

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University of Mohamed Seddik Ben Yahia, Jijel  
Faculty of Letters and Languages  
Department of English



**Teachers' and Students' Attitudes Towards Using Grammarly  
Application in Enhancing EFL Learners' Writing  
Case of Master Two students of English at the University of Mohammed  
Seddik Ben Yahia, Jijel**

Dissertation submitted in partial fulfillments of the requirements for the  
Degree of Master in Didactics of foreign Languages

**Submitted by:**

- Bouchra BOUGHABA  
- Khadidja MIMOUNE

**Supervised by:**

Dr. Fateh BOUNAR

**Board of Examiners**

**Chairperson:** Dr. Abdeldjalil BOUZENOUN

Mohamed Seddik Ben Yahia University, Jijel.

**Supervisor:** Dr. Fateh BOUNAR

Mohamed Seddik Ben Yahia University, Jijel.

**Examiner:** Dr. Bakir BENHABILES

Mohamed Seddik Ben Yahia University, Jijel.

**2021-2022**

## **Dedication**

“In the name of ALLAH, the most Gracious, the most Merciful”

I lovingly dedicate this work:

To my beloved mother, who worked hard to make me realize my dreams,

The one who has always Been kind, helpful, patient, tender, and tolerant;

My beloved father for his confidence in me,

thank you for being proud of me all the time;

To my sisters, “Samira”, “Hala”, and “Ferial”;

My dear brothers, “Hamza”, “Ahmed”, “Kheireddine”, and “Hani”,

for their love and support.

The dearest people to my heart for their love, affection, and encouragement;

To all my friends

Everyone I love in my life

**Bouchra BOUGHABA**

**Dedication**

In the name of ALLAH, most merciful, most compassionate

To my loved mother, the most kind hearted person ever, who has been always by my Side  
through thick and thin

To my dearest father who did everything for me to be here today

To my beloved brother

“Mohammed” and “Haroun”

To my lovely sisters

“Widad”, “Karima”, “Madiha”, and “Loubna”

To all my lovers

To all my friends

I dedicate this work

**Khadidja MIMOUNE**

### **Acknowledgements**

First and foremost, praise and glory to ALLAH for bestowing us with strength and perseverance to accomplish this work successfully.

We would like to express our appreciate and gratitude to our fabulous teacher and supervisor "**Fateh BOUNAR**" for his help and patience he has been willing to spare his valuable time not only for reading, checking, and correcting our thesis but also for motivate us to do our best and finish it. Without his advice and insightful feedback, this work would have never been accomplished. A million thank you for making this journey worthwhile.

we are thankful to all teachers of written expression at the department of English at university of Mohammed Seddik Ben Yahia at Jijel for their responses to the questionnaire, in addition to master two EFL learners for their responses and participation in achieving this work.

Special thanks and appreciation to the board of examiners

Dr, "**Bakir BENHABILES**" and Dr, **Abdeldjalil BOUZENOUN**

for devoted their time and taking the trouble to evaluate this thesis.

### **Abstract**

The present study aims chiefly at evaluating students' and teachers' perceptions about the use of Grammarly application in enhancing EFL learners' writing. To meet this objective, it is hypothesized that both teachers' and learners have positive attitudes towards Grammarly application, because it helps students correct errors, improve their writing skill. To this end, two questionnaires were administered to a sample of (40) master two out of 135 EFL learners and (8) teachers of written expression at Mohammed Seddik Ben Yahia University, Jijel. The analysis of the aforementioned research instruments has demonstrated that the majority of EFL learners use Grammarly application to correct their writing errors. Most of the teachers questioned in this study, however, do not use it, but they recommend EFL learners to benefit from it because they are still in the stage of learning. Based on the results obtained, some pedagogical recommendation and suggestion for future research are suggested.

**Key words:** Grammarly application, errors, EFL writing, style

## List of Abbreviations

**%:** Percentage

**&:** and

**AWE:** Automatic Writing Evaluation

**BCE:** Before the common era

**EFL:** English as a foreign language

**ESL:** English as Second Language

**ESP:** Educational Specific Purpose

**etc:** And so forth

**FL:** Foreign Language

**L2:** Second language

**P:**Page

**Q:** Question

**SP:** Specific purpose

**List of Figures**

Figure 01: <i>Grammarly feature.</i> .....	19
Figure 02: <i>Free version of Grammarly in spelling, grammatical, and punctuation.</i> .....	20

### List of Tables

<b>Table 01:</b> Learners' Perceptions about Writing in English .....	24
<b>Table 02:</b> The Stage Learners Struggle with during the writing process .....	25
<b>Table 03:</b> Errors VS Mistakes .....	25
<b>Table 04:</b> The Frequency of committing Errors in Writing .....	26
<b>Table 05:</b> Learners' Perceptions about Errors .....	27
<b>Table 06:</b> Learner' Reason behind Making Errors in Writing .....	28
<b>Table 07:</b> Learners' Perceptions about Grammar .....	28
<b>Table 08:</b> Learners' Views on Grammar Use .....	29
<b>Table 09:</b> Learners' Difficulties in Learning Grammar Rules .....	29
<b>Table 10:</b> Do Learners Use a Grammar Checker to improve Their Writing?.....	30
<b>Table 11:</b> Do Learners Use Grammarly Application? .....	31
<b>Table 12:</b> The Frequency of Using Grammarly Application by EFL Learners .....	32
<b>Table 13:</b> Grammarly Application Feature Learner's Prefer .....	32
<b>Table 14:</b> Learners' Writing Errors Found While Using Grammarly Application .....	33
<b>Table 15:</b> Learners' Goal behind Using Grammarly Application.....	34
<b>Table 16:</b> Learners Evaluation about The Free Version of Grammarly Application.....	34
<b>Table 17:</b> Learners' Future Recommendation for Using Grammarly Application .....	35
<b>Table 18:</b> Teachers' Opinion about Writing .....	38
<b>Table 19:</b> Teachers' Perceptions about Students' Writing.....	39
<b>Table 20:</b> Kinds of Errors Teachers' encounter in correcting Students' writing .....	40
<b>Table 21:</b> Teachers' Views on Students Errors in Writing .....	41
<b>Table 22:</b> Teachers' Experiences with The Use of Grammarly Application .....	43
<b>Table 23:</b> Grammarly Application Benefits .....	43
<b>Table 24:</b> Teachers' Perceptions about Grammarly Application .....	44



<b>Table 25:</b> Grammarly Application and Learners' Writing Improvement .....	44
<b>Table 26:</b> Teachers' Future Recommendation about Grammarly Application .....	45

## Table of Contents

<b>Dedication .....</b>	<b>I</b>
<b>Acknowledgements.....</b>	<b>III</b>
<b>Abstract.....</b>	<b>IV</b>
<b>List of Abbreviations .....</b>	<b>V</b>
<b>List of Figures.....</b>	<b>VI</b>
<b>List of Tables .....</b>	<b>VII</b>
<b>Table of Contents .....</b>	<b>IX</b>
<b>General Introduction .....</b>	<b>1</b>
1. Background of the Study.....	1
2. Statement of the Problem.....	3
3. Research Questions .....	3
4. Hypothesis of the Study .....	3
5. Research Methodology.....	4
6. Aim and Significance of the Study .....	4
7. Organization of the Study .....	4
<b>Chapter One .....</b>	<b>5</b>
Introduction.....	5
Section One: EFL Writing .....	6
1.1. Definition of Writing: .....	6
1.2. The Historical Development of Writing .....	7
1.3. Academic and non-Academic Writing.....	8
1.4. The Components of Writing.....	9
1.5. Models of Writing.....	10
1.5.1. Writing as a Product.....	10

	X
1.5.2. Writing as a Process .....	10
1.5.2.1. The stage-Model Theory .....	10
1.5.2.2. The Recursive-Cognitive Process Model.....	11
1.6. The Stages of Writing .....	11
1.6.1. The Pre-writing Stage: .....	11
1.6.2. Drafting .....	12
1.6.3. Revising and Editing .....	12
1.6.4. Publishing.....	12
1.7. The Importance of Writing in EFL Context.....	13
1.8. The Notion of Error.....	13
1.8.1. Definition of Errors .....	14
1.8.2. Error vs Mistake .....	14
1.8.3. Learners' Most Current Writing Errors.....	15
1.8.4. Causes of Learners' Errors.....	15
Conclusion .....	15
Section Two: Grammarly Application .....	15
1.1. Definition of Grammar:.....	15
1.2. The Importance of Grammar.....	16
1.3. Grammar Difficulties .....	16
1.4. Definition of Grammarly Application.....	17
1.4.1. Historical Background of Grammarly Applications .....	17
1.4.2. Grammarly Application Steps.....	18
1.4.3. The Role of Grammarly Application .....	18
1.4.4. Grammarly Features.....	19
1.4.5. Advantages and Disadvantages of Grammarly Application .....	20
Conclusion .....	21

<b>Chapter Two</b> .....	<b>22</b>
Introduction .....	22
2.1. Population and Sampling .....	22
2.2. Research Instruments .....	22
2.3. Students Questionnaire.....	22
2.3.1. Aim of The Students’ Questionnaire.....	22
2.3.2. Description of the Students’ Questionnaire .....	23
2.3.3. Analysis of the Students’ Questionnaire .....	24
2.3.4. Interpretation of Students’ Questionnaire Results .....	36
2.4. Teachers’ Questionnaire.....	37
2.4.1. Aim of Teachers’ Questionnaire .....	37
2.4.2. Description of Teachers’ Questionnaire.....	37
2.4.3 Analysis of Teachers’ Questionnaire .....	38
2.4.4. The Interpretation of Teachers’ Questionnaire Results .....	46
Conclusion .....	46
<b>Limitation of the Study</b> .....	<b>47</b>
<b>Pedagogical Recommendation</b> .....	<b>47</b>
<b>General Conclusion</b> .....	<b>49</b>
<b>List of References</b> .....	<b>50</b>
<b>Appendices</b> .....	
Résumé.....	
ملخص.....	

## General Introduction

### 1. Background of the Study

Grammarly application as well as 'Grammarly.com' represent a useful and recognizable source for students' in different learning stages, this green icon has been used for checking and correcting learners' writing errors. Therefore, it has captured the attention of learners and teachers alike.

(Staryo Staryo ,2021) wrote an article about the use of Grammarly application an electronic feedback on students' writing of English dissertations at the universities in Ternate city in Indonesia. The article uploaded on February 6, 2022 to analyze and conduct research with the attempt to find out students' writing results of their English dissertation with the use of 'Grammarly', and to find out the teachers' perceptions and experiences related to the use of that applications in relation to its electronic feedback, and students' writing of English thesis at Ternate city universities. To meet this objective, five (5) thesis research proposal from the three universities in Ternate (Kairun university, Muhammadiyah university of north Maluku, and the Teaching and Education College (SIKID), and ten (10) teachers as supervisors became the source of the data in this study. Data elicitation techniques was based on the use of documents and interviews that have been analyzed using thematic analysis. The results revealed that the use of Grammarly application in the text of students' thesis research proposal showed some feedback on the errors in students' writing of their dissertations research proposal. The errors that accrued in all texts are firstly related to spelling, followed by grammar errors such as the use of articles, plural markers, prepositions, and subject-verb agreement. In addition to some errors related to the use of capital letters and punctuation. The finding also showed that the ten lectures interview data have a positive perception in the use of 'Grammarly'. However, only four used the application and six other lectures did not use it.

