BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

USING THE GRAMMARLY APP TO DEVELOP WRITING IN ENGLISH AS A FOREIGN LANGUAGE

A thesis submitted to the Faculty of Languages for the Degree of Licenciatura en la Enseñanza de Inglés

By:

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DEDICATIONS

• To my Grandmother because without her advice, I never chase my dream of being an English teacher, and for all the time she supports me and encourage me to keep doing my best.

• To my parents and friends for encouraging me to be a better student and future teacher.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

One challenge of education is to develop written competence in students of any educational level and even more in a foreign language such as English since it is considered a lingua franca for disseminating information in global contexts and accessing updated information.

Currently, in a foreign language classroom, students face obstacles in writing because it deals with different elements like strategic, sociolinguistic, discursive, and linguistic components or content knowledge. In fact, in this research context, results show a low level of proficiency concerning the semester in which the students are.

Regarding this, studies point to the importance of the competence described in learning English as a foreign language since it is a communicative need in the immediate context. In addition, it is necessary to implement learning models based on activities that privilege oral expression in a dynamic, active, and significant way that contributes to long-term learning.

Besides, Academic writing is challenging if students do not know the correct punctuation, spelling, and grammar. That is why they look for strategies to develop writing, including apps to reduce punctuation, syntax, and vocabulary mistakes.

In this context, this research presents a proposal that focuses on the Grammarly application as a tool to enhance writing in English, considering that the teaching and learning process of writing combines theoretical, pedagogical, anthropological, and psychological knowledge.

1.2 Research setting

This research took place in the Faculty of Languages from the Benemerita Universidad Autonoma de Puebla, especially in the English Language Teaching Bachelor with students from the second semester enrolled in the Academic Writing subject.

In this context, the most common mistakes were verb conjugation, spelling, coherence, cohesion, and linking words, which contributed to misunderstandings and poor writing papers. Such problems cause students to copy and paste a document already done rather than create their own writing.

1.3 Aims of the study

Taking into account the above problems, the objective of this research is to identify the problems students face to foster writing and suggest a proposal to solve them based on an application that allows users to learn in an autonomous, flexible, and friendly way, favoring their learning process with active and dynamic methodologies.

Then, the objectives are:

1. Identify the main problems subjects face when writing in English
2. Know if the Grammarly app helps students to improve their writing
3. Distinguish what strategies the Grammarly app develops

1.4 Research questions

Taking into account that in the context of research, the writing competence shows a low level concerning the Common European Framework of Reference for Languages, it is necessary to analyze this object of study based on the following research questions:

1. What are the main problems that the subjects face when writing in English?
2. Does the Grammarly app help them to improve their writing?
3. What strategies does the Grammarly app develop?

1.5 Justification

In the present investigation, the justification lies in its contribution to solving a problem such as a low level of proficiency in writing competence since said competence is not easy to learn or teach because students face difficulties while writing a text.

Thus, the following lines describe three elementary justifications are:

Theoretical justification. The study will provide theoretical components to be used to teach writing in an innovative way using an application such as Grammarly. In addition, if students are digital natives, the tool will privilege motivation, the fundamental axis of the teaching-learning process.

In addition, it intends to identify strategies that the Grammarly application promotes to develop written competence, which will give guidelines to distinguish teaching models.

Practical justification. The present study will also describe how the results improve writing so that students demonstrate an acceptable level of proficiency in said competence, pointing out the vital attributes to develop writing with the support of Grammarly.

Social justification. The results of this research will also solve a problem in the immediate context as the development of writing competence, which constitutes a demand that is not exclusive to this context but to society in general.

1.6 Key terms

The following lines define the key terms to identify the main concepts of the present research.

English as a foreign language. "English is taught to people whose main language is not English " (Cambridge Academic Content Dictionary, 2019, p. 87).

Grammarly app. It is an application with Artificial Intelligence that corrects punctuation, spelling, and grammar. In general, revise the writing style. Besides, it analyzes the tone according to the register and provides synonyms to give variability to the text, showing cohesion and coherence without plagiarism.

Strategies for writing. According to Nunan (2003), it is considered the most demanding skill for first, foreign, and second-language learners, especially in content, format, sentence structure, vocabulary, punctuation, and spelling. Writing strategy is defined as “the sequence in which a writer engages in planning, composing, revising and other writing related activities” (Torrance et al., 2000, p. 182).

Skills. According to Hampton (1989), the essential basic skills are listening, speaking, reading, and writing. The last one helps writers put their thoughts into words in a meaningful form to interact with the message. Moreover, other micro-skills like Fluency and Creativity are fundamental to communicating meaningful messages with a suitable vocabulary and writing style.

Writing. It is a representation system that allows for codifying and transmitting information in a precise and understandable way for society.

> "writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written" (Nunan, 2003, p. 88).

1.7 Conclusion

This chapter describes the problem to be investigated, the research objectives, the research questions, the context and justification for the study, and key terms to understand the research theoretically.

The following chapter will address a detailed theoretical description of issues that affect the development of written competence in English as a foreign language.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

The chapter provides the reader with an overview of different authors that mention how to develop academic writing and avoid common mistakes like punctuation, spelling, and grammar.

In addition, this chapter also delivers some insights about applications that help develop and enhance academic writing as the Grammarly app for improving it through strategies.

2.2 English in Mexico

English as a foreign language has become an essential subject of education in Mexico since it is a must-course at some educational levels. That is why English is well-seen in society due to parents involving their children in private English classes (Borjian, 2015).

Moreover, for public schools, there is a program called English in Primary School that the Secretaria de Educación Publica offers to provide students the first contact with a foreign language.

Despite those efforts, English still presents certain limitations, and students in higher education face difficulties when learning it, especially in writing. In this respect, the SEP applied a new Education Reform in 2019, including new programs to help students face challenges in developing English language skills. (Technology High School, 2019).

Moreover, according to González, Vivaldo & Castillo (2004), only five percent of the population in Mexico is conversational proficient, which means they can only express basic conversations and write easy emails, being around levels A1-A2 based on the Common European Framework of Reference for Languages (CEFR). Thus, they accomplish tasks like introducing themselves to others and asking and answering questions about personal information, such as where they live, which is not enough to access global and updated information.

Furthermore, learning English depends on various factors related to motivation, a fundamental aspect that impacts the teaching-learning process. Indeed, Borjian and Padilla (2010) claim that parents influence students to learn English, too.

Considering this, Reilly (2020) mentions that these factors affecting learning English are empowerment, usefulness, success, interest, concern for English lessons, and working with teachers to improve their teaching and learning procedures.

Another vital actor in the English learning process is teachers. Then, it is worth analyzing their perceptions. They conceive that English language teaching is challenging due to a lack of interest and attention to other subjects (Pérez, 2019). It means they must change their way of teaching and look for innovative methodologies to catch learners' attention and satisfy their needs.

2.3 Teaching English in Higher Education

Some decades ago, English as a foreign language was part of extracurricular courses that provided classes at basic levels since SEP's program did not implement this subject on the agenda. Nowadays, English is from elementary to higher education, and in some universities, it is a requirement to be graduated.

Jiménez et al. (2002) support such a policy by confirming that English must be included in the university educational plan so that students can address the country's problems at the social, instructional, political, and financial levels and make decisions to participate as responsible citizens.

However, students still face problems due to the lack of sequence between elementary and higher education programs. Indeed, when being at the university, their proficiency level is still basic or low intermediate. Thus, students and teachers should make decisions to improve proficiency levels and develop the four fundamental skills: reading, listening, writing, and speaking.

This action is urgent because the implementation of English in higher education is causing struggles in some universities since 30% of university-level students cannot complete their studies due to the university's requirement of English

language skills according to the Common European Framework like B2 or TOEFL level with 550 points (British Council, 2015).

Inevitably, teachers play a significant role in the English teaching process. In this respect, Alcocer, Castillo & Pinto (2019) mention that there are two groups of teachers: the first one whose teachers have a major in English teaching, and the others who are working in the English area but with a different discipline. In any case, universities need better-organized programs that constantly change and adapt to students' necessities (Pérez, 2019) so that students achieve proficiency in English according to the Common European Frame of Reference for Languages.

As seen, teaching English in Higher Education is a difficult task because such practices must foster speaking, listening, reading, and writing (Christiansen, 2020), and some sub-skills like pronunciation, vocabulary, and orthography, privileging English to explain assignments and avoiding student's mother tongue to develop creativity and proficiency in the language.

2.4 Writing

Even though there are many definitions of writing, most involve transmitting a message with signs or graphics.

For Nunan (2003), it involves mental activity, where the ideas become statements to build up paragraphs.

In general terms, writing is a language that can symbolize signs or letters, which could be syllabic, as in China or Japan, or alphabetic, as in U.S.A or Mexico.

To sum up, it is a process that stimulates thinking and developing ideas where someone organizes his concepts and creates a statement to produce a text to transmit a message and communicate something.

Therefore, it is a complex activity where the writer must know the topic deeply to describe it and the language and other writing processes to communicate successfully.

Then, writing in another language can be challenging, especially for university students who face many factors dealing with coherence and academic language regarding the specific topic.

The first factor is the pupils' mother tongue, which affects their writing skills in grammatical rules (word order), punctuation, and spelling. Malik (2022) mentions that learners mix the two languages due to the influence of the mother tongue, avoiding acquiring the English language.

Another complex situation affecting writing is when students have two different mothers tongues because the mix-up of the three languages makes writing and reading misunderstandable.

Moreover, Nasser (2016) highlights the necessity to make students aware of practicing English and communicating with other English speakers to exercise writing for other purposes as English for medical or legal purposes, or others.

Studies report that the most common difficulties in writing deal with the use of suitable vocabulary according to the register, correct grammar, spelling, and punctuation, in which wrong application causes a lack of cohesion and coherence of a text. This problem is even more frequent in English certifications such as Cambridge IELTS or TOEFL (Riazi, 2013).

Indeed, these sections are more difficult for students because the said section evaluates different types of writing as scientific, report, essays, or thesis statements, where the organization of the ideas and text demands students show insight into the subject, clarity, style, and mechanics regarding correct sentences and punctuation.

Considering the above, students must identify and discrete among writing genres like narrative, descriptive, expository, and persuasive and several styles (Avagyan, 2013).

The following lines explain each one.

Narrative. It refers to a story with a sequence of actions and a precise organization of ideas (National Geographic Learning, 2014). This type involves markers or connectors that give the order of the events in different narrative texts such as biography, chronicle, short story, legend, news, myth, report, novel, or epic poetry.

In addition, the structure contains elements that make the text clear and accurate, observed in the setting, theme, mood, characters, and plot.

The narrative text is used in daily life to describe situations or events graphically through social networks, for example.

Descriptive. Aguado (2021) claims they detail objects, people, places, or emotions. This type provides detailed information about the external world with inner perceptions and emotions.

As the name of this type of writing mentions, a descriptive text gives details about a specific topic, privileging the use of adjectives so that readers can have a complete representation of the description. Thus, it is related to the verbal description of experiences and feelings for a while and will use many rich and vivid adjectives and adverbs, too.

Expository. This type of text expresses facts, ideas, and events to inform the reader based on valid data that can be verified.

There are two types of expository texts: specialized and informative. The first focuses on more complex texts since it requires specialized technical vocabulary and is for a specific audience with a profile in a discipline.

