



People's Democratic Republic of Algeria
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:

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**Teachers' and Students' Perceptions Towards the Role of Proofreading
Software Grammarly in Reducing EFL Writing Mistakes
The Case of Master Two Students of English at Biskra University**

A Dissertation Submitted to the Department of English Language and Literature as Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Academic Year 2022/2023

Declaration

Ahlem Hattna, do hereby declare that this dissertation has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

This inquiry was conducted and completed at Mohamed Khider University of Biskra, Algeria

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Dedication

Thank you, Allah Almighty, for your direction, strength, and countless blessings.

This work is dedicated to my dear parents for their endless love, support, patience, encouragement, and guidance.

To my adorable sisters, Seloua and Nesrine.

To my kind brothers: Yassine, Amine, and Billal.

To the one who believed in me all those years and is suddenly not standing here to see me graduate.

To my dear and gorgeous pals Aya and Fatima.

All of my friends, relatives, and colleagues at the university and beyond.

Acknowledgments

*I would like to express my sincere gratitude to my supervisor, **Dr. Samira Benidir**,*

*whose expertise and guidance were valuable and precious throughout the course of this
research.*

*I would like to thank my jury members, **Dr. Salhi Ahlem** and **Mr. Bechar Maamar**. Who
helped me with the best of their advice, suggestions, and guidance.*

*My special thanks go to Master Two students and teachers of written expression for their
help and valuable data.*

Abstract

The current study aims to highlight the importance of proofreading tools, especially Grammarly, and how they help students develop their writing skills in EFL in addition to reducing their writing mistakes. The research hypothesis was that through the use of Grammarly, students could eliminate their mistakes and improve their level by producing well-formed, error-free writings. To confirm the mentioned hypothesis, the descriptive method was adopted, and a questionnaire was used for students as a first tool, and as a second tool, a written interview was conducted with the teachers of written expression. The questionnaire was organized and designed for master two students in the Department of English at the University of Mohamed Kheidar Biskra. Through the structured questionnaire, we revealed that the majority of students use Grammarly and how crucial it is to strengthening their writing abilities. We also focused on how useful it is during their writing process. As for the written interview with teachers of written expression, the focus are on writing in general. And Grammarly in particular, and how they affect the writing abilities of students. The results were mixed, but in the end, the majority of teachers encouraged the rational and balanced use of these tools so that they would not negatively affect EFL students writing abilities because of their complete dependence on them.

Keywords: *Proofreading tool, EFL, Grammarly, Master two, Students and teachers perceptions, University of Mohamed Kheidar Biskra, Writing Mistakes*

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

GLL: General language learners

ESL: English as a Second Language

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General Introduction

Teaching other languages broadens the perspectives of learners and deepens their comprehension of other cultures. Considering English is one of the most frequently studied second languages across the globe, each country's system of education aims to encourage language acquisition. Accurate language learning allows students to acquire proficiency in reading, writing, speaking, and listening. Such skills are crucial for successful interaction and language learning. Writing can be tough for anyone learning another language, whether they are natural English speakers or foreign learners. Researchers and instructors attach a high priority to writing since it requires skill, fluency, activity, and critical thinking. Writing, and especially spelling, grammar, and punctuation, are areas where most teachers of English as a foreign language find their learners experiencing the most struggle. Mastering writing well can be difficult in any language. Moreover, language learners face difficulties in grammar, spelling, and pronunciation. Teachers, curriculum developers, and researchers all possess a role to play in eliminating such obstacles so that learners are able to develop as writers.

1. Statement of the Problem

Writing is one of the most challenging skills for EFL students. Since a piece of writing needs to go through several steps, the most important of which is proofreading, which takes a lot of time and work, Consequently, the purpose of this research is to increase student and teacher knowledge of the importance of proofreading tools, particularly Grammarly, because they enable students to commit fewer writing mistakes and improve their writing skills. Also, teachers can more easily fix the students' writing mistakes and provide them with direct feedback.

1.1. Research Questions

The present study attempts to answer the following questions:

1. Are teachers and students aware of the importance of proofreading tools and how to use them ?
2. what is the benefit of Grammarly as a proofreading tool for teachers and students?

1.2. Research Hypothesis

We hypothesize that if the proposed tool is used, especially for EFL students it can help them in improving their writing skill and in saving time of correcting the mistakes.

1.3. Significance of the Study

We have proposed this study to show its importance for both teachers and students.

1.For students

This study will enable students to improve their writing performance by focusing on Grammarly and how it help them to improve their writing skills.

2.For teachers

This study will help teachers correct their students' writing mistakes in the shortest possible time and will also reduce many tasks for them.

1.4. Aim of the Study

The general aim of this study is to show the role of the proofreading tool (Grammarly) in reducing the EFL students writing mistakes. As for the specific objectives this study aims to:

1. To highlight the importance of the Grammarly tool on improving the student writing accuracy
2. To show how Grammarly can help the teacher give immediate feedback to the student's writing mistakes.

2. Research methodology

The current study aims to investigate the importance of the Grammarly proofreading tool in reducing writing errors; thus ,we intend to employ a descriptive research methodology to collect and analyse data.

2.1. Population and Sample

In this research we will take Master two students as a population, through a volunteer group. Our sample will be 70 students from a total population of about 140 students.

2.2. Research tools

To answer the research questions and fit the aims of this research, two research instruments were used: a questionnaire for students to highlight the difficulties and problems they face during the writing process, as well as their opinion on the use of proofreading tools, specifically Grammarly, and an interview for teachers to get their perspective on student use of Grammarly while writing.

Chapter One

Writing Skill

Introduction

Communication and success in many areas of life require the ability to write, including academics, business, and personal communication. A good writer is not only able to express ideas clearly and accurately, but also capture the attention of the reader and convey a sense of personality and voice. Writing skills include the ability to organize and structure ideas, use appropriate vocabulary and grammar. Effective writing also means knowing the needs and interests of the readers you are writing for and adjusting your style and tone to match. Writing skills can be developed through practice, feedback, and study of examples of good writing. Many academic fields require strong writing skills, and those who are able to write well can express their ideas more clearly, persuasively, and efficiently. This chapter attempts to provide a general background on EFL writing as well as its importance and approaches, and light will also be shed on students difficulties with writing and the role of the teacher in improving students writing skills.

1. Definition of EFL Writing

English as a Foreign Language (EFL) refers to how people who do not speak English as their native language learn it in a new environment and then use it in order to express their ideas, feelings, and thoughts. Hyland (2003), stated that EFL writing is "a complex and multifaceted activity involving not only the production of texts but also the interaction of language with social, cultural, and cognitive processes" (p. 7). So, EFL writing is about more than just ensuring that the sentences are right. It is also important to understand significantly more about the social and cultural setting. When trying to write organized and successful texts, EFL writers face a lot of challenges. According to Rimes (1991), "writing in a second language is a difficult task, and for many learners, it is a frustrating one" (P.7).

Writing in EFL can be hard if the writer lacks knowledge of the manner in which to use rhetoric in the target language and has trouble with grammar, vocabulary, spelling, and style. So, EFL writers need to keep training and be aware of the challenges they face, including how the writer's first language affects their writing. In EFL writing, the learner's first language can also have a big effect on the way the writer thinks and writes. According to Matsuda and Silva (2001), "the chance of making a mistake may be higher when the situational context (topic) is the same as the L1 experience of the L2 writer." (p. 194). Therefore, people who write in EFL need to understand how their first language might affect their writing and learn how to deal with these problems.

EFL writing is one of the most difficult and having different aspects tasks to do because it includes a lot more than just making texts but also how the language influence with social, cultural, and cognitive processes. EFL writers have to deal with many problems, such as obstacles with grammar, words, sentence structure, style, and the way their first language affects their writing. Thus, for learners of EFL to improve their writing skills, they need regular practice, get feedback, and understand the social and cultural setting in which they are acquiring the language.

2. The Importance of Writing

Lee and Kim (2020) say that writing is a way for people to explain their ideas and emotions. Academic, technical, and professional writing are all important for education, business, and personal progress. They also help people share their thoughts, feelings, and ideas. Writing is a important for learning and personal growth, whether it is for university, creativity, or work, because it helps students show what they know about research and how to work with a different range of people. Essays and term papers make students write and

explain difficult ideas. Students can join in on talks at universities and in the scientific community by writing scientific articles.

Students need to write down what they want to do, such as reports, emails, and articles, which are forms of academic writing. Writing clearly helps people communicate and express ideas; it also helps students grow and develop as it encourages them to create, think, and communicate. Moreover, it helps them to get confidence, improve their thinking and cognitive skills, and learn how to deal with problems. Writing is important in many ways. It helps with communication, understanding, self-expression, academics, and social development. According to Timothy and Tone (2012), writing is important because:

2.1. Communication

Writing help to communicate with other people in different environments. "Writing is a form of communication, a method of sending and receiving messages that allows contact with people who are not physically present" (Emig, 1977, p. 123). Because it simplifies concepts and emotions, writing is essential for academic, professional, and personal communication; Also it is a important for intellectual debate and the presentation of academic research. According to McWhorter (2012), "writing is the most important skill in college, regardless of major" (p. 7). Academic writing requires clarity, accuracy, and the capacity to structure and clarify concepts, making it important to academic achievement.

Guffey and Loewy (2014) stated that "businesses are begging for writers who can do a better job" (p. 23). Writing for students and professionals needs to be simple, accurate, and done in an almost perfect way. These are all important for academic and business communication. Moreover, it allows the writer to express themselves privately. Cameron (1998), stated that "writing is a way to gain personal insight, express yourself, learn about

yourself, and communicate with others" (p. 4). Students and professional writers can think about, examine, and understand themselves and other people by writing.

2.2. Critical Thinking

Critical thinking helps people analyze and explain their ideas, and it also makes them think logically and carefully. Bean (2011) claims that "writing promotes critical thinking because it requires us to organize our thoughts, analyze information, and evaluate arguments" (p. 21). Writing helps people do research, evaluate information, and make decisions for themselves. It also allows people to process what they know and come up with their own ideas. Graff and Birkenstein (2018) state that "critical thinking and writing run deeper than any set of linguistic formulas, requiring you to question assumptions, make strong claims, provide reasons and supporting evidence, consider opposing arguments, and so on." (p. 2).

Writing and reading require people to think seriously; it also helps with critical thinking in different situations. Academic writing needs critical reading, complex analysis, and scholarly examination. Writing inventories help students assess their writing and think critically and analytically about how to improve their writing skills. (Lunsford et al., 1989, p. 25). Which means that for writing to be effective, it must contain data and evidence, and the writer also needs to be able to convey it well. Writing takes a lot of time, dealing with complex ideas and cases, evaluating evidence and knowledge, reflecting, improving logical and critical abilities, and highlighting the writer's point of view.

2.3. Creativity

People may convey a range of things about themselves when they write. "Writing helps us figure out who we are and how we think," Elbow (2019) says. "explore and create new things" (p. 3). Writing helps people think critically and come up with new ideas. Cameron (1992), also says that writing makes more options available."Creative-writing

programs tend to be regarded with justified suspicion: those people aren't studying creativity, they're actually practicing it!" (p. 193). Writing pushes people to take risks with their words and thoughts. According to Lamott (1995), writing helps people "listen to their own thoughts" (p. 2) and figure out what's important to them.

Writing allows people to show who they are without being judged or criticized, which makes their artistic skills appear. It also helps the writers be creative and different. It encourages people to experiment with new things and think outside of their comfort zone. Lamott (1995) said that writing and reading help people feel less lonely. "Writing deepens, widens, and expands our sense of life; it feeds the soul" (p. 237). This makes people gain confidence in themselves and helps them become more creative.

2.4. Career Success

Since almost all jobs require writing , it is important for people to be able to write effectively. "How you handle writing assignments at work will determine how far you can go in your career." (Joffe & Lowe 2014, p. 357). Writing skills are important for communication, connections, interactions, and legal studies. With writing being the most popular form of communication, journalists and public relations professionals must be excellent writers. According to Hicks and Weldon (2018), "Journalists must be able to write effectively to convey news accurately and clearly, and PR professionals must be able to compellingly write a consumer message" (p. 22). Good communication and writing skills are encouraged.

"Writing is the foundation of all business communication" (Guffey and Loewy, 2015, p.58) which means that to become successful in business, writing must be clear, concise and precise. If a writer wants to communicate with attorneys, lawyers, and clients about legal matters, they need to be able to write well. Garner (2019) states that although legal documents are difficult to study, they are an important part of becoming a great lawyer. (p. 237). Finally,

writing skills are essential to do well in many fields, especially journalism, communications, business, and law. These professionals must be able to write well so they can express their ideas to others.

2.5. Personal Development

Writing comes with effects for each person that go beyond dialogue and intelligence. People are able to improve their lives more effectively by getting better at communicating as they begin to know themselves. Murray (1997) sees that writing gives people a chance to express their thoughts and emotions with other people, which helps them improve as individuals. (p. 27). Writing allows people to understand their ideas, emotions, and opinions, which helps them make improvements in their lives. Individuals with mental illnesses may profit from writing, and when they write about things that do not impact them individually, their condition changes.

Pennebaker and Smyth (2016), claim that it encourages people to deal with their feelings in a safe and supportive environment (p. 2). Writing helps people become more aware and improves their mental health. Moreover, writing also include many benefits besides communication and critical thinking; such as, expressing oneself and making observations, which also helps for personal development. Murray (1997), says that writing is a good way to learn about yourself, grow as a person, and keep your mind healthy. (p. 29).

3. Approaches to EFL Writing

Writing approaches are connected to different strategies and methods used in the classroom to teach writing. These strategies use different concepts and techniques to help students improve their writing skills. To teach writing in EFL/ESL situations, Zhang and Li (2018) said that structural-functional linguistics and genre-based teaching techniques should be combined. This method makes students learn about different types of writing and improve

their writing skills. Learners can express, organize, and communicate in written English in specific settings after studying different writing types and functions. EFL approaches to writing teach EFL speakers how to write.

These strategies allow EFL writers to grow because they teach students' to manage, communicate, and write in English. These techniques are used to help non-native English speakers face cultural and linguistic challenges in writing. Effective EFL writing approaches can lead students to become confident, skilled English writers and participate in academic, professional, and social activities. Some of these approaches include:

3.1. The Process Approach

EFL writing highlights the importance of how to write rather than what to write. It shows that successful writing includes prewriting, drafting, revising, and editing. When the learners start the writing process, they might brainstorm, outline, and freewrite. Learners focus on writing their ideas even when they stress about mistakes or grammar while drafting. Creative research and debate are allowed at this point in time. Students can get feedback on how their writing is simple, consistent, well-built, and effective, and to make a piece of writing easier to read and have more effect on the reader, they can reorganize lines, change structures, highlight words, and proofread all the work.

Moreover, learners proofread their writing, language, and sentence structure because their goal is to develop the work and make sure it follows the requirements of the English language. Flower and Hayes (1981), of the process approach, state, "Pre-Writing has helped improve the teaching of composition by calling attention to planning and discovery as legitimate parts of the writing process." (p. 367). which underlines that concepts and syntax progress during the writing process.

