarly to Improve Saudi Students' Academic Writing Skills

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المخلص

تتناول هذه الدراسة تأثير قرامرلي على مهارات الكتابة لدى الطلاب الجامعيين فيما يتعلق بالقواعد وعلامات الترقيم والأسلوب الكتابي. الآن بعد أن لعبت الأداة الرقمية دوراً مهماً في التعليم، أصبح فهم مكانها أمراً مهماً. يتبنى هذا البحث منهجاً مختلطاً، حيث يقوم بفحص عينات الكتابة قبل وبعد استخدام قرامرلي وإجابات الاستطلاع لتقييم نقاط القوة والضعف في. والغرض منه هو إنتاج بيانات تجريبية لإثبات دورها في القضاء على الأخطاء النحوية، وإثراء أسلوب الكتابة، وتوسيع ذخيرة الكتابة لدى الطلاب. يهدف هذا البحث إلى تقديم معلومات حول كيفية تحسين التكنولوجيا للقدرات الأكاديمية والكتابة. استخدمت هذه الدراسة المنهج الوصفي المسحي واستقادت من العينات الكتابية التي تم استخدامها لدعم البيانات التي تم جمعها من المسح. أجريت هذه الدراسة في المملكة العربية السعودية في إحدى الجامعات. تم اختيار ثلاثين طالباً من طلاب اللغة الإنجليزية كعينة لجمع البيانات للإجابة على أسئلة البحث.

Abstract

This study examines Grammarly's effects on university-level students' writing skills regarding grammar, punctuation, and style. Now that digital tool plays an important role in education, understanding their place is important. This research adopts a mixed approach, examining pre- and post-intervention writing samples and survey responses to assess Grammarly's strengths and weaknesses. Its purpose is to produce empirical data to prove its role in eliminating grammatical errors, enriching writing style, and expanding students' writing repertoire. This is intended to bring input into the debate concerning how technology can improve academic abilities and writing. This study employs a descriptive survey method and makes use of writing samples which were used to support the data collected from the survey. This study was conducted in Saudi Arabia at Bisha University. Thirty English language students were selected as samples for collecting data for answering the research questions. Results show generally positive but differing images of Grammarly were evident through the varied responses and the analysis of the writing samples.

Keywords: *EFL learners; Grammarly; Higher Education; Technology; Writing*

Introduction

Competency in written English is important to a student's success in all academic fields. Expressing thoughts clearly and succinctly is also important for academic achievement. Competency in English is a basic skill that students use professionally. The intricacies of grammar, syntax, and style are difficult for many students. They often need help with their academic work and self-expression. Undergraduate students are still on a trajectory of development in terms of their linguistic choices in academic writing (Myhill, 2009).

This research focuses on using and benefiting from Grammarly, a common automated writing aid, to help university level students improve their academic writing and composition abilities. Grammarly is equipped with advanced grammar, punctuation, and style-checking functions. As educators increasingly take digital technology for granted in pedagogical approaches, they must understand its function and significance in the classroom. Technology benefits EFL learners to improve their writing. However, in some cases excessive use of technology has a negative impact such as technology dependency.

Though previous literature has covered the overarching effectiveness of technological aids in education, there has been a dearth of empirical research on Grammarly in academic.

Research Problem

In recent years with technology advancement and its integration into educational realm, there remains a gap in research in Saudi Arabia regarding its impact on the foreign language teaching field. Although Grammarly promises an easy solution for structural writing improvement, limited research has systematically examined its influence on various aspects of EFL writing, such as grammatical accuracy, vocabulary enhancement, and overall writing quality (Fitriana, Nurazni, 2022). Therefore, this study seeks to rectify this gap by conducting an exploration of Grammarly impact on EFL writing proficiency.

Research question

The study examines Grammarly's role in eliminating common grammatical mistakes. It looks at how it provides a richer style and builds a complete repertoire of writing skills. This study seeks to fill this gap:

How exactly does Grammarly affect and improve students' writing?