On the contrary, the second is for varied audiences since the texts do not deal with a specific area of knowledge. Therefore, they do not require previous knowledge from the reader because they include a few technicalities, and their purpose is to provide objective information about a topic.

According to Gacho (2022), an expository text explains or searches a particular topic describing it with evidence and reasons.

In summary, this type of text aims to inform the receptor of some events, providing clear information.

Persuasive. According to UBC Writing Centre (2005), they influence and change ideas on a specific issue (Abdul and Ahmad, 2017).

It is an argumentative text to convince the reader about an idea or belief concerning a topic. Therefore, the text must contain solid arguments that allow readers to assume a position.

The main characteristics of this type of text are:

1. Catch the reader's attention with an attractive idea

2. Present an original text, that is, with attributes that make it different from other writings

3. Structure the writing accurately and briefly through logical arguments.

In addition, there are different types of persuasive texts: academic, social, and personal. As seen, writing has several steps that students must follow to be successful in this task. In this respect, Nilsen (2019) mentions that since writing is the medium to produce knowledge, it is necessary to research how writers communicate. In other words, academic writing starts with researching a topic, developing communication, and creating a discussion about statements and pieces of evidence; a process that involves elements such as theory, analysis, and discussion.

Contrarily, Irvin (2010) argues that academic writing is a simple evaluation to get a grade at school, and that is why students struggle with research skills because they are costumed to look for information on Google and not search in deep about a given topic. Besides, they lack strategies to select, process, and edit information, which causes low proficiency in writing. Consequently, teachers and students must prioritize strategies, techniques, and teaching models to develop academic writing. In this way, students need to answer some questions to start writing academically. For example, Hurt (2001) mentions several questions:

1. What do you want to achieve in writing?

To answer it, the writer needs to find the reasons and techniques to do it.

2. Who is the audience?
3. What is the topic?
4. What do you know about it?

Moreover, British Council (2021) points out two questions students need to pay attention to what type of writing is it? Who is the audience?

Those questions are fundamental to determining the style and vocabulary in the text. In other words, based on those answers, the writer determines the use of academic language, vocabulary baggage, and structure.

In summary, students brainstorm and do mind maps to get general ideas when starting writing. In doing that, they can also read similar journals or books related to

the topic to identify patterns of how to start, develop and finish their text. Also, the free-writing technique is a helpful tool at the beginning of the writing process to get the first draft and then, in the edition stage, revise grammar, spelling, and punctuation issues.

2.5 Teaching Writing

Teaching writing is vital because written communication is an essential life skill; thus, students need to learn to take notes, fill out forms, write letters and reports or any other graphic format so that they can acquire confidence in the process and knowledge of a specific area (Bailey, 2018)

Writing in English is complicated for students whose mother tongue is not that said language.

In this tenor, the teaching procedure must be practical to show how to write with strategies because they are cognitive and metacognitive learning procedures (Cohen et al., 2000) involving methods to improve writing skills in the classroom since learning requires techniques and steps to achieve objectives (Hardan, 2013).

Although authors point out more than five steps in the writing process, in this case, only five will be considered: planning, composing, discussing, revising, and editing.

For that purpose, teachers must reflect on how to teach each step and how to include strategies to make writing easier.

Steps of the teaching writing process

According to Harmer (2004), there are five steps. In the first one, teachers show the product students will produce and the steps to make it. The second deals with motivation, and the teacher provides ideas to start thinking about the topic and prepares a mind map to represent the general structure of the writing. Third, the teacher supports students anytime they struggle with writing, which usually deals with vocabulary, grammar, punctuation, or academic language. During the fourth, the teacher corrects the text and suggests changes, and finally, in the fifth, the teacher gives feedback and corrects mistakes.

It is worth mentioning that at higher levels, teachers realize that students need to pay attention to the grammatical structure in terms of form and function and follow the previous steps to develop critical thinking.

In addition, Farid et al. (2020) affirm that students can combine several strategies to write more persuasively by using definition, exemplification, description, narration, analysis, and comparison and contrast patterns. The following lines explain each one.

Definition. Explain a topic by giving its meaning and characteristics in a specific context.

Exemplification. Describe a situation using general thoughts related to the topic to provide clarifying statements.

Description. Help readers understand what the writer is trying to describe with adjectives and adverbs.

Narration. It shows the sequence of the events with time markers such as first, meanwhile, or later, pointing out a chronological order.

Analysis. It lets the writer describe a topic according to each of its components.

Comparison and contrast. In this case, the writer explains a topic according to its similarities and differences.

Another fundamental component of writing is the degree of accuracy presented in complex grammar devices, a careful choice of vocabulary, appropriate information, and sentence structures affecting style and tone (Hedge, 2005).

According to Cheung (2016, p.4), “If students want to write well, they need to learn the skills explicitly and adopt deliberate strategies to enhance their writing competence”.

Besides, it is necessary to keep them motivated and minimize distractors; for instance, technology and social media suggest some strategies to overcome those distractors as looking for an exciting topic, using free writing tools and mind maps, and editing apps to correct the text in a friendly environment that provides contextualized learning. Therefore, the said strategies help them start searching, structuring, and revising the text.

Nonetheless, not all the students follow the said strategies, and teachers need to implement other ways to achieve goals. Regarding this, Boscolo (2008) mentions that attitudes also affect writing. On the one hand, teachers must care about students' motivation and analyze their strengths and weaknesses to help them in such a complex process. On the other hand, as teachers, they can help each other by dividing tasks and working on specific stages. According to Simmerman et al. (2012), teachers can accomplish activities based on their experience. In this way, the ones with more experience in teaching writing focus on writing and evaluation; others work on writing comprehension, and teachers with less training in teaching check detailed aspects.

In summary, academic writing implies incorporating and synthesizing different sources of knowledge with a well-supported point of view that makes them critical evaluators of their texts (Piršl et al., 2011), achieving it by practicing (Emig, 1971).

2.6 Applications to Teach English

As technology increases, it changes lives, and students are no exception. ICTs and LKTs affect language learning with applications for mobile devices, especially during the pandemic. At that time, apps allow students to interact with their partners, teachers, and mentors, facilitating learning because their effectiveness is due to their motivation to use mobile devices (Garzón et al., 2020). However, teachers refuse to use technology due to the lack of knowledge regarding its usage, ways to design digital materials, or Internet connection.

Working with apps is demanding if the user is not a digital native since they are software (Islam and Mazumder, 2010) that needs configuration and previous knowledge to use pedagogically. According to Lupton (2020, p. 2), "mobile applications (better known as apps) are digital media commodities" that facilitate tasks in a free virtual environment.

In addition, only Google Play and Apple work according to the operating mobile.

Moreover, there are two types of apps for learning: native applications and Web-based applications (Kirusnapillai et al., 2013). The first work only on a smartphone or computer, and the second work exclusively with an internet connection. Besides,

Sánchez (2016) also considers the hybrid app, a mixture of web-based and native apps, working with or without an Internet connection. In addition, these apps are for business, buying, selling, and scheduling.

Considering the mentioned advantages, having a computer and a smartphone is not a luxury because they can be given essential roles in the educational field, impacting the learning process positively.

Consequently, mobile devices are not only for fun; it includes applications to learn any activity such as sports, cooking, crafts, and languages. However, due to the vast number of apps available, how can teachers select the correct one? According to Jonas-Dwyer et al. (2012, p. 54), "Teaching and learning apps that have been developed by experts or in partnership with a college or university are more credible than those produced by individuals".

Undoubtedly, globalization is changing everything and making teaching and learning a foreign language more accessible in terms of space and time because teachers have several options to accomplish their chores for any subject.

Further, there are thousands of apps to teach and learn that students can pace their learning in different subjects (Science, Mathematics, History, or English) because there are 80,000 apps to develop skills (Shing and Yuan, 2016).

How apps help teachers

They primarily help in grading or organizing classes because different apps privilege feedback on the course and help teachers register progress. Besides, technology is a powerful tool to promote and reinforce the relationship between teachers and students (Office of Educational Technology, 2017) since it adapts to the learning process in different modalities even though students face difficulties working with a mobile device.

It is worth mentioning that technology will be a powerful tool in education only if it is used pedagogically because since that perception, it is possible to work with gamification and teaching methods together to achieve an objective (Hussain et al., 2020), being attractive and practical for students. Indeed, Language and knowledge technologies let teachers and techno-pedagogical designers create a

learning environment with tutorials, animations, games, digital audio-visual material, interactive exercises, and in general, apply lessons or didactic sequences where students can get immediate feedback and evaluate their progress.

Therefore, such learning has several advantages, for instance, the flexibility to work at their rhythm and with scaffolding material, contributing to their proficiency level.

Nevertheless, technology can become a distractor in learning under the following circumstances:

- Lack of Internet connection (Thomes, 2019)
- Wrong selection of the app regarding the teaching purpose (Sivakumar, 2015)
- Inappropriate use of technology and spending time on social media with different activities.

2.7 Applications to teach the writing competence

Writing may be easy for some students but struggle for others as it involves many skills, from word fluency to organization and drafting. Fortunately, with the help of technology, this activity could be less demanding. Indeed, several apps support such skill development.

Moreover, according to Flores et al. (2020), a friendly environment must mediate it so that learners take advantage of it to avoid distractors and use them as assistants in developing the text by identifying mistakes.

Jumariati & Febriyanti (2020) also consider apps a powerful tool because they realize students are accustomed to having feedback in their text. Then, it is suitable for the revising process. Another virtue of apps focuses on making writing classes efficient due to their interactivity in giving feedback (Deud, 2019).

For instance, the Canva app is an ad hoc tool for writing stories, short stories, or novels because of its layout and settings to exemplify the different elements of narrative, expository, descriptive, and persuasive writing. Other apps are Grammarly, Kaizena, Prowriting Aid, Storybird, BoomWriter, Edublogs, Weebly, Youth Voices, Paragraph Punch, Interactive Book, Dictation Tool, Free Writing, Ind map, Concept Map, Character Map, Knoword, among others. It is worth mentioning

that some require a subscription; however, with the basic plan, students can complement their writing and develop their skills successfully by following the pre-writing, writing, organizing, editing, and publishing stages (Elamparithy et al., 2021).

In summary, web-based and native apps help students improve their writing, and those applications can be for free use or payable.

2.8. Use of the Grammarly App to Teach Writing

As mentioned before, there are several applications to teach and review writing competence, and one is the Grammarly pp (Karyuatry and ArifRizqan, 2018). Then, it is worth explaining how it works and helps in teaching.

The Grammarly Application is a free online proofreading tool where students can scan documents to identify errors thanks to artificial intelligence, providing feedback to indicate grammar, spelling, punctuation errors, plagiarism, or a degree of similarity or appropriate style according to the audience.

Its configuration offers options to change to the appropriate word, and it can run on different platforms such as Gmail, Twitter, and LinkedIn. Students can download it from the website of Grammarly, and it works on Windows 7, Windows 8, Windows 8.1, and Windows 10. It also works on Microsoft Office: 2007, 2010, 2013, 2016, and 2019. Moreover, this app can join as an extension on the web browser, available for most operative systems and Office 365 subscriptions.