Experimenters at MGIMO university (MOSCOW, Russia) shed light on evaluating English for specific purposes students' essay writing skills. The research aimed to apply the

results of research about the online writing assistant 'Grammarly'. To meet this objective, one hundred (100) master students' papers were examined by the application to identify persisting errors at a master's level through questionnaire containing validated scales. The findings showed that the application down the outcome by five (5) measurable factors: correctness, clarity, delivery, engagement, and The most common mistakes discovered by 'Grammarly.com' were punctuation, broke wordy sentences, redundancy, and the abundance of personal pronouns in a formal style (Zinkevichn, 2021).a vivid and reliable picture of which lexis, grammar, structure, or style issues need addressing.

Another study conducted at Akademi Maritin Nusantara Cilacap in which students' writing lectures were examined using Grammarly program, the implementation of Grammarly in helping teachers make errors analysis was the main focus in the research. In order to achieve the objective, seven (7) students' style issues. The representative number of the essay fed into 'Grammarly.com' provided texts were used as a data source. Consequently, researchers found that Grammarly program was helpful enough for teachers in conducting error analysis, listing nine (9) types of errors made in the students' writing (data source). The finding errors have been classified them into seven (7) types where spelling (39%) and punctuation (40, 3%) were the most common errors detected and corrected using Grammarly program in the study.

Based on the review of the findings discussed above, most studies have shown the importance of Grammarly online writing as well as grammarly.com program in enhancing learners' writing skill because it helps them identify the reoccurring writing problems and eliminate them in order to get a comprehensible piece of writing.

## **2. Statement of the Problem**

Learning a foreign language requires mastery of the four skills, of which writing is important, especially for academic research. At present, there are many learners who want to improve their English language, but they may face different problems in their writing, especially when writing an academic piece such as a dissertation. Indeed, the studies reviewed above show the importance of tools such as Grammarly in an increasingly changing teaching and learning environment, where many challenges have surfaced especially during the Covid-19 crisis. The imposition of lockdowns and the adoption of distant learning have significantly reduced on-site teaching hours and thus contact among teachers and students. In Algeria, it seems, the abrupt shift to online learning has left many students feeling helpless. Many students have turned to or have been encouraged to turn to online learning tools. It is in this context that the present research was first conceived, especially to address the challenges faced by students engaged with writing a long academic piece. Investigating master students' and teachers' perceptions about Grammarly application at Mohamed Seddik Ben Yahia University will hopefully pave the way for future experimental studies on the impact of the application and similar applications on students' writing as well as the benefits it may bring to students and teachers alike.

## **3. Research Questions**

The following questions will be addressed in this study:

1. What are EFL learners' and teachers' perceptions about Grammarly application?
2. Is learning via Grammarly application helping students enhance their writing?

## **4. Hypothesis of the Study**

In attempting to evaluate master 2 students' and teachers' perspectives about using Grammarly application to enhance students' writing, it is hypothesized that both students and teachers hold positive perceptions about Grammarly application if it makes the correction of students' writing much easier.

## **5. Research Methodology**

To test the hypothesis, a quantitative approach was opted to gather data and a descriptive analysis was conducted by using two questionnaires for both written expression teachers and master two students at the department of English at Mohammed Seddik Ben Yahia university, Jijel.

## **6. Aim and Significance of the Study**

Recently, the use of technology in EFL classes has drawn the attention of many researchers and sparked renewed interest in the use of technologies, especially during the Covid-19 crisis . The current study was then conducted in order to investigate master two students' and their teachers' perceptions about the impact of Grammarly application to enhance the students' writing at the English department at Mohammed Seddik Ben Yahia University, Jijel.

## **7. Organization of the Study**

This piece of research started with a general introduction which is an overview of the topic that is related to the use of the Grammarly application in enhancing EFL learners' writing. It is followed by two chapters: a theoretical part and a practical part. The theoretical part comprises of two main sections. The first section is devoted to errors and EFL writing while the second section is related to Grammarly application.

The practical part is concerned with a short description and explanation of the student and the teacher questionnaires used to collect data for the research . Then, it provided the analysis, interpretation, and discussion of the results of the questionnaires followed by a conclusion summarizing the main issues discussed above.



## Chapter One

### Introduction

In learning foreign languages, several skills must be mastered. Writing is one of them. Writing ability is seen as a productive skill that people, especially students, need to learn foreign languages, especially English, to achieve educational specific purposes. It is supported by Bassot (2015) that writing is much more difficult skill to master, the idea that is clarified by Richards and Renandya (2002), where they claimed “ that there is no doubt that writing is the most difficult skill for a second language learner to master ” (P.303).

Students in their studies always struggle with writing scientific papers such as summaries, scientific work such as thesis and dissertation which is often a challenge for them because they show a kind of frustration, reluctance and fear of making errors. It is not an easy process to identify the difficulties of learners in writing their dissertation; however, students' errors may be good indicators of shortcoming in the writing performance. Language errors are more obvious in written language (Fitria2018), therefore, learning to write especially writing in English is very important one's writing (Fitria, 2019). Learners' errors in writing would debilitate their performance in writing, so that, it pushes them to search for useful writing tools that may help them write and design a well-organized piece of writing. Accordingly, mobile applications for learning FL are one of the most favorite exercises used by learners to achieve educational purposes as enhancing their writing skill, Grammarly application is one of them. This alternative online writing tool helps learners organized their thesis in an appropriate way.

Grammarly application is a good checker, editor, proofreader, and assistant of EFL learners' personal writing to be developed. Master dissertation considered as a complex genre, that is why the current study focus on graduate students who write their dissertation and cover the writing hindrances they face.

The two sections of this theoretical part are going to discuss some writing skill and Grammar theoretical issues in addition to learners' writing errors while developing the skill and its relation to Grammarly application that will be explain in details.

## **Section One: EFL Writing**

### **1.1. Definition of Writing:**

Writing is a harder skill to master (Bassot, 2015), an idea that is supported (Hyrne, 1991) who claimed that writing is a hard task because is it involves not only good use of structure and vocabulary, but also other elements such as audience, purpose, and theme. Thus, the writing process is not only putting words together to make sentences, but is a rather complex process that encompasses other elements. In this respect, (Whigle, 2002, p.29) defined writing as an act that takes place within a context that accomplishes a particular purpose and that is appropriately shaped for the intended audience.

Writing is the production or presentation of information. It is an active process of organizing ideas and forming ideas on paper. So, before we write, we have to decide what we should write in order to convey something meaningful (Brame, 1999).

On the other hand, writing is a complex process with a number of operations going on simultaneously. Writers seem to have a much better understanding of how to make the process work effectively for them and successfully produce a more successful piece of writing.

D. Nunan (2003) considered writing as both a physical and a mental act. Writing is the physical act of communicating words or ideas to some medium. Writing is the act of making up correct sentences and transmitting them through the visual medium as a mark on paper (Widdowson, 2012). On the other hand, writing is the mental activity of inventing ideas thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing is a system of rules that govern a set of signs and symbols that are used as a means of communication by people who are proficient in a particular language (Hyland, 2003),

therefore, writing is one of the four important language skills that present language in the form of signs and graphic symbols (Pennycook and S, 1993).

(Morris, 1999) said that: "...writing ability is the skill to express ideas, thoughts, feelings to other people in written symbols to make better other people or readers understand the ideas conveyed". Students learn how to write in order to for a purpose. The purpose of writing is to express oneself, to provide information to one's reader, to persuade one's reader, and to create a literary work. achieve SP, the idea that is supported by (Pennycook, 1998) in the sense that is a way of communicating to a reader

## **1.2. The Historical Development of Writing**

The writing system appears to be independently invented at least four times in human history. (Rochelle, 2015) discussed the issue of writing development overtime. Writing was first invented by the Sumerians in ancient Mesopotamia (Present - day Iraq) before 3.000 BCE. It was also independently invented in China before 1.300 BCE, and it may have been independently invented in Egypt around 3.000 BCE.

The first written language was the Sumerian cuneiform. Writing was mainly used to keep records of numbers of sheep, goats, and cattle and quantities of grains. Eventually, clay tablets were used as writing surface and were marked with a reed stylus to produce the writing where they have been found in the Sumerian city of Uruk, that earliest writing\_system\_consists\_of pictures\_of\_the\_objects\_mentioned; sheep, goats, cattle, and grains. However, this writing system would not have been regarded as complete writing because symbols did not represent a spoken sound. The rebus principle has been as the main solution of that problem based on the idea that words with the same or similar pronunciation to an abstract word could be used to represent the abstract word. This process led the cuneiform to be a form of logograms and symbolic writing. The next major development in writing in the old world was the development of the alphabet. alphabet was developed out of Egyptian hieroglyphs. About 1700 BCE Sumerians began to change the writing system by putting the letters in particular sequence and gave them simple names.

They dropped logograms and restricted signs. Finally, they introduced vowels into their alphabet which have been spreads over most of the world.

Writing also developed in Meso-America about 650 BCE. The Maya developed a writing system that was partly syllabic and partly logo-syllabic which is almost similar to the writing system in the old word. The signs were pictographs objects, rebus principle had been used to represent abstract words as it is used in Sumerian cuneiform, and the use of single consonant and one vowel.

The move from logographic to symbolic, to alphabetical writing was a more from the easiest form of writing to invent to the most difficult form of writing to invent which is known as the alphabet system.

### **1.3. Academic and non-Academic Writing**

The distinction between academic and non-academic writing based on the idea that academic writing refers to a clear, formal, focused, and structured piece of writing, while non-academic writing characterized by its informal language which can be written quickly by anyone for the mass public. The later explanation was discussed by (Daya, 2022) as follow: “...academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and specific areas of expertise, while non-academic writing is writing that is not intended for an academic audience or the mass public.”. Academic writing may be personal, impressionistic, emotional, or subjective in nature. In addition to that, it should consider as a collective social practice rather than concerning linguistic features as regularities of academic writing. Academic writing is used to persuade an evaluation in a review, to accept a knowledge claim in a research paper and to acknowledge a schema in a text book. On the other hand, non-academic writing is a kind of individual text in which writers think, feel, or believe something. It does not include literature, personal essays, articles, writing in popular magazine and newspapers.

## **1.4. The Components of Writing**

According to Jacobs (2008, 22), there are six components of writing: content, unity, completeness, organization, vocabulary, and mechanics.

### **Content**

The content of writing represents the subject matter, the idea being discussed, and the message being conveyed that is full of information about a specific topic. The content should be understandable and meaningful for readers, it should have unit, coherence, continuity, adequately developed, and should contain a purpose.

### **Unity**

It is another component of writing which is the state of discussing only one single topic in the text in which the writer requires to form a good unity by developing the main idea that is stated in the topic sentence using supporting sentences without being irrelevant.