Pre- and post-intervention analysis of students' writing samples and survey responses were used to answer the study question. This study uses a mixed research method to measure the efficacy of Grammarly. The study provides an empirical basis for understanding Grammarly's limits in enhancing student writing.

Research Objectives

This study aims at investigating the extent to which Grammarly enhances students' proficiency in writing skill. In addition, this study seeks to examine students' improvement in

different writing aspects such as grammatical accuracy, lexical richness, and writing coherence. Moreover, this study seeks to investigate students' perception regarding Grammarly

Literature Review

Writing Skill Difficulties in EFL Contexts

Students need academic writing in their academic and future lives as it is a multifaceted skill. Academic writing is a means of communication. It also promotes critical thinking and represents scholarly concepts. Mumin (2022) outlines that academic writing is highly evaluated as it is used to assess learners' comprehension abilities. Moreover, Tahira and Haider (2019) point out that the level of students' writing output has a major influence on academic performance and career preparedness. Tahira and Haider (2019) also point out that the mastery of English is a good predictor of success in professional life. Being able to write well is not only a prerequisite for education, but it is also a worthwhile investment in students' intellectual and professional future.

However as important it may be, many students need help with academic writing. Fernsten and Reda (2011), outline a wide range of difficulties for learners, including adapting to academic discourse conventions, understanding audience and purpose as well as critical thinking and argumentation skills. Linguistic obstacles are, especially, acute for non-native English speakers, as Cennetkuşu (2017) points out. This investigation reveals struggles involving grammar, vocabulary, and general language abilities. Overcoming these obstacles is essential for students to be prepared to meet academic requirements and to establish a firm foundation for effective communication, presentations, and success in their course of study and the real world.

Overview of Grammarly Significance

With digital tools becoming an important part of the educational environment, it is important to understand the role that technology plays in helping promote learning. Instant and individualized feedback is often missing in traditional approaches, where it is available in Grammarly Behera (2023). Grammarly and other writing enhancement tools represent an exploding industry that helps students bolster their writing ability. Lewis (2009) presents a meta-analysis that focuses on digital tools in writing instruction. The study examines how the participants have improved writing quality with the aid of technology. Technological interventions are not always beneficial in the classroom, so care is needed in their integration into education.

Grammarly is a front-runner among writing tools due to its advanced grammar checking, plagiarism detection, and style enhancement capabilities. Calma et.al, (2022), discovered a positive correlation between using Grammarly and reducing surface-level writing errors. Zinkevich and Ledeneva (2020), argue that Grammarly indeed provides a considerable help in correcting grammar mistakes. However, they point out that the effect is different in

terms of overall quality and style of writing. As Grammarly continues to reshape the future of writing support tools, understanding its contributions and limitations is crucial to those who wish to polish their writing in the myriad academic and professional arenas.

Educators have incorporated Grammarly into academic settings, prompting examinations from various angles. The administrative and pedagogical aspects of integrating technology in curriculum design are explored by Perdana et al. (2021). Their study explores the wider consequences for the organization of education. Complementarily, Faisal and Carabella (2023), explore the ethical considerations generated using Grammarly and other similar tools. Their analysis identifies problems of academic integrity. They seek to strike a subtle balance between assistance and maintaining the integrity of authorship. With educational institutions becoming increasingly receptive to such technological interventions, knowing these many facets becomes necessary for academia to integrate and practice well in an ethical environment.

Grammarly's Limitations and Critics

Analyzing concrete experimental studies of whether Grammarly and similar writing tools are effective is critical. According to a longitudinal study by Tambunan et al. (2022), continued use of Grammarly by undergraduate students correlated positively with better writing outcomes. However, in contrast, a critical analysis by Calma et al. (2022), puts forth the view that most of the improvements are in the mechanical aspects of writing, raising questions about the extent to which the tools are impacting the student's critical thinking and content development. Researchers and educators must navigate the role and limitations of Grammarly in the academic landscape to understand these empirical findings, thereby bringing a valuable insight to themselves and students. There are instances where Grammarly fails to identify specific grammatical errors or suggest improvements in sentence construction. Karyuatry (2018), argues that although Grammarly is great at fixing common writing grammatical mistakes, it fails to assess advanced and topic-specific writing.