Grammarly works by copying and pasting the text on the Grammarly Desktop app. Then, the screen will show the possible mistakes in spelling and usage, wordiness, style, punctuation, and even plagiarism. That is why it is a fundamental assistant in teaching academic texts because the app also focuses on micro-level revisions such as tense, pluralization, rules, and patterns, among others, checking the basic errors so teachers can center on reviewing content. Nonetheless, students must be involved in this process because the app offers suggestions that can change the meaning of the text (Canlas, 2022).

Besides, Mahendra (2021) states that the application reduces the time to check students' tasks, working as a guide to avoiding mistakes. According to Fahmi &

Cahyono (2021), Grammarly is an Automated Writing Evaluation program that analyzes lexicon, syntax, and grammar, guaranteeing a well-written text. Thus, it has two advantages helping teachers make proofreading texts easier and saving time.

To conclude, this app presents many advantages when writing academic texts in its free version. It brings a new perspective that not only focuses on marking mistakes but also on teaching grammar accurately.

2.9 Conclusion

This chapter will inform readers about the theoretical points to understand and analyze the study, especially how the Grammarly app helps students improve their writing skills and how the applications transform students and teachers in the learning-teaching process.

Besides, readers will also know the theoretical support for this research and the different opinions of several authors on using apps to develop specific skills.

Finally, it is worth mentioning that this theoretical framework also explains how students develop writing skills by following several steps to writing appropriately and how applications help them increase their knowledge regarding vocabulary, punctuation, and word order when writing.

The next chapter presents the methodology to analyze the phenomenon of study.

CHAPTER III: METHODOLOGY

3.1 Introduction

This chapter presents the research method to approach the study, the instrument, subjects, and procedures to collect and interpret data.

3.2 Research design

When analyzing a phenomenon, the choice to approach and learn about the said phenomenon is of vital importance. According to different authors, there are three specific ways of analyzing an object of study: qualitative, quantitative, or mixed.

The first focuses on identifying categories of the phenomenon. The second provides numerical variables to measure it, and the third allows the interpretation of the study through quantitative and qualitative data; in other words, it is a combination of the previous two. In this respect, the purpose of the study is to know the effectiveness of the Grammarly App and how it helps students to create strategies in academic writing.

Concerning the research design, a quantitative approach takes place in the present study since the objectives are to identify the problems that students experience when writing in English and know if the Grammarly application allows them to improve their writing through the use of strategies developed with this application.

As observed, the intention is to analyze this phenomenon statistically, which is possible with quantitative research. In this regard, Hernández Sampieri et al. (2003) point out that the benefits of this approach are the following:

1. data analysis with numerical measurement
2. generalization of results in similar contexts
3. analyze data from numerous samples
4. analyze the study phenomenon from the identification of variables.

Regarding the scope of the research, this is of a descriptive type since it aims to identify the main attributes of the Grammarly application to promote writing competence and recognize prototype models to teach said competence in an innovative, dynamic, active, and autonomous way.

Besides, the research was cross-sectional since the data was collected at the end of the semester, during a cohort.

3.3 Subjects

The participants were students enrolled in the Teaching language Bachelor from the Faculty of Languages of the Benemerita Universidad Autonoma de Puebla. The sample was composed of 40 students who share the following characteristics:

1. Have a low proficiency level in writing
2. Are exposed to English at least six hours a day
3. Experience mistakes with spelling, syntax, morphology, and punctuation
4. Need to identify micro and macro structures in writing
5. Consider that writing is a difficult task to accomplish
6. Are enrolled in the same semester regarding the Bachelor program
7. Have virtual and on-site sessions
8. Are aware of their weaknesses concerning writing.

3.4 Instrument

In the quantitative methodology, there are different instruments to measure the variables under study through questionnaires, surveys, and censuses. In this case, the instrument used was a Likert scale questionnaire of agreement because the present research pretends to know how the students develop writing using digital tools like the Grammarly app.

In this respect, the Likert scale was appropriate since it collects complex and subjective data like perceptions, beliefs, or thoughts to be expressed in words or numbers (Miro, 2021).

Besides, Ankur (2015) points out some variations in this type of instrument, classified as symmetric and asymmetric and determined by the participants' answers.

For example, if it is in the middle of the scale, it will show independence to answer, and the result will be a symmetric scale. Nevertheless, the asymmetric scale only

shows a few choices in the options, and this variation shows indicative data that means a forced answer.

In the case of this study, the questionnaire has a Likert scale of agreement that shows how students strongly agree or strongly disagree with a statement about the Grammarly app in an instrument of 30 items that they must answer according to their perceptions.

Other vital elements during the elaboration of the instrument are reliability and validity because they allow the reader or researcher to know the accuracy with which the data is collected and, therefore, to show that said instrument measures the variables of the study appropriately. In this research, the validity was determined by the SPSS software, obtaining acceptable reliability for its application.

3.5 Data Collection Procedures

The collection was carried out in a single moment to obtain the data and answer the research questions since the research is cross-sectional. The said collection was carried out at the end of the semester once the students had worked with the Grammarly application to develop writing, and in this way, verify if the application promotes writing competence, identify the strategies used when working with that application, and know the main problems that students face when writing.

3.6 Data Analysis Procedures

In the data analysis procedure, it is essential to develop an analysis model to show the structure and classification of the results in chapter four.

The following table shows the analysis model to analyze the collected data.

Instrument		
Research question	**Variable to measure**	**Items**
What are the main problems that the subjects face when	Students' difficulties with writing	1,4,7,10,13,16,19,22,25,28

writing in English?		
Does the Grammarly app help them to improve their writing?	The Grammarly app as a tool to promote writing	2,5,8,11,14,17,20,23,26,29
Does the Grammarly app develop writing strategies?	Strategies that the Grammarly app promotes	3,6,9,12,15,18,21,24,27,30

3.7 Conclusion

This section presented the research design taking into account its scope and cut. It also described the subjects that were part of the sample and the data collection and analysis processes. Finally, it sets out the analysis model to present the results in the next chapter.

CHAPTER IV: FINDINGS

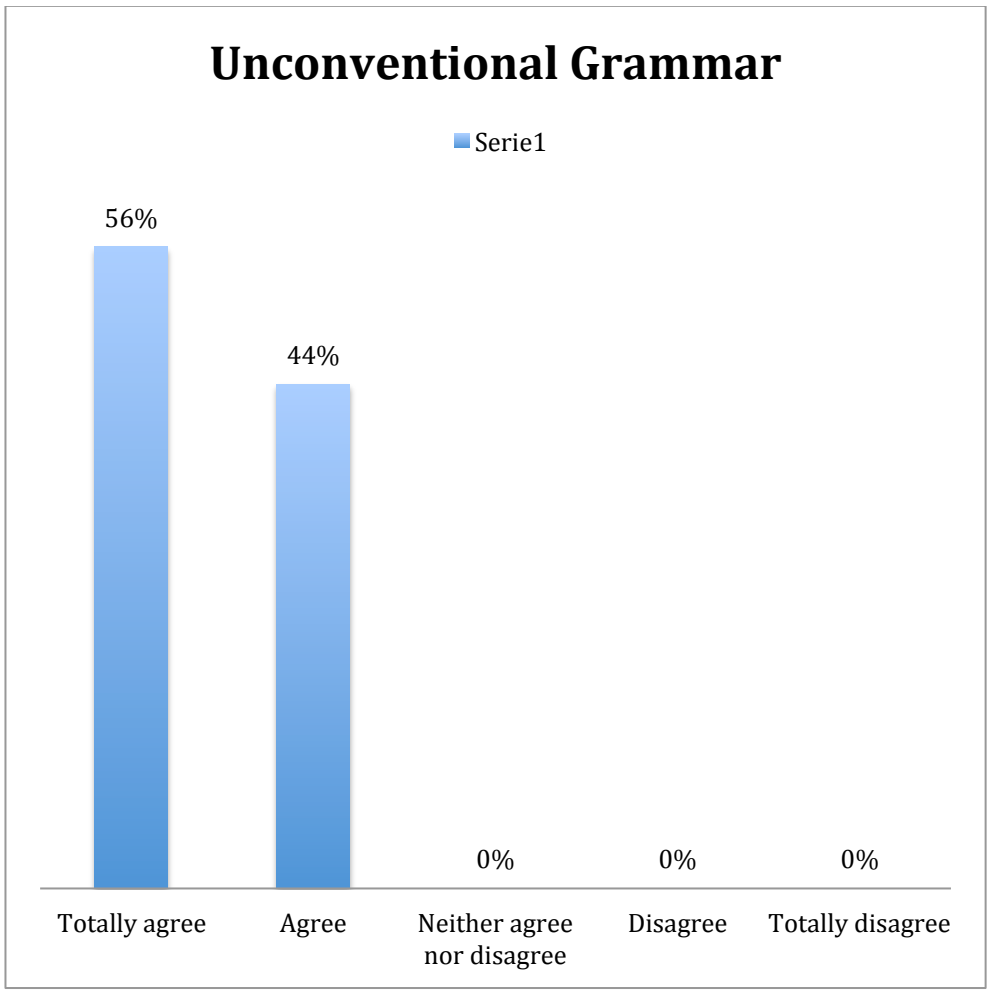
4.1 Introduction

This section presents the results according to the research questions that guided the study.

4.2 Subjects' problems when writing in English

The development of written competence implies the knowledge of different characteristics of said competence as correct grammar, punctuation, formal expressions according to the register, writing style, and proficiency in English to write a cohesive and coherent text.

The following section describes the problems that students face when developing written competence.

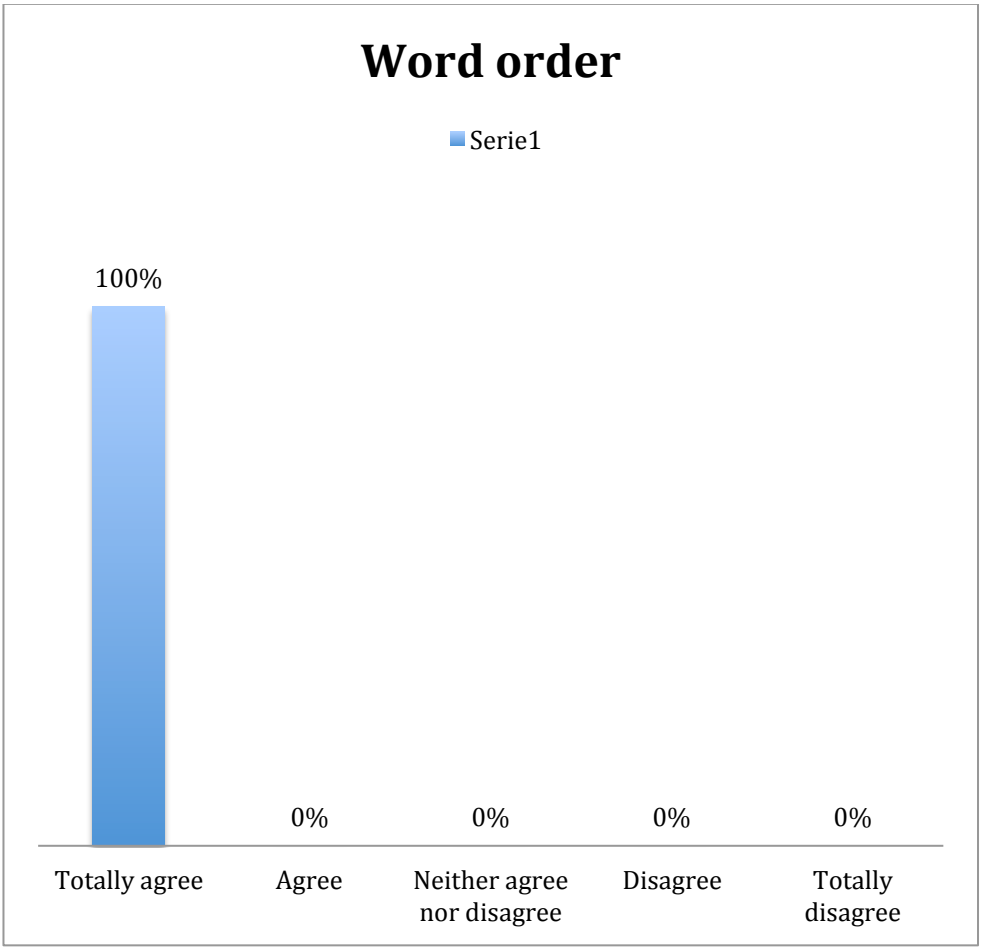


Graphic 1. Unconventional grammar

The art of writing requires the application and extensive knowledge of non-conventional grammar, that is, using language to communicate, considering the audience, cultural baggage, and, in general, appropriate language according to the type of writing.