### **Completeness**

Complete paragraph means a paragraph that contains a single idea presented in the topic sentence, and developed by supporting ideas, the supporting ideas should provide well enough information and details for the reader to analyze the main topic, in addition to giving a full and a clear explanation about it.

### **Organization**

The organization is the structure of every piece of writing. For example, in arranging an essay we have to state the main idea in the introduction or an opening paragraph. Then, devote separate paragraphs in the body to explaining in details the general idea. Finally, the concluding paragraph which can be a summary about what you have explained in the body, a result, or a moral. Additionally, the organization deals with the arrangement of ideas starting with the most general into the most specific point, and ideas must be ordered logically in order to build a cohesive piece of writing.

## **Vocabulary**

Vocabulary refers to the collection of words related to various lexical sets such as clothes, food, etc. In order to provide students with a large number of different kinds of learning vocabulary including spelling which is the way we write this vocabulary, and pronunciation that is how we pronounce words, you should put them in a communication situation.

## **Mechanics**

It is the last component of writing. The use of mechanics is related to the importance of learning the appropriate way of using capitalization, punctuation, and spelling to make the readers understand better and successfully convey the message.

### **1.5. Models of Writing**

The writing skill can be a product and it can be a process:

#### **1.5.1. Writing as a Product**

It focuses on creating a well-produced composition and is concerned with what the learner is expected to be able to do with the language as it is defined by Nunan "... a product-oriented approach, as the title indicates focuses on the end of a learning process, what is that the learner is expected to be able to do as a fluent and a component user of language" (1991, p.86).

#### **1.5.2. Writing as a Process**

writing is a process means how writers create writing. They are not expected to produce and submit complete responses without going through the stages of writing, so that, the stages of writing including: pre-writing, drafting, revising, and publishing are important to create the writing process. Zamel (1982) argued that "...writing involves much more than studying a particular grammar, analyzing and imitating theoretical models, or outlining what it is one plan to say" (p. 196). The writing process consists of Two different models:

##### **1.5.2.1. The stage-Model Theory**

Stage-model theory defined as a model that represent the writing process as series of sequential steps. Those sequential series are planning, pre-writing, drafting, and revising. It is a good model to create a well-structured and understood piece of writing (David w smit, 2007, p.65).

#### **1.5.2.2. The Recursive-Cognitive Process Model**

(Vibeke Grover Aukrust, 2011) stated that Winne and Hedwin developed the recursive model to describe occasions when learners study based on four phases. Starting with identifying what they perceive, then perceptions of what the task is, on what basis, set their own goals, their engaging with the task, finally, a charge-scale changes to preceding phases can be made.

(Vibeke Grover Aukrust, 2011) also indicated the Zimmerman's social-cognitive model w based on the idea that learners undertake two main activities; one is analyzing the task, while the second is where learners survey their self-motivational, beliefs, interstice interest in the task, and its value to them, and goals they seek to achieve.

### **1.6. The Stages of Writing**

The writing process consists of four different stages such as pre-writing, drafting, revising and editing, and publishing (the presentation stage).

#### **1.6.1. The Pre-writing Stage:**

According to Carol. B Olson (1996, 26) pre-writing stage is a very important stage that should be offered with time for a student to create a well-organized and developed outline and materials. It is a way of generating ideas about a specific issue. This stage itself consists of five steps including; brainstorming which is a process that refers to collecting as many ideas as possible about the topic. Free writing step which is related to writing whatever comes into your mind about the topic in a specific time, like 10 or 15 minutes without caring about grammar, punctuation, and spelling mistakes. Another step is mind maps which is a strategy concerned with a diagram used to present words, ideas, and items linked and arranged around the central

idea. Then asking questions which covers the questions asked by students to themselves about the topic being discussed in order to come up with new information and more creative ideas. Finally, the outlining step that is the way students organize their thoughts and ideas in their minds.

### **1.6.2. Drafting**

Brown and hood (1989) tried to define drafting as “the stage where you really begin writing”. The drafting stage concerns with choosing the most relevant information and ideas in the mind that are related to the topic to be used later, so that the writer focuses on the exact ideas that should be included in the piece of writing. After the selection of ideas, the writer starts to write them down as complete sentences, then organizes them in a good way in which the reader can understand the message. And finally, the writer tries to form an introduction, a body, and develops a conclusion (Haven, 2005, p. 2)

### **1.6.3. Revising and Editing**

Editing is the final stage, according to Fulwiler (2002). During this stage, the writers take the place of the readers. First of all, they rethink about the main ideas, make some changes in which they can add the most appropriate words and omit irrelevant ones to improve the quality of the piece of writing, then they try to correct errors including grammar, punctuation, capitalization, and spelling mistakes, and make a connection between sentences to improve the process of cohesion, finally, they reread the piece of writing as a final revision.

### **1.6.4. Publishing**

Publishing is the final stage where the piece of writing is already written and revised, so that the writer should put some finishing touches on it to build its' perfection, for example; in the passage is a handwriting, the writer should use a ruler to create margins on both sides on the page, and if the piece of writing is written in the computer, the writer should care about spacing, and indentation. Finally, after all the steps above, the piece of writing becomes ready to be published (Marge cox, carl A, Harvey, Susan, 2007, p. 27).



### **1.7. The Importance of Writing in EFL Context**

Writing is a fundamental skill, it is a process, and it is a product. Some people write because they want to write and they want to gain their self-satisfaction by doing so, while others write because they saw writing as an important thing. Writing is a very important skill since it helps you to remember by taking notes from lectures and keeping a record so that you can recall the experience again and remember it, writing helps you to think because during the process of writing, you will see your thoughts expressed intuitively, and your thinking improves, also writing helps you to communicate in which writing is considered as a way of communication since we are conveying a message to the reader who will understand it and leaves comments about it. Finally, writing can help you to learn because when writing about something, obviously we will remember and learn new key words and expressions. (Blanka Klimova, 2012)

### **1.8. The Notion of Error**

The term error is an umbrella term used in the field of linguistics and Psycholinguistics, applied linguistics, and English language teaching.

The word "Error" was used in the early 70's by many researchers such as Corder, Selinker, Nemser, and Richards in the field of linguistics and psycholinguistics, and was defined as oral mistakes or mistakes of performance in learning a target language.

Errors as defined by crystal (1980) refer often more to what is known as a mistake, but in the field of applied linguistics and English language teaching, the term is derived from the theory of error analysis in second language learning put forward by the father of error analysis Stephen Pit Corder in the late of 1970. His theory is essentially concerned the errors that occur in our minds-errors that have to do with competence-and the errors that occur during the oral production of the target language-errors that have to do with performance.(Nancy Lee1990, p.56)

### **1.8.1. Definition of Errors**

Different researchers have provided different definitions of the term “error”. Fitria stated that: “ language errors are part of conversation on composition that deviates from some linguistic norms of adults' language performance” (2020, p.142). In this respect, (Corder 1974, p. 125) considers the study of errors as part of the investigation of the process of language learning, which provides us with a picture of the linguistic development of a learner and may give us indicators to the learning process. This means that, errors are “indicators” of how language is acquired. Errors are then part and parcel of the learning process, reflecting as Ellis (1997) pointed out errors as gaps in a learner's knowledge because they occur because the learner does not know what is correct” (1997, p.17).

Moreover, Gass & Selinker: (1993) stated that “Errors are considered to be systematics, governed by rules, and appear a learner's knowledge of the rules of the target language is incomplete”, echoing the same claim made by Ellis . For James (1998) the learners' errors are a register of their Current perspective on the target language. Consequently, Corder and James agreed with this point.

From the definitions above, we can say that “errors” are covered different definitions from different perspectives, they made by learners as a result of the failure of mastering the language in an appropriate way.

### **1.8.2. Error vs Mistake**

Errors and mistakes are two related entities in which the term error refers to the incorrect knowledge that occurs in our minds, Brown ( 1994, p.205) defined linguistic errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner’, the term mistake, on the other hand, refers to the incorrect and inappropriate language use, or the errors that occurred in the application of our knowledge during the oral performance.

### **1.8.3. Learners' Most Current Writing Errors**

It is more complicated to write in a foreign language, so a lot of researchers have tried to identify the common errors EFL students make in writing L<sub>2</sub>. There are many kinds of errors that may be produced by EFL as well as ESL learners. (Keshavarz 2018, p.89) stated that errors are classified into four categories, namely orthographic errors, phonological errors, lexico-semantic errors ( errors between words and meaning), and morphological- syntactic (errors between word forms and grammar) Additionally, ( Kostsyuk, 2015) added other Categories of errors made by EFL learners while writing namely punctuation and style errors.

### **1.8.4. Causes of Learners' Errors**

According to Robert Whittingham, all learners make errors during their writing due to various external causes such as the poor design of humans, and deficiencies in the organization of the task, in addition to extreme conditions in the work environment including noise, high and low temperature, and an uncomfortable environment( 2004, p. 82 ), while Narrish in 1983 states that errors may be caused by lack of attention, fatigue, or carelessness. (p.8).

## **Conclusion**

From the theoretical issues discussed above in this section, it seems that writing is considered as a complex process which is why EFL Learners face difficulties while learning the English language which led them to commit errors and make mistakes since they are expected to be done.

## **Section Two: Grammarly Application**

### **1.1. Definition of Grammar:**

According to Saudhakar and Farheen (2015), grammar is defined as a set of rules consisting of ordering words to be taught at the sentence level used to explain the language structure using different Categories (p.122). In this respect, Cowan (2008, p.3) explains that grammar is a set of rules and arrangement of individual words or bits of words to formulate sentences in a specific language. therefore, language structure is the main concern of grammar.

However; as argued by Ur (1980, p.4), grammar can be defined as a combination of words or a group of words manipulated to express meaning. The idea is supported by Larsen-Freeman (2014, p.256) who stated that grammar is concerned with the combination of words only in order to form sentences and phrases with a great deal of the grammatical meaning. In other words, word combination is the main focus grammar.

Taking all together, grammar is defined from two different perspectives. from one hand, it is a set of rules or structures that govern how they are arranged to create well-organized sentences. From the other hand, it refers to the combination of words, sentences, phrases, and even sounds to express and transmit meaning used by learners for communication.

## **1.2. The Importance of Grammar**

Grammar, which is the combination of words and rules using an appropriate structure, is considered as a very important aspect in EFL/ESL contexts. (Richards 2000, P.145) argues that “the recent years, grammar teaching has regained its rightful place in the language Curriculum, people now agree that grammar is too important to be ignored, and without knowledge of grammar learners’ language development will be severely constrained”.

Grammar is a very important aspect of language, it is something that we should care about because it is the foundation of communication in which people with proper grammatical rules can introduce themselves, their thoughts, and explain issues. Moreover, they can understand exactly what people mean when they say or write. Furthermore, the correct grammatical rules can help learners develop their habit of thinking logically and clearly. Grammar can then help them speed up their learning of the target language. (Tabbert, 1994)

## **1.3. Grammar Difficulties**

Grammar is an essential part of a language that can be difficult for many students to master. Krashen (1982) argued that grammar has both easy rules and hard rules, but he did not make any distinction between the two. Some other linguists distinguished between grammar ease and grammar difficulty, then they focused on grammar difficulties that students face while

learning a language. Those other linguists found that grammar difficulties are related to comprehension and production. On one hand, in term of comprehension, it is not easy for students to learn all grammatical rules including explicit and implicit grammar, in addition to the grammatical structure which is the linguistic form of sentences, it is hard for them to Comprehend the meaning of passages that are full of tenses and prepositions. on the other hand, it is true that even if grammatical gules are hard to learn, but students are able to understand those rules. Moreover, there are also difficulties that students face during the production and the use of grammar in daily conversation. (Hisham Salem Omer Fitori, 2019, p.51).