3.2. The Genre-based Approach

Genre-based EFL writing studies emails, reports, essays, letters, and more. This approach takes into account both the types of habits and the language patterns that go with them. When learners notice the rules for each type, they can write fast, properly, and in the right context. Students identify examples of writing of different types. They decode these models in order to identify genre-specific structural, linguistic, and organizational features. They decode these models in order to recognize genre-specific structural, linguistic, and organizational aspects. To change their work, they learn about audiences genres, purposes, tones, and styles.

Hyland (2007) said that genre-based teaching provides teacher and learner with "Genre pedagogic are a major response to this need, providing teachers with a way of understanding how writing is shaped by individuals making language choices to achieve purposes in social contexts " (p. 163). This observation show that genre-based lessons allow learners to reach success on different types of writing tasks while attach to genre rules. Genre participation leads to the development of genre awareness and competence. They study genre structure, language options, and how to organize their ideas within every genre. This strategy helps students write with better clarity, coherence, and meaning as they learn to fit their writing style to different situations.

3.3. The Task-based Approach

The task-based approach to EFL writing allows learners to work on real-world writing situations. Students use their linguistic skills to write well using this method. This strategy encourages students to write analytically. The exercises affect convincing writing, business proposals, and professional similarity. Writing tasks support students' English and communication skills; they also help students solve problems, think critically, and make decisions in real-world writing situations. They're encouraged to consider their audience, purpose, and context and use their language skills to write well. Willis & Willis (2007) stated

that tasks provide learners a cause to use language, a reason to say and write what they want to say or write. (p.26)

To motivate and engage students, the task-based approach stresses relevant writing assignments. Moreover, writing, reading, speaking, and listening are enhanced with task-based writing. They collect, arrange, and investigate to complete the mission. In a real-world setting, this method promotes active and informal learning.

3.4. The Collaborative Approach

Student writing is encouraged through collaborative writing. This approach makes students work together, evaluate each other, and learn more by helping them write together in teams or pairs. Learners can share ideas, gain feedback, and enhance their writing skills through collaborative writing. Moreover, students' critical thinking skills enhance when they communicate, argue, and come to decisions together; they also actively work on the last result, which makes them feel they own it and are responsible for the writing task. Through peer feedback and rewriting, students learn how to give helpful feedback, find different points of view, and improve their work.

According to Storch (2005), collaborative writing encourages social negotiation and interaction by giving students opportunities for language production and peer evaluation (p. 104). Which means that writing collaboration helps students communicate and use language effectively. Group projects, writing and rewriting together are examples of collaborative writing. In both face-to-face and online classrooms, digital tools and platforms can be used for collaborative writing experiences.

3.5. The Content-based Approach

Students can learn about educational topics while improving their writing skills with a content-based approach to EFL writing lessons. Learners use this approach to write about

history, science, or literature. They can also learn and improve their writing skills in a mentally interesting and academically difficult setting by writing about a significant subject. The content-based approach emphasizes writing as a tool for communication and knowledge acquisition. Connecting writing with topic learning can help students improve their writing and academic understanding; they also learn to write with subject-specific vocabulary, ideas, and organizational frameworks, which improves their understanding of the topic and their writing skills.

According to Grabe and Zhang (2013), the best way to improve one's writing is to learn about the topic's content (p. 196). It shows the importance of combining writing instruction with content learning and underlines that students' writing skills are best developed on relevant academic topics. Finally, content-based educational strategies include writing research papers, evaluating literature, and participating in debates that need written responses. It encourages critical thinking, knowledge analysis, and analyzing information, as well as language development and good writing.

4. EFL Students Difficulties in Writing

EFL students' writing difficulties refers to EFL students' writing challenges. EFL students face specific issues when they write in a second language. Making use of language, grammar, vocabulary, and lexicon, together with general context, are some of these topics. "English poses a challenge to students in higher education. English is the medium of instruction, and the ability to write in EFL/ESL is a significant factor in language acquisition and learning." (Xie, 2020, p. 42), which suggests an absence of language skills is the major difficulty with writing in a second language. EFL students can find it hard to organize their ideas and write in a way that makes sense; their writing can also be influenced by their unfamiliarity with English grammar concepts such as verb tenses and sentence structures.

"The most serious and common mistakes were with grammar and mechanics." (Smith 2018, 101) This means that EFL students are likely to make a lot of mistakes with verb forms, subject-verb order, and sentence structure that can hurt their writing. When it comes to writing, EFL students often have trouble with:

4.1. Limited Language proficiency

Language barriers make it hard for EFL students to write easily, and those who are not skilled in the target language may have trouble getting their ideas from It is hard to write clearly and briefly when you do not know enough words, phrases, and terms. Brown (2003), discusses the way EFL students' limited language skills can make it impossible for them to comprehend complicated ideas clearly and correctly, leading to writing that is not consistent or clear. He also talks about how language skills change EFL students' writing (p. 108). Students who do not know a lot about vocabulary may have difficulty explaining themselves correctly, which can lead to unclear or general remarks.

EFL students' can have different difficulties with subject-verb agreement, word order, and syntax. This might result in grammatical errors, which reduce writing clarity, and students' inability to use colloquial terms and cultural nuances might also limit their communication. These students may use clumsy or confusing literal translations from their native language. To help EFL students enhance their writing, teachers need to provide students with specific lessons and tasks to build their knowledge, as well as lots of practice and feedback. The work of EFL students can be harmed by mistakes in verb forms, subject-verb order, and the way sentences are put together.

4.2. Limited Vocabulary

Due to their limited language, EFL students find it hard to find the right words and sentences and interact well. Learners with a small vocabulary may sometimes write

incoherently, and EFL learners who do not have a good vocabulary may use general or repeated words, which leads to unrelated writing. Since there is not a lot of specialized language and words, they may also fail to explain complexity and express meaning. Nation (2001) says that a limited language can make it hard for students to say what they mean in a clear and concise way, which can make it hard for them to communicate effectively in writing (p. 76).

Which means that EFL students' limited language affects their writing and speaking skills. EFL students can get past this problem and improve their writing skills by working on their grammar, reading a lot, and using the language in real life.

4.3. Applying Cultural Nuances and Writing Conventions

EFL students have difficulty with the rules of English writing and regional differences. Writing styles and norms are affected by culture, and a student's mother tongue and English might make it difficult for them to write what they want to say. Tone, politeness, and slang phrases are all well-known parts of the English culture. However, EFL students may not understand these details, which can lead to spelling mistakes. Languages also have different ways of putting sentences together, organizing paragraphs, and using speech. It might be difficult for EFL students to meet these norms, which could lead to confused writing and cultural differences.

Kaplan (2006), says that affects EFL students' writing as they try to follow English-specific writing norms. This often leads to texts that are not appropriate for the culture or do not have enough structure. Culture has an effect on what EFL students write, which shows how important it is to understand culture and background when writing. To deal with these problems, you need language skills, international competence, and ethnic variety. EFL learners need full training and help to learn how to write in a way that is successful and fits with English society.

4.4. Lack of Confidence

Lack of confidence and fear of making mistakes have a big effect on EFL students' writing because they make it difficult for them to take chances and say what they want. EFL students can feel anxiety and stress when they have to write in English, which can affect their method and results. Also, the fear of making mistakes keeps learners from trying out new ways to use words, so their writing is careful and too simple. By using standardized language, EFL students can avoid using words and phrases that could be difficult. Fear and anxiety keep students from writing as much as they could and from reaching their full creative potential.

Matsuda and Tardy (2007), said that EFL writers' fear of making mistakes and lack of confidence can stop them from taking risks and reaching their full writing potential (p. 58). This shows how important it is to create an atmosphere of encouragement and support that encourages taking risks and self-expression, so the teachers need to create a good environment for writing, give students helpful comments, and boost their confidence. EFL students can also improve their confidence and get over their fear of making mistakes so they can take chances, try out new ways of using language, and improve their writing.

4.5. Limited Time and Pressure

Time limits and pressure during classes or on exams have a big effect on how effectively EFL students write, and a lack of time often leads to fast and shallow compositions. EFL students may not have enough time to plan, organize, and edit their work, which can lead to ideas that are not fully formed and carefully planned out. Pressure to do well in situations with a lot at risk can make this problem more difficult, leading to anxiety and more difficult writing. EFL students can also feel pushed to write quickly, which impacts their accuracy and fluency. Silva and Matsuda (2002) pointed out that limited time and stress about exams can make it hard for EFL students to write well, leading them to write quickly and poorly (p.

125).

Moreover, it is important for EFL writers to learn how to manage their time and reduce stress related to their work. Teachers should teach students how to plan, draft, rewrite, and handle their time well when writing. EFL students write better when they are in a positive setting and know how to handle time and pressure.

5. Teacher Role in Improving Students Writing Performance

Teachers have a high impact on how successfully their students write. They can help students improve their writing and speaking skills by giving them commands and feedback. Hattie (2012) said , "My point is that teachers' beliefs and commitments are the biggest factor that we can control that affects student achievement" (p. 20). This stresses how important teachers are to students' learning. Their expertise and passion make learning interesting and enjoyable, helping students get better at writing. Teachers also teach language itself, words, and writing skills to help students communicate. Learners are capable of enhancing their writing skills by getting feedback on their writing assignments.

Moreover, teachers can help students become self-confident writers by taking them through the writing procedure, also teaching them to think critically, and encouraging them to be more creative. Teachers help learners obtain the skill to write successfully, which will lead them in their studies and in their careers. Some of the crucial tasks that a teacher needs to do to help students enhance their writing skills are:

5.1. Instruction and Modeling

Teachers assist students in obtaining the ability to write by giving them instructions and showing them how to do it. Teachers teach students the basics rules of writing, including language, sentence structure, words, and organization. Teachers show and explain the right

ways to plan, draft, revise, and edit writing. This helps students as they plan, draft, revise, and edit their own work. Elbow (1998) says that when teachers show students how to write well, they help them understand the writing process and the skills they need for effective written speech (p. 73). Modeling helps students learn how to write better and better understand how writing works.

5.2. Setting Clear Expectations

Setting clear goals is an important part of a teacher's role when it comes to helping students become better at writing. Teachers also give thorough directions and requirements for writing tasks, including the goal, style, and criteria for grading. By setting these standards, teachers also give students a plan and a goal to work toward. This helps students understand what good writing is and what is expected of them. Routman (2018), says that it is important for writing and teaching to have clear standards. When teachers set clear goals, students know what is expected of them, and they feel valued as learners and as people. Setting clear standards for high-quality work does not stop students from being creative; it actually helps them do their best (p. 72).

5.3. Encouraging Writing Practice

Teachers must give their students opportunities to write if they want their writing to get better. They know that writing tasks help students improve their writing skills. They also give students many writing projects so that they can practice their skills, review important ideas, and build their own writing styles. According to writing expert Graves (2003), "writing grows out of writing, and the more kids write, the more they're able to write" (p. 22). Which means that writing often helps students improve their writing skills; by giving them lots of writing tasks, teachers help learners become more secure and skilled writers. Regular practice makes them try out new types of writing, find their own voice, and improve their writing.

Moreover, it helps them enhance their writing skills and methods; also, the writing gives learners a chance to apply what they have learned from their teachers because it helps them use sentence structure, organization, and language rules better in their writing. Finally, teachers help students find their own voices in writing by giving them a range of writing tasks and chances to express themselves.

5.4. Cultivating a Positive Writing Environment

Teachers can help students improve their writing by making the classroom an ideal environment to write in. Teachers encourage the creativity and thoughts of their students in the classroom. In a good writing setting, teachers encourage students to take risks, try new things, and be themselves. Ray (2017) talks about how important a good writing environment is: "When kids write in a secure and supportive setting, knowing their thoughts are recognized, they get ideas that surprise them and matter to them. They write to own those concepts" (p. 88), which means that students can express themselves and take charge in a creative setting, which also helps them learn how to write well and with reason.

Teachers support teamwork and peer feedback so that students can learn to value the achievements of others; they can also make it easier for students to write by helping them give and get feedback and by pushing them to write. They compliment students for being strong and ready to learn; moreover, they are encouraged to take risks, develop their imagination, and improve their writing when teachers are confident and supportive of them.

5.5. Individualized Support

When teaching writing, it is important to give each student the help they need. Teachers know that each student has a different level of writing ability and change their lessons accordingly. They also give each student personalized help in order to help them improve their writing skills and get through their weaknesses. Lewin (2013) says that teachers

need to teach in different ways to meet students where they are and help them get better as writers (p. 56). This shows how important it is to know each student's needs and help them improve their writing in a specific way. Different learning makes teachers meet the needs of their students and help them get better at writing, Also, personalized writing help can come in many different forms.

Teachers can look at what students write and make specific comments. Moreover, students might get writing directions, examples, or visual organizers to help them with specific skills, and teachers can help students improve their writing by figuring out what they do well and what they need to work on. Personal help supports balance and equality in the classroom. It knows that students' have different learning styles, backgrounds, and situations and gives them the writing help they need. Teachers help students in specific ways so that they can improve their writing skills, confidence, and potential.

Conclusion

A variety of aspects of writing in EFL are discussed in the first chapter. We began by defining EFL writing and then discussed its importance in the language acquisition process. We discussed several approaches to writing in EFL and highlighted some of the difficulties EFL students face when writing. Because of these challenges, we discussed the responsibility of the teacher in improving students' levels of writing achievement as well as guiding, instructing, and correcting their writing. One way teachers help students grow as writers is through the process of identifying and responding to their writing

Chapter Two

Grammarly Tool (Proofreading)

Introduction

Proofreading is essential in the field of professional writing because it provides reliability, readability, and coherence. This chapter passes into the skill of proofreading, addressing its importance and offering helpful details on devices that could assist in this accurate operation. Furthermore, describing the Grammarly proofreading tool and mentioning their features like spelling and grammar checks, sentence structuring suggestions, vocabulary updates, and plagiarism detection .Grammarly is currently an essential tool for writers in a wide range of areas because of its user-friendly interface and broad characteristics. This chapter will address the importance and advantages of proofreading, as well as the ability of programs like Grammarly to improve the value of written work.

1. Proofreading Definition

Proofreading is the careful examination of a piece of writing to find and fix issues with language, grammar, spelling, punctuation, and structure. As stated by Saller (2012), "proofreading is not an afterthought but a critical step in the writing process that ensures the final product is polished and professional" (p. 45). Proofreading fixes mistakes, grammatical errors, and inconsistencies that may confuse readers and weaken the text's validity. It requires strong language and careful consideration of detail. As defined by Crystal (2010), "proofreading is like detective work, where one carefully investigates each sentence for any hidden errors or inconsistencies" (p. 62).

Editing or proofreading involves checking for structuring problems such as indentation, paragraph alignment, and font consistency to ensure that the written content complies with the guidelines for style or formatting requirements. Proofreading makes sure written pieces are free of mistakes and polished, providing the intended meaning to the intended audience.

2. Proofreading Tool Definition

Tools for proofreading and digital resources help writers and editors look over their work and make it better. These programs use sophisticated algorithms and language processing methods to find and fix spelling, punctuation, grammar, and style mistakes. Proofreading tools also save time and make writing better because they help writers find mistakes and improve their work by checking spelling and grammar and making relevant comments. They quickly find writing, language, and punctuation problems and let users fix them immediately. Also, these technologies detect plagiarism and rate accessibility to improve the quality of writing.