In this respect, the students commented that the language they learn is educational, which restricts the user from writing different types of texts facing syntax problems, misinterpretations, and incorrect messages.

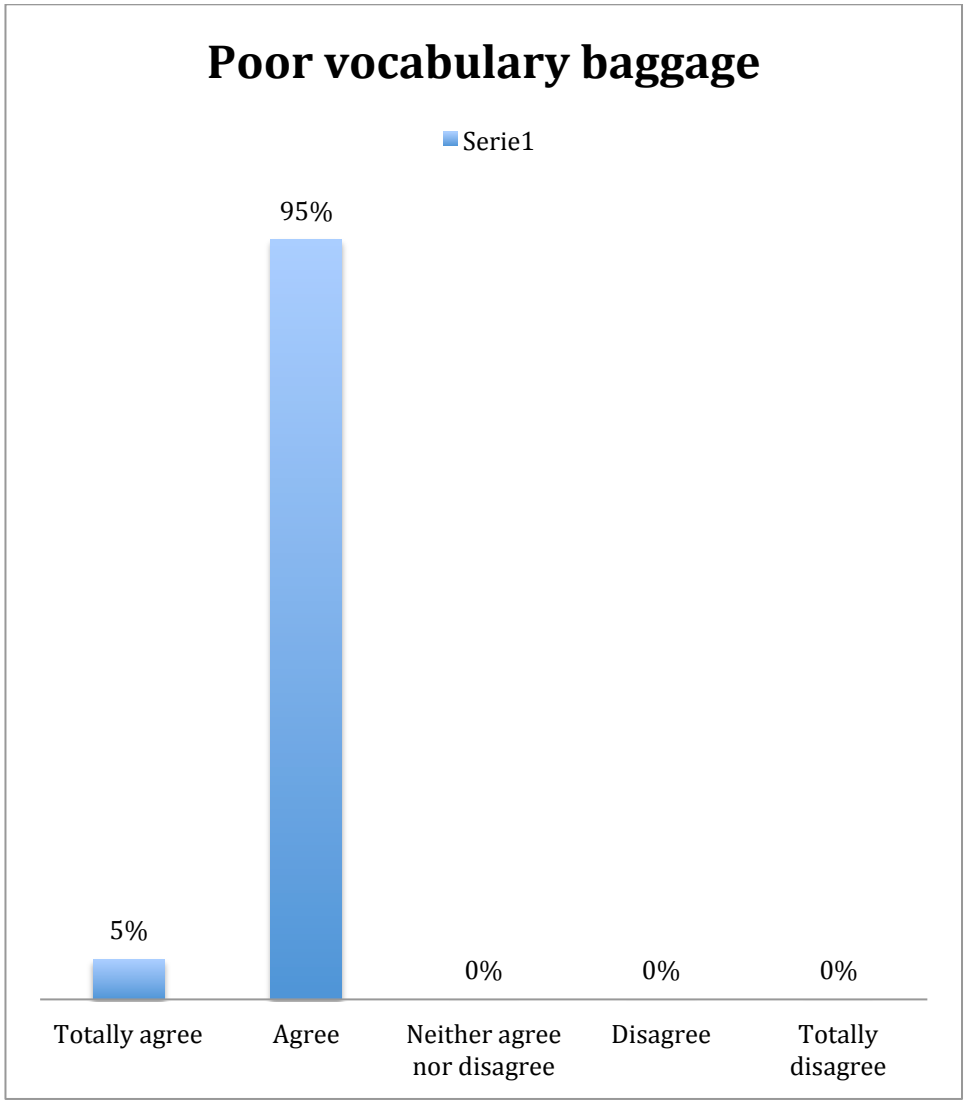
In this case, 100% of the sample reported having problems with unconventional grammar. In this respect, Tyner (1987, p. 12) pointed out that “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students”.



Graphic 2. Word order

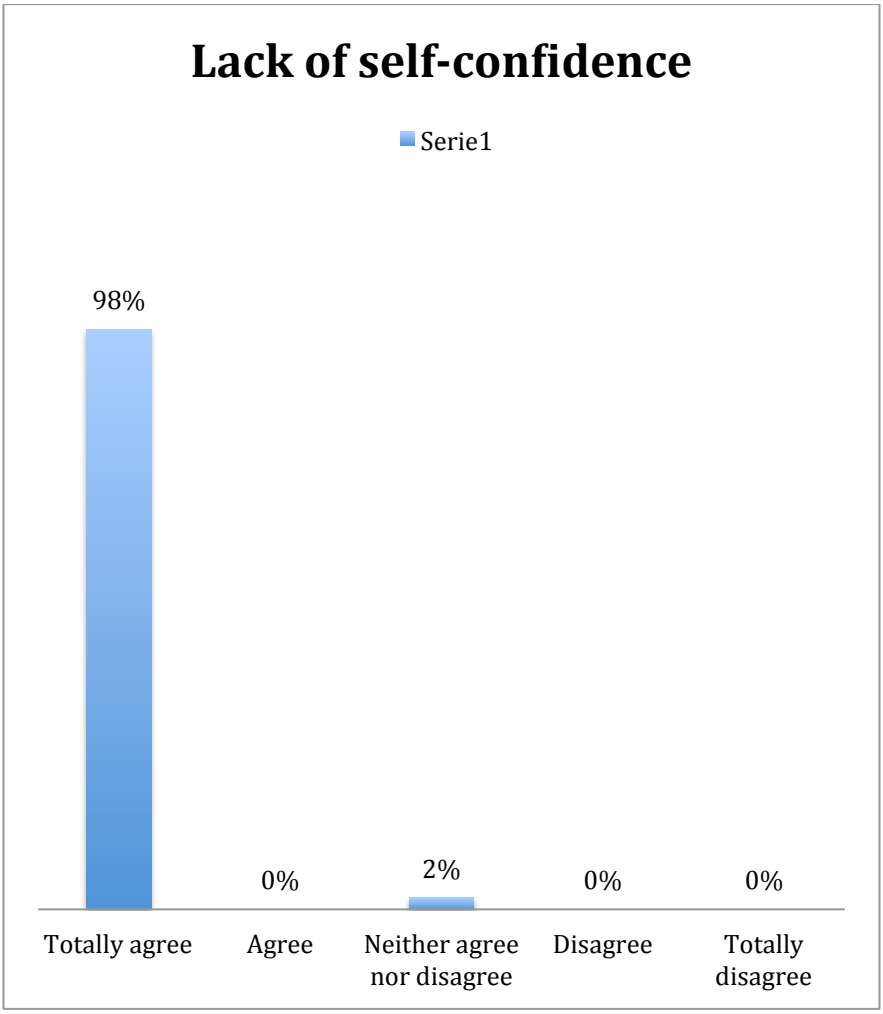
As the graph shows, 100% of the sample expressed facing problems with the order of words when structuring simple, compound, or complex sentences, mainly because their mother tongue is interfering with the foreign language, where the syntactic order is different.

In this regard, the subjects point out that the most common problems lie in adverbs and adjectives. Other studies identify problems with categories such as the agreement between subject and verb (Eberhard, 1999), pronouns, connectors, and referents.



Graphic 3. Poor vocabulary baggage.

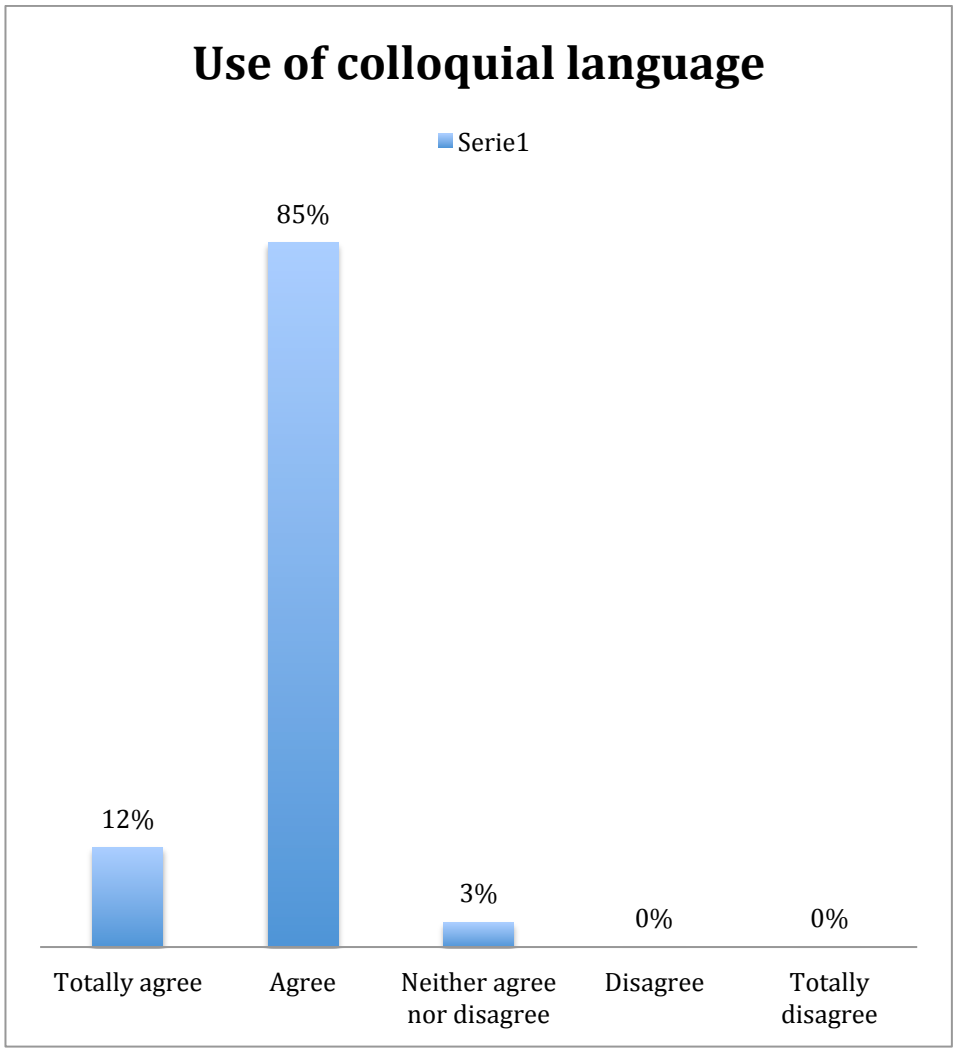
Another determining factor for promoting written competence is the lexical baggage that each user has since it directly impacts the way of writing of any student. Regarding the sample of the present research, 100% expressed having problems with the lexical baggage. Indeed, from their perceptions, it is poor and limits them to express their ideas, thoughts, and feelings leading to a text with a lack of coherence and cohesion (Flores-González et al., 2019).



