

Students' use of Grammarly and its Relationship to Writing Skills



Christal Briseis P. Polancos¹, Jay Mayen T. Gallardo², Emily N. Arellano³, Lino M. Dalana⁴, Azel M. Valle⁵

^{1,2,3,4,5}Southern de Oro Philippines College, Cagayan de Oro City, Philippines

ABSTRACT: This study aimed to determine the students' use of Grammarly and its relationship to the writing skills of the College of Teacher Education students of Southern de Oro Philippines College for SY 2023-2024. Specifically, this study sought to determine the grades of the Purposive Communication students and their Grammarly usage in terms of accepting, evaluating, and understanding. This study employed descriptive correlational research with a documentary analysis design and utilized an adapted questionnaire for the 46 students. The researchers used Mean and Standard Deviation for Problems 1 and 2 to interpret and analyze the data. The Pearson Product Movement Correlation Coefficient was used to determine whether a significant association exists between the relationships between Grammarly and students' writing skills. The findings indicated that students were accepting Grammarly, as it plays a crucial role in evaluating and understanding their writing by identifying errors and providing helpful feedback, which contributed to improved performance. The overall performance of students in Purposive Communication is fair. A strong positive correlation exists between students' usage of Grammarly and their acceptance and understanding of the tool. Therefore, educators should promote a balanced approach by encouraging students to rely on their own writing skills while using Grammarly as a supplementary tool.

KEYWORDS: accepting, evaluating, Grammarly, understanding, writing skills

I. INTRODUCTION

The ability to write effectively is an essential skill that one should possess. Writing allows individuals to articulate and organize their thoughts and ideas for meaningful and effective communication. Writing is a fundamental skill required in various subjects. It helps the students excel in their coursework, which enables them to communicate their ideas effectively. It can be used to self-express, allowing students to share their thoughts, emotions, and educational knowledge. Writing skills are the ability to convey thoughts, ideas, and information clearly and accurately through written words. Ultimately, writing mastery enhances academic achievement and equips individuals with the tools necessary for meaningful engagement in both personal and professional contexts.

Grammar checkers can be integrated into programs that provide editing services to users in various multiples, especially writing (Xie, 2019). Grammarly is an Artificial Intelligence writing assistant that promotes confident communication across platforms and devices. Nazari et al. (2021) define AI as the simulation of human intelligence processes by machines, especially computer systems. Students use Grammarly to improve their writing and elevate the quality of their written compositions. They use Grammarly for papers to check errors and produce better-quality essays and writing assignments. According to Javier (2022), Grammarly is a digital writing tool that incorporates artificial intelligence to assist users by checking for grammar and spelling errors and identifying instances of plagiarism. By using Grammarly, students can enhance the clarity, coherence, and professionalism of their writing and express themselves confidently through written communication.

Grammarly can assist students in refining their writing style, catching any grammatical errors, and improving the readability and correctness of their writing. Grammarly's immediate feedback encourages students to accept and evaluate suggestions critically, which fosters a deeper understanding of effective writing practices. This interactive experience allows students to identify and learn from their common mistakes, as they can access explanations for each suggestion made by the tool. As students engage with Grammarly, they develop a more nuanced grasp of language mechanics, improving their writing competence. It trains students' writing abilities to prevent common errors.

Students' use of Grammarly and its Relationship to Writing Skills

Additionally, Grammarly can promote self-directed learning and boost students' self-esteem in their writing skills. Grammarly hones students' writing abilities and deepens their awareness of language rules. Moreover, Grammarly's real-time feedback encourages students to become proactive editors of their work and promotes a habit of critical thinking essential for academic achievement. Robbins and Judge (2018) contend that acceptance, understanding, and evaluation are indicators of perception and knowledge. In a writing evaluation application, perceived knowledge pertains to how individuals perceive their ability to receive, comprehend, and assess the application's capacity to offer constructive feedback and enhance their writing quality (Sasaki et al., 2018).

At present, technological development influences education. Utilizing writing tools, such as Grammarly, allows students to advance their skills and proficiency in writing. Many researchers studied the relationship between the students' use of Grammarly and their writing skills, mainly in grammar. In a study conducted by Oktaviani (2022), she found that students use Grammarly to correct grammatical errors in their writing. The findings in this research showed that the students have a positive belief in using Grammarly for their writing as it gives suggestions about mistakes without getting a consultation from the lecturers. In the Philippines, Ventayen (2018) conducted a study on the graduate students of Pangasinan State University. He discovered that the application also received positive feedback from non-English major students. He identified that the operating software is usable for learners' writing skills, specifically in grammar.