#### **1.4. Definition of Grammarly Application**

According to Eric Otis Simmons, (2019) Grammarly application is a free mobile application that detects automatically Potential spelling, grammar, word choice, and punctuation. In this regard, Bux, Wendler & Steinicke state that Grammarly application is a digital tool for checking spelling, grammar, and anal Punctuation during the writing process.

Grammarly is considered the most common application used to correct over 150 error styles such as spelling, hitting, phrase patterns, sentence form, and checking errors when they occur (Dhion & Haryani 2020, P.18).

Moreover, (Fitria, p.66-67) argued that Grammarly is an award, online, website, and proofreading tool that can be used for checking errors and assessing EFL writing classes for free. The application is one of the most widely used devices in the world.

##### **1.4.1. Historical Background of Grammarly Applications**

Grammarly application was launched in July 2009 by Alex Shevchenko, Max Lytvyn, and Dmytros Lider. These three Ukranian men established the company that developed this tool to help users find and correct errors before submission. At first, Grammarly application was published as a premium software and an online editor in order to help students learn the basic writing blocks of the English language including the style of writing, structure of sentences, punctuation, spelling, grammar, word choices, formality level, fluency, additional

advanced suggestions, and checks plagiarism. By the time, Grammarly application with its benefits eventually caught the attention of a large number of students, so the company published the free version of the application that corrects spelling, grammar, capitalization, punctuation errors, and provides synonyms to facilitate its use and make it more famous. (Nicole, 2022).

#### **1.4.2. Grammarly Application Steps**

According to Staryo (2021), the users of the Grammarly application can install the Grammarly free application or download Grammarly for Microsoft office. In other words, this online AWE for EEL Learners consists of two versions namely the free version using application or premium by using Microsoft office. Before one starts using the Grammarly application, users must follow the following steps: (Fitria 2021.P, 70)

- ✓ Upload a file for checking
- ✓ After the users have installed the application, they must choose the Grammarly picture and the initial view of the uploaded document
- ✓ Formulate the text directly on the document
- ✓ Download the Grammarly document as a text file
- ✓ Upload text and adjust the setting
- ✓ Register the Grammarly account
- ✓ Paste the text or click and upload the file
- ✓ Grammarly automatically will scan, check, correct, and provide the appropriate text or file of the document by checking which you need to be corrected to get the final submission.

#### **1.4.3. The Role of Grammarly Application**

Unlike other spelling and grammar checkers, the Grammarly application is one of the best devices that plays a great role in the writing process as Melbourne stated in 2021:

- ✓ Search for an appropriate replacement for contextual - spelling mistakes and correct them when they occur.
- ✓ Checks more than 250 common grammar errors.
- ✓ Suggests the right words for writers and provides them by synonyms.
- ✓ Developing the writing skill by using Grammarly as an assistant, and proofreading application go through identifying and correcting punctuation.

Taking all together, Grammarly applications have always check delivery, correctness, and clarity of students' writing errors.

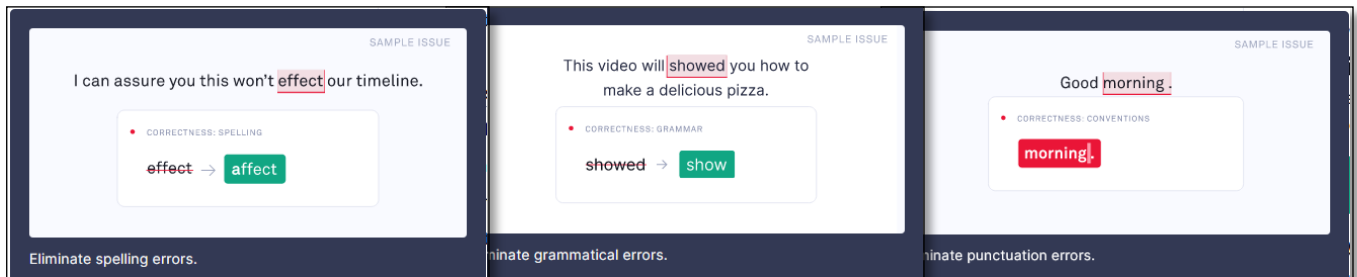
#### 1.4.4. Grammarly Features

<p>FOR INDIVIDUALS</p> <p><b>Free</b></p> <p>Basic writing suggestions.</p> <p>Current Plan</p> <ul style="list-style-type: none"> <li>✓ Spelling</li> <li>✓ Grammar</li> <li>✓ Punctuation</li> </ul>	<p>FOR INDIVIDUALS</p> <p><b>Premium</b></p> <p>Style, clarity improvements, and additional advanced corrections.</p> <p>Get Started</p> <ul style="list-style-type: none"> <li>✓ Everything in Free</li> <li>✓ Clarity-focused sentence rewrites</li> <li>✓ Tone adjustments</li> <li>✓ Inclusive language</li> <li>✓ Word choice</li> <li>✓ Formality level</li> <li>✓ Fluency</li> <li>✓ Additional advanced suggestions</li> </ul>	<p>FOR TEAMS</p> <p><b>Business</b></p> <p>Professional and clear communication for teams of 3 to 149.</p> <p>Get Started</p> <ul style="list-style-type: none"> <li>✓ Everything in Premium</li> <li>✓ Style guide</li> <li>✓ Admin panel</li> <li>✓ Centralized billing</li> <li>✓ Priority email support</li> <li>✓ SAML single sign-on</li> </ul>
--	--	---

**Figure.01 Grammarly features**

From the picture above, we can notice that the Grammarly application for free versions or Grammarly software for premium and business versions requires a network connection. In other words, these online grammar checkers requires two options namely the free and the paid features in which free features are used by individuals, while paid can be used by team especially businesses. Furthermore, the free version is mainly used for basic writing suggestions such as spelling, grammar, and aspects of punctuation, while the premium features used for style, clarity, improvement, and additional advanced corrections. Then professional and clear communication for team of 3 to 149 are related to the business version. (Fitria2021, p.71)

The free features are the most commonly used by EFL Learners because it deals with the main aspects of writing namely spelling, punctuation, and grammar the example as follows:



**Figure.02. Free version of Grammarly in spelling, grammatical, and punctuation**

From the picture above it can be seen that there are three kinds of errors, spelling, grammatical, and punctuation errors. This online Grammarly icon eliminates errors ,meaning that if students make an error, the green icon turns red with a number of corresponding to the number of errors while errors are underlined in red, Grammarly provides suggestions for connecting the problem with synonyms to the chosen words (Fitria 2021, p.71-72). In much The same way Tucker stated that Grammarly for free features includes spell checker and identifier grammar with a main focus on punctuation problems (p.159).

#### **1.4.5. Advantages and Disadvantages of Grammarly Application**

Grammarly application is a tool which enables a user to proofread and edit documents for grammar and spelling online, providing many benefits :

- ✓ Grammarly helps enhance students' vocabulary
- ✓ It is a recognizable source that builds academic writing
- ✓ It saves time and works efficiently
- ✓ Grammarly application suggests and explains
- ✓ It improves communication among English writers
- ✓ It identifies students' typical mistakes
- ✓ With the use of the Grammarly application students can download their edited papers and refer to them later



- ✓ Grammarly application teaches punctuation, spelling, grammar, capitalization, and word choice

On the other hand, and in addition to all Grammarly application benefits and advantages, it has also some disadvantages that make it less used including but not limited to the following :

- ✓ Grammarly application helps to identify and correct mistakes rather than meaning and content
- ✓ It kills students' skills when they depend only on it and neglect their efforts
- ✓ It is true that Grammarly application Correct some errors in writing, so but not all of them for free, therefore, this point push students to buy its premium, and pain to gain more achievement. (Zinkevich NA, Ledeneva, p.62)

### **Conclusion**

Learning via technology has got the attention of most EFL learners to achieve their educational purposes. Mobile applications are now widely used as a favorite aid to learn English as a foreign language. This wide use of mobile learning applications helps learners to be successful in different aspects of language such as writing and grammar, which can be studied and learned online without the help of a teacher .Grammarly application is also now considered as an indispensable tool used by students to develop their writing style and grammatical rules in addition to spelling, punctuation, and Capitalization.

## **Chapter Two**

### **Introduction**

The present chapter represents the practical part of the research. It aims at evaluating EFL learners and teachers' perceptions about using Grammarly application and learners' writing at the university of Mohamed Seddik Ben Yahia at Jijel. This chapter consists of various main issues including research methodology, and to answer the research questions and verify the hypothesis, the analysis and interpretation of the collected data has been provided .

### **2.1. Population and Sampling**

The population selected for this study work consists of master two EFL learners and teachers of writing at the department of English, Mohamed Seddik Ben Yahia University at Jijel. the current sample is made up of forty students who have been selected randomly, in addition to eight teachers of writing. These sample has been chosen in order to get in-depth information about master two students writing since they are allowed to write a well-organized dissertation.

### **2.2. Research Instruments**

The current study was conducted through quantitative data collection and analysis, and in order obtain answers to our research, the collection was chosen as a fundamental instruments. This questionnaire was administered to both master two EFL learners and teachers of writing at the department of English at Mohamed Seddik Ben Yahia University at Jijel.

### **2.3. Students' Questionnaire**

#### **2.3.1. Aim of The Students' Questionnaire**

This questionnaire was addressed to 40 randomly selected, master two EFL Learners at Mohamed Seddik Ben Yahia University. The purpose behind this questionnaire is to evaluate EFL learners' perceptions about using Grammarly application in enhancing their writing.

### 2.3.2. Description of the Students' Questionnaire

The students questionnaire consists of seventeen multi choice questions which are organized into Two sections; section one is entitled “Errors and EFL Writing”, while “Grammarly Application” is the title of the second section and consists of both closed-ended and open-ended questions aiming at gathering information about the students' perception about the use of Grammarly application and their writing experience in general.

#### Section One

This section is entitled “Errors and EFL Writing” and it aims at gathering information about their attitudes towards the issue of making errors in the writing process. **Q1b** is designed to find out the way EFL learners find writing in English. In **Q2**, learners are asked to find out which stage of the process of writing is concerned to be difficult during this process. **Q3** attempt to identify the distinction between the two concepts “errors “and “mistakes”. **Q4, Q5, and Q6** learners are asked about how often they commit errors in writing, their consideration about the concept of errors in writing, and identifying the reason behind making those errors.