Graphic 4. Lack of confidence.

In writing competence, there are two fundamental aspects: motivation and self-confidence. Considering self-confidence, students develop it following the positive experience they have in their writing process. In other words, if students receive feedback to improve their writing process and guidance during it, as well as

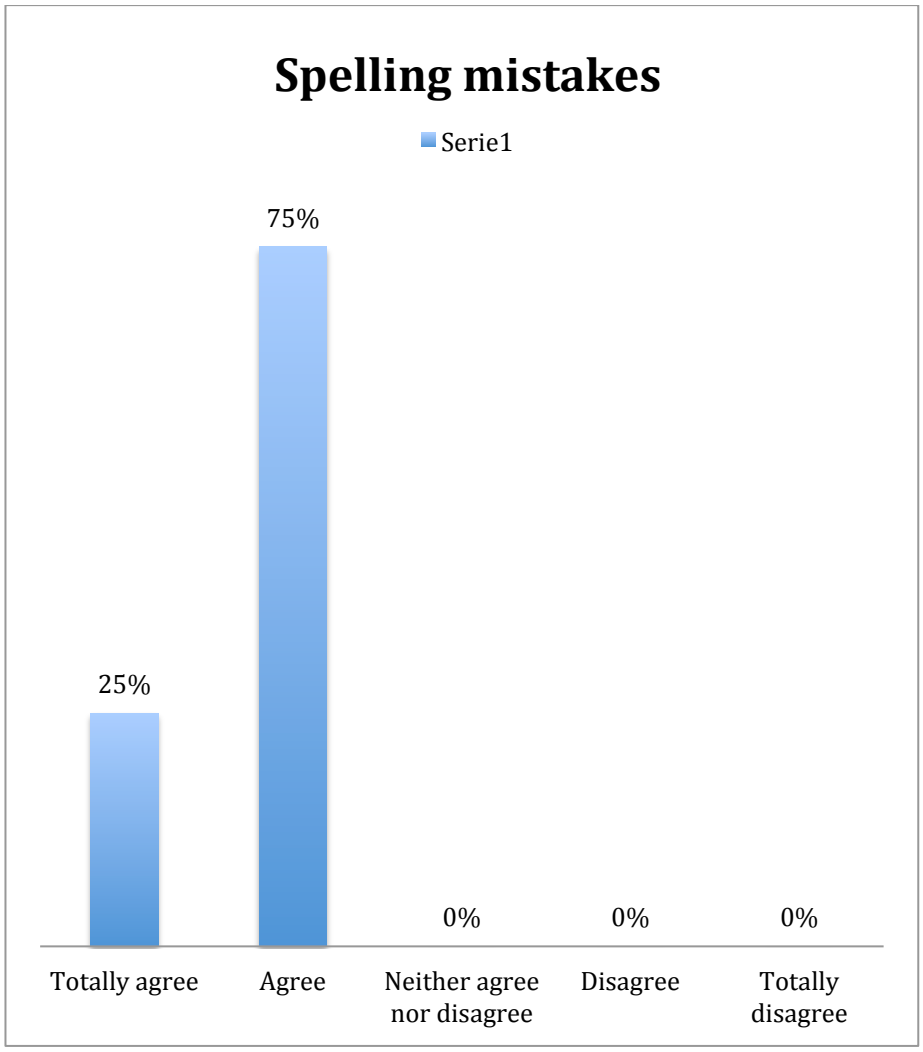
support from their teacher or some technology-mediated source, they can estimate the plausibility of their learning, identify the patterns to create adequate texts, and this way, strengthen their self-confidence.



Graphic 5. Use of colloquial language

As the graph shows, 97% of the participants consider that a problem when writing academic texts is the inappropriate use of language regarding the registers since they tend to use colloquial language without taking into account the formal context of the discourse. In addition, they perceive that such language requires enough practice to be part of their writing, given its implications like syntactic structure, cultism, style, and appropriate use of punctuation marks, among others.

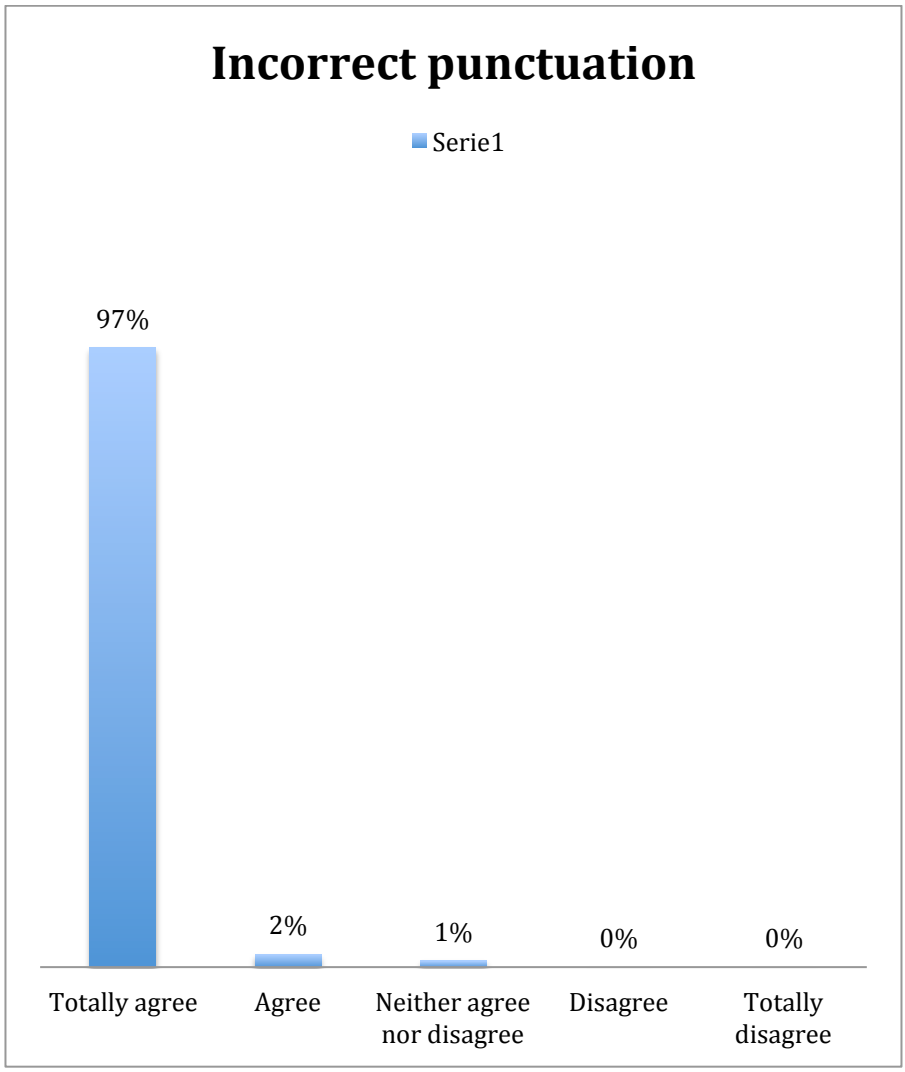
The remaining sample (3%) does not see colloquial language as an obstacle in the writing process.



Graphic 6. Spelling mistakes

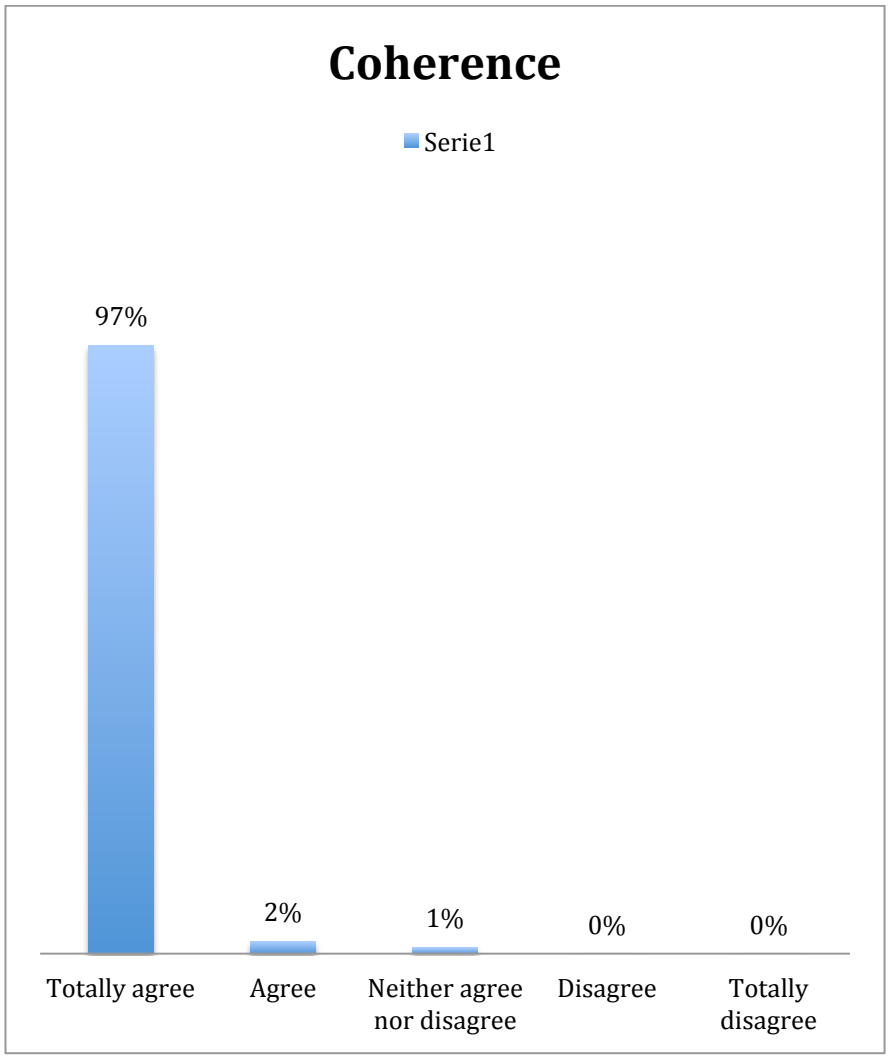
25% of the sample agrees that word spelling in a foreign language is a problem while writing since, most of the time, the mother tongue influences the learning of the foreign language, generalizing inappropriate rules.

75% consider that one of the biggest spelling problems is in double consonants since it is a process that is not available in their mother tongue, and therefore, it is difficult to generalize a rule that works for all the situations they face.