Even though editing tools might be helpful, you should not use them instead of critical thinking and good judgment. "Remember that proofreading software can't find everything," Elbow said in 2009. "It's usually a good idea to have a second set of human eyes go over your work." (p. 72) Even the most advanced editing tools can miss mistakes and get the message wrong. They can ignore details, mistakes that only make sense in a certain context, and problems with the structure that require human knowledge and understanding. Tools for proofreading should be used along with human work to make sure that written material is as precise as possible.

2.1. Examples of Proofreading Tools

The way writers and editors review and improve written material has changed because of proofreading tools. These digital tools give writers a strong collection of advanced algorithms and linguistic processing techniques that can find and fix spelling, grammar, punctuation, and style mistakes. Proofreading tools have helped writers improve their accuracy, clarity, and general quality while making the editing process faster and better. Some examples of these tools include the following:

2.1.1. Hemingway



Figure 1: **Hemingway Editor Logo** (from Chesson, D. (2022) Hemingway Editor)

Hemingway editor makes writing easier to read and understand. It fixes different style problems to make the text clearer and stronger, and it also helps writers find and fix unclear lines. It also points out when writers use too many adjectives, which can slow down lines and make them harder to read, and when they use passive voice, which encourages them to write more actively. In addition to a complete study of style, this tool gives a thematic number for how easy it is to read the piece of writing. To value readability, this tool takes into consideration sentence length, word choice, and other factors to figure out how easy it is to read.

With this knowledge, writers can make their work easier to understand and more successful, so they can reach more people. Also, this editor's ideas for how the text should shift are significant. They help writers improve clarity and readability by pointing out places where the writing might be confusing or hard to understand. Das (2022) said, "Hemingway Editor is the only tool you need to create text-based content quickly and accurately." Which means that this is a tool that writers cannot do without if they want to write strong, important material.

2.1.2. Scribbr



Figure 2: **Scribbr Proofreader logo** (from Collins,B.(2022) Scribbr Review)

Scribbr offers a wide range of services to improve the accuracy and clarity of written content, including ideas for sentence structure, word choice, and readability. It also helps writers write clearly so that their message gets through. Scribbr academic writing services are one of its strengths. Editing checks make sure that academic style guides are followed, and reference checking makes sure that citations and references in academic papers are correct and regular. Students and writers who need to write things that are clear and correct will find these services useful. Sadan (2022) says, "Scribbr is a mainstay in the world of education because it helps students avoid accidental plagiarism and improve the quality of their work."

2.1.3. PerfectIt



Figure 3: **PerfectIt Proofreader logo** (from Chesson,D.(2022) PerfectIt Review)

PerfectIt is an important tool for editing because it makes sure that the content is correct and consistent. PerfectIt With its advanced features and careful reading, it checks more than just language and writing; it checks emphasis, hyphenation, abbreviations, and

other things that can affect how professional and clear a text is. This tool takes into account these details to make a paper that is clear and free of mistakes. It also helps writers follow style guides and editing norms. PerfectIt keeps the writing in line with the norms and interests of the audience. Moreover, this tool is also helpful for writers who work or study in fields that have strict rules about style and format.

Chesson (2022), highlights that "PerfectIt is designed for editors and proofreaders who work with industry-specific documents. It's a time saver for these professionals, but the casual writer won't get as much use from it. " It saves time for these writers, but it will not help average writer as much. It makes it easier to find mistakes and make changes, so writers and proofreaders can focus on higher-level tasks and the quality of the pieces of writing.

2.1.4. ProWriting Aid



Figure 4: ProWritingAid logo (from Collins, B. (2022) ProWritingAid Review)

ProWritingAid gives writers an easy way to check their work for mistakes. Collins (2020) said, "ProWritingAid is aimed at writers of all types, business people, and bloggers. It's useful for anyone who spends a lot of time writing books, articles, or reports." This shows that this tool can be used in many different academic settings or work. ProWritingAid helps EFL students because learning English is hard for people who do not speak it as their mother

tongue. This tool also has a few functions that help people who are learning a language write better. It helps EFL students fix grammar and sentence structure mistakes and write in a clear way.

It makes text easier to read by finding too many words, difficult sentence patterns, and other problems. ProWritingAid also helps language learners write clearly by pushing them to use different and specific vocabulary. It also helps EFL students with writing essays, reports and analyses by giving them feedback on their writing. Moreover, these feedback help students fix common mistakes like using the same words over and over, using the wrong tense, and having inappropriate sentence structure, which helps EFL students improve their writing.

2.1.5. Ginger Software



Figure 5:Ginger Software logo (from Kasa (2019).Ginger Review PROS & CONS)

There are different editing tools available within the Ginger software. Kasa (2019) says, "Ginger, this grammar tool and spell-checking software give you the ability to learn how to become a better writer while helping to save you the time and headache of agonizing over corrections." The software is helpful for EFL students, especially those who have difficulty with writing, because it improves their writing skills and gives them better vocabulary and language checking. Moreover, the software carefully looks at the text, points out any language

difficulties, and gives ideas for how to fix them. Also, EFL learners can improve their English language and vocabulary with this tool, and Ginger Software's sentence rephrasing feature can help them.

The software ideas for grammar and language help students improve their writing because it finds mistakes in phrases and offers choices based on how other words are written and on words that can cause misunderstandings of the piece of writing. In short, by using Ginger Software's features, EFL students can improve their writing skills, feel more comfortable speaking English, and improve their general language skills.

3. Introducing Grammarly Tool



Figure 6: Grammarly logo(from Wallen,J(2023). Grammarly review)

With Grammarly, writers can proofread and make their work better. Grammarly tool does more than just check for grammar and spelling mistakes; it also makes suggestions about how to improve sentence structure, word choice, clarity, and writing style based on powerful algorithms. Collins (2019) said, "I use Grammarly Premium regularly for proofreading my work. I also rely on it to check articles by other freelancers I work with. It's a vital tool for my business." It helps students, teams, and companies write better content, and it can change to

different writing styles. This tool gives ideas for academic papers, business reports, creative writing, and social media posts that depend on each person's field of interest.

Moreover, Grammarly also checks for plagiarism, which helps writers to be clear and original. It helps fix and cite plagiarism by reading and comparing any text against a huge database. Also, Grammarly is important because it is easy to use and works on different devices. This proofreading tool gives an feedback and suggestions while writing in an online browser, on desktop extensions, or on a mobile device. In conclusion, this tool is important for all types of writers because it has a lot of features that help improve the quality of the writing. Grammarly gets the message through easily because it can respond to different writing styles and situations.

3.1. Grammarly Feature

Grammarly has changed from a simple language checker to an AI-powered plagiarism checker and more advanced writing help. It also lets writers improve the clarity of their work and rewrite lines with just one click. Grammarly is a set of desktop computer extensions, web apps, and software tools. This tool uses artificial intelligence to look over a piece of writing and find mistakes and other difficulties. It is also useful for anyone who writes, especially EFL writers, because it has so many tools for writing and rewriting, such as:

3.1.1. Grammar Checker

Grammarly Grammar Checker is an important tool when it comes to writing well and effectively. Grammarly effective algorithms and powerful language processing tools carefully look for mistakes in writing. Singh (2023) stated, "It identifies errors in your written content, such as grammar mistakes, punctuation errors, passive voice, fragmented sentences, and so on." The language checker goes through the text and shows out grammar mistakes like subject-verb order, verb tense, missing punctuation, etc. Moreover, this tool helps writers

make their writing better and communicate more easily by making ideas and changes in real time. Grammarly Grammar Checker is important for writers who want to improve their work and avoid making mistakes.

3.1.2. Spell Checker

Grammarly Spell Checker makes sure that your writing is correct and professional. Chesson (2022) says, "It quickly detects spelling errors, if any. We can attest to its accuracy. It detects errors and allows you to correct spelling with just a click." Spell Checker uses powerful algorithms and a large database of words to find incorrect words and mistakes and identify them. The Grammarly Spell Checker makes it easy for writers to fix mistakes with just one click. It also helps writers improve the norm of their writing and their skills by giving them immediate feedback and spelling ideas. Also, word checks save time and make the writing look more professional.

Even small writing mistakes can change how people see something in the modern digital world. Grammarly Spell Checker gives writers the confidence to communicate without uncomfortable or difficult spelling mistakes. Writers can focus on making interesting essays and sharing their ideas without thinking about spelling mistakes that could lead to a misunderstood piece of writing.

3.1.3. Writing Assistant

Grammarly Writing Assistant does more than just check mistakes in spelling. Moore (2020) states, "Grammarly, which calls itself a writing assistant, can help out in those scenarios." This virtual writing partner helps and leads writers. Its powerful algorithms and language skills also help writers write content that is clear and interesting. It helps writers improve their sentence structure and word choice. It also looks at the context and purpose to find unusual phrases, words that are used over and over, and passive voice. It also gives tips

on style and tone to help writers write for specific groups of people. Grammarly Writing Assistant gives an online writing guide that shows the writer what they could do better and why.

By giving thorough explanations and examples, this feature helps writers learn from their mistakes and become better. It also helps them communicate easily in emails, blog posts, and research papers.

3.1.4. Plagiarism Checker

The Grammarly plagiarism tool saves the originality of written content. Antolini (2022) says, "A plagiarism checker powered by the ProQuest databases and content from more than 16 billion pages across the internet, Grammarly detector has its flaws, but it's a good first step in detecting similar content if you're in the middle of a research project." Grammarly uses a large collection of academic and online sources to check for plagiarism. It looks at how the writer's work is similar to and different from many other sources in terms of language, sentence structure, and ideas. The Grammarly plagiarism checker helps writers find out if their content is original and suggests changes.

Moreover, It is an important first step in finding possible difficulties and encouraging academic honesty. However, no plagiarism checker is perfect, although it stops accidental plagiarism and makes sure writers use correct citations and their own ideas. The Grammarly plagiarism tool makes sure that academic and business writing is done in a correct manner.

3.1.5. Citation Manager

The Grammarly Citation Manager makes it easy to put together citations. Collins (2019) explains, "A newer Grammarly feature is its citation manager. A writer can automatically create citations for their work with a click using the web browser plugin. It

generates citations for APA, Chicago Manual of Style, and MLA." Grammarly large database and web browser tool automatically find source information and use the right reference style, whether it is APA, Chicago Manual of Style, MLA, or another. This feature saves writers time and makes sure that their citations are correct, which improves their validity and makes them look more professional.

It also helps writers get used with the style of citations, so they can focus on the text and ideas. It also lets writers order and quote their sources in academic papers, pieces, and other types of writing.

3.2. Importance of Grammarly

Grammarly is important for writing correctly in the modern world. This proofreading tool is an online writing assistance that improves writing skills and creates clean, free of mistakes content. Excellent writing can make a large difference in emails, papers, and speeches. Grammarly effective spelling and language checks, ideas based on context, and improvements to style make it important for teachers, students, and writers of all levels. This tool helps people improve their writing by fixing their grammar, punctuation, and sentence structure. The context-based mistake understanding and suggestion functions also help them write clear, interesting texts. Some of the primary and important reasons to use Grammarly are:

3.2.1. Helps to Improve your Writing Skills

Grammarly improves spelling, language, and punctuation mistakes, among other features. According to Babcock (2022), "Grammarly makes you a better writer by assisting you with eliminating spelling, grammar, and punctuation mistakes. Getting rid of these blunders makes your writing clearer and allows you to communicate your message effectively". Grammarly across grammar checker helps writers get better at what they do by

looking at their writing in detail, highlighting any grammar difficulties, and making suggestions for how to fix them. Grammarly helps writers improve their phrasing, word choice, and sentence structure by highlighting and fixing language problems.

With this way of giving feedback and making things better, grammar rules can be learned and used correctly. It also suggests different ways to fix things that are wrong. Grammarly makes writing better by getting rid of these types of mistakes.

3.2.2. Help to Improve and Expand Vocabulary

Grammarly specific feedback helps writers choose stronger words and make their work better. Trey (2019) stated that, "One of the things I enjoy most about Grammarly is that it adapts to your writing. It not only alerts you if you overuse a specific word but also identifies words that are overused in general." Grammarly aims that highlighting these repeated words and phrases will motivate writers to try out new words and phrases. Furthermore, this tool has a dictionary, a glossary, and relevant ideas that help writers improve their writing style. This general strategy improves the foreign languages spoken, how people talk to each other, and the ability to explain ideas. Also, Grammarly can help EFL students and people who do not speak English as their mother tongue improve their grammar, conversation, and writing.

3.2.3. Help to Improve Fluency Analysis

Grammarly fluency analysis of the content and instant corrections will help the students write better. Kreimer (2022), stated that "This example is fascinating because I wouldn't have thought there was a problem with the verb 'make.' But they're right; it's wrong. A simple click on Grammarly fixed it immediately. " This proofreading tool complex machine learning algorithms and dictionary help find mistakes that could stop the writing process. The

tool gives immediate feedback and suggestions on things like sentence structure, verb agreement, and word choice. Grammarly also helps writers improve their writing style by highlighting possible mistakes and difficult structures.

This tool immediate editing and suggestions for better words and modifications, which can also help improve the writing. Also, this easy way to edit can help writers improve the clarity and order of their work immediately.

3.3. Benefits of Grammarly for Different Users

Grammarly provides an effective writing tool that can help writers from all backgrounds. It makes writing better for students, professionals, and business writers. This tool helps users write better in different ways than just spelling and grammar. This tool is also useful for a lot of writers, such as professionals, students, and non-native English speakers. There are a number of key benefits of Grammarly for different users, including:

3.3.1. Students

Grammarly helps students improve their writing skills and get better grades, among other things. Palani (2022) says, "Students can use Grammarly to make their writing clear and avoid common mistakes without worrying about leaving a digital footprint." Grammarly can give learners specific, private feedback, and they also benefit from Grammarly different range of language and writing checks. So, the tool shows when students make mistakes with grammar, punctuation, or spelling in their writing and helps them make work that has no mistakes. Grammarly makes suggestions and changes immediately, and the tool gives different word choice ideas, such as synonyms and suggestions, to help learners not use the same words over and over while developing their vocabulary.

It also shows students how to use this editing tool to make better pieces of writing, which helps them improve their writing and communication skills. Moreover, Grammarly

plagiarism checker helps students by comparing their work to a large database to look for possible plagiarism. They can also use this tool to help them write in a way that looks original and real.

3.3.2. Professionals

Grammarly helps the writing and performance of professionals. Collins (2022) says that "the Grammarly plugin can save professionals time at work when writing emails or reports. It works well with Google Docs, Microsoft Word, Outlook, and even Salesforce. " This proofreading tool is great for workers, especially for daily use, because it deals with different platforms. Also, the use of Grammarly was linked to better clarity and experience in professional writing, like emails, reports, and other written papers that can be checked for grammar and spelling mistakes using this tool. Professionals can use Grammarly for immediate proofreading because it makes brief, interesting, and organized content and gives ideas for phrases, vocabulary, and readability.

As a result, it improves business communication, audience, and connecting by giving feedback on writing skills. This tool also saves workers time because it improves reliability, productivity, and clarity of written communication. Also, Grammarly plagiarism detection and style guide matching help professionals make content. Its simple design and teaching features help pros write excellent, error-free content, which increases their speed and usefulness.