#### Section Two

This section is entitled “Grammarly Application, it aims at collecting in-depth Information about using Grammarly application in enhancing EFL learners writing. The questionnaire conducted in this section consists of eleven (11) questions regarding the students' perceptions about this green icon application. **Q7, Q8, and Q9** indicates if grammar easy or difficult to be learned, its use, and to identify its difficulties according to EFL learners' perceptions. In **Q10, Q11, and Q12** learners are asked about their previous experience in which they used any grammar checker before or not, if they have ever Grammarly application or not? and how often they use it? The last five questions from **Q13 to Q17**, learners are administered to obtain information and collect data about which Grammarly application feature they prefer? which kind of errors they commit while using it, the goal behind using this automatic writing

correction, their evaluation about its free version, and to what extent can help EFL learners develop of their writing in English.

### 2.3.3. Analysis of the Students' Questionnaire

#### Section One: Errors and EFL Writing

**Students' responses to Q1:** (How do you find writing in English?)

**Table 01:** *Learners' Attitudes Towards Writing in English*

Options	Subjects	Percentages
Very difficult	3	7, 5%
Difficult	10	25%
Very easy	7	17, 5%
Easy	20	50%
Total	40	100%

The first question was addressed to EFL learners to know the way they see writing in English. The table above presents the participants total number which is 40 EFL learners, 20 saw writing as an easy process to learn and perform (50%), 10 of them saw it difficult (25%), the other 7 learners considered writing as a very easy skill (17%), while the last 3 learners face difficulties during their writing performance and consider it very difficult (7, 5%), so the views of EFL learners about writing varies from one to another due to the differences they have in their mental cognition and their mental abilities and capacities.

**Students' responses to Q2:** (According to you as a master two students, which stage in the process of writing do you struggle with?)

**Table 02:** *The Stage Learners Struggle with during the writing process*

Options	Subjects	Percentages
Pre- Writing	23	57, 5%
Drafting	12	30%
Revising and Editing	3	7, 5%
Publishing	2	5%
Total	40	100%

The second question was about the stage EFL learners struggle with during the process of writing. The total number (40) EFL learners, shows that the majority of learners (57, 5%) considered the pre- writing stage as the most difficult one since it is the first stage they begin with during their writing experience, then 12 learners chose on the drafting stage because they saw it difficult (30%), while only 3 learners struggle with the revising and editing stage (7, 5%), and finally publishing stage catches the attention of a very small number of EFL learners in which there are only two learners found difficulties in this stage and they represents (5%) from the total number of learners.

**Students' responses to Q3:** (Are errors and mistakes the same? justify your answer)

**Table 03:** *Errors VS Mistakes*

Options	Subjects	Percentages
Yes	22	55%
No	18	45%
Total	40	100%

The third question was about the concept of errors and mistake, it aims to know whether the two items have the same meaning or not. The table above presents EFL learners' perceptions about the distinction between the term "Error" and "Mistake", so the result shows that the majority of learners assumed that errors and mistakes mean the same (55%), while the last (45%) saw that errors and mistakes have different meaning.

### **Justification**

The majority of EFL learners argued that the term error and the term mistake means the same since the two items effect the structure and the meaning of sentences, and both of them are related to incorrect language form, but the others saw the opposite and assumed that errors and mistakes have distinct meaning in which errors made during learners' production or during their written performance.

### **Students' responses to Q4: (How often do you commit errors in writing?)**

**Table 04:** *The Frequency of committing Errors in Writing*

Options	Subjects	Percentages
Always	5	12, 5%
Often	9	22, 5%
Sometimes	16	40%
Rarely	8	20%
Never	2	5%
Total	40	100%

All students are allowed to commit errors in writing since they are inside the period of learning, but learners should reduce their level of errors they commit as far as the fourth question is concerned. It specifically aimed at knowing how often EFL learners commit errors in writing. It is clear from the table number 4 that 40% of EFL learners make errors sometimes, 22, 5% said that they often commit errors, 20%are rarely commit errors, then 12, 5% from the

whole sampling are always making errors and the minimum of learners who make errors which represents 5% said they are perfect learners and they never be wrong or make an error.

**Students' responses to Q5:** (In your opinion, how are errors considered?)

**Table 05:** *Learners' Perceptions about Errors*

Options	Subjects	Percentages
A stage of language learning	19	47, 5%
Indicators of how language is acquired	4	42, 5%
Gaps of learners' knowledge	17	10%
Total	40	100%

In the fifth question EFL learners were asked to give their opinion about how errors are considered. The table above showed that 18 from 40 EFL learners which represents 47, % see errors as a stage of language learning because no one can learn without making errors. 42, 5 % said that making errors represents a gap in learners' knowledge because an excellent learner is not allowed to make any error. A learner is not allowed to make any error since he/she wants be an excellent student, while the last four students who represents 10% from the population view errors as indicator of how language is acquired.

**Students' responses to Q6:** (Why do students make error in writing?)

**Table 06:** *Learner' Reason behind Making Errors in Writing*

Options	Subjects	Percentages
External factors	16	40%
Internal factors	24	60%
Total	40	100%

The sixth question aimed at perceiving the goal of EFL learners behind making errors in writing in which 60% from them reported that learners make errors due to internal factors, while the last 40% confirmed that external factors are the responsible behind making errors during their writing and production.

**Justification**

On the one hand, internal factors were the choice of the large number among the whole population since they lead students or EFL learners to make errors during their writing production like hearing noise stress, fatigue, laziness, and writing inside an unsuitable environment. On the other hand, there are many learners who said that external factors are the responsible behind making errors so that hearing noise, and writing inside an unsuitable environment is not good for them to concentrate.

**Section Two: Grammarly Application**

**Students' responses to Q 7:** (Is grammar easy to learn?)

**Table 07:** *Learners' Attitudes Towards Grammar*

Options	Subjects	Percentages
Yes	13	32, 5%
No	27	67, 5%
Total	40	100%



The seventh question was administered to master two English EL in order to indicate their perceptions about grammar learning, so that 67% reported that grammar is a hard process and it is difficult to learn. However, the others which are 32, 5% reported that grammar is easy to learn, it does not need much effort from learners to reach.

**Students' responses to Q8:** (What is grammar useful for?)

**Table 08:** *Learners' Views on Grammar Use*

Options	Subjects	Percentages
Language structure	11	27, 5%
Word combination	8	20%
Both	21	52, 5%
Total	40	100%

The table above was addressed to EFL learners, especially master two students in order to know their views about grammar use, so each one of them have a different perception from the other, more than the half of the sampling considered grammar as a process that used both for building a well language structure, and a word combination, but the others into two in which 27, 5% of them said that grammar is used only for formulating a well language structure, and the last 20% of learners view that grammar is useful for combine words, or words combination.

**Students' responses to Q9:** (What do you find difficult in the process of learning grammar Rules? Explain your answer)

**Table 09:** *Learners' Difficulties in Learning Grammar Rules*

Options	Subjects	Percentages
Comprehension	7	17, 5%
Production	33	82, 5%
Total	100	100%

In the table above, it was revealed that the process of learning grammar rules is difficult for EFL learners either in comprehension, or in production, so the findings shows that 33learners from 40 learners reported that they find difficulties in learning grammar rules during its production, and the last 7 learners who presents only 17, 5% argued that the comprehension of grammar rules is harder than its production.

### **Justification**

82, 5% of learners face difficulties during their production of grammar rules because they understand the rules, but when they come to write using grammar; they make errors due to the lack of practice. Comprehension also considered as a difficult stage of learning due to the difference between learners in their mental activities, so that some of them hey are not able to understand hard grammar rules because those rules are closed to each other.

**Students' responses to Q10:** (Do you use a grammar checker application to improve your writing?)

**Table10:** *Grammar Checker and Students Writing Improvement*

Options	Subjects	Percentages
Yes	26	65%
No	14	35%
Total	40	100%

The results show that more than the half of the student's population (65%) which Represents 26 member from the whole sample use a grammar checker to improve their Writing, while 35% which represents 14 from the sample they do not. So that EFL learners have a good relationship with online automatic writing correction for checking errors and improving their written style to be well organized.

**Students' responses to Q11:**( Have you ever used Grammarly application as a grammar checker if yes, why?)

**Table 11:** *The Use of Grammarly Application*

Options	Subjects	Percentages
Yes	25	62, 5%
No	15	37, 5%
Total	40	100%

As a complement to Q10 and in order to get more results about EFL learners previous experience regarding the use of online application, this question addressed to EFL learners to check whether they use Grammarly application to check their writing before or not. As the table shows above the majority of the population (62, 5%) which represents 25 members from the whole sample used Grammarly application to check their writing, whereas (37, 5%) which represents the rest of the population they do not use that application for writing correction.

### **Justification**

For EFL learners who chose "Yes"; they use Grammarly application to check their writing they Argued that errors are expected and gave the two following justification:

- Grammarly application is a beneficial tool for writing correction.
- A recognizable source for checking grammatical, spelling, errors punctuation, and other advanced writing correction to get a comprehensible piece of writing.

**Students' responses to Q12:** (How often do you use Grammarly application?)

**Table 12:** *The Frequency of Using Grammarly Application by EFL Learners*

Options	Subjects	Percentages
Always	19	47, 5%
Often	12	30%
Usually,	00	00%
Rarely	09	22, 5%
Total	40	100%

This question designed for EFL learners who used Grammarly application to know if they use it all the time or not. As shown above, 47, 5% opted for always, 30% of the population chose often, while 22, 5% chose usually. Meanwhile, 00% represent that none of the EFL learners sample choose the frequency of rarely.

**Students' responses to Q13:** (Which Grammarly application feature do you prefer? Justify your choice)

**Table13:** *Grammarly Application Feature Learner's Prefer*

Options	Subjects	Percentages
Free version	34	85%
Premium	06	15%
Business version	00	00%
Total	40	100%

As tabulated above, a high percentage of the EFL learners' population (85%) argued that they prefer the free version of Grammarly application. Some of that population (15%) which represents 06 members from the whole sample selected the premium as the main feature they

prefer while using Grammarly application, whereas the business version has not been selected among the population (00%).

### **Justification**

At this stage of evaluation, the informants are asked about which Grammarly application feature they prefer when they use it to check and correct their writing. For those who prefer the free version they justified their answers as follow:

- They do not have a master card.
- The free version is the easiest one to be used by EFL learners because you just click on the bottom of this green icon and you get what you are looking for.
- An enough version for correcting the basics of writing in English.
- Less time consumption.

For those who chose the premium confirmed that it is more useful and the most effective than the free version because they argued that premium can help them more to check and correct all the writing errors in addition to other advanced correction that the free version cannot deal with; detect their writing weakness in order to overcome them.

**Students' responses to Q14:**( What kind of errors does Grammarly application point out when you use it?)

**Table14:** *Learners' Writing Errors Found While Using Grammarly Application*

Options	Subjects	Percentages
Spelling	18	45%
Grammar	17	42, 5%
Punctuation	5	12, 5%
Total	40	100%

This question is addressed to EFL learners to perceive which the kind of errors They point out when they use Grammarly application. The finding has shown that (45%) of

informants they commit errors in relation to grammar rules, while a sample a percentage of (42, 5%) voted for spelling errors. However, only (12, 5%) selected punctuation.