Graphic 7. Incorrect punctuation

100% of the sample perceives the application of the correct use of punctuation when writing as an obstacle. Students comment that punctuation abuse or incorrect placement changes the meaning of the sentence and the essence of the message, causing misinterpretations and ineffective or insignificant communication for the receiver. Due to this, one of the main points to attend to in the revision phase is punctuation.

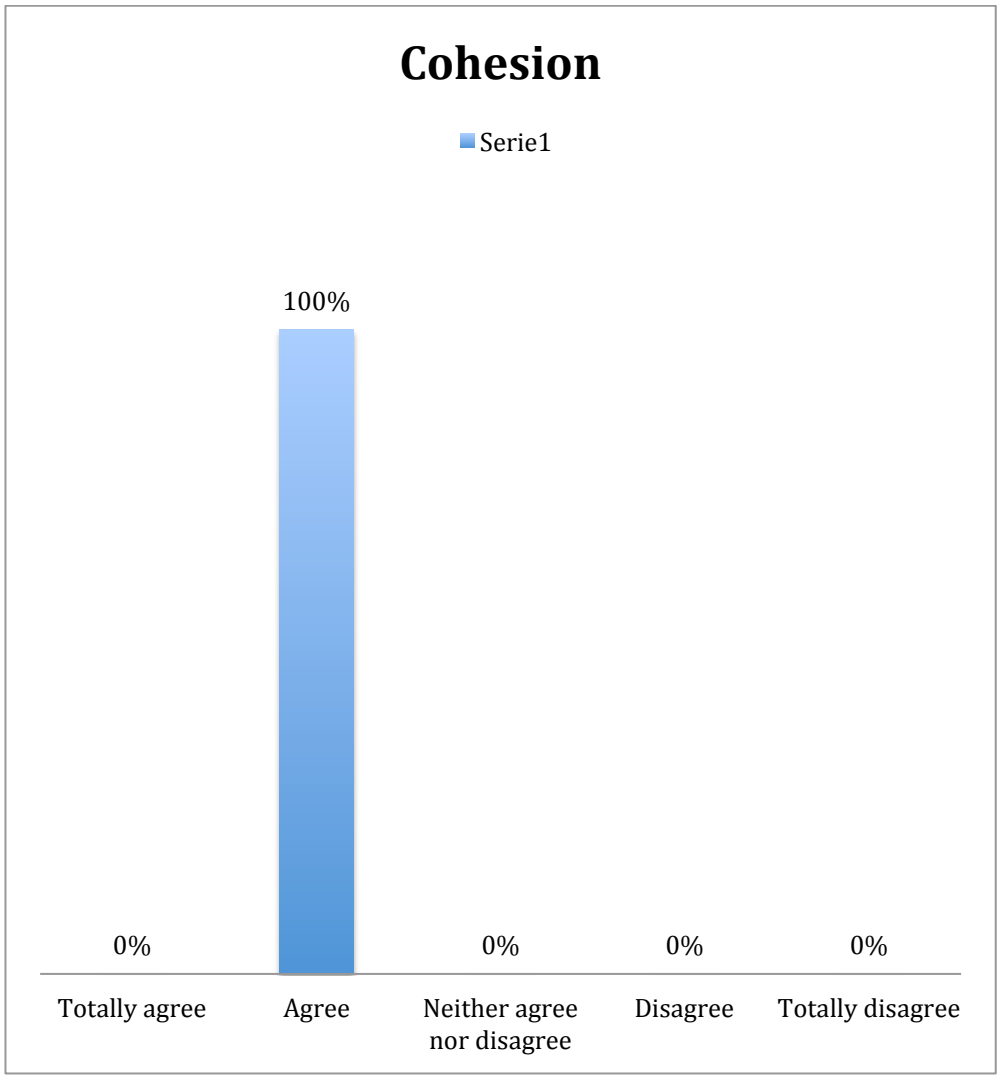


Graphic 8. Coherence (organizational problems)

Coherence is an essential aspect of written competence since it permits students to conceive the text as a unit of meaning, evidencing a close relationship between all its parts and fostering a global understanding for the reader.

Furthermore, 97% of the sample conceives coherence as another problem in writing caused by the lack of strategies for such skills.

In contrast, 2% confirm their agreement with the conception that coherence is a problem to avoid through constant writing practice and immediate feedback to identify patterns that enable a global understanding of the text for the author and receiver.

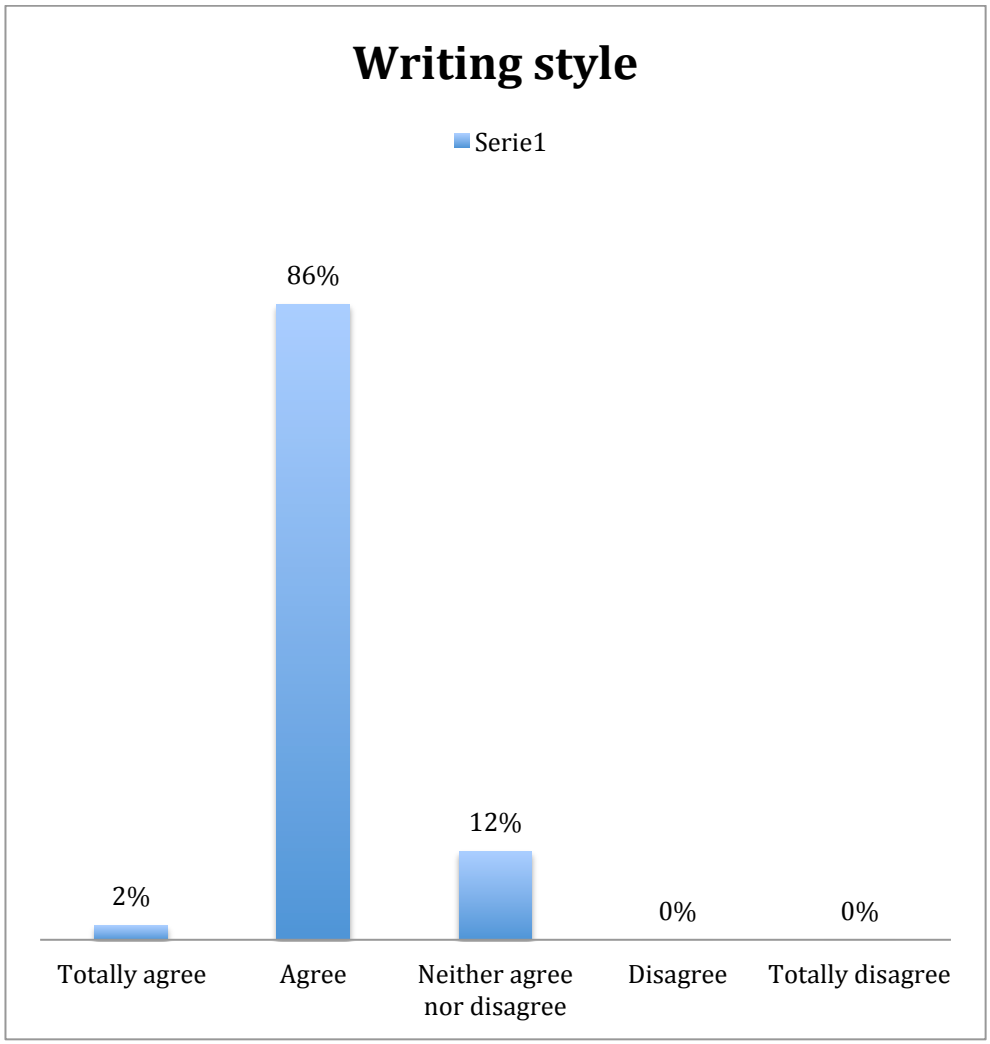


Graphic 9. Cohesion

It is a property of the text that allows connecting ideas, sentences, and paragraphs through connectors or transistors, that is, mechanisms that provide cohesion to the writing.

It is textual cohesion to give general meaning to the writing by respecting the forms and conventions of the language.

Concerning 100% of the sample, they indicate difficulties with this element since the writings require different linguistic aspects to achieve appropriate cohesion and transmit a meaningful message.



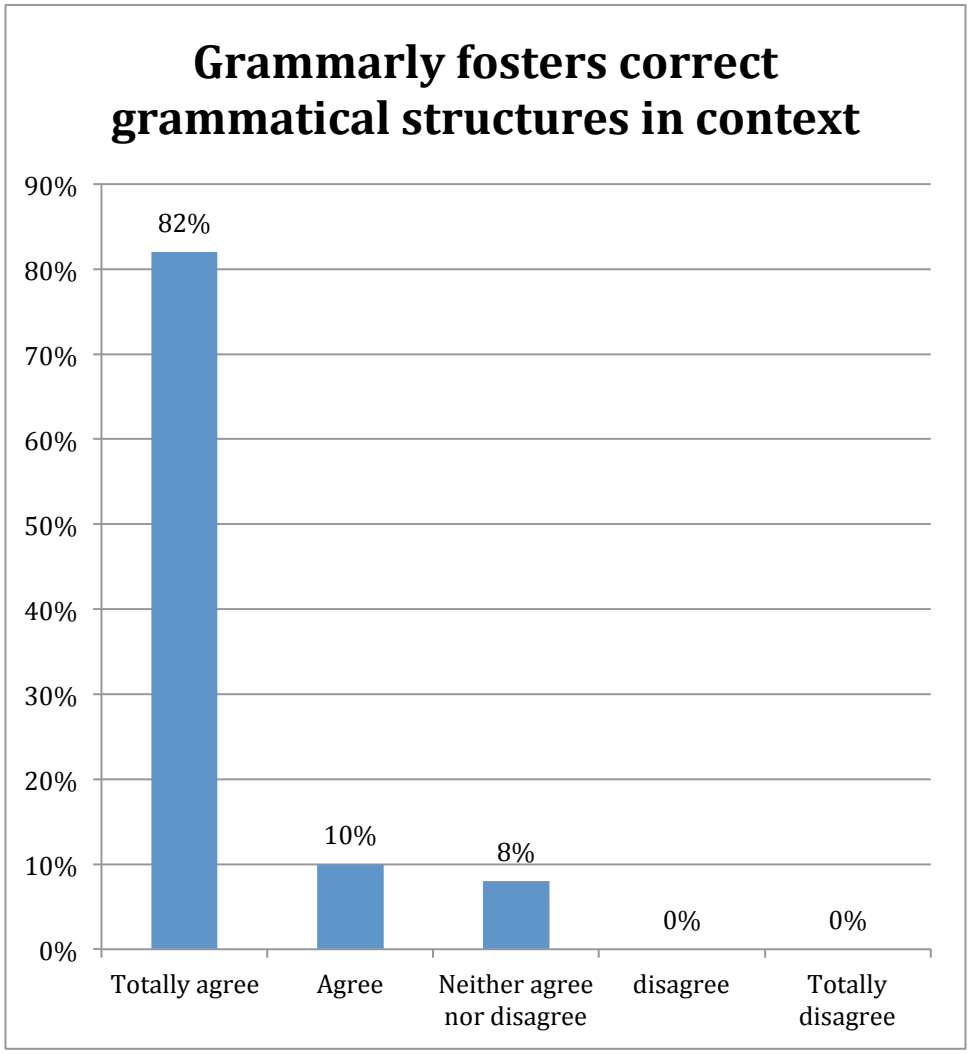
Graphic 10. Writing style

In written communication, style is essential to present a topic since said style transmits the way of writing the facts, processes, or feelings observed and understood by the author.