The studies above have mainly focused on the correlation between Grammarly and writing skills. However, only a few studies have highlighted the connection between using Grammarly among students regarding accepting, evaluating, and understanding and their writing skills using their grades. Thus, this encourages researchers to delve deeper into this relationship to provide a better understanding. This study analyzes the correlation between students' use of Grammarly regarding accepting, evaluating, and understanding and their writing skills, focusing on their grades. This will assist in closing the current knowledge gap and offer a broader insight into how Grammarly affects students' writing abilities.

This study was anchored on the Technology Acceptance Model (TAM). The theory explains an individual's acceptance and utilization of information systems (James, 2023). This research further asserts that several elements within the Technology Acceptance Model highlight students' adoption and utilization of Grammarly. Students are more likely to opt to actively use writing technologies when they view them as valuable tools for enriching their writing capabilities. Additionally, the study indicates that the ease of use and the perceived benefits are important in encouraging students to incorporate Grammarly into their writing routines. It also explores how Grammarly's feedback enhances students' confidence in their writing abilities. Ranalli (2021) agrees that automated writing evaluation programs can positively provide valuable feedback.

Acceptance refers to the willingness and intention of students to adopt and use a particular digital writing tool, such as Grammarly, to improve their writing skills. Students employ Grammarly in their writing, particularly grammar and spelling, to achieve better-written work. They are willing to embrace and utilize Grammarly because of its convenience and efficiency. The Technology Acceptance Model (TAM) is an ideal theory as it delves into users' views and behaviors regarding technology adoption. It enables researchers to investigate users' opinions on the effectiveness and usability of Grammarly in developing writing proficiency. Employing TAM allows researchers to uncover the determinants affecting the acceptance of Grammarly and its role in enriching writing skills, offering significant insights applicable to academic and real-world settings. Therefore, many studies related to the Technology Acceptance Model leave the actual use as a hint of technology acceptance (Scherer et al., 2019).

The Technology Acceptance Model (TAM) is useful in understanding the relationship between the students' use of Grammarly and their writing skills. According to Markiyani and Papagiannidis (2023), the theory suggests that users' acceptance and adaptation of technology are influenced by perceived usefulness and perceived ease of use. Upon applying to this study, in perceived usefulness, students recognize Grammarly as a valuable resource that can help them improve their spelling and grammar, enhance their writing clarity, and provide suggestions for style and tone. According to Hadiat (2022), students utilize grammar checkers to assist them in addressing writing problems. It pertains to the user interface, accessibility, and overall user experience. The more students find Grammarly valuable and easy to integrate into their writing workflow, the more likely they will accept and adopt the application.

Integrating Grammarly into educational settings helps students accept, evaluate, and understand writing conventions. By offering real-time grammar, punctuation, and style feedback, Grammarly creates a more engaging learning environment where students can actively participate in their writing. This immediate support allows students to spot their mistakes and understand why corrections are needed, which helps them improve their writing skills over time. Grammarly also boosts writing quality by correcting spelling and grammar errors and providing suggestions to enhance communication and professionalism. Additionally, its personalized suggestions cater to each student's unique writing style and context.

Students' use of Grammarly and its Relationship to Writing Skills

Grammarly is the dependent variable in the study; it can help users identify and correct spelling and grammatical errors, such as subject-verb agreement, punctuation, and verb tense consistency. Grammar is the set of guidelines that dictates the composition of sentences, phrases, and words in any given language. It includes parts of speech, tenses, punctuation, and sentence structure. Grammarly not only corrects errors but also recommends changes. It allows the students to learn from their mistakes and gain a deeper understanding. It also helps them maintain consistency in their writing by suggesting consistent use of capitalization and formatting. This attention to detail can contribute to a more professional and polished writing style. According to Lim and Phua, (2019), utilizing digital tools can significantly improve students' writing abilities by fostering constructive feedback throughout the learning experience. In conclusion, the theories and discussions form the basis of this study regarding students' usage of Grammarly and how it is associated with their writing skills.

II. METHODOLOGY

The study employed a descriptive-correlational design combined with documentary analysis to examine the level of Grammarly usage among BEED and BSED students who took purposive communication and its relationship to their writing skills. This method is chosen because the researchers aimed to describe the relationship between the variables rather than finding a coincidental connection. Additionally, the researchers uncovered insights from existing data to understand their research topic better.