**Students' responses to Q15:** (What is the main goal behind using this automatic writing correction?)

**Table 15:** Learners' Goal behind Using Grammarly Application

Options	Subjects	Percentages
Errors correction	29	72, 5%
Writing development	8	20%
Vocabulary enhancement	3	7, 5%
Total	40	100%

According to the table, 72, 5% which is the highest percentage of the students selected of errors correction as the main goal behind using Grammarly application by EFL learners. 20% of students which represents 8 members from the whole population chose writing development, whereas 7, 5% they use Grammarly application in order to enhance their vocabulary.

**Students' responses to Q16:** (How did you find the free version of Grammarly application correction? Explain why)

**Table 16:** Learners Evaluation about The Free Version of Grammarly Application

Options	Subjects	Percentages
Excellent	30	75%
Very good	09	22, 5%
Good	01	2, 5%
Weak	00	00%
Total	40	100%

At this stage of evaluation EFL learners are asked to evaluate the free version of Grammarly application. The results reveal that 75% of the sample claimed that the free version is excellent, while 22, 5% of them said it is very good. According to 2, 5% the free version of that application is considered to be good. Finally, none of EFL learners' population evaluate that free version to be weak.

### **Justification**

For those who considered the free version of Grammarly application as an excellent feature, they all agree with same justification in which they offered that this version helps them to check and correct all kinds of errors in writing as; grammar, spelling, and punctuation, while for those who see it as a very good version, they confirmed that it provides several trails for proofing their piece of writing. However, for the ones who evaluate the free version as a good one, they justified their answers by saying that even though this version is has a lot of benefits but cannot be regarded to be excellent regarding its shortcomings.

**Students' responses to Q17:** (You as foreign language learner, to what extent you think Grammarly application helps you enhance your writing in English? Justify)

**Table17:** *Learners' Future Recommendation for Using Grammarly Application*

Options	Subjects	Percentages
To large extent	18	45%
To some extent	22	55%
Not at all	00	00%
Total	40	100%

The table shows that the overwhelming majority of the population 55% argued that Grammarly application helps them to enhance their writing to some extent, while 45% of the sample opted for large extent. No student thought that Grammarly application not help learners to enhance their writing at all.

## **Justification**

Most of students who chose “to some extent” they offered their justification in which they said that:

-It Helps them to enhance their writing but not to a large extent that they rely on it. since they did not Stick to it all time.

-They also affirmed that even though Grammarly application is a useful source to get a comprehensible piece of writing, it has some limitation because it focus on the language structure rather than language content and meaning; it may give you a well-organized writing texts or essays but meaningful is not For those who chose “to large extent”, they neglect its weaknesses and focus on its importance in helping learners in several ways as identifying errors correction, writing development, and vocabulary enhancement.

### **2.3.4. Interpretation of Students’ Questionnaire Results**

This students’ questionnaire was carried out to gather information concerning EFL learners’ perceptions about the use of Grammarly application to enhance their writing. The analysis of students’ questionnaire shows that the majority of master two students at the department of English at Mohamed Seddik Ben Yahia-Jijel have a positive perceptions about the application since it checks their written mistakes in a short period of time, After the students’ questionnaire evaluation, we found that even though they considered writing as an easy process to learn, most of the chosen population in that study sometimes make errors in writing especially in the pre-writing stage, and they can’t differentiate between “error” and “mistake” because they believe that the two items represent the same meaning since they affect structure and meaning of sentences, and both of them related to incorrect language form.

Master two students collected in that research are mostly commit errors in writing due to some internal factors such as; fatigue and stress. In addition to the process of writing, learners confirmed that grammar is complicated to be learned generally during the production of its



rules; EFL learners can understand easily grammar rules, but they find difficulties while practicing it, this problem pushed them to search for a grammar checker to correct writing errors and checking for grammar rules. The finding also asserted that Grammarly application is one of the selected writing and grammar correction device in which they always use it especially its free version because that feature used to the basis of writing as; spelling, grammar, punctuation, capitalization, word choice suggestions.

Grammarly application seems as a helpful tool to some extent for EFL learners because its free version is not really helpful enough since it focuses only on grammar language structure rather than providing a meaningful grammatical sentence, and it contains other paid versions (premium and business version) which they are used for advanced correction and purposes that free version can't work with.

Taking all together, for getting a comprehensible piece of writing and decreasing the number of errors, master two EFL learners are in front of using a suitable tool for improving their writing namely Grammarly application.

## **2.4. Teachers' Questionnaire**

### **2.4.1. Aim of Teachers' Questionnaire**

As another research instrument, the teachers' questionnaire has been addressed to eight teachers of written expression at the department of English at the university of Mohamed Seddik Ben Yahia, Jijel. Its aims are to gather data about teachers' perceptions about Grammarly application in enhancing EFL learners.

### **2.4.2. Description of Teachers' Questionnaire**

The teachers' questionnaire is made up of eleven (11) questions arranged into two sections. The section one is entitled "Errors and EFL Writing", while "Teachers Perceptions about Grammarly Application" is the title of the second section.

### Section One

This section is entitled “Errors and EFL Writing”, and it is made up of five questions. It attempts at gathering information about teacher’ perceptions about their experience with the issue of making errors in writing. In **Q1** teachers are asked about their opinion about the writing process. **Q2** intends to identify the student’ writing level evaluated by teachers at Mohamed Seddik Ben Yahia University, while **Q3**, **Q4**, and **Q5** intends to identify teachers’ perceptions about the kinds of students writing errors they mostly encounter, the manner they consider errors and their difficulties they face when they teach writing.

### Section Two

The second section (**Q6-Q11**) is about “Teachers’ Perception about Grammarly Application”. It is designed to find out whether teachers’ have ever used any application or software to correct students’ writing, their views about Grammarly application; is it beneficial or not for EFL learners, is it a recognizable source for checking learners writing errors, is it consider as an important writing device, and teachers’ future recommendations for EFL learners about this online writing application.

#### 2.4.3 Analysis of Teachers’ Questionnaire

##### Section One: Errors and EFL Teachers

**Teachers’ responses to Q1:** (In your opinion, is writing a complex process?)

**Table 18:** *Teachers’ Opinion about Writing*

Options	subjects	Percentages
Yes	8	100%
No	00	00%
Total	8	100%

The table shows that all the eight teachers (100%) considered writing as a complex process, whereas none of the teachers (100%) saw it as an easy process, so it is clear that writing in English it's a hard work.

**Teachers' Questionnaire to Q2:**(Taking into account your teaching experience at Mohamed Seddik Ben Yahia University, how do you think of your students')

**Table19:** *Teachers' Views about Students' Writing*

Options	Subjects	Percentages
Excellent	00	00%
Very good	00	00%
Good	3	37, 5%
Weak	5	62, 5%
Total	100	100%

In this question teachers are asked about their consideration about students' writing level. The results tabulated above indicated that the overwhelming majority of the teachers (62, 5%) which is the highest percentage selected the "Weak" evaluation of students Writing. Only three (3) teachers revealed that students' writing in English is good (37, 5%). No teacher chose "Excellent" and "Very good" to refer to EFL learner's level writing in English at that stage of evaluation.

### **Justification**

For those who considered students' writing in English is weak, they gave the following justification:

-They consider EFL learners of an average level, yet there is a big number of students who are weak.

-Most of students do not master the writing skill and do not abide by its governing rules.

-Most of them are either demotivated or disinterested altogether. Forming the language and specializing in it academically proved too different things for lots of them.

-The level is unfortunate, not good.

For those who chose “Good”, they all agree with the following justification:

-Students’ writing in English is balance; not excellent and not bad, some students write well, other not.

-In terms of their writing, EFL learners generally succeed in completing the tasks they are given (paragraphs and essays)

**Teachers’ responses to Q3:**(What kind of errors do you usually encounter when you correct your students’ writing?)

**Table20:** *Kinds of Errors Teachers’ encounter in correcting Students’ writing*

Options	Subjects	Percentages
Punctuation	2	25%
Grammar	2	25%
Spelling	2	25%
Capitalization	2	25%
Total	8	100%

The current question is addressed for teachers of written expression in order to know which kind of errors students mostly commit while writing. It is noticed that 25 represents to (2) teachers from the whole population who chose “Punctuation” as the main errors students commit during their writing. Same way with other types of errors as grammar, spelling, and capitalization; it seems all kinds errors are expected to be commit among EFL learners.

**Teachers' responses to Q4:** (Do you think that your students' errors are part of the learning process?)

**Table21:** *Teachers' Views on Students Errors in Writing*

Options	Subjects	Percentages
Yes	8	100%
No	00	00%
Total	8	100%

Our finding shows that a considerable number of teachers represents all of them (8), Which referring to (100%) percentages consider students errors in writing as a part of the learning process, while none of the population (00%) reported that students' errors can't be considered as a part of the learning process. However, none of teachers' sample said that it's not a part of the learning process

### **Justification**

For teachers who considered students in writing as a part of the learning process, they offered the following justification:

-whether, it is a classroom task or especially exams being able to see where they lack and how it could affect their academic achievement could be a good incentive to make them work or their errors.

-The students naturally make errors because to err is human; however, the most important thing is to correct these those errors. Fearing progress is founded on decreasing the number of errors committed.

-From their errors, students will learn the language better.

-It depends on the student's level; some of them make a lot of mistakes and this needs much efforts and attention on behalf of both teachers and learners.

-Errors are the road of success, if they don't make errors, then they will not learn.

-Errors committed by students are developmental and mostly caused by performance Constraints.

**Teachers' responses to Q5:**(What difficulties do you usually face when you teach writing?)

This questionnaire is addressed to teachers of written expression in order to know which difficulties they usually encounter when they teach writing, the answers as follow:

- Students negative attitudes towards writing. Most of them are not motivated to write.
- Most of students are lazy and accordingly do not practice or write enough.
- Lack of students' understanding due to hard grammatical rules.
- Shortness of time to give feedback to each student.
- Motivate students to organize their ideas through brainstorming, then drafting, Proofreading, then writing the final product.
- Basically, students' problem in all faculties

**Section Two: Teachers' perceptions about Grammarly application**

**Teachers' responses to Q6:** (Do you use any application or software to correct your students' writing?)

The sixth questionnaire is administered for written expression teachers to know whether they use any application or software for checking students' writing errors, they offered the following answers:

- Most of the teachers said no; they didn't use any application or software to correct their students' writing, so that, they usually use their personal correction.

**Teachers' responses to Q7:** (Have you ever used Grammarly automatic writing device as a correction tool?)

**Table 22:** *Teachers' Experiences with The Use of Grammarly Application*

Options	Subjects	Percentages
Yes	1	12, 5%
No	7	87, 5%
Total	8	100%

The table above represents whether teachers' have ever used the automatic writing correction "Grammarly application" or not, the results show that 87, 5% didn't use it ever, while only 12, 5% use it during their writing correction.

**Teachers' responses to Q8:**( What do you think about Grammarly application. Is it beneficial for English foreign language learner to enhance their writing?)