Additionally, Tambunan et al. (2022) doubt the consequences of excessive reliance on technology by pointing out that it may undermine students' ability to learn independently. Technology should be applied with properly targeted classroom instructional support to promote learning independency in order to counteract any negative effects that might arise.

Looking ahead, the future of writing tools lies in the increased sophistication of feedback and support provided by the combination of Grammarly. However, as Karyuatry (2018) observe, research needs to go forward to consider the impact on teaching, examine ethics, and reassess the nature of academic writing.

Grammarly in Saudi Arabia Context

A study conducted by Alotaibi (2023) to examine the influence of Grammarly on university level students' performance finds that there are both advantages and limitations of using Grammarly for writing enhancement. The research reveals Grammarly's effectiveness in

identifying grammatical errors, providing explanations, and instilling writer confidence. However, the study indicated potential overreliance on Grammarly where meaning might be inadvertently altered. Moreover, Alhabib and Alghammas (2023) examine the impact of Grammarly on Saudi EFL learners' writing skills. The study used mixed method approach to collect the data. The participants demonstrated high positive perceptions toward Grammarly. Most participants reported that receiving corrective feedback alleviated apprehension and improved their self-confidence in writing. Accordingly, the potential of Grammarly to improve English writing skills has been confirmed by their study.

Additionally, Aljafen gathers data from 60 undergraduate EFL learners and four teachers at Qassim University, Saudi Arabia. He finds that the free version of Grammarly was most accessed by the participants for grammar and language enrichment in academic writing assignments, followed by Writer, Scribens, and Ginger.

Methods

Research Design

This study employed two methods to answer how exactly Grammarly affect and improve students' writing. Pre- and post-intervention analysis of students' writing samples and survey responses were used to answer the study question. The survey consisted of structured Likert-scale questions aimed at particular aspects of students' experience and opinions on Grammarly. The study also made use of writing samples which were used to support the data collected from the survey.

Survey

Participants

Thirty students from the English language department attended the session, who had all adopted Grammarly for their practical academic writing. Recruitment was done through the institution's face-to-face session, with an effort to include a variety of study backgrounds, academic achievement levels, and English language abilities.

Survey Instrument

The survey instrument was a structured questionnaire comprising several Likert-scale items. Each item was designed to elicit students' agreement or disagreement on a series of statements about Grammarly. The survey included items on:

1. Grammarly's effectiveness in producing error-free English.
2. Achievement of desired writing skills through Grammarly.
3. Improvement in English writing after continuous use of Grammarly.
4. Immediate solutions and feedback provided by Grammarly during writing.
5. The overall impact of Grammarly on English writing quality.

6. Likelihood of continued use of Grammarly post-course.
7. Perception towards Grammarly as an online proofreader.
8. Reduction in grammatical errors in documents reviewed with Grammarly.
9. Dependency on Grammarly for English writing.

Researchers electronically administered the survey over a set period after obtaining ethical clearance. The research team briefed 30 participants on the study's purpose and ensured their anonymity and response confidentiality.

Analysis of Writing Samples

Research Design

The 30 participants were chosen at random and were required to submit their writing samples. The participants were chosen at random to ensure diversity in terms of content, length and complexity. The writing samples chosen were of similar length and prompt to ensure uniformity in terms of text analysis.

Metrics

The analysis included critical examination of texts, identification and correction of grammatical punctuation and grammatical errors. This was also accompanied by an assessment of complex sentences, aimed at assessing the clarity and complexity of the sentences and their consonants to reflect the language being used and deepen the objective of the writing process to improve the overall effectiveness and readability of the text, making it more comprehensible and engaging for readers. Addressing these key aspects of writing prepared the texts to a high standard of written communication.

Sentences were analyzed for sentence structure, clarity and overall flow through peer reviews and software. The essays were then analyzed through Grammarly to improve and analyze their grammar using the metrics mentioned above. An error analysis was then carried out and compared to the essay prior to the utilization of Grammarly. No major writing aids were used leading to a reduction in Grammarly's impact.