3.3.3. Non-native English Speakers

Grammarly can help non-native writers in many ways. According to Collins (2022), "Grammarly Premium offers context behind its suggestions and mistakes and acts like an interactive grammar guide for English language learners." . On usual exams, sentence

structure, word agreement, and prepositional mistakes are some of the most difficult parts of grammar. Grammarly makes ideas and gives details about grammar in context to help non-native English speakers improve their grammar skills. Moreover, foreigners can also use the word-learning features of this tool to find different words, synonyms, and more specific ways to say things so that they can write better about themselves.

Grammarly vocabulary suggestions are very helpful for non-native English speakers who want to learn new words. Also, Grammarly can help them improve the grammar, simplicity, and consistency of their sentences.

Conclusion

In conclusion, this chapter addressed proofreading and the use of Grammarly. By using these proofreaders, the student can avoid making mistakes in grammar, writing, punctuation, and style. Grammarly appears to be a useful online helper that shows and gives ways to fix common writing mistakes, shows how easy it is to use, and points out how it works with a number of editors. Its value and importance were recognized. Grammarly advanced tools are useful for different users, including writers, students, proofreaders, and non-native English speakers. The Grammarly tool includes grammar and spelling checking, style tips, plagiarism detection, and better clarity, all of which help improve the writing process. It was also talked about how important it is to check for clear written communication and how the Grammarly tool speeds up the process of proofreading and gives writers more control over their work.

Chapter Three

Field work

Introduction

Despite its importance, EFL learners sometimes neglect writing in favor of sharpening their speaking abilities. Writing, on the other hand, is an effective tool for revealing thoughts, expressing ideas, and overcoming differences in cultures. However, several learners suffer with writing, possibly due to an absence of interest. The writing process is divided into numerous stages, with proofreading being a significant one. Unexpectedly, several students are unaware of the essential role that proofreading plays in enhancing their writing skills. Our primary goal in this research study is to emphasize the significance of proofreading in the writing process. Therefore, we have dedicated this chapter to collecting and analyzing data from an interview and questionnaire that analyzed teachers' and students' impressions of the role of proofreading software, such as Grammarly, in reducing EFL mistakes in writing. Our case study revolves around three writing expression teachers and 44 master's-level students at Biskra University's English Department who mentioned their viewpoints and experiences with proofreading software to improve their writing skills.

1. Research Approach

Because of the nature of the research topic, we carefully selected a descriptive research method. This approach allows us to provide a comprehensive understanding of the subject matter, specifically focusing on the teachers' and students' perceptions towards the role of proofreading software (Grammarly) in reducing EFL mistakes.

2. Data Collection Tools

Two research instruments were used to fit the aims of this research: a questionnaire for students to highlight the difficulties and problems they face during

the writing process, as well as their opinion on the use of proofreading tools, specifically Grammarly, and an interview for teachers to get their point of view on student use of Grammarly while writing.

2.1. Students' Questionnaire

2.1.1. Sample of the Study

To acquire the greatest and most professional responses, we decided that Master two students were the ideal sample to use; we chose 70 out of 140 student to work with. The study was carried out at the level of Mohamed Kheider University of Biskra. The questionnaire was submitted using Google Form. We sent 70 emails and received only 44 responses.

2.1.2. Description of the Questionnaire

In order to understand the attitudes of learners towards writing and proofreading tools, we designed a comprehensive questionnaire for 44 students enrolled in the Master's English Department at Mohammed Kheider University of Biskra.

Section One: General Information (Q1-,Q-2, Q3): Contains three questions using this questionnaire in order to acquire an overview of their ages, genders, and whether or not they chose English as their area of interest.

Section Two: the Writing Skill (from Q4 to Q9): Contains six questions focused our efforts on their writing skills as well as their views and thoughts, and obstacles students deal with while writing, and the role of teachers in guiding students in improving their writing skills.

Section Three: Proofreading (Grammarly Tool) (from Q10 to Q16): Contains seven questions. They focus on students' attitudes regarding proofreading, as well as

if they use proofreading apps, particularly Grammarly, and whether they find them beneficial and helpful during the writing process.

2.1.3. Administration of the questionnaire

Our research sampled 70 master two students. We asked them to complete the questionnaire without imposing any time constraints. Using students' email addresses, we delivered online questionnaires using Google Forms. The total number of responses from the participants was 44, despite our efforts. Although the response rate was not as high as we had expected, the gathered data from these 44 participants will still provide valuable insights for our research analysis.

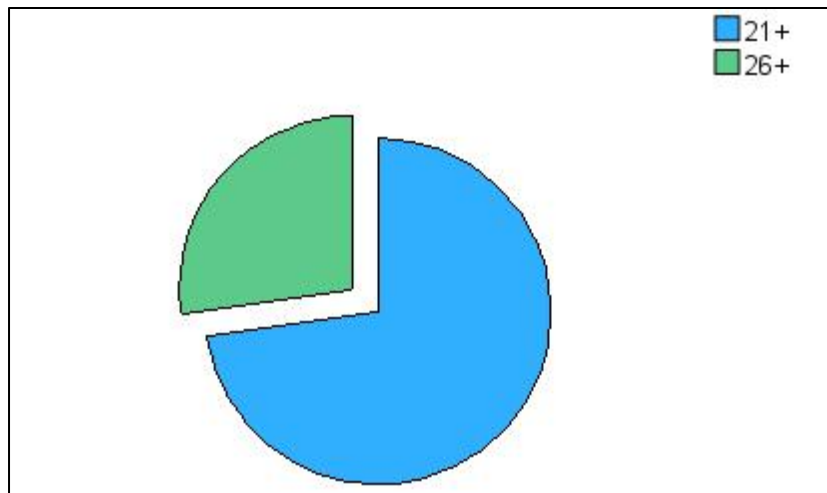
2.1.4. Analysis of The Questionnaire Results

A. Section One : Background Information

Q1.Age :

	Number	Percentage
+21	32	72.7%
+26	12	27.3%
Total	44	100%

Table 1: Student age



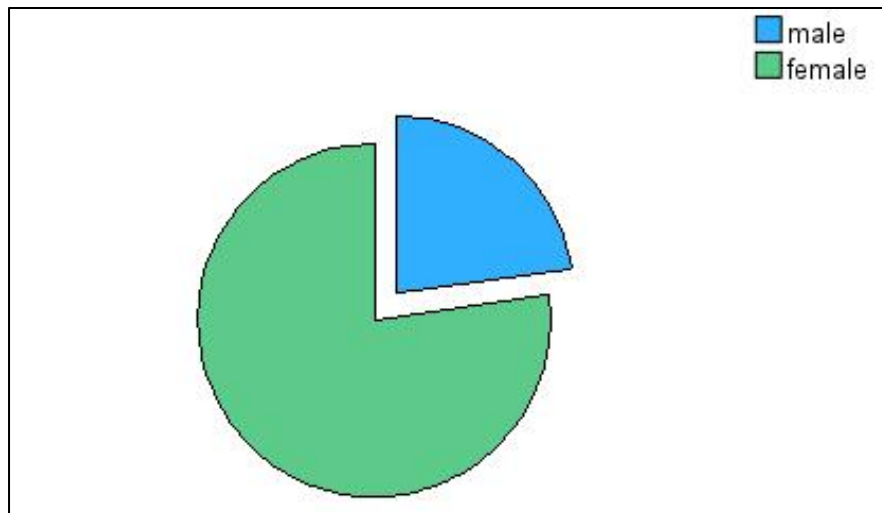
Graph 1: Student age

The graph (1) shows the percentage of students in two age groups, 21+ and 26+. 72.7% of the study group is over the age of 21, and the remaining 27.3% is over the age of 26. Students are more likely to start learning EFL at a younger age, as shown by the higher number of students in the 21+ group. The graph shows that students are more likely to start studying EFL when they are younger, and that fewer students study EFL after the age of 26.

Q2.Gender:

	Number	Percentage
Male	10	22.7%
Female	34	77.3%
Total	44	100%

Table 2: Student gender



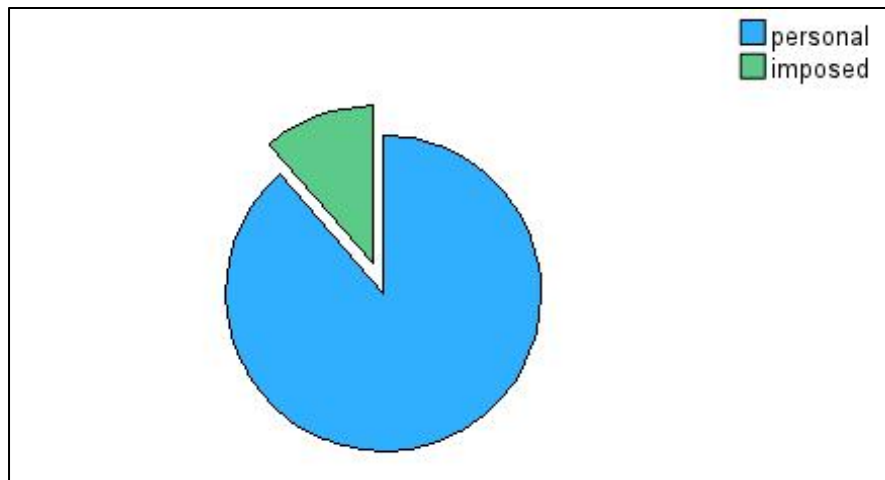
Graph 2: Student gender

The graph (2) shows the percentage of females and males who learn foreign language. Most of the students in the study group are females, who make up 77.3% of the total, while males only make up 22.7%. The graph shows that females are more likely to study a Foreign Language than males, with a smaller percentage of males learning EFL. There could be a number of reasons for this trend, including cultural factors, different hobbies or academic pursuits, and motivational factors.

Q3: Was studying English

	Number	Percentage
Personal	38	86.4%
Imposed	06	13.6%
Total	44	100%

Table 3: Students' choice of English

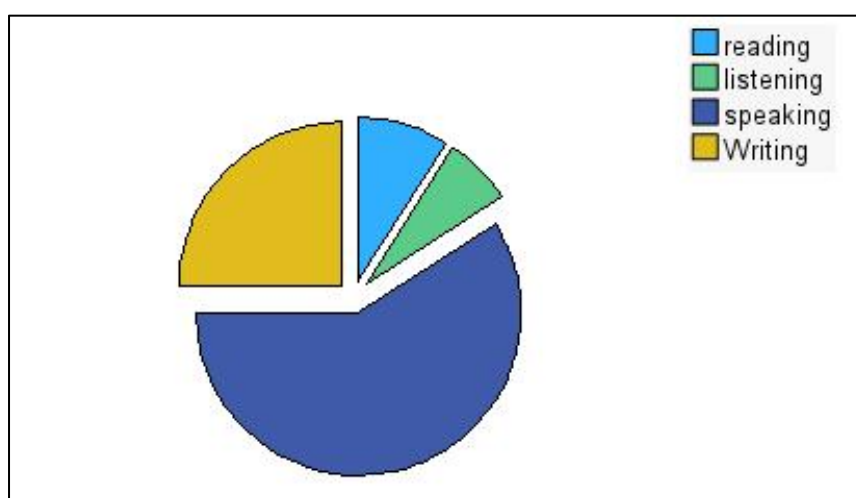


Graph 3: Students' choice of English

As graph (3) shows, 88.4% of the students who answered the questionnaire said that English is their personal choice. Only 11.6% of them seemed to be obliged to study English. In general, this high percentage shows that students have a strong desire and ability to learn the language. As a result, most of the students who answered are motivated because they want to learn English.

B. Section Two: Writing Skill

Q4: According to you, which skill is the most important one? Why?



Graph 4: The most important skill according to students

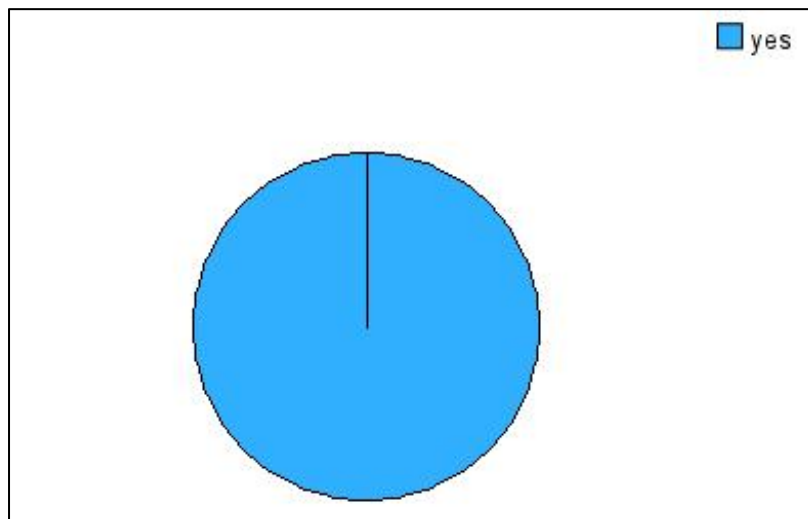
The goal of our questionnaire was to find out what students considered the most important skills for learning English. Based on the answers, graph 4 show that speaking is the most important thing to EFL students, as 59.1% of them said so. Writing is also very important, with 25%, which does not come as a surprise since it uses other speaking skills. Only 9.1% of students think that reading is the most important skill, while 6.8% of students think that listening is the most important skill. When asked to provide a justification for their selection of the most important skill, students had varying responses.

two student chose reading believed that it is an excellent way to expand their vocabulary, which would help them to excel in the other language skills also two student give nearly the same justification the first said that reading is the basic skill and without it they can not prove themselves in written and the other student state that when they have a rich vocabulary automatically they will be able to speak and write easily. seven out of 11 Students who favored writing believed that it is essential since it allows them to apply the techniques learned from other skills and convey their ideas effectively.

Also the other four student said that they study the academic, formal English so they need the writing skill more to write academically essays, dissertations and to apply for a job. Meanwhile, 26 students believed that speaking is the foundation of learning any language as it enables individuals to communicate their needs and ideas fluently. Three students who chose listening as the most important skill argued that it is critical for developing their reading, writing, and speaking abilities, besides that one of those four said that listening is effective in collecting information and training human concentration.

It's clear that students have different ideas about how important language skills are. Most of them put speech and writing at the top of their list. But each skill is important in the learning process and can help someone speak better in English.

Q5:When it comes to writing, do you think it's an interesting module to study?



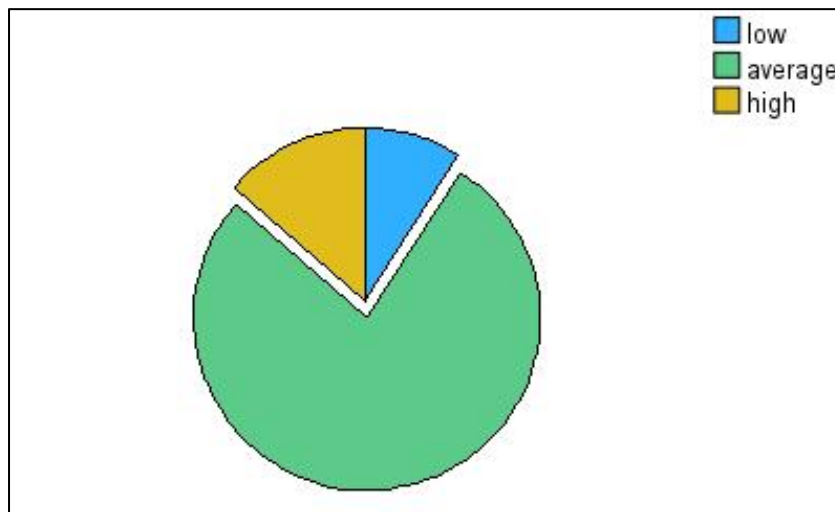
Graph 5: Students' attitude about writing

Based on the results of our questionnaire, the graph 5 show that most EFL students understand how important it is to be able to write. Out of the 44 students who answered, 43 (97.7%) agreed that writing is an important skill to learn. The last student (2,3%) did not think that writing was an important skill. This could be because the student is not very good at writing. When asked if they thought writing was an interesting module to be taught, a majority of students (43 out of 44) said yes. Twenty students said that academic writing could be the hardest part of learning a language, so studying it as a module would be interesting.