**Table 23:** *Grammarly Application Benefits*

Options	Subjects	Percentages
Yes	6	75%
<b>No</b>	2	25%
Total	8	100%

This table shows teachers' perceptions about the role of Grammarly application, it is beneficial for students or not to enhance their writing level.75% opted for "yes" Grammarly application can help learners improve their writing proficiency, while 25% consider the application as an unhelpful device for EFL learners.

**Teachers' responses to Q9:**(In your opinion, is Grammarly application considered as a recognizable source to check and correct master two students' writing?)

**Table 24:** *Teachers' Attitudes Towards Grammarly Application*

Options	subjects	Percentages
Yes	5	62, %
No	3	37, 5%
Total	8	100%

The table number 24 indicates teachers' perceptions about the green icon, (62, 5%) of teachers view that Grammarly application is a recognizable source for students to check errors of their master dissertation, but 37, 5% of them saw the opposite.

**Teachers' responses to Q10:** (Do you think Grammarly application improve students' writing skill? Justify your answer)

**Table 25:** *Grammarly Application and Learners' Writing Improvement*

Options	Subjects	Percentages
Yes	5	62, 5%
<b>No</b>	3	37, 5%
Total	8	100%

The table above designed to shed light on the importance of Grammarly application on EFL learners writing improvement. Not all teachers are with the use of this application, but 62, 5% of them consider it as a tool that can improve EFL learners writing, while 37, 5% said that the application cannot help learners improve their writing.

### **Justification**

The majority of learners argued that Grammarly application can help students to improve their writing, and they gave the following justification:



-Grammarly application sometimes replacing the teachers' collection and make students autonomous and depending on themselves in improving their writing skills.

-It is a way to indicate students' error which make them aware about them, and try to overcome them.

-It highlights mistakes and suggests correction as well as explanation of grammar or language point concerned.

-It helps to decrease the number of errors.

-It is a grammar, punctuation, capitalization and spelling checker which provide synonyms.

**Teachers' responses to Q11:** (Would your advice EFL learners to use this application? Explain why.)

**Table26:** *Teachers' Future Recommendation about Grammarly Application*

Options	Subjects	Percentages
Yes	4	50%
No	4	50%
Total	8	100%

The table represented above was suggested for teachers to show their future recommendation about the use of Grammarly application. The finding revealed that 50% of teachers recommended their EFL learners to use that application, and the other 50% reported their negative views about it and advise them to not use it.

### **Justification**

For those who advice EFL learners to use Grammarly application they offered the following justification:

-It provides students with the opportunity of polishing their writing and indicates their mistakes to avoid them in the future.

-On the condition that teachers monitor recurrent errors done by students and try to device activities or tasks to test whether they benefited from the application (which will show on their writing), or whether they merely use the program to do their job for them.

-they do use the application themselves. They believe it would help.

For those who don't advice EFL learner to use this application they all agree with the following justification:

-This application is not really helpful enough because it focusses on language structure and neglect language meaning which make the learning process ambiguous.

#### **2.4.4. The Interpretation of Teachers' Questionnaire Results**

The finding obtained from the teachers' questionnaire regarding their perceptions about using Grammarly application to enhance EFL learners writing affirmed that the majority of written expression teachers don't depend on any application or software to correct students writing errors even Grammarly application because they have capacities and abilities to replace those application. However, written expression teachers were advice their learners to use this green icon since they consider grammar and writing as a complex process for learners, so that they need some help in which they can find it in that application.

#### **Conclusion**

This chapter represents the practical part of this study it consists of presentation of the sample and the research tools which are two questionnaires administered to forty master two EFL learners, and eight teachers of written expression at the department of English at the university of Mohammed Seddik Ben Yahia, Jijel. In addition to that, the chapter contains data analysis and the finding of this research which highlighted the fact that the majority of EFL learners use Grammarly application for checking and correcting their written mistakes. Finally, the finding of this study revealed that EFL learners have positive perceptions about the use of the green icon, Grammarly application, to enhance their writing, whereas teachers of written

expression didn't use this application, yet they recommend their learners to stick with it since they are in a developmental writing situation.

At the end, we conclude that the results of our study are similar to the previous studies showed above in the background of the study.

### **Limitation of the Study**

In the process of conducting this research, the researchers were confronted with certain obstacles that needed to be mentioned:

- The lack of references and literature related to Grammarly application.
- The lack of previous studies narrows the scope of the current study.
- The students' questionnaire was designed online, therefore many of them didn't Justify their answers.
- Because of the exams period we faced a problem in teachers' sample in which most of them refused to answer the questionnaire.
- Since the topic is proposed and examined for the first time, it represents a challenge for us to offer a satisfied conclusion for future studies.

### **Pedagogical Recommendation**

It is hoped that the results of this study can be a reference source for the teaching and learning process in the English education study program and the quality of student writing can be further improved. In the light of the findings of the present study, and after the analysis of learners' and teachers' perceptions, we suggest the following recommendation:

#### **For students**

- Students should practice writing to know their weaknesses and work on improving them.
- Students are recommended to be ready to cope with Grammarly application.
- Students are highly recommended to depend on Grammarly application in correcting their written and grammatical errors.

**For teachers**

- Teachers should be available to guide EFL learners and to provide them with the necessary assistance to overcome the obstacles of committing errors in writing.
- Teachers are recommended to advise their master two EFL learners to use Grammarly application, especially to correct their master dissertation.
- Teachers are obliged to develop their students writing level because most of them considered them weak.

## General Conclusion

The current study has been carried out to shed light on teachers' and students' perceptions about the use of Grammarly application in enhancing EFL learners writing. aimed to shed light on the effectiveness of Grammarly application in developing master two EFL learners writing level. To achieve the objective of this study, two questionnaires were administered to both master two EFL learners and written expression teachers at the department of English at Mohammed Seddik Ben Yahia, Jijel.

The current research work consists of two main chapters; the first is the theoretical chapter which is devoted to the related literature. It is divided into two main sections: the first section focused on an overview about EFL writing including the definition of writing according to different scholars, its history, component, models, stages, and its importance in EFL context in addition to a short discussion about the concept of error. Subsequently, the second section focused on grammar in relation to the use of Grammarly application checker in which we dealt with some theoretical issues related to grammar, and Grammarly application in which we highlighted Grammarly application historical background, use, features, steps, role, and its main advantages and disadvantages. The second chapter took as its main concern the practical part which devoted to the presentation and the analysis of the results obtained by one research instruments, mainly teachers and students' questionnaire.

The finding of this research revealed that master two EFL learners encounter difficulties and make grammatical errors when writing especially in spelling, grammar, punctuation, and capitalization. It should be noted here that learners are not be able to check and correct all their committed mistakes, so Grammarly application can be considered as a solution that the majority of written expression teachers advise them to stick with , and this is the same result that previous researchers found in the literature review.

### List of References

- Alsher, T., (2021). Errors Analysis of Written Essay: Do Private school students show better EFL writing performance? *International Journal of Research in Education and Science (IJRES)*,7(3),608-629.<https://doi-org/10-46328/ijres.1815>.
- Barly, Bram. *Write Well: Improving Writing Skill* (orienbusiness book, Great Britain Class, Ltd, 1999), P22.
- Bassot, Barbara. 2015.*The Reflect Practical Guide: An Interdisciplinary Approach to Critical Reflection*.Routledge.
- Beranda, T., (2019). The Component of Writing. Retrieved from: [www.aminlinmpo.com/2019/12/the-components-of-writing.html?m=1](http://www.aminlinmpo.com/2019/12/the-components-of-writing.html?m=1).
- Blanka, K., (2012). Paripex- *Indian Journal of Research: The importance of writing*.
- Brown, H.D., (1994). *Principles of Language Learning and Teaching* (3<sup>rd</sup> ed). New Jersey: Prentice Hall Regents.
- Brown, H.D., (2000). *Principles of Language Learning and Teaching* (4<sup>rd</sup> ed). Ongman: Addition Wesley Longoman. Retrieved from: <http://angol.unimislolk.hu/wp/content/media/2016/10/Principles> of Language Learning. Pdf
- Byrne, D. (1988). *Teaching Skill*. Longman Group UK Limited.
- Candling, R., (2001). *Vocabulary and Language learning*. Longman Inc.
- Carol, B., (1996). *Practical ideas for teaching writing as a process*, p.26.
- Corder S.P., (1967). The significance of Learner's errors. *International Review of Applied Linguistics*, 5,161-170.
- Corder S.P., (1974). Errors analysis. In J.P.B. Allen, &S. Pit corder (Eds). *Techniques In Applied Linguistics*. Oxford University Press.
- Cowan, R., (2008). *The teacher's grammar of English: A Course book and reference guide*. Cambridge University Press.

- David, N., (2003). *Practical English Language Teaching*. FIRST EDITION.
- David, WS., (2007). The end of Composition Studies.p65.
- Ellis, R., (1997). *Second language acquisition*. Oxford University Press.
- Fitria, Tira Nur. 2018. "Errors Analysis Found in Students' Writing Composition of Simple Future Tense". *EFL Journal on Interdisciplinary Studies in Humanities* 1(3): 240-51.  
<https://doi.org/10.34050: els-jish. v1i3.5028>.
- Fitria, Tira Nur. 2021. "Grammarly as a Teachers' Alternative in Evaluating Non-EFL students' Writing". *Leksema: Journal Bahasa dan Sastra* 6(2):141-152.  
<https://doi.org/10.22515/lgbs.v6i2.3957>.
- Fulwiler, T., (2002). *College Writing: A personnel approach to academic*. (3<sup>rd</sup> ed). Boyton: Cook publisher.
- Gass, S., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. New York: Routeldge.
- Haryani, H.&Vidhiasi, DM. (2020). The Implementation of Grammarly in Errors Analysis. *JURNAL SAINSDAN TEKNOLOGI MARTIM*. Doi:10.33556/jstm.v21i1.248.
- Haven, K., (2005). *Writing Workouts to Develop Common Core Writing Skills: libraries and limited*. Heinle: Heinle Publishers.
- Hedge, Tricia (1998). *Writing New York*: Oxford University Press.
- Henry Widdowson. Definition of writing ability <http://teachingenglishonline.net> (Accessed on December 14<sup>th</sup> 2012).
- Hisham, S., (2019). *Difficulties in Teaching and Learning English Grammar in Libyan Universities*.
- Hyland, K., (2003). *Second Language Writing*. Cambridge University Press.
- Ilona, L., (1995). *Academic Writing: exploring process and strategies*. SECON EDITION. ST.Martin's Press, INC: Cambridge University Press.