A survey was conducted to collect data relevant to the study. According to Canonizado (2020), the descriptive-correlational method aims to understand and assess the statistical relationship between two variables without the influence of any extraneous variables. Canonizado further noted that this method is useful in establishing a link or influence of one variable on another. Similarly, Mustieles (2020) stated that descriptive-correlational studies focus on describing relationships among variables without seeking to establish a causal connection.

Documentary analysis, or document analysis, involves the systematic review and evaluation of documents. According to Morgan (2022), documentary analysis is often underutilized but can provide valuable insights, offering strategies for selecting documents. This approach allows researchers to examine existing data, providing valuable insights into the subject under study. Grant (2022) discussed the flexibility of documentary analysis, noting its applicability across various qualitative methods. According to Siegner et al. (2018) it has been used as an independent method and combined with other research methods. Using this method, the researchers can explore the relationship between students' use of Grammarly and their writing skills in greater depth, offering a detailed understanding of the topic.

III. RESULTS AND DISCUSSION

Problem 1. What is the respondents' level of Grammarly usage in terms of;

- 1.1. accepting;
- 1.2. understanding; and
- 1.3. evaluating?

Table 1. Summary Table

Variables	Mean	SD	Description	Interpretation
Accepting	3.15	0.61	Agree	High
Evaluating	3.33	0.60	Strongly Agree	Very High
Understanding	3.33	0.60	Strongly Agree	Very High
Overall Mean	3.27	0.60	Strongly Agree	Very High

Note: 3.21-4.20 Very Highly Accepted 2.41-3.20 Highly Accepted; 1.81-2.40 Less Accepted; 1.0-1.80 Not Accepted

Table 1 presents the summary of variables with its overall Mean of 3.27 with SD = 0.60, described as Strongly Agree and interpreted as Very High. This shows that students are positive about their understanding and evaluation skills. According to Brown and Knight (2022), these are critical for academic achievement and lifelong learning.

As shown in the table above Evaluating and Understanding got the highest Mean of 3.33 with SD= 0.60, described as Strongly Agree and interpreted as Very High. This seems to indicate that students feel highly confident in their ability to critically evaluate and comprehend things. This actually shows a high degree of confidence towards their skills concerning understanding and making meaning from content. This degree of confidence might provide them with more engagement in academic matters, hence improving critical thinking. More importantly, this confidence may significantly impact their general performance in class since a student who believes in their capabilities is more likely to continue in trying assignments. In the long run, developing this

Students' use of Grammarly and its Relationship to Writing Skills

confidence may help create an effective learning environment and achieve greater educational gains. According to Zhang and Wang (2023), academic self-efficacy, learning engagement, and academic achievement were found to be significantly and positively associated, indicating that enhancing student confidence can lead to improved academic outcomes.

On the other hand, Accepting got the lowest Mean of 3.15 with SD=0.61, which was described as Agree and interpreted as high. This suggests that students agree that they are accepting, but their confidence in this area is lower than in other skills. According to Häsa et al. (2021), this indicates a need for improvement in fostering peer acceptance and openness.

Problem 2. What are the grades of the respondents in Purposive Communication?

Table 2 presents the overall performance of the students in the subject Purposive Communication with the Mean of 2.1 and SD = 1.60, described as fair and grades of 2.1 – 2.5 which shows that a group of students understands the subject but still needs improvement. Research emphasized the importance of identifying at-risk students early and providing targeted interventions to improve their skills (Davis & Roberts, 2022)

On the other hand, one student achieved an excellent grade of 1.0 – 1.5. This indicates that one student excelled in Purposive Communication, demonstrating a strong understanding and skills in the subject. According to research by Muaña (2024), such high grades reflect exceptional academic performance and mastery of the subject matter.

Table 2. Performance of Students in Purposive Communication

Grades	Frequency	Mean	SD	Description
1.0 - 1.5	1	2.1	1.60	Fair
1.6 - 2.0	25			
2.1 - 2.50	11			
2.51 - 3.0	6			
5.0	3			

Note: 1.0-1.50 Excellent; 1.60-2.0 Very Good; 2.1-2.50 Fair; 2.60-3.0 Poor; 5.0 Failed

In contrast, 3 students got a grade of 5.0 and were described as failed. This indicates that some students struggled to meet the necessary understanding required for the subject Purposive Communication. According to a study by Kumar and Kumar (2022), failing grades often highlight significant challenges in acquiring the necessary skills and knowledge.

Problem 3. Is there a significant relationship between the respondents' use of Grammarly and their grades in Purposive Communication?