The other students said that they could not learn a language without knowing how to write it, so it is a must even if it's not interesting. Even though only one student had a negative opinion, they said that reading is one of the most useful skills, but most people have trouble with it. They find it hard to say words when they are

written down, even though they may find it easy to say them out loud. Our questionnaire shows that most EFL students know how interesting writing is and think it is important to learn it. It is important for teachers to keep coming up with successful ways to teach writing so that students can get better at it.

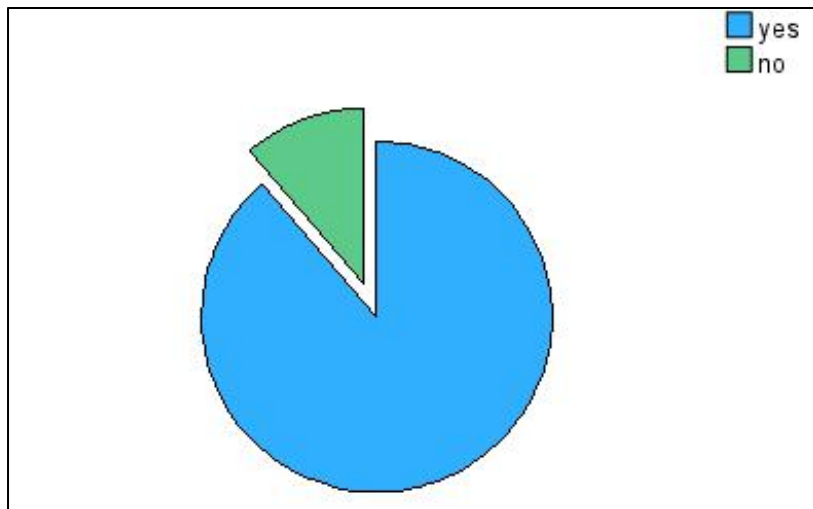
Q6: How do you evaluate your level in writing?



Graph 6: Student's evaluation of their level in writing

This graph shows how well EFL students could write, and the results showed that most students were at an average level, with a 75% score. This result doesn't come as a surprise, since many students don't use English much in their daily lives. Only 4 students (9.1%) think they have poor writing skills. On the other hand, 15.9% of students (7 students) think their level of skill is high. It's important to keep in mind that teachers need to know how students' skill levels vary in order to make their teaching methods work well. To make sure that all of their students learn and reach their learning goals, teachers must take into account that their students are at different stages and meet their individual needs.

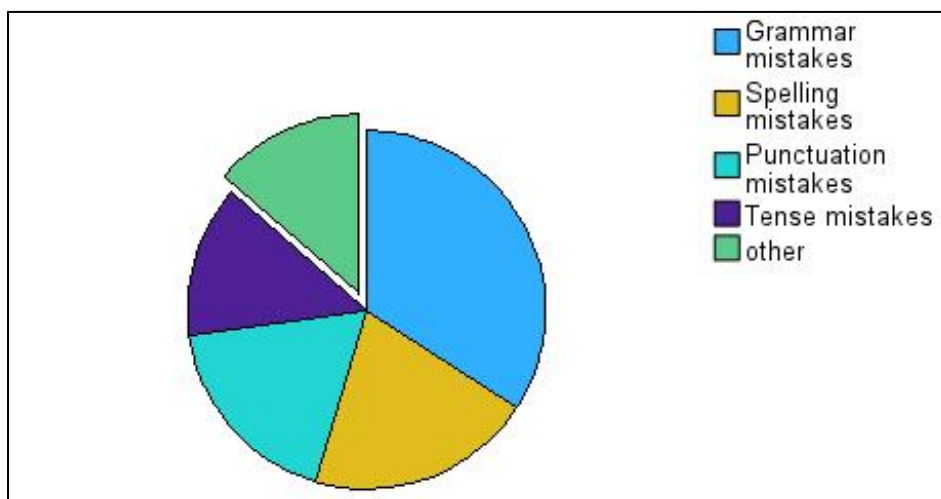
Q7: Do you face some difficulties while writing?



Graph 7: Students' difficulties while writing

Graph 7 shows that a lot of EFL students face difficulty when they try to write. When they were asked if they had trouble with writing, 40 of the 44 students said "yes." This could be because they don't know sufficient vocabulary or grammar, so they have trouble expressing their thoughts clearly, or just don't believe in their writing abilities. On the other hand, only four students (9.1%) answered no to this question, which means they do not have any problems when they write.

If yes, choose from this



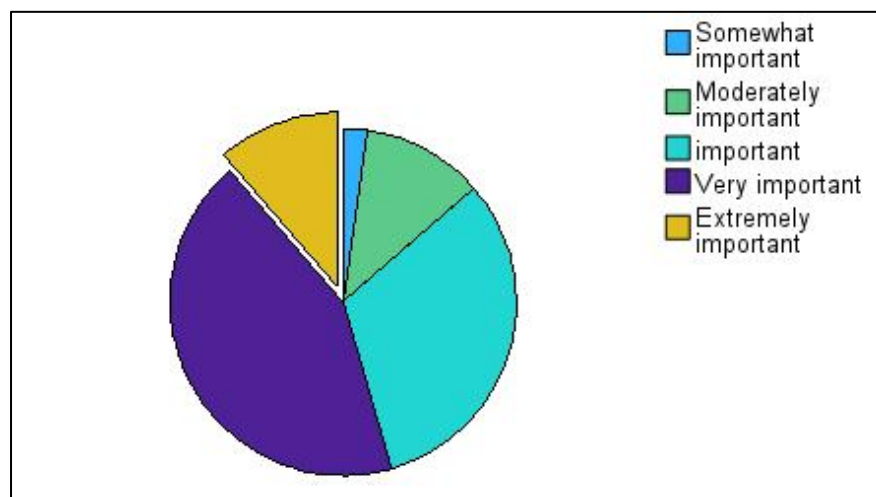
Graph 8: Students' main obstacles while writing

For those who said "yes" to facing obstacles while writing, we wanted to know more about the specific mistakes or problems that EFL students face when writing.

Graph 8 shows the different types of problems EFL students face and how often they face them. When we asked students what their problems were, we gave them four options: grammar mistakes, spelling mistakes, punctuation mistakes, and tense mistakes. We also gave them an "other" choice so they could tell us about other problems they face. Students could pick more than one answer, and the percentages show how often each level of difficulty was picked.

The highest percentage of students, 34.1%, identified grammar mistakes as their primary issue, while 20.5% struggled with spelling mistakes. Additionally, 18.2% of students reported difficulty with punctuation, and 13.6% faced challenges in using appropriate tenses. Among the respondents who selected "other," 13.6% mentioned various difficulties such as the influence of the French language on their writing, poor vocabulary, and difficulty in developing ideas.

Q8: How important do you think the teacher's role is in improving students' writing performance?



Graph 9: Importance of the teacher's role in improving students' writing

Graph 9 shows EFL students' opinions on the importance of the teacher's role in enhancing their writing skills. When asked to rate the teacher's role on the importance scale, 2.3% of students said it was not important at all. A larger number of

participants, 11.4%, said it is somewhat important. But most of the students seem to realize how important the teacher is, with 31.8% saying it's important and 43.2% saying it's very important. Lastly, a smaller number of students, 13.6%, think that the role of the teacher is very important for improving their writing skills. These data show that most EFL students know how important it is for their teachers to help them improve their writing skills.

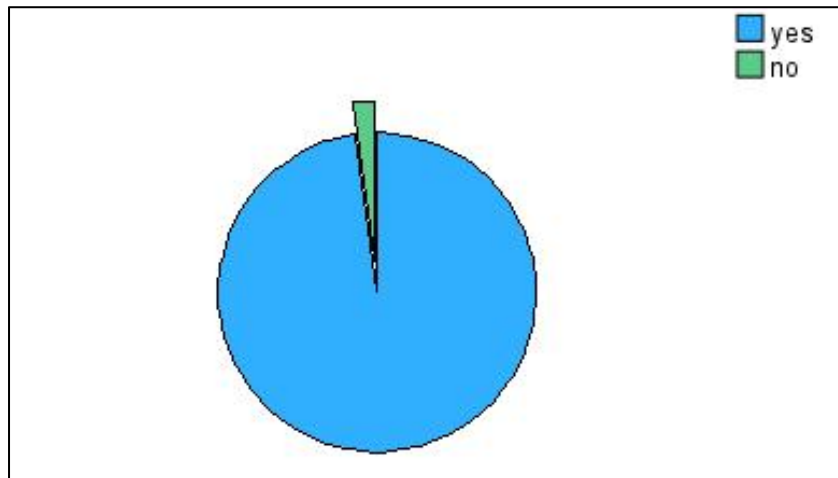
Q9: Give examples of how teachers can effectively help students improve their writing skills?

The answers given by students about how teachers can effectively help improve their writing skills provide some insight into the different approaches that students find helpful. Six students said how important it is to write freely, but their main focus was on writing for academic purposes. 11 students said that a good way to improve writing skills is to give students homework and push them to do writing tasks in class, then set aside time to correct homework and give tips and strategies. Three students highlighted the usefulness of testing students by giving them a topic to write about and checking their paragraphs for mistakes. One student preferred short paragraphs as reading material to learn from and themes to write about, with the teacher checking the student's writing.

Two students said that teachers can help students fix their mistakes and show them how to start writing, which can make them feel more comfortable while writing. Seven students thought that it was up to them to improve their writing skills by reading high-level texts and redoing them to learn about the literature in those books. These answers show that different students chose different ways to improve their writing skills. However, there are few things that all students mentioned, such as getting feedback, fixing mistakes, being told what to do.

C. Section Three: Proofreading (Grammarly Tool)

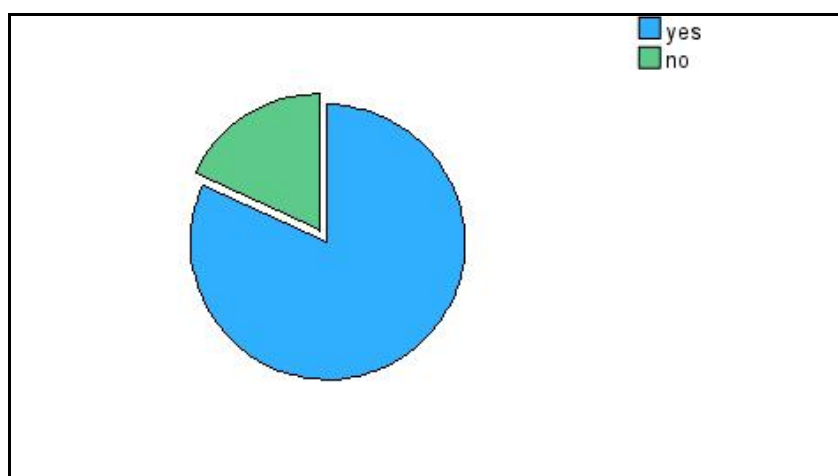
Q10: Is the proofreading stage important in the writing process?



Graph 10: Students' attitude toward the proofreading stage

According to graph 10, when students were asked if the proofreading step was important in the writing process, 43 in total, with a percentage of 97.7%, answered yes. This shows that the students know how important proofreading is and how it helps improve the quality of their work. On the other hand, only one student with a percentage of 2.3% chose no, which is a very small number compared to the number of students who recognize the significance of proofreading.

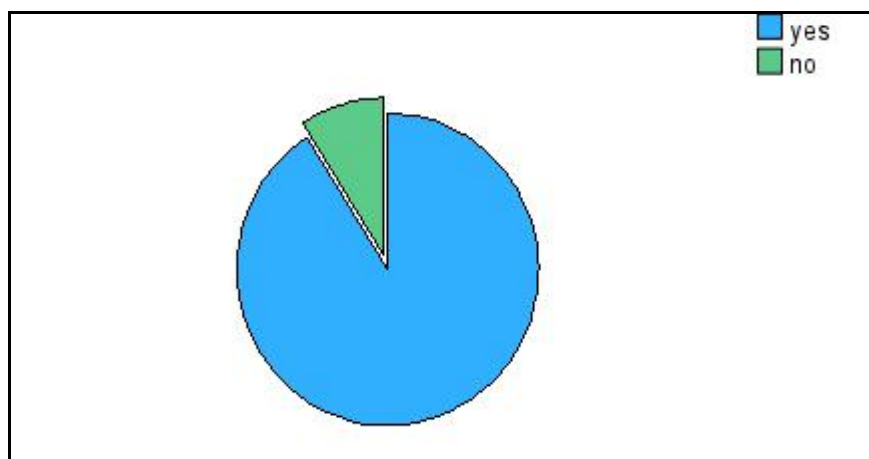
Q11: Does your teacher motivate you to proofread?



Graph 11: The teacher as a motivator

Out of the total number of students, 81.8% chose the answer "yes" that their teacher does motivate them to proofread, while 18.2% responded with "no". It can be observed that the majority of students are encouraged by their teachers to proofread their written work. The results of the question suggest that teachers play an important role in motivating their students to take the proofreading stage seriously. This can be a significant factor in enhancing the quality of students' writing and promoting their overall academic performance.

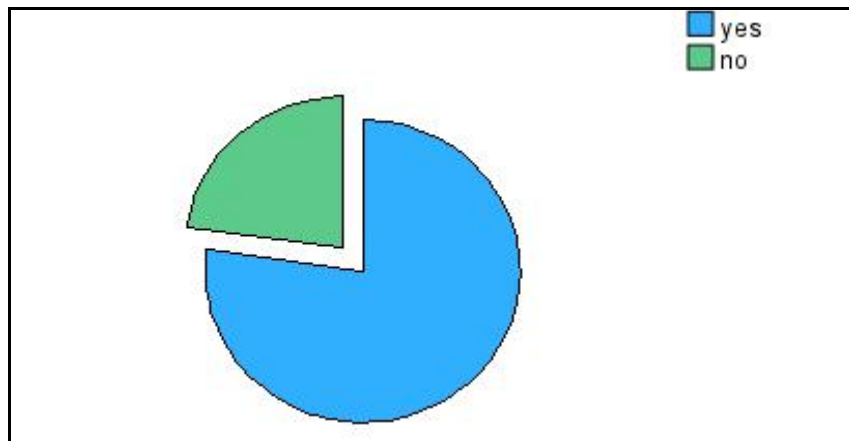
Q12: Do you proofread your writing?