- James, C., (1998). *Errors in Language Writing and Use: Exploring errors analysis*. Essex: Pearson.
- Keshavarz, H., Mohammad. 2012. *Contrastive Analysis & Errors Analysis*. Tehran: Rahnama Press.
- Kotsynk, Lessia. 2015. English Language Error Analysis of The Written Tests. <https://cejsh.icm.edu.pl/cejsh/elementbwmeta1.element-Ojs//doi-org/10->
- Krashen, S. (1982). *Second language acquisition and second language learning*. Prentice Hall International.
- Larsen-Freeman, D., (2014). Teaching grammar. In M. Celce Marcia, D. M. Brinton & M. A. Snow (Eds), *Teaching English as a second language of foreign language* (pp 256-270). Boston, MA: Natround Ecografic Learning.
- Marge, C., et al. (2007). *The Library Media Specialist in the Writing Process*. p27.
- Melbroune, M., (2021). *Grammarly INC: Introducing Grammarly for Windows and Mac*.
- Morris, Rupperd Smith Hurried. *Businesss Writing* (orien busine book, Ltd 1999), P22.
- Nancy, L., (1990). *Hongkong Papers in Linguistics and Language Teaching: Notions of 'Error' and appropriate corrective treatement*. p56.
- Norrish, J. (1983). *Language learners and their errors*. Macmillan Press.
- Nunan, D. (1991). *Language teaching methodology: a textbook for teachers*. Cambridge University Press. of Educational Research, 68(3), 249-276.
- Oxford American dictionary (1980). *Grammar and rhetoric*, Oxford American Press (e.d).
- Pennigton, M.C. & So, S. (1993). Comparing between Process and Product across two Languages: A Study of 6 Singaporean University student Writers. *Journal of Second Language Writing*, 2(1), 41-63.
- Pinacas, *Teaching English Writing: Essential Language Teaching Sesies* ( London: The machine Publisher, Ltd, 1998 ), P56.



- Raimes, A.(1991).Out of the Woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*,25(3),407-430.<https://doi.org/10.2307/3568978>.
- Richards (Ed). Error analysis. Perspectives on second language acquisition (PP.64-91).Longman.
- Richards, J.C. (2002). Addressing the grammar gap in task work. In J.C.Richards &W.A. Renandya (Eds.), *Methodology in language teaching: An anthology of Current Practice* (pp153-166).Cambridge University Press.
- Richards, J.C.(1974).Social Factors, interlanguage and language learning. In. J.C.
- Robert, W., (2004).The blame Machine: Why Human Error Causes Accidents.p82.
- Rochelle, F., (2016). History of Writing and Record Keeping. SECOND EDITION.  
<https://www.Slideshare.net>.
- Rochelle, F.,(2016). History of Writing and Record Keeping. SECOND EDITION.  
<https://www.slideshare.net>.
- Selinker, L., (1972).Interlanguage. InJ. C. Richards (Ed), *Error analysis: perspectives on second language acquisition* (PP.31-54).Longman.
- Saryo, S., (2021). The Use of Grammarly' Application as Electronic Feedback on Students' Writing of English Thesis. Universities Khairun, Ternate, Indonesia. 11649cs2015027.
- Sudhakar, M.& Farheen, F.S. (2015).The importance of grammar in English language teaching. *Teresa Institute of Science and technology*, 4(8),2277-8179.
- Tabbert, R., (1984).Parsing the question why teach grammar. *The English Journal*, 73(8).38-42.Teachers in training. Retrieved from:<https://www.thoughtco.com/student-teacher-observation-checklist-2081421>.
- Tucker, C.R., (2015).Creative Common Core Literacy Standards with Technology: Grades 6-12.Corwin Press.
- Ur, P.(1988).Grammar Practice Activities. Cambridge: Cambridge University Press.

- Vaghani, D., (2020).Differences between Academic and Non- academic Writing. Department of English. Bhavangar University. <https://www.Slideshare.net>.
- Vibeke,G.(2011). Learning and Cognition.p35.
- Weigle, S.D., (2002). Assessing Writing. Cambridge University Press.
- Zamel, V., (19982).Writing: the process of discovering meaning. TESOL Quaterly.16(2).195-209.DOI:10.2307/3586792.
- Zinkevich N.A., Ledeneva T.V(2021).Using Grammarly Application to Enhance Students' Academic Writing Skills. *Professional Discourse & Communication*, 3(4), PP.51-63. <https://doi.org/10.24833/2687-0126-2021-3-4-51-63>.

## **Appendices**

### **Appendix A : Students' Questionnaire**

#### **An Evaluation of Teachers' and Students' Perceptions about the Use of Grammarly Application to Enhance EFL Learners' Writing.**

Dear students,

Your readiness to fill in this questionnaire will provide us with the necessary data to bring our masters' dissertation to an end. This questionnaire aims at evaluating EFL learners' perceptions about using Grammarly application in enhancing their writing.

In order to confirm the validity of this study, your answers are very important, so please try to fulfill it as carefully as possible.

**Guidelines:** please tick (√) in the right box(es) and justify your answer whenever it is required.

Thank you in advance for your cooperation!

Miss Bouchra Boughaba and khadidja Mimoune

**Section I: Errors and EFL writing**

**Q1: How do you find writing in English?**

very difficult

difficult

very easy

easy

**Q2: According to you as a master two student, which stage in the process of writing do you struggle with?**

Pre-writing

Drafting

Revising and Editing

Publishing

**Q3: Are errors and mistakes the same ?**

Yes  b. No

Justify your answer, .....

.....

**Q4: How often do you commit errors in writing?**

Always

Often

Sometimes

Rarely

Never

**Q5: In your opinion, how are errors considered?**

A stage of language learning

Indicators of how language is acquired.

Gaps in learners' knowledge

**Q6: Why do students make errors in writing?**

External factors

Internal factors

Justify your answer: .....

.....

**Section II: Grammarly application**

**Note:** Grammarly application and its program (Grammarly. com) is an online automatic writing device used to connect the basic writing elements and other additional advanced corrections.

**Q7: Is grammar easy to learn?**

Yes  b. No

**Q8: What is grammar useful for?**

Language structure

Words combination

Both

**Q9:What do you find difficult in the process of learning grammar rules?**

Comprehension

Production

Explain your answer:.....

.....

**Q10: Do you use a grammar checker application to improve your writing?**

Yes  b. No

**Q11: Have you ever used Grammarly application as a grammar checker ?**

Yes  b. No

If yes, why ? .....

.....

**Q12: How often do you use Grammarly application?**

Always

Often

Usually

Rarely

**Q13: which Grammarly application feature do you prefer?**

Free version

Premium

Business version

Justify your choice: .....

.....

**Q14:What kind of errors does Grammarly application point out when you use it?**

Spelling

Grammar

Punctuation

**Q15: what is the main goal behind using this automatic writing correction ?**

Errors correction

Writing development

Vocabulary enhancement

**Q16: How did you find the free version of Grammarly application correction?**

Excellent

Very good

Good

Weak

Explain why ?.....  
.....

**Q17: You as a foreign language learner, to what extent do you think Grammarly application helps you enhance your writing in English ?**

To large extent

To some extent

Not at all

Justify:.....  
.....



## Appendix B: Teachers' Questionnaire

### An Evaluation of Teachers' and Students' Perception about the Use of Grammarly Application in Enhancing EFL Learners' writing.

Dear teachers,

This questionnaire is part of a Master dissertation. It aims at gathering information about your views concerning the use of Grammarly application to enhance EFL learners' writing. You are kindly requested to answer the following questions. Thank you in advance!

**Guidelines:** Please tick (✓) in the right box(es), and justify your answers whenever it is required.

#### Section I: Errors and EFL Teachers

**Q1:**In your opinion, is writing a complex process?

A. Yes

B. No

**Q2:** Taking into account your teaching experience at Mohammed Seddik Ben Yahia

University, how do you think of your students' ?

A. Excellent

B. Very good

C. Good

D. Weak

Justify your choice, .....

.....

**Q3:** What kind of errors do you usually encounter when you correct your students'

writing?

A. Punctuation

B. Grammar

C. Spelling

D. Capitalization

**Q4:**Do you think that your students' errors are part of the learning process?

A. Yes

B. No

Please explain, .....

.....

**Q5: What difficulties do you usually face when you teach writing?**

.....

.....

## **Section II: Teachers' Perceptions about Grammarly Application**

**Q6: Do you use any application or software to correct your students' writing?**

.....

.....

**Q7. Have you ever used Grammarly automatic writing device as a correction tool?**

A. Yes

B. No

**Q8. What do you think about Grammarly application, is it beneficial for English foreign language learners to enhance their writing?**

A. Yes

B. No

**Q9. In your opinion, is Grammarly application considered as a recognizable source to check and correct Master two students' writing?**

A. Yes

B. No

**Q10: Do you think Grammarly application improve students' writing skill?**

A. Yes

B. No

Justify your answer, .....

.....

**Q11. Would you advise EFL Learners to use this application?**

A. Yes

B. No

Explain why, .....

.....

## **Résumé**

La présente étude vise principalement à évaluer les perceptions des élèves et des enseignants au sujet de l'utilisation de l'application Grammarly pour améliorer l'écriture des apprenants d'anglais comme une deuxième langue. Pour atteindre cet objectif, on suppose que les enseignants et les apprenants ont des positive opinions et des perceptions au sujet de l'application Grammarly, parce qu'elle aide à corriger les erreurs des apprenants en améliorant le processus de rédaction. À cette fin, deux questionnaires ont été administrés à un échantillon de (40) apprenants d'anglais comme une deuxième langue, et (8) professeurs d'expression écrite à l'Université Mohammed Seddik Ben Yahia, Jijel. L'analyse des instruments de recherche susmentionnés a démontré que la majorité des apprenants d'anglais comme une deuxième langue utilisent l'application Grammarly pour corriger leurs erreurs d'écriture. Cependant, la plupart des enseignants interrogés ne l'utilisent pas, mais ils recommandent aux apprenants d'anglais comme une deuxième langue d'en bénéficier parce qu'ils en sont encore au stade de l'apprentissage. Sur la base des résultats obtenus, quelques recommandations pédagogiques et suggestions de recherches futures sont proposées.

**Mots clés :** Application Grammarly, erreurs, écriture d'anglais comme une deuxième langue, style.

## ملخص

تهدف هذه الدراسة بشكل أساسي إلى تقييم تصورات الطلاب والأساتذة حول استخدام تطبيق Grammarly في تعزيز كتابة متعلمي اللغة الإنجليزية كلغة أجنبية. لتحقيق هذا الهدف، من المفترض أن يكون لدى كل من الأساتذة والطلاب آراء أو تصورات إيجابية حول تطبيق Grammarly، لأنه يساعد في تصحيح أخطاء الطلاب، وتحسين عملية كتابتهم. ولهذه الغاية، تم إعطاء استبيانين لعينة من (40) طالب لغة إنجليزية كلغة أجنبية و (8) أساتذة التعبير الكتابي في جامعة محمد صديق بن يحيى، جيجل. أظهر تحليل أدوات البحث المذكورة أعلاه أن غالبية متعلمي اللغة الإنجليزية كلغة أجنبية يستخدمون تطبيق Grammarly لتصحيح أخطاء الكتابة الخاصة بهم، ومع ذلك فإن معظم الأساتذة الذين تم استجوابهم لا يستخدمونه، لكنهم يوصون متعلمي اللغة الإنجليزية كلغة أجنبية بالاستفادة منه لأنهم لا يزالون في مرحلة التعلم. واستناداً إلى النتائج التي تم الحصول عليها، تم اقتراح بعض التوصيات والاقتراحات التربوية للبحوث المستقبلية.

**الكلمات المفتاحية:** تطبيق Grammarly، الأخطاء، اللغة الإنجليزية كلغة أجنبية في التعبير الكتابي، الأسلوب.