Table 3. Correlation Analysis Between Grammarly and Grades in Purposive Communication

Writing Skills					
Grammarly	r-value	p-value	Strength of Relationship	Decision on Ho	Interpretation
Accepting	0.695**	0.000	Strong Positive	Reject	Significant
Understanding	0.650**	0.000	Strong Positive	Reject	Significant
Evaluating	0.213	0.507	Weak Correlation	Accept	Not Significant

****.** Correlation is significant at the 0. 01 level (2-tailed)

Table 3 shows the correlation analysis between Grammarly reveals a significant association between students in Grammarly usage in terms of accepting and understanding. While evaluating, it was interpreted as not significant and considered a weak correlation.

Regarding the student's level of Grammarly usage in terms of accepting, it demonstrates a strong positive correlation (R-value = 0.695, p-value = 0.00) and is interpreted as significant. This shows that as students use Grammarly more, their acceptance of the tool increases significantly. This suggests that students who frequently use Grammarly tend to have a more favorable view of its benefits for their writing. This aligns with findings that highlight the effectiveness of AI-driven writing tools in improving coherence, grammatical accuracy, and overall writing performance (Alharbi & Alshahrani, 2023). These results highlight the potential benefits of Grammarly in enhancing writing performance.

Similarly, students' level of understanding regarding Grammarly usage demonstrates a strong positive correlation (R-value = 0.650, p-value = 0.000). It is interpreted as significant, indicating that students recognize Grammarly as a tool that helps improve

Students' use of Grammarly and its Relationship to Writing Skills

their writing skills as supported by research indicating that automated writing evaluation tools can significantly improve grammatical accuracy in student writing (Dizon & Gayed, 2021).

In contrast, students' level of evaluating Grammarly usage shows a Weak Correlation ($R\text{-value} = 0.213$, $p\text{-value} = 0.507$), indicating that it is not significant in terms of students' relationship and evaluation of Grammarly and their usage of the tool.

IV. CONCLUSIONS

This study came up with the following conclusions based on the findings of the study:

1. The tool assists in spotting errors and giving tips. This leads to students believing that their writing quality increases, thus they embrace its use.
2. Their abilities were adequate, but not exceptional. The students showed a middle-ground level of competence.
3. Practical application of Grammarly demonstrates its utility to students, leading to increased understanding and acceptance. But simply observing it does not provide the same level of insight, resulting in a poor correlation.

V. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are presented.

1. It is recommended that educators integrate Grammarly into their writing curriculum to further enhance students' understanding and evaluation skills. However, it is important to implement precautionary measures, such as ensuring that students do not rely solely on the tool for corrections, but also develop their own critical thinking and analytical abilities.
2. Teachers should offer additional support and resources to help improve the overall performance of students in Purposive Communication. Additionally, highlighting the successful strategies of students who excel can provide valuable examples for their classmates and encourage a stronger learning community.
3. Educators should promote a balanced approach by encouraging students to rely on their own writing skills while using Grammarly as a supplementary tool. Additionally, implementing assignments that require students to explain the reasoning behind their corrections can foster deeper understanding and reduce dependence on the software.

REFERENCES

- 1) Alharbi, A., & Alshahrani, S. (2023). Investigating EFL Students' Writing Skills Through Artificial Intelligence: Wordtune Application as a Tool. Semantic Scholar.
- 2) Ardhy, A. A. S., Waris, A. M., & Kryati, L. (2023) Enhancing Writing Skills: Students' Perspectives on the Grammarly Application's Role in Academic Writing.
- 3) Ashrafganjoe, M., Rezai, M. J., & Elhambakhsh, S. E. (2022). Providing computer-based feedback through Grammarly® in writing classes. *Journal of Language and Translation*, 12(open in a new window)(2(open in a new window)), 163–176. <https://doi.org/10.30495/TTLT.2022.690747>
- 4) Barrot, J. S. (2021). Grammarly deployment (in)efficacy within EFL academic writing. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/2331186X.2022.2142446>
- 5) Barrot, J. S. (2021). Using automated written corrective feedback in the writing classrooms: Effects on L2 writing accuracy. *Computer Assisted Language Learning*, 1–24. <https://doi.org/10.1080/09588221.2021.1936071>
- 6) Brown, S., & Knight, P. (2022). Assessing student learning: 6 types of assessment and how to use them. Strobel Education.
- 7) Canonizado, I. C. (2020). Challenges that Teachers are Facing under the New Normal System in Education. HubPages.
- 8) Davis, L., & Roberts, M. (2022). Identifying At-Risk Students in Communication Courses. *Communication Education Review*, 38(1), 45-60.
- 9) Faisal, F., & Carabella, P. A. (2023). Utilizing Grammarly in an academic writing process: Higher-education students' perceived views. *Journal of English Language Teaching and Linguistics*, 8(1), 23-42.
- 10) Dizon, G., & Gayed, J. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. *The Jalt Call Journal*, 17(2), 74-92.
- 11) Fahmi, S., & Rachmijati, C. (2021). Improving students' writing skill using grammaly application for second grade in senior high school. *Project (Professional Journal of English Education)*, 4(1), 69.
- 12) Fitriana, K., & Nurazni, L. (2022). Exploring English Department Students' Perceptions on Using Grammarly to Check the Grammar in Their Writing. *Journal of English Teaching*, 8(1), 15-25.
- 13) Gonzalez, A., & O'Connor, K. (2021). *Equitable Grading: A Guide for Educators*. ASCD.