Graph 12: Student proofreading their writing

The graph shows that 90.9% of students claim that they proofread their writing. On the other hand, only 11.4% of students reported that they do not proofread their writing. These results show that most students know how important proofreading is in the writing process and are willing to take the time and make the effort to revise their work. But it is important to note that a small number of students do not consider proofreading an important part of writing. These findings highlight the importance of demonstrating the value of proofreading to all students, as it can significantly improve their writing work.

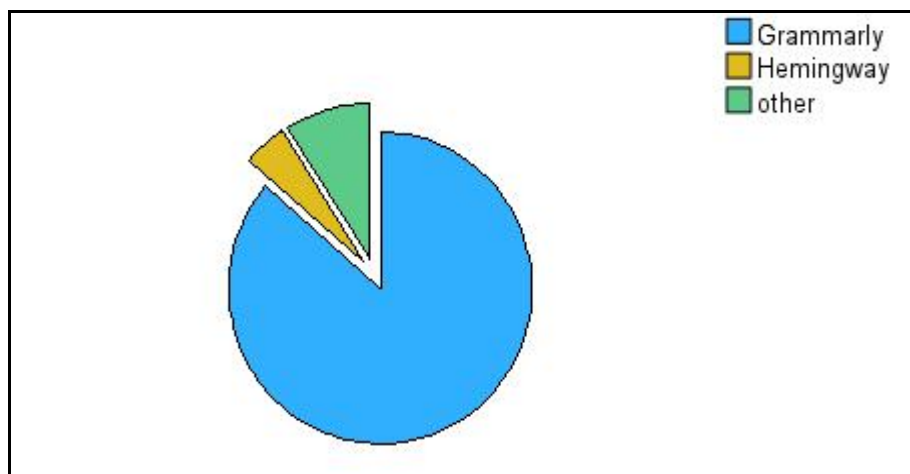
Q13: Do you use proofreading tools?



Graph 13: Proofreading tools

According to graph 13, 81.8% of students use proofreading tools when they write. This shows that a large number of students use these kinds of tools. Proofreading tools can be beneficial in helping students identify and correct errors in their writing. However, only about 18.1% of students do not use any tools to check their work. People who don't use proofreading tools might prefer to do it by hand, or they might not see it as a priority in their writing process.

If yes, which one of these proofreaders do you use?

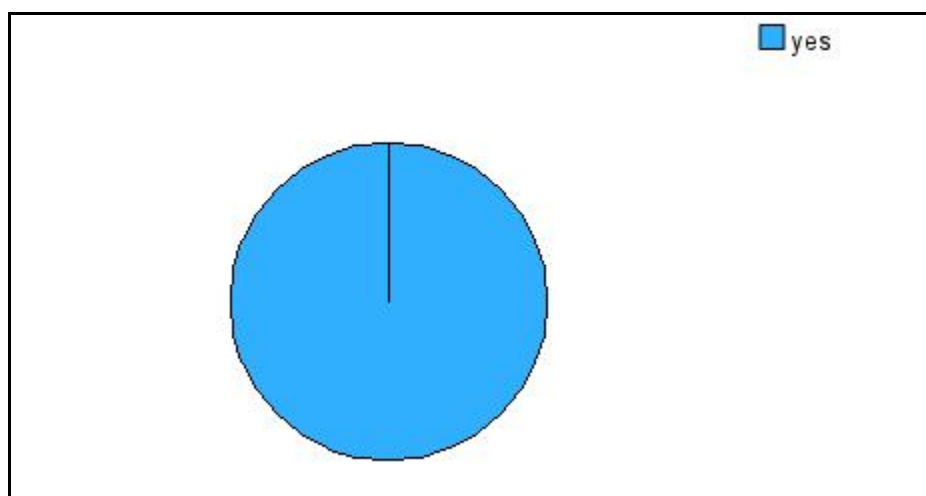


Graph 14: Students preferred proofreading tools

The graph below shows the proofreading tools that students use, with Grammarly being the most popular at 86.3%. Only 4.5% of students chose Hemingway, and none of them picked PerfectIt. Also, 9.2% of students mentioned

other proofreaders, and two students mentioned Quillbot and Scribbr in particular. This information shows that students have a lot of different proofreading tools to choose from, with Grammarly being the most popular choice. The fact that other proofreaders are mentioned suggests that some students may prefer to use different tools or may be trying out new ones to find the one that works best for them.

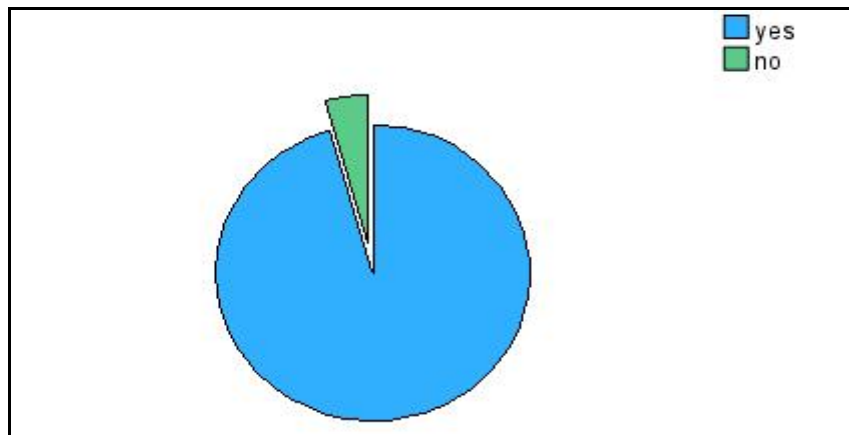
Q14: Do you think that the use of a proofreading tool is effective in eliminating your writing mistakes?



Graph 15: Students' attitudes about the use of proofreading tools

The graph shows that all 44 students questioned, or 100% of the group, agreed that proofreading tools are effective in eliminating writing mistakes. This overwhelming agreement shows that students recognize the value of using such tools in their writing process. It's possible that students have experienced success in using proofreading tools in their work, which has led to their strong support of them. Since no student chose "no," it suggests that the benefits of using proofreading tools outweigh any potential drawbacks, at least in the view of that group of students.

Q15: Do you see Grammarly as a helpful tool in reducing your writing mistakes?



Graph 16: Students' attitudes about Grammarly

The graph shows that 95.5% of students find Grammarly useful for improving their writing. This suggests that Grammarly is a commonly used and effective tool for students who want to produce high-quality written work. Only a small number of students, 4.5%, claim that Grammarly is not an effective tool for reducing their writing mistakes. Overall, the graph illustrates that the majority of students find Grammarly to be a useful tool that helps them improve the overall quality of their writing.

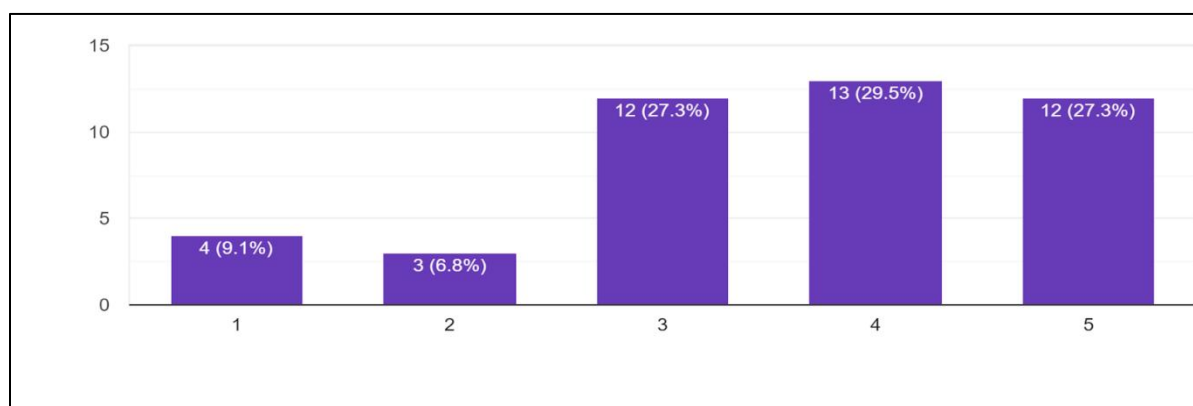
The second part of the previous question is to tell us why they choose “yes” or “no” ,and only 33 students justified their answer about the use of Grammarly and whether they see it as a helpful tool or not. Student responses to the question showed a wide range of opinions. The majority of students (20 out of 33) said that Grammarly is helpful because it helps them write better and more coherently and helps them learn how to avoid grammar mistakes in the future. This shows that Grammarly is viewed as a valuable resource for students who want to improve their writing skills. Four students said that they assume that Grammarly can replace a teacher's feedback and help students who want to improve their writing performance.

This suggests that students appreciate how easy Grammarly is to use and how quickly it gives feedback. One student said that Grammarly was easy, clear, and direct,

which shows that the interface is user-friendly. Six students said that Grammarly is helpful because it gives them better ideas for how to improve their writing. This illustrates that students find Grammarly suggestions useful and informative. However, two students reported that they experienced inaccurate grammar corrections, and one student claimed that the ideas are not always 100% right.

Based on these answers, it seems that Grammarly is a useful tool for many students, but it may not be perfect, and the user may need to double-check. Overall, these different answers show that Grammarly is helpful for many students, but it may not be the best choice for everyone.

Q16: If you did use the Grammarly tool in proofreading your writing (could you rate your experience)



Graph 17: Student rating their Grammarly experience

This bar chart shows the percentages of students' ratings about their previous use of Grammarly. Of the 44 students who responded to the question, four students were very unsatisfied with their experience using Grammarly. 6.8%, or three students, were somewhat unsatisfied. A larger number of students, 27.3% (12), reported feeling neutral about their experience. Meanwhile, 29.5% (13 students) felt somewhat satisfied with their experience using the tool. The last percentage of responses was

from the students who said they were "very satisfied" with their experience, which was 27.3% (12 students).

The data show that while a significant number of students were satisfied with their experience using Grammarly, a non-negligible proportion of students had negative or neutral experiences. The numbers show how important it is to take into account the different experiences and points of view of students when evaluating the effectiveness of proofreading tools like Grammarly.

2.2. Teachers Interview

The teacher's interview was the second data-gathering tool used in this study. To continue with our research, we decided to conduct an interview. because it gives participants more freedom to express what is important to them. This study instrument aimed to demonstrate teachers' perceptions of the role of proofreading software (Grammarly) in reducing EFL writing mistakes. It should be mentioned that the interview consists of 18 prepared questions that were asked directly to three teachers (a male and a female), all of them are written expression teachers at Biskra University's English Department.

2.1.5. Analysis of The Interview Results

A. Section One: General Information

Q1: Do you teach written expression?

	Answer
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes

Table 4: The teacher taught writing

Based on what the teachers said, it looks like the three teachers are teaching written expressions currently.

Q2: How long have you been teaching written expression?

	Answer
Teacher 1	10 years
Teacher 2	More than 15 years
Teacher 3	1 year

Table 5: Teachers' experience

The responses to the question regarding teaching experience in written expression show significant variation. Teacher one had 10 years of experience, teacher two had more than 15 years, and teacher three only had one year.

B. Section Two: Writing Skill

Q3: Do you believe that the role of the teacher is highly important for teaching students written expression ?and how ?

	Answer
Teacher 1	"Yes, as a guide"
Teacher 2	"Yes, first, writing is learned, not taught; being an effective writer in English needs a certain amount of guidance from the teacher."
Teacher 3	"Yes, at least the usual teacher tasks: reorganization of classroom activities, feedback, and evaluation of student progression."

Table 6: The role of teacher in teaching writing

All three teachers responded positively to the question, agreeing that the role of the teacher is highly important for teaching students written expression. The first teacher simply stated, "Yes, as a guide," which demonstrates that they see themselves as facilitators for the students' learning. The second teacher provided a more detailed

answer. He said, "Writing is learned, not taught," and that effective writing in English requires guidance from the teacher. They emphasize the importance of guidance in the learning process.

The third teacher agreed that the teacher's role in written expression is important and cited specific tasks such as reorganizing classroom activities, providing feedback, and evaluating student progress. This teacher explain how important it is for the teacher to be involved in the process of teaching.

Q4: What do you think are some of the key benefits that students can gain from developing their EFL writing skill?

	Answer
Teacher 1	Express themselves: the ability to take any contest or join any job
Teacher 2	They just became effective writers.
Teacher 3	Elaborating different types of written work (report research, articles, economic correspondence, mastery of academic writing like discussion or written essays)

Table 7: Students' key benefit from developing their EFL writing

As part of the interview, the teachers were asked to share their perspectives on the key benefits that students can gain from developing their EFL writing skills. The first teacher emphasized the importance of developing EFL writing skills as a means for students to express themselves and be able to compete in various contexts, such as job applications. The second teacher advocated that EFL writing skills development is a way for students to become effective writers.

The third teacher, on the other hand, highlighted the various types of written work that students can elaborate on through EFL writing skill development, including

reports, research papers, articles, economic correspondence, and academic writing such as discussions and essays. Overall, the teachers recognize the significant benefits that students can gain from developing their EFL writing skills, ranging from personal expression and job opportunities to professional development and academic advancement.

Q5: How can teachers best support the student in developing their EFL writing skill?

	Answer
Teacher 1	By teaching them the basics and intensifying their practice.
Teacher 2	By teaching them the necessary writing skills such as paraphrasing, summarizing, and mechanics.
Teacher 3	Apart from the usual techniques of writing skill development, the teaching can emancipate students' freethinking, style, and organization.

Table 8: Teachers' support of the students development of their EFL writing

The teachers have identified various methods to support students in developing their EFL writing skills. The first teacher highlighted the importance of teaching the basics and intensifying practice. According to the second teacher, teaching necessary writing skills, such as paraphrasing, summarizing, and mechanics, can best support students. In contrast, the third teacher said that, apart from the usual techniques of writing skill development, the teaching can also emancipate students' freethinking, style, and organization.

All three teachers recognize that developing EFL writing skills requires a combination of different strategies and techniques that teachers can utilize to help students achieve their writing goals. Ultimately, teachers' support and guidance are

crucial in enabling students to become effective writers and get various benefits from improving their EFL writing skills, such as personal expression, professional development, and academic advancement.

Q6: What are some of the different teaching methods and strategies that you use in your teaching practice?

	Answer
Teacher 1	Process method
Teacher 2	The best strategy is the process method, since it makes things nearly perfect.
Teacher 3	A process is normally required: strategies for finding a valuable topic, brainstorming, organizing information (planning), and writing the first draft.

Table 9: Teacher method and strategies in teaching writing

The three teachers in this study shared some common and different teaching methods and strategies for teaching EFL writing skills. The first teacher emphasized how important process is because it reinforces the basics of writing and improves students' writing skills. The second teacher agreed with the process method and stated that it is the best way to learn because it helps students improve their work and approach perfection. The third teacher highlighted the importance of process and organization, advocating for strategies such as finding a valuable topic, brainstorming, planning, and writing the first draft.

Students can use these techniques to break down the writing process into manageable steps and guide them towards producing high-quality written work. Overall, the teachers agree that there are many ways to teach EFL writing skills, and they suggest that teachers use a range of methods to meet the needs of their students.

Q7: How do you decide which method and strategies to use with different groups of students?