Even though 12% of the participants do not perceive the writing style as a problem, 88 % of the sample states that they face obstacles in developing an academic writing style, indicating a lack of formal vocabulary and technical expressions according to the topic and register.

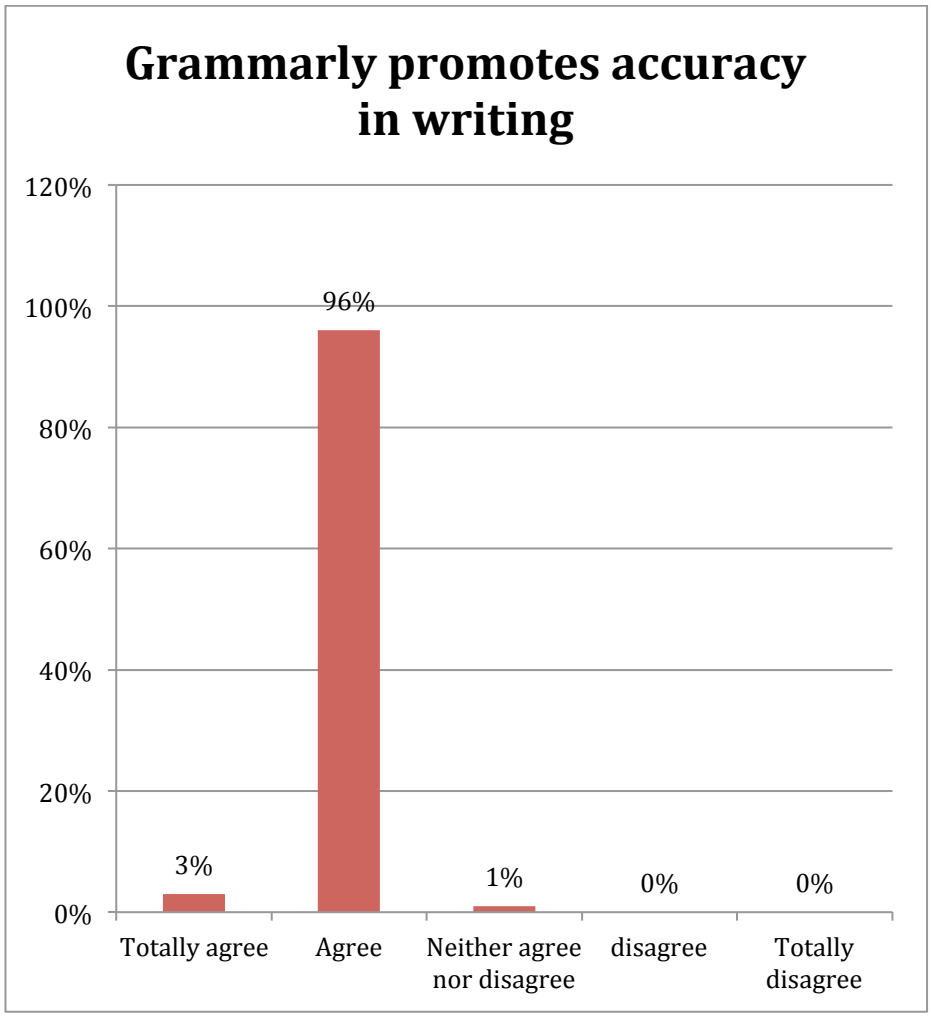
4.3 Grammarly improves writing

The following graphics illustrate the outcomes of the second research question.



Graphic 11. Grammarly corrects grammatical structures in context

In this graphic, 82% of the students agreed that the Grammarly app fosters their grammatical structures in context because its artificial intelligence provides feedback to the author's text by identifying the use of vocabulary or spelling in writing. Even though 8% of students neither agree nor disagree with the app, 92% are satisfied with its usage.

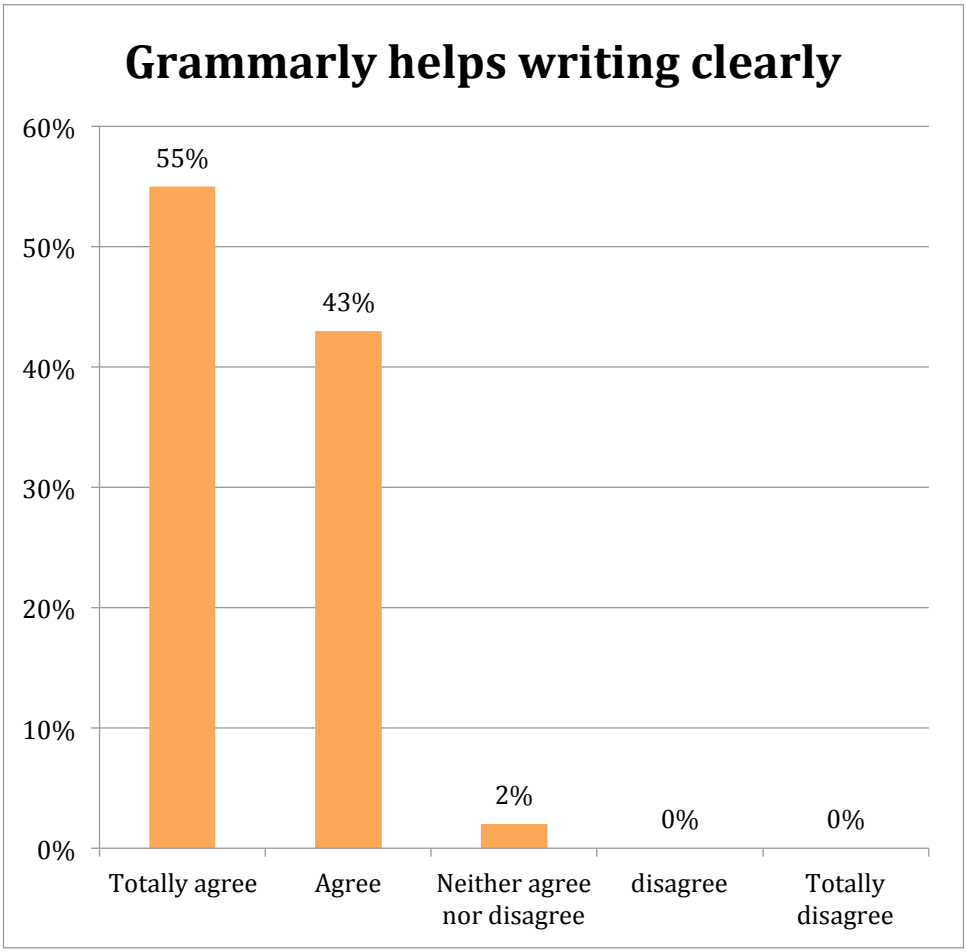


Graphic 12. Grammarly promotes accuracy in writing.

As the graphic shows, 1% neither agree nor disagree, and 96% of the participants agree that the Grammarly app helps them in their writing with accuracy. Nonetheless, the

Besides, 3% are satisfied with the Grammarly app because it improves correctness in writing.

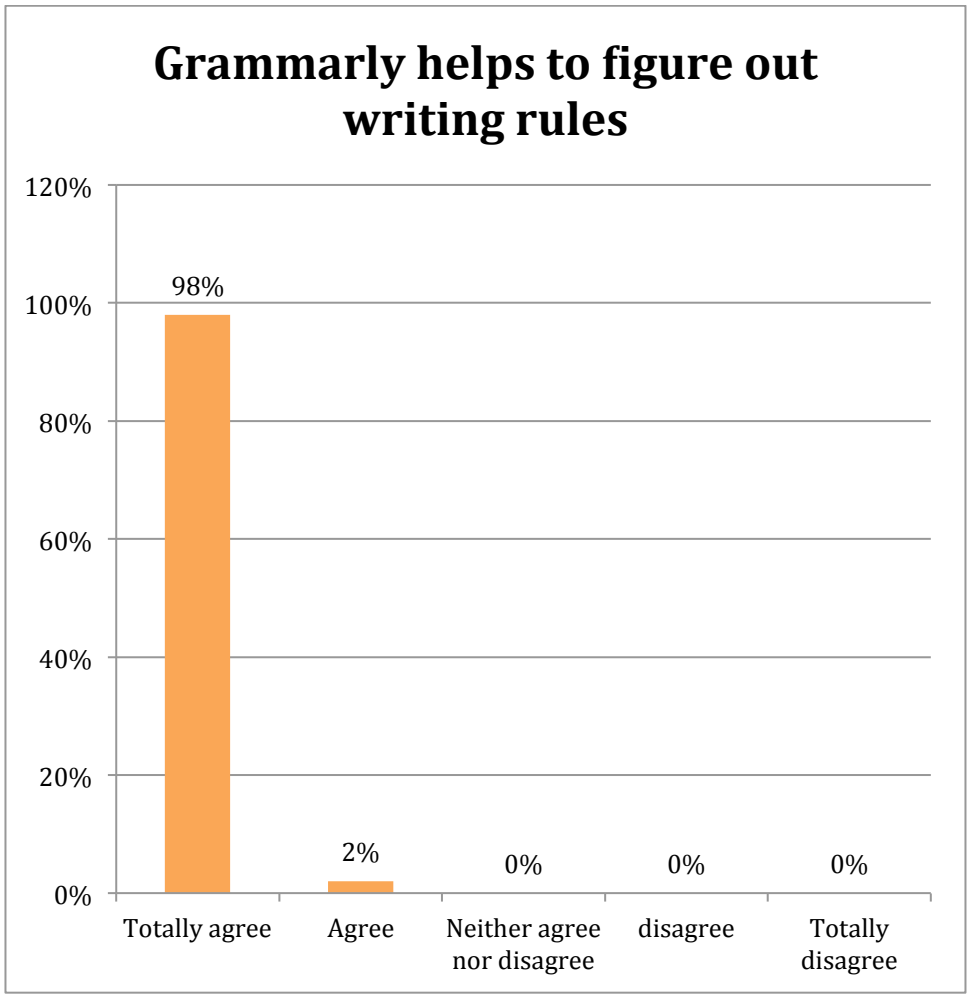
In this respect, Mehta (2013) mentions that the advantages of applications focus on facilitating teaching and simplifying the learning process for students.



Graphic 13. Grammarly helps writing clearly.

According to the graphic, 98% of students thought the Grammarly app guides them to write their texts, especially in the proper vocabulary and grammar. Besides, the last 2% neither agree nor disagree with it.