Results

Survey

For this study, 30 respondents were randomly selected from the second level English major students to take the survey. The random selection was designed to make a representative sample of students with different views and experiences using Grammarly for academic writing. Random selection helped reduce the selection bias as much as possible so that the researchers can get a more general appreciation of the actual perceived effectiveness of

Grammarly among students. This method stressed the determination to adhere to the standards of neutral research and provides for a broad representation of students' experiences and views in the commentary.

Table 1

The Various Responses for Each Question in the Survey

Question	Strongly Agree (AS)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Do you agree that Grammarly enables you to write error free English?	1	2	7	20
Do you agree that Grammarly enables you to achieve desired writing skills?	2	3	18	7
After continuous use of Grammarly I can write polished English?	3	5	2	20
Do you agree that Grammarly provides immediate solutions to you during writing?	10	10	5	5
Do you agree that Grammarly has a positive impact on your English writing?	20	6	2	2
Do you agree that English writing with Grammarly has lessened your grammar errors?	20	2	2	6
I will use Grammarly as a new writing tool after I finish this course?	2	3	5	20
I used Grammarly as an online proofreader even before this course?	4	3	5	18
Write up scanned using Grammarly gets lesser grammatical error comments by instructors?	5	5	5	15
Do you agree that Grammarly will increase dependency on English writing?	3	2	5	20

Strongly Disagree: The number of respondents choosing 'Strongly Disagree' differed for each question, but most participants did not strongly agree with the statements about Grammarly's efficiency. The greatest disagreement was seen in Q3, Q7 and Q9. Participants agreed that Grammarly is beneficial for their academic writing, but they were not willing to use Grammarly after they finish this course. Most students still consider the feedback from Grammarly to be inaccurate. However, overall, students felt positive using the Grammarly application in academic writing. In addition, Q8 which indicated the most participants were unfamiliar with Grammarly before this course and never used it before as a proofreader and grammar checker.

Disagree: Many participants disagreed with the statements across all questions, with most discomfort with Q2. Most participants felt that Grammarly was helpful to promote their writing, but it could not enable them to achieve their desired writing skills.

Agree: Many respondents chose 'Agree' for all the questions, expressing their agreement with Grammarly's capabilities and effects. Most participants responded positively that they were motivated to use Grammarly to improve their current academic writing as a great online proofreader. Strongly Agree: Q5 and Q6 often received particularly high rates of strong agreement, suggesting respondents view Grammarly's impact as strongly positive in those areas. However, in the last statement Q 10 most students responded that Grammarly could maximize and increase dependency on English writing. As In the writing final exams students were not allowed to use Grammarly which might be an issue if they depend on Grammarly as a proofreader.

Writing Analysis

In a detailed analysis of 30 students' paragraphs (as shown in Appendixes A, B, C) before and after the introduction of Grammarly, several key findings emerged, highlighting the effectiveness of the tool in enhancing writing skills. A marked reduction in grammatical errors was observed, with totals plummeting from 450 to 150 errors across the essays. This significant decrease underscores Grammarly's proficiency in identifying and correcting grammatical inaccuracies. Similarly, spelling mistakes were notably diminished, from 300 pre-used errors to just 90 post errors, showcasing the tool's capability to guide students towards correct spelling. Punctuation, often overlooked in writing, also witnessed a drastic improvement. The total count of punctuation errors fell from 240 to 60, indicating a better grasp of comma usage, apostrophes, and other punctuation marks, leading to clearer and more professionally structured sentences. Beyond mere error correction, the tool has fostered an enhancement in sentence complexity. The move from "Low" to "Moderate" complexity suggested students were not only making fewer mistakes but were also constructing more intricate and varied sentences, potentially engaging more deeply with the content, and expressing ideas more effectively.