	Answer
Teacher 1	According to the syllabus, students' level and time
Teacher 2	Relying on students' needs and feedback from their previous writing
Teacher 3	The same process is applied, and the introduction of appropriate rectification is necessary: students' level, nature of class, curriculum development, and students' needs in general.

Table 10: Methods and strategies used by teachers with different groups

The three teachers presented different approaches to deciding which methods and strategies to use with different groups of students. The first teacher highlighted the importance of taking into account the syllabus, the students' level, and the time available for teaching. This offers a more planned and organized way to choose teaching methods and strategies based on factors that have already been decided. The second teacher, in contrast, emphasized how important it is to consider students' needs and feedback from their previous writing. This suggests a further student-centered method that puts the needs and preferences of each student first.

The third teacher also said that it was important to think about the students' levels and needs, but emphasized the need for appropriate rectification and adaptation of the teaching process to suit the nature of the class and the curriculum's development. This approach suggests a flexible and adaptable way to teach that can be changed as needed depending on the situation. Overall, the three teachers recognize the importance of taking a holistic and multi-faceted approach to deciding

on teaching methods and strategies, considering factors such as the syllabus, students' needs, level, and nature of the class.

Q8:What are some of the most common challenges that your students face when it comes to writing?

	Answer
Teacher 1	Writing accurately and generating ideas.
Teacher 2	The organization of the essay, and they are generally short of ideas and relevant vocabulary items.
Teacher 3	Many of them in this order. 1. non-mastery of the FL itself; 2. ignorance of techniques of writing; 3. limited practice and timing; 4. strictness of teachers feedback.

Table 11: Common challenges that student face

Writing can be hard for students, and it's important for teachers to understand the common obstacles that students face when it comes to developing their writing skills. The first teacher stated that most of their students have trouble writing correctly and coming up with ideas. To fix this, the teacher might have to focus on teaching the basics, like language and vocabulary, and then give the students more chances to practice. The second teacher also said that there were two main problems: putting ideas together and organizing the work. To deal with these problems, the teacher might teach students how to come up with good ideas or give them writing tasks that encourage creativity.

The third teacher said that their students face a variety of problems. The most common ones are not being able to speak the foreign language well, not knowing how to write well, not having enough time or practice, and teachers who give them strict

comments. To deal with these problems, the teacher may need to teach the language itself as well as the specific methods and strategies that are needed for good writing. Also, the teacher may need to give students more chances to practice and get feedback, and they may need to watch how they give feedback to make sure it is both helpful and useful. Overall, the problems that students have with writing are complex and multifaceted.

To effectively address them, they may need to use a variety of different methods and approaches.

Q9: What do you see as the most important responsibilities of a teacher when it comes to helping students improve their writing skills ?

	Answer
Teacher 1	To intensify, then practice and give his feedback regularly.
Teacher 2	Practice may improve learners' writing skills.
Teacher 3	The useful teacher tasks: motivation, better training, and valuable feedback.

Table 12: Responsibilities of the teacher when helping students' to improve their writing skill

When it comes to helping students improve their writing skills, there are several important responsibilities that a teacher should take on. The first teacher said that one of the key responsibilities is to teach the basics of writing, followed by regular practice and feedback to help students improve their writing. The second teacher emphasized the importance of practice in improving students' writing skills. Teachers can help students build their skills and confidence by giving them lots of

chances to write and get feedback. The third teacher highlighted several useful tasks that teachers can take on to help their students improve their writing skills.

These include providing motivation for students to engage with the writing process, teaching them better ways to write, and giving them useful feedback on their work. Motivation is key to helping students stay engaged with the writing process, which can be challenging and often requires a lot of effort. By providing training on writing techniques, teachers can equip students with the tools and skills they need to write effectively. And by giving valuable feedback on student work, teachers can help students understand their strengths and weaknesses and identify areas for improvement.

Overall, a teacher's most important job is to help students improve their writing skills by providing regular practice opportunities, giving them constructive feedback, and giving them the motivation and training they need to build their skills and confidence.

C. Section Three: Proofreading (Grammarly Tool)

Q10: Do you encourage your students to do the proofreading ?

	Answer
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes

Table 13: Teachers' encouraging students to proofread

All three teachers said "yes" to the question of whether they encourage their students to do proofreading. This suggests that they value the importance of

proofreading in the writing process and believe that students should be involved in improving their writing through revision and editing.

Q11: Do you encourage your students to use proofreading tools?

	Answer
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes

Table 14: Teachers' encouraging students to use proofreading tools

Based on what the three teachers said, it can be inferred that all of them encourage their students to use proofreading tools.

Could you give a few examples of these tools?

	Answer
Teacher 1	Mobile application
Teacher 2	Use some applications, such as Grammarly or Quillbot.
Teacher 3	Grammarly

Table 15: Proofreading tools examples

We asked each of the three teachers to give an example of proofreading tools that they encourage their students to use. The first teacher mentioned a mobile application but did not specify which one. The second teacher listed two specific applications: Grammarly and Quillbot. The third teacher only said that they recommend Grammarly to their students. Overall, the teachers seem to be in agreement that using proofreading tools can be helpful and that there are various options available.

Q12: Do you use Grammarly or encourage your students to use it especially for master two students?

	Answer
Teacher 1	Yes
Teacher 2	Yes
Teacher 3	Yes

Table 16: Teachers using Grammarly or not

Based on the answers, all three teachers answered "yes" to the question of whether they use or encourage their students to use Grammarly, particularly for master's students.

Q13: If yes on a scale of 1 to 5, to what extent do you believe that the use of Grammarly by students is a helpful tool for improving their writing skills?

	Scale	Answer
Teacher 1	3 out of 5	Without being totally dependent on it.
Teacher 2	3 out of 5	This application is helpful, but students should rely on their knowledge to proofread their writing.
Teacher 3	4 out of 5	Many advantages: independence and self-reliance, lower external judgment

Table 17: Teachers' rate on how much Grammarly is helpful to the students'

We asked three teachers on a scale of 1 to 5 what they thought about Grammarly as a way to improve writing skills. The first teacher gives it a 3 out of 5 because, while it can be helpful, students should not become overly dependent on it. The second teacher also gave it a 3 out of 5, saying that while it can be helpful, students should rely on their own knowledge to proofread their writing. The third

teacher was more positive, giving it a 4 out of 5 due to its benefits of promoting independence and self-reliance as well as reducing external judgment.

Overall, it seems that while Grammarly can be a useful tool, it should not replace a student's own efforts to learn and improve their writing skills and knowledge.

Q14: On a scale of 1 to 5, how much do you feel that the use of Grammarly by students helps them to better understand and learn from their own writing mistakes ?

	Scale	Answer
Teacher 1	2 out of 5	Using it as a revision tool after drafting is helpful.
Teacher 2	2 out of 5	They used to use it, but they are not aware of their mistakes.
Teacher 3	4 out of 5	Increase the sense of discovery and analytical capacities (logical thinking and comparative operation).

Table 18: Teachers' rate on how much Grammarly is helpful to the students' to understand their mistakes

Different teachers have given different views about how useful Grammarly is as a tool for helping students learn from their writing mistakes. According to the first teacher, while Grammarly can be helpful when used as a revision tool after drafting, it should not be overly relied on. The teacher gives a moderate rating of 2 out of 5, indicating that there are limitations to the effectiveness of Grammarly in enhancing students' understanding of their writing mistakes. On the contrary, the second teacher believes that students who use Grammarly might not be fully aware of their mistakes, which would make learning less effective.

The teacher also rates Grammarly at 2 out of 5, suggesting that the tool is not particularly helpful in enabling students to understand and learn from their own

mistakes. However, the third teacher has a more positive view of Grammarly potential to enhance students' understanding and learning from their writing mistakes. The teacher gives Grammarly a higher score of 4 out of 5 and says that it can improve students' sense of discovery and analytical skills like logical thought and comparison. This indicates that the tool has more advantages than just detecting and correcting errors.

Overall, while there is some variability in the views of different teachers, it appears that Grammarly can be a helpful tool for improving writing skills if used appropriately and in combination with other strategies.

Q15: On a scale of 1 to 5, how much do you feel that the use of Grammarly by students impacts the creativity and originality of their writing?

	Scale	Answer
Teacher 1	1 out of 5	Except if they benefit from the corrected mistakes and avoid reappearing them.
Teacher 2	5 out of 5	Yes, it impacts too much on learners' creativity and originality.
Teacher 3	4 out of 5	As indicated above, the development of analytical capacities necessitates creativity and organization for self-improvement.

Table 19: Teachers' rate on how much Grammarly can impact students' creativity

When it comes to the impact of Grammarly on the creativity and originality of students' writing, the answers from teachers are quite varied. One teacher believes that the impact is minimal, giving it a score of only 1 out of 5, saying that the tool can only be useful if students learn from their mistakes and avoid repeating them. On the contrary, the second teacher believes that the impact is significant, giving it a score of

5 out of 5, indicating that the use of the tool can significantly affect learners' creativity and originality. The third teacher gave a score of 4 out of 5, stating that the development of analytical capacities requires creativity and organization for self-improvement.

Therefore, while Grammarly can help students identify and correct their mistakes, it could also make them depend too much on the tool and make them less creative and original. It is worth noting, however, that there may be individual differences in how students use the tool, with some benefiting from it without it affecting their creativity and others relying too much on it at the expense of their own originality.

Q16: On a scale of 1 to 5, to what extent do teachers believe that the use of Grammarly by students reduces their workload in terms of grading and providing feedback on student writing assignments?

	Scale	Answer
Teacher 1	3 out of 5	As a self-learning tool.
Teacher 2	3 out of 5	Yes, it does provide feedback, but only good language learners are aware of it.
Teacher 3	4 out of 5	The system is faster and does not face the issue of motivation.

Table 20: Teachers' rate on how much Grammarly can reduce students' workload

It is important to think about how this technology affects the amount of work teachers have to do to grade and give comments on student writing. When asked to rate how much they thought students using Grammarly made their jobs easier, the three teachers had different answers. The first teacher gave Grammarly a score of 3

out of 5 and said that it can help kids learn on their own. The second teacher also gave a score of 3 out of 5, but she was worried that Grammarly would hurt students' ability to be creative and unique. On the other hand, the third teacher gave a score of 4 out of 5, saying that the method is faster and does not have a problem with motivation.

It is clear that respondents have different ideas about how Grammarly is used and how it affects the amount of work teachers have to do. However, it is important for teachers to consider the benefits and drawbacks of this tool before recommending it to their students.

Q17: On a scale of 1 to 5, to what extent do teachers believe that the use of Grammarly by students improves their performance on written assignments and assessments?

	Scale	Answer
Teacher 1	3 out of 5	If they use it wisely and correctly (the editing tool).
Teacher 2	2 out of 5	It improves only GLL's performance.
Teacher 3	4 out of 5	Extensive practice and training prior to written assignments and assessments leads to improvement.

Table 21: Teachers' rate to what extent Grammarly can improve students' writing performance

When it comes to assessing the impact of Grammarly on students' performance on written assignments and assessments, the opinions of teachers vary. One teacher gave it a 3 out of 5 and said that it could help students do better if they used it wisely and properly as an editing tool. However, another teacher gave it a lower rating of 2 out of 5, stating that it only improves the performance of general

language learners. On the contrary, a third teacher rated it 4 out of 5, explaining that extensive practice and training prior to written assignments and assessments lead to improvement.

Even though the respondents have different views, it is clear that using Grammarly as a writing tool has the potential to help students improve their writing, especially when used with other writing strategies and practices.

Q18: On a scale of 1 to 5, to what extent do teachers believe that the use of Grammarly by students should be allowed and encouraged as a tool for improving writing skills in the classroom?

	Scale	Answer
Teacher 1	0 out of 5	It can be used sometimes, but not always.
Teacher 2	2 out of 5	They can use it, but I prefer that they rely on their own knowledge; they do not have to use it always.
Teacher 3	4 out of 5	many gains: time motivation, stress relief, unstressed a feeling of development, and opportunities for teachers to devote more time to other various activities.

Table 22: Teachers' rate to what extent Grammarly should be allowed to be used by the students'

In order to help students improve their writing skills, teachers were asked to rate on a scale from 1 to 5 to what extent they believe that the use of Grammarly by students should be allowed and encouraged in the classroom. The teachers' responses were different. The first teacher gave a rating of 0 out of 5, indicating that while Grammarly can be used sometimes, it should not be relied on always. The second

teacher gave a rating of 2 out of 5, indicating that while students can use Grammarly, they should also rely on their own knowledge and not use it all the time.

On the contrary, the third teacher gave a rating of 4 out of 5, indicating that allowing and encouraging the use of Grammarly by students in the classroom can have many gains, such as saving time, motivation, stress relief, a feeling of development, and opportunities for teachers to devote more time to other various activities. In conclusion, the use of Grammarly by students in the classroom should be carefully evaluated by teachers to determine the appropriate extent to which it should be allowed and encouraged, taking into account the potential benefits and drawbacks for students' writing skills and overall learning experience.

3. Discussion the results

3.1. Questionnaire

The results of the questionnaire reveal a lot about the students' who were asked about their perceptions towards the role of proofreading software (Grammarly) in reducing EFL mistakes. The questionnaire results provide useful insights into the 44 participating students' perspectives and experiences. To begin, it is worth noting that many of the students who answered the questionnaire were over the age of 21. This age distribution suggests that the sample was mostly made up of more senior students pursuing a Master's degree. Furthermore, a substantial number of the respondents were female, indicating a stronger representation of female students in the English Department of Mohammed Kheider University of Biskra.

Another notable conclusion was that the majority of students choose to study English for personal reasons rather than external considerations. This demonstrates

the students' real interest and motivation in the English language and its accompanying skills, particularly writing. Furthermore, when asked to rate the significance of various language skills, the majority of students ranked speaking first, followed by writing. This tendency for speaking corresponds to the previously highlighted emphasis in language learning on oral communication.

Interestingly, all 44 students agreed on the importance of studying writing, suggesting their understanding of the value of written expression. When asked to judge their own writing proficiency, however, most students evaluated it as average, indicating a need for improvement and development in their writing skills. Grammar appeared to be the key barrier encountered during the writing process, as expressed by the majority of students. This research emphasizes the difficulty EFL learners have when applying grammatical rules correctly. The second most common difficulty was found to be spelling errors.

These findings imply that addressing grammar and spelling errors should be a priority when developing treatments to improve students' writing proficiency. In terms of teachers' influence on enhancing writing performance, a large proportion of students rated it as very important or important. As effective strategies used by teachers to improve writing skills, students cited examples such as assigning writing homework and providing constructive comments. These findings highlight the significance of teacher direction and support in developing students' writing talents. Moving on to the proofreading section, the majority of students acknowledged the significance of proofreading in their writing process.

They also stated that their teachers encouraged students to do proofreading during the writing process. Particularly, a range of proportions of students reported

using proofreading software, with Grammarly being the most popular. Furthermore, when asked to review their experience using Grammarly, the majority of students showed a moderate level of pleasure, indicating that the program has helped them in their writing process. Finally, the results show the average age and gender of the students who participated, as well as their motivations for studying English. Although students recognized the importance of writing, they favored speaking skills over writing skills.