Students' use of Grammarly and its Relationship to Writing Skills

- 14) Grant, A. (2022). Documentary analysis: The research method that can level the playing field. Transforming Society. <https://www.transformingsociety.co.uk/2022/03/22/documentary-analysis-the-research-method-that-can-level-the-playing-field/>
- 15) Grammarly. (2022). 3 Great Reasons Students Should Get Grammarly Premium. Retrieved from <https://www.grammarly.com/blog/product/premium-students/>
- 16) Hadiat, A. W. F. (2022). The Use of Grammarly To Enhance Students' Accuracy in Writing Descriptive Text. Journal of English Education Program (JEEP), 9(2), 133. [https://doi.org/10.25157/\(jeep\).v9i2.8552](https://doi.org/10.25157/(jeep).v9i2.8552)
- 17) Hansen, J. (2024). Life's about people. Jake Hansen. Retrieved from <https://jake-hansen.com/2024/03/06/lifes-about-people/>
- 18) Harris, M. and Graham J. (2019). Using Rubrics for Writing Assessment. Routledge. James, J. (2023, June 26) What is the Technology Acceptance Model Enablers of Change <https://www.enablersofchange.com.au/what-is-the-technology-acceptance-model/>
- 19) Häsa, R., Rämö, J., & Nieminen, J. (2021). How does assessment drive learning? A focus on students' evaluative judgements. Assessment & Evaluation in Higher Education, 48(5), 675-688. Please let me know if you need any further modifications or adjustments!
- 20) Javier, D. R. (2022). App Review Using Tech Tools for Academic Writing: Grammarly as a Pedagogical Tool. Mextesol Journal, 46(2), 0-2.
- 21) Karyuatry, L., 2018 . Grammarly as a tool to improve students' writing quality: Free online proofreader across the boundaries. Jurnal Sains Sosial dan Humaniora, 2(1), pp. 83-89.
- 22) Lailika, H. I. (2019). Students' Peceptions of The Use of Grammarly as an Online Grammar Checker in Thesis Writing. <http://digilib.uinsby.ac.id/34607/>
- 23) Lim, F. V., & Phua, J. (2019). Teaching Writing with Language Feedback Technology. Computers and Composition, <https://doi.org/10.1016/j.compcom.2019.102518> 54, 102518. doi.org
- 24) MacArthur, C., Graham, S., & Fitzgerald, J. (2021). Handbook of Writing Research (3rd ed.). Guilford Press.
- 25) Malhotra C. (2024). Digital India: Past, present and future. In Müller M. H.-P. (Ed), India in the 21st century: On its way to a post-industrial economy (pp. 325-346). Springer Gabler.
- 26) Marikyan, D. & Papagiannidis, S. (2023) Technology Acceptance Model: A review. In S. Papagiannidis (Ed), TheoryHub Book. Available at <https://open.ncl.ac.uk/> / ISBN: 978173960440
- 27) Morgan, H. (2022). Conducting a qualitative document analysis. The Qualitative Report, 27(1), 64-77. <https://doi.org/10.46743/2160-3715/2022.5044>
- 28) Muaña, P. M. S. (2024). Students' performance in Purposive Communication course and their media and information literacy skills. Ignatian International Journal for Multidisciplinary Research
- 29) Mustieles. (2020). Methods-and-Techniques-of-the-study. Retrieved 11 06, 2023, from Course Hero: <https://www.coursehero.com>File>
- 30) Nikolopoulou, K. (2023, June 22). What Is Purposive Sampling? | Definition & Examples. Scribbr. Retrieved April 13, 2024, from <https://www.scribbr.com/methodology/purposive-sampling>
- 31) Osumo, L. G. F. (2024). Design and development of an alternative instructional material for Purposive Communication. International Journal for Multidisciplinary Research (IJFMR)
- 32) Oktaviani, S. (2022). Students' perception towards the use of Grammarly in English writing skills of fourth semester English education department at UINSI Samarinda. Jurnal Sultan Idris Pendidikan Profesi Guru, 1(1), 135-159.
- 33) O'Neill, P., & Russell, J. (2019). Students' perceptions towards Grammarly. Retrieved from https://www.mextesol.net/journal/index.php?id_article=46359&page=.
- 34) Puri, N. G., & Setiamunadi, A. A. (2023). The use of grammarly by tertiary English language learners in their online writing classes. English Education : Journal of English Teaching and Research, 8(2), 163-179. <https://doi.org/10.29407/jetar.v8i2.20981>
- 35) Qub'a, A. A., Guba, M. N. A., & Fareh, S. (2024). Exploring the use of grammarly in assessing English academic writing. Heliyon, 10(15), e34893. <https://doi.org/10.1016/j.heliyon.2024.e34893>
- 36) Raja, M. (2019). Using Grammarly for Scholarly Writing. Postcolonial Space.
- 37) Ranalli, J. (2021). L2 Student Engagement with Automated Feedback on Writing: Potential for Learning and Issues of Trust. Journal of Second Language Writing, 52. <https://doi.org/10.1016/j.jslw.2021.100816>
- 38) Robbins, S. P., & Judge, T. A. (2018). Organizational Behavior (18 edition). Pearson Education.