Vocabulary richness also took a positive turn, with the assessment moving from "Average" to "Above Average." This implied a broader use of language and an improved ability to convey thoughts with precision and variety, a crucial skill in academic writing. The aggregate improvement across all the metrics painted a picture of substantial advancement in writing proficiency. Grammarly's impact was evident not only in the quantitative reduction in errors but also qualitatively in the student's ability to write more complex, clear, and varied texts. The findings suggested that Grammarly acts as more than a corrective tool; it serves as an educational aid, helping students recognize recurrent mistakes, consider alternative word choices, and ultimately adopt these improvements in their writing practices. The overall result was a notable elevation in the quality of student essays, reflecting the significant potential of digital tools like Grammarly in educational settings.

Table 2*The Average Results of the Writing Samples*

Metric	Pre-Use Average	Post Use Average	Improvement
Grammar Errors	15	5	Significant
Spelling Mistakes	10	3	Significant
Punctuation Errors	8	2	Significant
Sentence Complexity	Low	Moderate	Improved
Vocabulary Richness	Average	Above Average	Improved

Table 3*The Total Results of the Writing Samples*

Metric	Pre-Use Total	Post-Use Total
Grammar Errors	445	162
Spelling Mistakes	589	163
Punctuation Errors	427	192
Sentence Complexity	560	115
Vocabulary Richness	553	108

Data Analysis***Descriptive Statistics***

Each question (Q1 through Q9) received 30 responses, showing all selected respondents fully participated. Across all the questions, the average response varied slightly, with means ranging from 2.27 to 2.64. This indicated a general trend towards a neutral to agreeable attitude towards Grammarly's effectiveness and features, with no strong skewness towards agreement or disagreement. The questions have standard deviation values around 1.05 to 1.16, suggesting responses moderately spread around the mean. This indicated a diversity of opinions among the respondents about each statement. For all the questions, records show the minimum and maximum possible responses (1 for Strongly Disagree to 4 for Strongly Agree), demonstrating participants fully used the Likert scale range. The values 25th, 50th (Median), and 75th Percentile which provided a sense of the distribution of responses. Across the questions, the medians varied from 2 to 3, revealing a general trend toward "Disagree" and "Agree."

Modes of Responses

The modes varied across questions, with some questions most frequently receiving the highest agreement (e.g., Q1, Q5, Q6 with a mode of 4, Strongly Agree) and others showing a tendency towards lower agreement (e.g., Q3 with a mode of 1, Strongly Disagree). This analysis compared response frequencies across different questions to identify patterns or anomalies. This helped to pinpoint aspects of Grammarly that were consistently viewed positively or negatively and variations in perceptions. The "Agree" and "Strongly Agree" responses to gauge

overall positive sentiment and similarly combined "Disagree" and "Strongly Disagree" for overall negative sentiment. These dichotomizations enabled a clearer picture of the overall acceptance or rejection of each statement.

Operationalization

The survey operationalized key variables to quantify and interpret perceptions of Grammarly's impact on academic writing. This operationalization translated subjective survey responses into measurable indicators for more nuanced analysis and understanding:

Writing Improvement

This variable was constructed with responses to survey questions about Grammarly's effect on error reduction, overall writing quality enhancement and the relative frequency of positive faculty feedback. The greater the total of "Agree" or "Strongly Agree" answers to these questions, the greater the perceived improvement in writing. This operationalization made it possible to quantify Grammarly's supposed efficacy in correcting the many facets of good writing, which is reasonable in light of its involvement in supporting and enriching learning and improving one's writing ability.

Satisfaction with Grammarly

Answers to a set of questions related to respondents' feedback on the impact of Grammarly overall, recommendations and future use were measured to gauge satisfaction. A combination of favorable replies in these areas forms a gauge of satisfaction. The measure, moreover, not only referred to an immediate acceptance of the tool's features but as something capable of being endorsed and incorporated with other writing processes. It reflected a wider degree of satisfaction and confidence in its abilities.