Grammar and spelling problems were identified, highlighting the importance of concentrated efforts in these areas. Teachers' critical role in improving writing performance was noted, and students demonstrated a positive mindset toward proofreading, with the majority using proofreading tools, particularly Grammarly, to enhance their writing. These findings can help teachers and curriculum designers establish successful techniques for improving students' writing skills in an EFL context.

3.2. Teachers Interview

The interview was conducted with three teachers of written expression from Biskra University's English Department. During the interview, we gathered information about their teaching experience and techniques for improving students' writing skills. In terms of general information, we asked whether they taught written expression and how long they had been teaching writing. Each instructor gave different replies based on their backgrounds and experiences. Moving on to the second section of the interview, we questioned the teachers about their techniques for helping students enhance their writing skills.

The comments were somewhat similar, with most instructors highlighting the importance of teaching EFL learners the fundamentals of writing. The majority of teachers have emphasized the process method, which permits students to participate in writing tasks on a regular basis. They stressed the necessity of giving learners enough chances to practice and develop their writing skills. Teachers typically agree that one of the most difficult challenges that students face while writing is coming up with ideas. This finding suggests that supporting students in brainstorming and organizing their ideas could be a good method for overcoming this obstacle.

Moving on to the next section of the interview, which focused on proofreading tools, teachers emphasized their encouragement for students to engage in proofreading during the writing process. They all realized that they used or encouraged their students to use proofreading tools. When asked if they used any specific tools, two of the teachers mentioned Grammarly as a commonly used tool in their teaching practice. In the last part of the third section, teachers' showed their impressions of students' use of Grammarly. The majority of teachers expressed concerns about using Grammarly or any other proofreading tool.

They contended that leaning too much on these tools might hinder learners writing development and damage their creativity and originality. While teachers admit that these tools provide quick feedback, they also emphasize the risk of students becoming overly dependent on them, which in turn makes them less motivated to improve their writing skills. As a result, they advised students to use Grammarly or related software only on a regular basis, as usage could affect their overall writing skills. In general, the insights gained from the interviews with the three teachers

provide information on their teaching approaches, student concerns, and perceptions of the use of proofreading tools.

Their responses emphasize the significance of striking a balance between using such tools for quick feedback and boosting students' own writing talents. These findings provide important insights for teachers when developing successful writing education that develops both correctness and originality while carefully using proofreading tools.

Conclusion

In short, this study used interviews and questionnaires to understand teachers' and students' views on Grammarly role in reducing EFL writing mistakes. The questionnaire was intended to test the ability of students to comprehend and answer simple questions. This research instrument captured students' thoughts and experiences on the topic at hand. Teachers were interviewed, using their significant language, deep thoughts, and extensive education experience. This allowed teachers to share their thoughts on using proofreading software to reduce EFL writing mistakes.

The study interviewed educators to discover their tactics, challenges, and recommendations, providing a useful teaching community viewpoint. In conclusion, this study's questionnaires and interviews allowed teachers and students to share their ideas. The questionnaires gave students' perspectives, while the interviews revealed teachers' expertise and guidance. The study's validated results highlighted EFL writers' opinions on proofreading software, especially Grammarly.

Recommendations

EFL students must be able to write effectively in order to connect their points of view, ideas, and information. Proofreading software such as Grammarly has become increasingly important in language learning and writing instruction. These apps provide immediate feedback and error detection to assist students in improving their writing skills. This study looked at students and teachers perspectives on Grammarly impact on reducing EFL writing mistakes, and the findings indicate a variety of strategies for assisting students in using proofreading tools such as Grammarly while also developing their language and writing skills.

In addition, these recommendations strike a balance between using proofreading tools and encouraging students to write in order to enhance their language and creativity. These principles emphasize the importance of using technology in writing instruction while also emphasizing individual growth, critical thinking, and self-editing. Students can improve their EFL writing by learning and applying proofreading techniques. Moreover, teachers and students must understand that proofreading software is a tool, not a replacement for language learning. By following these guidelines, students can use proofreading tools to improve their language skills and writing.

For Students

- Since the majority of students use proofreading software, particularly Grammarly, it is critical to familiarize them with its capabilities and functions. We should provide workshops or resources to students to teach them how to use proofreading tools for discovering mistakes and correction.

- Grammarly and other proofreading systems may help students in identifying and correcting mistakes, but they should be used in combination with their own efforts and learning. Students should proofread to improve their language and grammar skills.
- Encourage critical thinking and language analysis: Suggestions and changes to proofreading programs should be examined by students, and it should be reminded to them that proofreading programs are not perfect. To improve understanding of the language, the study and understanding of the reasons behind the program's proofreading should be encouraged for student.
- Promote self-editing skills: Students should learn to edit their own work and also practice skills for self-assessment and revision, such as reading aloud, rereading, and soliciting comments from peers and teachers.
- Focus on error patterns: Create language-focused classes and exercises using these patterns. Addressing these tendencies immediately assists students in understanding and overcoming their weaknesses.
- Balance fluency and accuracy: While writing accuracy is important, students should be encouraged to prioritize flexibility and expression, also they should be reminded that writing is about communicating, and the excessive use of proofreading software can limit their creativity and originality. Students also need to be encouraged to strike a balance between using proofreading software to correct errors and writing in their own style.

For Teachers

- Promote a balanced approach: Teachers could use proofreading tools like Grammarly in a balanced way, also focusing on increasing students independent

writing skills while using such tools, moreover, to help them balance using proofreading tools with critical thinking and language development.

- Teach the writing process holistically: Teachers could teach the writing process holistically, including brainstorming and arranging ideas. Teachers can help students overcome writing issues by teaching them how to generate and organize ideas, and this complete strategy will improve students writing and creativity.
- Provide constructive feedback: Stress the necessity of giving students constructive feedback throughout their writing because teachers should give individualized feedback on grammar, spelling, and content, also they can help students self-edit and improve their writing by giving precise feedback and offering alternatives.
- Promoting Self-Reflection and Self-Assessment: Teachers of writing could promote self-reflection and self-assessment, also encourage students to self-evaluate and improve their writing, in addition this can help students feel ownership over their writing and encourage them to actively proofread, even using tools.
- Striking a Balance: Teachers could remember that overusing of Grammarly might have negative effects, so they should help students realize the limitations of such technologies and the necessity of language development.
- Nurturing Creativity and Originality: Teachers could discuss with students the potential impact of overusing these tools on their creativity and originality, emphasizing that proofreading tools should be used as supports rather than substitutes for independent writing development.
- Utilizing Proofreading Tools Effectively: Giving students advice on how to use proofreading tools, and that advice can include providing writing tasks where

students can use proofreading tools, allocating time for peer collaboration and feedback, and addressing the benefits and drawbacks of particular proofreading software.

General Conclusion

This extensive study deals with many different parts of writing in EFL. The first chapter sets context by explaining what EFL writing is and how important it is when learning a language. It looks at different ways to write in EFL and shows how hard it is for EFL students to write. It also shows how important it is for teachers to help students improve their writing skills through supervision, education, and correction, which helps them grow as writers. The chapter additionally underlines the important role of teachers in reading and responding to their students' writing.

The second chapter reaches into the issue of proofreading and the application of Grammarly. It shows how important it is to get rid of mistakes in grammar, writing, punctuation, and style, which are often fixed by editing software. Also, Grammarly simple design and ability to work with various editors are commended. Its advanced features, like checking for language and mistakes in spelling, suggesting styles, finding plagiarism, and making text easier to read, are helpful for writers, students, and casual users. The focus is on how important proofreading is for effective written communication and how Grammarly can speed up the process of editing and give writers more control over their work.

Finally, the third chapter describes the methods used in this study, which included interviews and surveys to acquire information from both teachers and students about Grammarly impact on minimizing EFL writing mistakes. The questions were designed to test the students' understanding and find out what they know and learn about both writing and proofreading in general and the Grammarly proofreading tool in particular. Interviews with teachers gave important information

about how to use editing tools in EFL writing based on their knowledge of the language and their extensive educational backgrounds.

This research study not only got teachers' and students' points of view and how they interacted with the use of these tools, but it also made a joint teaching group where strategies, problems, and ideas could be shared. In short, the questionnaires offered information about students' perspectives, while the teacher interviews provided this study with important knowledge and recommendations. The verified results of this study show how EFL writers see software for proofreading, with a focus on the Grammarly effect. Overall, this study helps us learn more about EFL writing and shows how important editing tools like Grammarly are for improving writing skills and avoiding mistakes.

Limitations of the study

A number of obstacles affected the study's progress and validity. Due to the tool's unfamiliarity, there are currently few educational materials and resources available. As a result, collecting sufficient data and evaluating the method used in the research became challenging. The questionnaire was also answered by a small number of students, which weakened the accuracy and validity of the findings. Additionally, many teachers declined to participate in the study after refusing a written interview. We could have obtained a greater depth of knowledge after we collected the information about these ideal individuals. These constraints have an effect on the study's credibility and usefulness.

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Appendices

Appendix I

Students' Questionnaire

Dear students,

You are kindly requested to fill out this questionnaire to tell us what you think about the role of proofreading software (Grammarly) in reducing EFL mistakes in writing. Your answers are very important to the reliability of this research we're doing. As a result, we hope that you will give us your full attention and interest. Please pick the right answer and give full statements when needed.

Thanks in advance

Section One: Personal Information

1. Age range

a- 21 +

b- 26 +

2. Gender

a- Male

b- Female

3. Was studying English?

a- Personal

b- Imposed

Section Two: Writing Skill

4. According to you, which skill is the most important one?

a- Reading b- Listening

c- Speaking

d- Writing

• Why?.....

5. When it comes to writing, do you think it's an interesting module to learn?

a-yes

b-no

• If (yes/no) tell us why.....

6. How do you evaluate your level in writing?

a-Low

b-Average

c-High

7. Do you face some difficulties while writing?

a-yes

b-no

• If yes, choose from this:

a-Grammar mistakes

b-Spelling mistakes

c-Punctuation mistakes

d-Tense mistakes

• Others? Please specify.....

8. How important do you think the teacher's role is in improving students' writing performance?

a-Not important

b-Somewhat important

c-Moderately important

d-Very important

e-Extremely important

9.give examples of how teachers can effectively help students improve their writing skills?.....

Section Three: Proofreading (Grammarly Tool)

10.Is the proofreading stage important in the writing process?

a- yes

b- no

11- Does your teacher motivate you to proofread?

a- yes

b- no

12. Do you proofread your writing?

a-yes

b-no

13. Do you use proofreading tools?

a-yes

b-no

• If yes which one of this proofreaders do you use

a-Grammarly

b-Hemingway

c-PerfectIt

• Another example?.....

14.Do you think that the use of proofreading tool is effective in eliminating your writing mistakes?

a-yes

b-no

15.Do you see Grammarly tool a helpful tool in reducing your writing mistakes?

a-yes

b-no

- If (yes/no) tell us why.....

16.If you did use the Grammarly tool in proofreading your writing (could you rate your experience)

a-Very unsatisfied

b-Somewhat unsatisfied

c-Neutral

d-Somewhat satisfied

e-Very satisfied

Thanks for your collaboration

Appendix II

Interview of Teachers

The following is a structured interview on Teachers' and students' perceptions towards the role of proofreading software (Grammarly) in reducing EFL errors in writing case study of master 2 at the English Department of Biskra University. Would you be so kind as to answer the following questions?

Section One: General Information

1. Do you teach written Expression?

a-yes

b-no

2. If yes, how long have you been teaching Written Expression?

.....

Section Two: Writing Skill

3. Do you believe that the role of the teacher is highly important for teaching students written expression ?

a-yes

b-no

• How.....

4. What do you think are some of the key benefits that students can gain from developing their EFL writing skill?

.....

5. How can teachers best support the student in developing their EFL writing skill?

.....
6.What are some of the different teaching methods and strategies that you use in your teaching practice?

.....
7.How do you decide which method and strategies to use with different groups of students?

.....
8.What are some of the most common challenges that your students face when it comes to writing in English?

.....
9.What do you see as the most important responsibilities of a teacher when it comes to helping students improve their writing skills?

.....
Section Three: Proofreading (Grammarly Tool)

10. Do you encourage your students to do the proofreading?

a-yes

b-no

11. Do you encourage your students to use proofreading tools?

a-yes

b-no

- Could you give a few examples of this tools?

.....
12. Do you use Grammarly tool or you encourage your students to use it? Specially for master two students?

a-yes

b-no

13-If yes, On a scale of 1 to 5, to what extent do you believe that the use of Grammarly by students is a helpful tool for improving their writing skills?

- Why?.....

14. On a scale of 1 to 5, how much do you feel that the use of Grammarly by students helps them to better understand and learn from their own writing mistakes?.....

- Why?.....

15. On a scale of 1 to 5, how much do you feel that the use of Grammarly by students impacts the creativity and originality of their writing?

- Why?.....

16. On a scale of 1 to 5, to what extent do teachers believe that the use of Grammarly by students reduces their workload in terms of grading and providing feedback on student writing assignments?

- Why?.....

17. On a scale of 1 to 5, to what extent do teachers believe that the use of Grammarly by students improves their performance on written assignments and assessments?

- Why?.....

18. On a scale of 1 to 5, to what extent do teachers believe that the use of Grammarly by students should be allowed and encouraged as a tool for improving writing skills in the classroom?

- Why?.....

Thanks for your collaboration

ملخص

تهدف الدراسة الحالية إلى تسليط الضوء على أهمية أدوات التدقيق اللغوي ، وخاصة قراملي ، وكيف تساعد كانت .الطلاب على تطوير مهاراتهم الكتابية في اللغة الإنجليزية كلغة أجنبية بالإضافة إلى تقليل أخطاء الكتابة لديهم فرضية البحث أنه من خلال استخدام قراملي ، يمكن للطلاب التخلص من أخطائهم وتحسين مستواهم من خلال إنتاج ولتأكيد الفرضية المذكورة ، تم اعتماد المنهج الوصفي ، واستخدم الاستبيان .كتابات جيدة الإعداد وخالية من الأخطاء تم تنظيم الاستبيان وتصميمه لطالين .للطلاب كأداة أولى ، وكأداة ثانية ، تم إجراء مقابلة كتابية مع معلمي التعبير الكتابي من خلال الاستبيان المنظم ، كشفنا أن غالبية الطلاب .ماجستير في قسم اللغة الإنجليزية بجامعة محمد خضر بسكرة أما بالنسبة .ركزنا أيضاً على مدى فائدته أثناء عملية الكتابة .قدراتهم الكتابية يستخدمون قراملي ومدى أهميته في تقوية و قراملي على وجه الخصوص ، وكيف .للمقابلة الكتابية مع أساتذة التعبير الكتابي ، فكان التركيز على الكتابة بشكل عام كانت النتائج مختلطة ، ولكن في النهاية ، شجع غالبية المعلمين الاستخدام .أنها تؤثر على القدرات الكتابية لدى الطلاب العقلاني والمتوازن لهذه الأدوات حتى لا تؤثر سلباً على قدرات الكتابة لطلاب اللغة الإنجليزية كلغة أجنبية بسبب اعتمادهم الكامل عليها

الكلمات المفتاحية (أداة التدقيق اللغوي- اللغة الانجليزية كلغة اجنبية - قراملي -تصورات الطلاب و المعلمين -

أخطاء الكتابة)