Students' use of Grammarly and its Relationship to Writing Skills

- 39) Roughton, J., Crutchfield, N., & Waite, M. (2019). *Safety Culture: An Innovative Leadership Approach*. Butterworth-Heinemann.
- 40) Sasaki, M., Mizumoto, A., & Murakami, A. (2018). Developmental Trajectories in L2 Writing Strategy Use: A Self-Regulation Perspective. *Modern Language Journal*, 102(2), 292–309. <https://doi.org/10.1111/modl.12469>
- 41) Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & education*, 128, 13-35.
- 42) Siegner M., Hagerman S., Kozak R. (2018). Going deeper with documents: A systematic review of the application of extant texts in social research on forests. *Forest Policy and Economics*, 92, 128–135. <https://doi:10.1016/j.forpol.2018.05.001>
- 43) Syafi'i, A. (2020). Grammarly: An online EFL writing companion. *Journal of English Language Teaching and English Linguistics*, 5(2).
- 44) Tambunan, A. R. S., Andayani, W., Sari, W. S. & Lubis. F. K. (2022). Investigating EFL students' linguistic problems using Grammarly as automated writing evaluation feedback. *Indonesian Journal of Applied Linguistics*, 12(1), 16-27. <https://doi.org/10.17509/ijal.v12i1.46428>
- 45) USA Today. (2024). What's cheating? AI bans, schools may fail students who use Grammarly.
- 46) U.S. Department of Education, National Center for Education Statistics. (2024). The Nation's Report Card: Writing 2024. Retrieved from <https://www.nationsreportcard.gov/writing/www.nationsreportcard.gov>
- 47) Ventayen, R. J. M., & Orlanda-Ventaye, C. C. (2018). Graduate students' perspective on the usability of Grammarly in one ASEAN state university. *Asian ESP Journal*, 14(7.2), 1-24.
- 48) Xie, Q. (2019). Error Analysis and Diagnosis of ESL Linguistic Accuracy: Construct Specification and Empirical Validation. *Assessing Writing*, 41(5), 47–62. <https://doi.org/10.1016/j.asw.2019.05.002>
- 49) Zinkevich N.A., Ledeneva T.V. (2021). Using Grammarly to Enhance Students' Academic Writing Skills. *Professional Discourse & Communication*, 3(4), pp. 51–63. <https://doi.org/10.24833/2687-0126-2021-3-4-51-63>
- 50) Zhang, Y., & Wang, Y. (2023). The mediating role of learning engagement between self-efficacy and academic achievement: A study on Chinese college students. *Psychology Research and Behavior Management*, 16, 123-135. [doi:10.2147/PRBM.S123456](https://doi.org/10.2147/PRBM.S123456)



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.