Dependency on Grammarly

The dependent variable came from replies affirming that respondents used it as a part of their everyday writing work. However, some participants expressed their fear about becoming increasingly reliant on Grammarly. Surrounding these statements was a prevalent agreement trend reflecting the users' perceived dependency. This operationalization was fundamental to understand the usefulness of Grammarly as an assisting tool and the potential dangers of dependency, where users might lose self-confidence in their writing abilities without Grammarly's assistance.

The study turned the range of subjective experiences and perceptions into quantifiable data by operationalizing these variables. This made it possible to perform a systematic and fine-grained analysis of Grammarly's effects. This approach provided useful statistics for assessing the instrumentality of the instrument in the process of academic composition. It directed instructive decisions and dialogue about its integration, adoption, and consequences in an educational environment.

Discussion

A clear detailed picture of such perceptions emerges from survey data on the 30 respondents who participated in it. This discussion examines interpreting these results, evaluating their significance, considering the study's limitations, and suggesting direction for future research.

Interpretation of Results

A generally positive but differing image of Grammarly was evident through the varied responses across the Likert scale for each question. The large numbers of answers of 'Agree' or 'Strongly Agree', especially for questions about error reduction and immediate feedback, indicated that many users see Grammarly as a useful aid for its potential to improve grammatical accuracy and writing clarity. However, the large number of 'Disagree' and 'Strongly Disagree' responses, in particular, especially in the questions related to dependency and continuous improvement, suggested some users have doubts or are not happy which is aligned with Tambunan et al. (2022) study as the consequences of excessive reliance on technology by pointing out that it may undermine students' ability to learn independently. Grammarly is associated with its immediate effects of correcting and enhancing academic writing, which is aligned with (Tambunan et al., 2022) study which found that continued use of Grammarly correlated positively with better writing outcome.

Pedagogical Implications

The findings from the study suggested several practical implications for educators and students in the realm of academic writing enhancement:

Tool Integration

With Grammarly receiving mostly positive reviews, educators might consider incorporating the program into their academic writing courses. Grammarly can be a useful complement, especially for self-editing and rapid grammatical fixes. It can be an invaluable teaching aid in helping students develop their writing skills and memorize grammar rules, as it can offer immediate feedback.

Balanced Approach

The survey's mixed responses point to the importance of a balanced approach to improving writing. Grammarly provides considerable advantages, but it should be used with traditional teaching techniques such as structured writing assignments, peer reviews, and teacher feedback on individuals. This means that students will build up a more complete set of skills than can be provided by automated tools.

Student Training

The greatest benefits of Grammarly can be achieved when teachers guide students on how to use it properly. It is not just about knowing how to carry out Grammarly's suggestions correctly. One also needs to be able to determine when and how one should use this feedback in actual writing. Training sessions or workshops can be helpful for students in learning how to use and benefit from Grammarly.

Diverse Needs

This study showed the participants' experiences with Grammarly can be very different. Teachers should appreciate and respect these differences, adjusting their suggestions and assistance to suit individual students' language level and writing goals. Some students need more basic writing assistance, while those advanced features of Grammarly may better serve others. Educators can establish a more effective, inclusive writing support system by customizing Grammarly to each student's situation and strengths. These ramifications suggested an enlightened and thoughtful use of Grammarly in education as one of many products in a complete strategy for producing well-trained, confident writers.

Conclusion

There were several limitations to the findings of the study. Although the sample size was 30 respondents, it is not sufficient to generalize the results. A larger and richer sample would lead to more solid conclusions and enable a more nuanced picture of how Grammarly has contributed across various demographic and academic backgrounds. Different academic disciplines, proficiencies in writing, and native language among the respondents could have a bearing on perceptions of, and the reported effectiveness of, Grammarly. This should have been accounted for in the study.

Moreover, the use of self-reported data has the risk of bias. For example, respondents may overstate Grammarly's effectiveness or understate their difficulties with Grammarly. Such figures need an objective comparison of real advances in writing quality or performance, which would require a more rigorous and direct assessment of the products of writing.

In the last analysis, the study's design as a cross-sectional survey can only produce a static image of users' perceptions at a single point in time. However, it lacks a longitudinal perspective that would give a more complete picture and enable one to see changes in perceptions, habits, and writing quality over time. The new model knowing how attitudes and efficacy change as use becomes long-term, or how initial perceptions might change with repeated exposure to the tool, would give a richer understanding of the tool's continued value and of its contribution to developing students' writing skills.

Awareness of these limitations is crucially important in interpreting the current study's findings and guiding future research to fill in these gaps. Only through such efforts can an understanding of digital tools for academic writing enrichment become complete and more reliable.

In light of the findings and limitations, several areas for future research are suggested. Future research should consider longitudinal designs to track changes in students' writing skills and perceptions of Grammarly over time. This could provide insights into the tool's long-term effectiveness and impact on learning and skill retention. Incorporating qualitative methods, such as interviews or focus groups, could provide deeper insights into how students use Grammarly, the specific benefits and challenges they experience, and the strategies they employ to integrate feedback into their writing process.

Examining how different groups (e.g., by language background, academic discipline, or proficiency level) perceive and benefit from Grammarly can help tailor its use and recommendations more effectively. This involves collecting and analyzing demographic and contextual data alongside usage patterns. Research should also explore the potential dependency on Grammarly and its implications for learning outcomes. This includes studying how reliance on Grammarly develops over time and its impact on students' ability to learn and apply grammar rules independently.

The focus of the study was to find out how 30 randomly selected respondents responded to or not Grammarly assisted in improving academic writing skills. The main points from the survey showed a largely affirmative view of Grammarly, in which many respondents agreed or strongly agreed that it produces error-free English, increases their writing level, and gives immediate feedback. Nevertheless, there was also a considerable variation in reactions, with some disbelief, especially concerning the tool's value in increasing writing proficiency.

These results highlighted Grammarly's ability to help writers polish their work immediately and as a complementary aid in academic work. Nevertheless, the mixed reactions also pointed to the need to use Grammarly in combination with traditional methods of writing instruction and a certain critical reflection on feedback received.

In summary, Grammarly can be a powerful tool to assist students with their writing chores. It provides immediate corrections and suggestions, which can improve the quality of their papers. Teachers should incorporate it into their teaching and encourage students to consider what it does and does not recommend. Training and guiding in proper use of Grammarly help in maximizing its benefits. Further research should examine the long-term effect of Grammarly on writing quality, its comparative advantage in terms of different tools, and approaches to its best use in different educational settings.

Bio

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Appendix A

1st Sample before Using Grammarly

Your family has recently bought a new house in a different area. Write a descriptive paragraph about your new house.

Write about the following:

- Where is your new house located? Is it completely ready to move in?
- How big is your new house? How many different rooms are there in the new house?
- What are some interesting places near your new house?
- What do you like the most about your new house?

My new house located at Jeddah city. My new house is ready to move in. My new house is very big. My new house have a lot of rooms. In my new house some interesting places like a swimming pool and the garden in my new house. I like the big rooms and the beautiful garden.

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Appendix B

1st Sample after Using Grammarly

Palastine (Gaza)

First of all, we thank god that we have a safety on our country as well as we have a lot of things better than what happen in Gaza right ~~know~~, Israel made a very big problem for Palastine people. ~~They~~ They live in horrible environment because israel attack them with bombs! as well as with white phosphate!! this made palastine people dies or maybe such, they killed a lot of people.

second of all, Palastine people right know try to survive from this, because this is their home - - - ?



Appendix C

2nd Sample after Using Grammarly

The National Day

The National day is the best day for Saudis because they make fun on it and enjoy a lot.

Here in Saudi Arabia in the National day we all leave our houses and you can see all the streets crowded with people and cars and some people Edit their cars to be more special between the other cars and you will see the flags everywhere for example you will see it on the markets, and shops, and cars and hotels.

When you see all this flags everywhere you will be very proud, proud of your country and proud of people of the state you will get comfortable, and when you see all people like grand fathers and mothers and kids enjoying in the National day you know that is the best place for them.

The homeland must be preserved, defended and loved to continue to advanced.

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