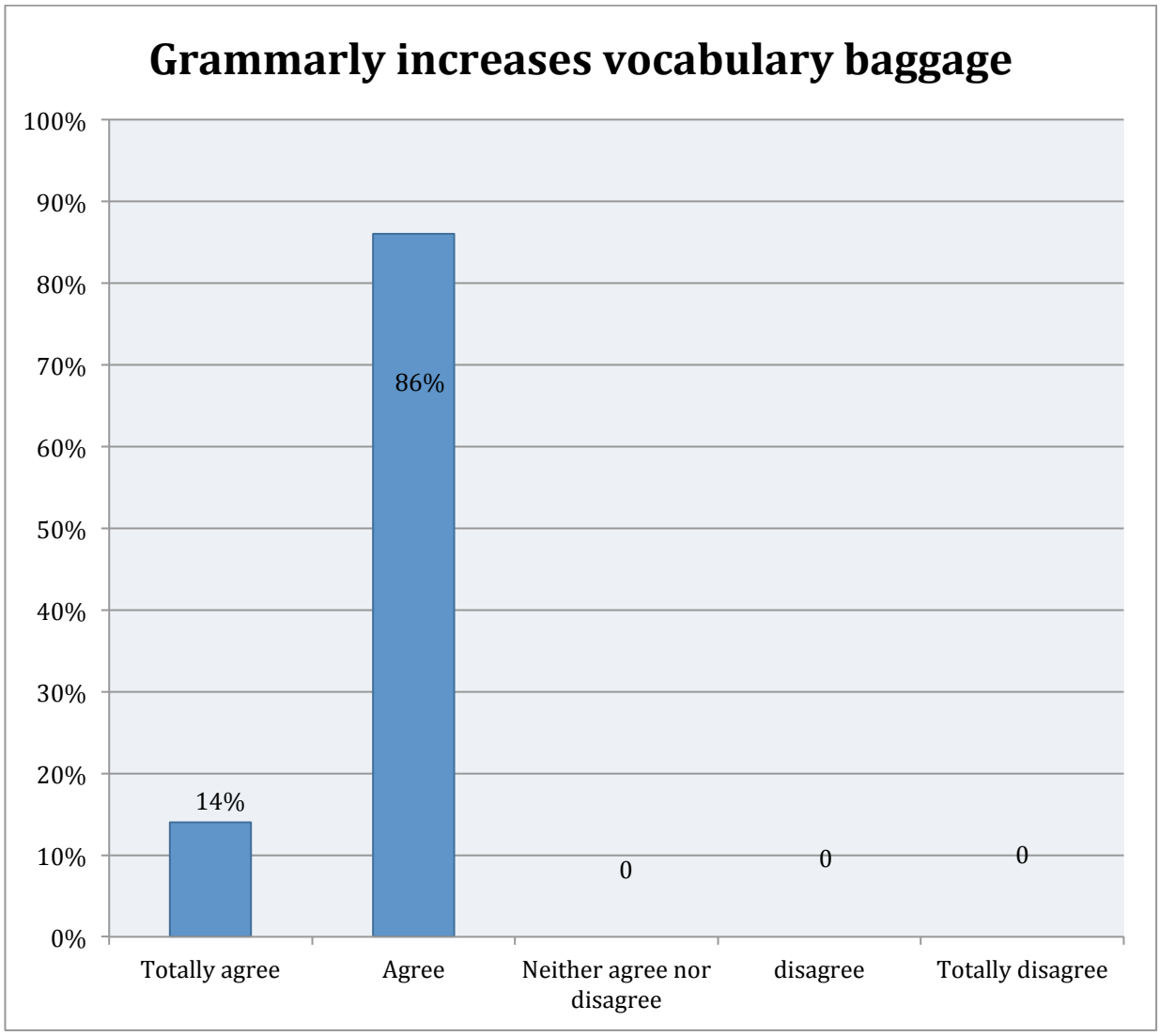
Concerning the above, Hussain (2017) mentions that students can use and combine several strategies to write academically and make their writing more persuasive, but in this case, the Grammarly app helps them suggest new words to change the style of the text; nonetheless, it could be beneficial for teachers and students to identify mistakes in their writings.



Graphic 14. Grammarly helps to figure out writing rules.

According to the study, 98% of students understand the instructions of the Grammarly app because it remarks on mistakes and suggests changes in vocabulary, spelling, punctuation, or grammatical structures.

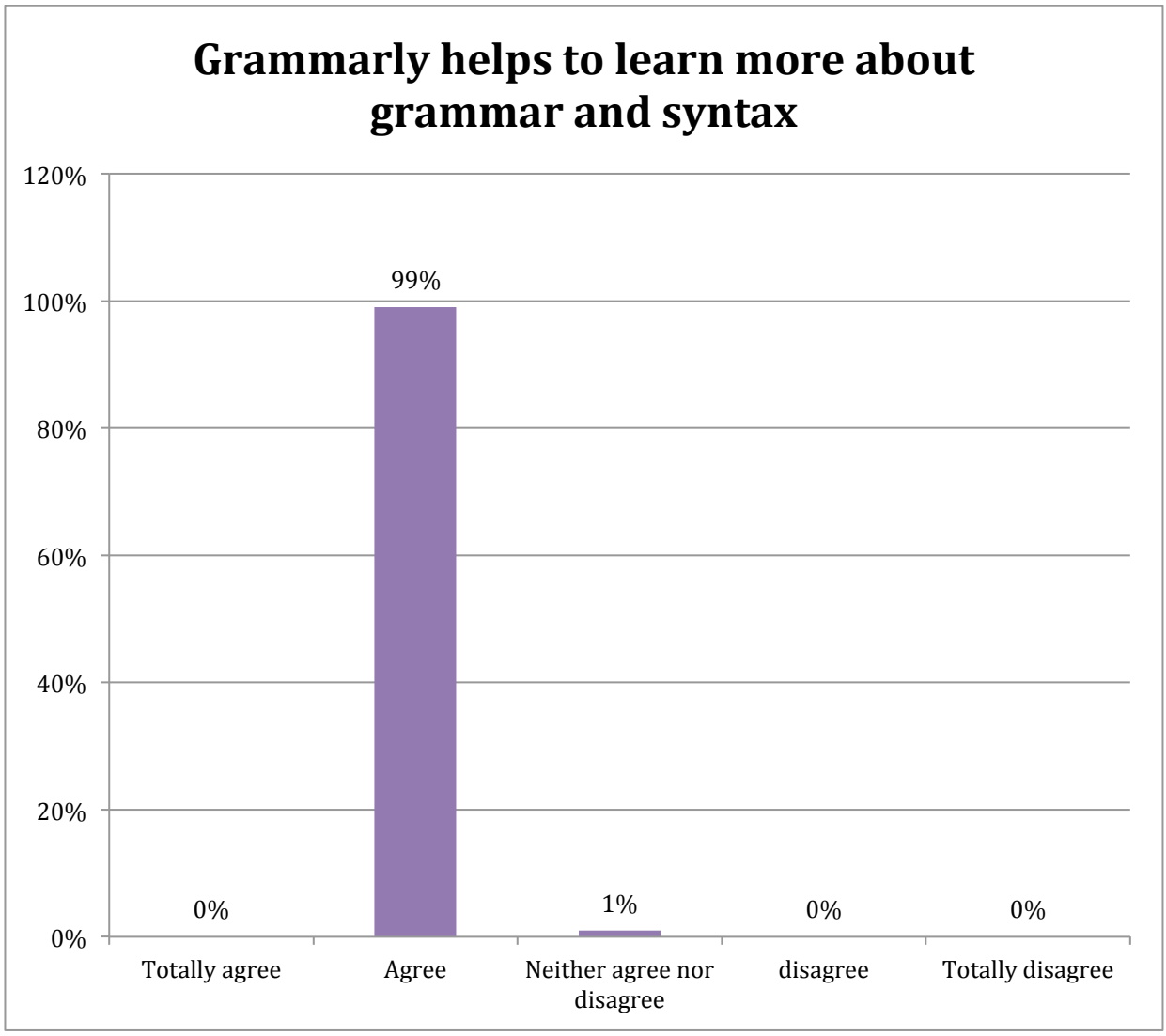
Moreover, the instructions are easy to read, so students can identify the rules in writing as punctuation, spelling, or the appropriate lexicon. Furthermore, only 2% of students agree that the app allows them to figure out writing rules.



Graphic 15. Grammarly app increases vocabulary, contributing to better writing.

As the graphic shows, all the participants agree that the Grammarly app helps them increase their vocabulary to develop writing with appropriate words.

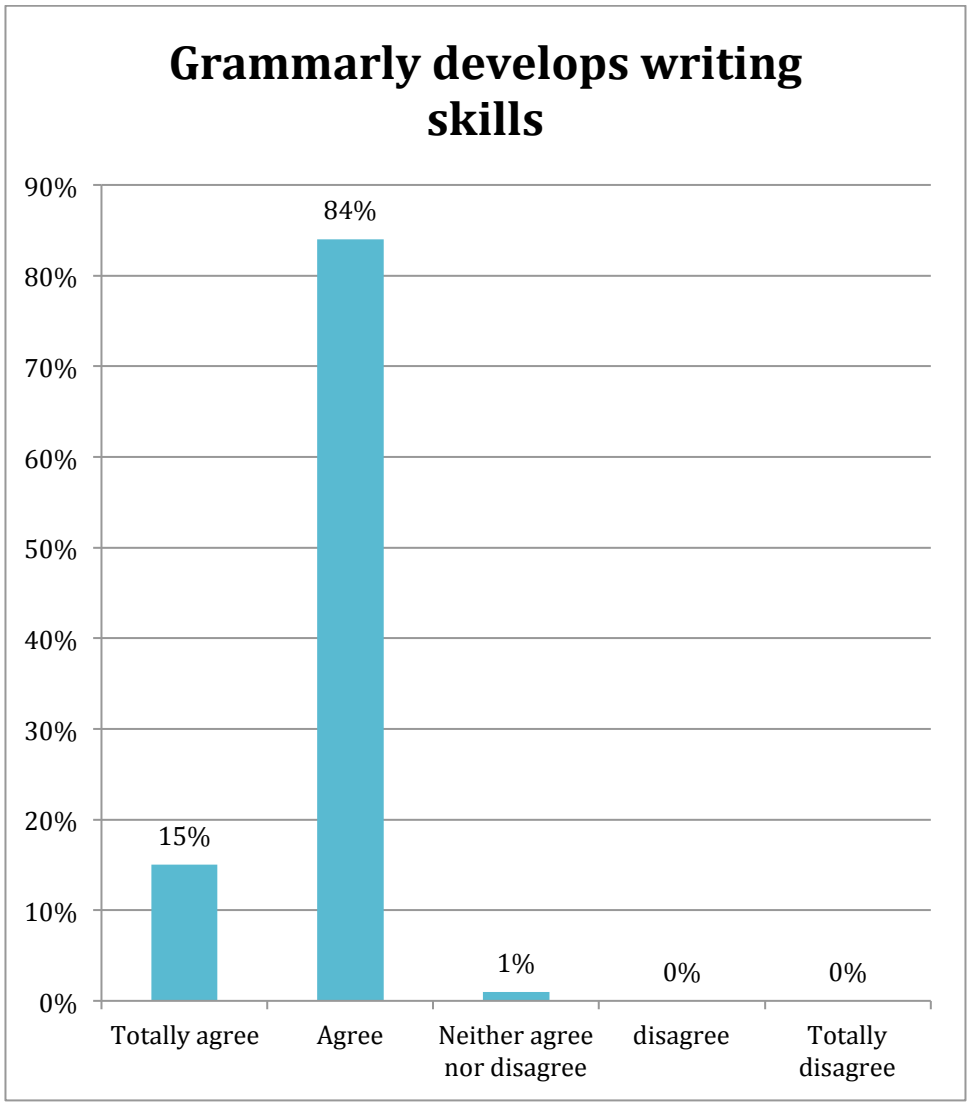
14% of the participants totally agree that the Grammarly app increases their vocabulary, and 86% consider it enriches the lexicon by providing synonyms and antonyms.



Graphic 16. The Grammarly app helps to learn grammar and syntax.

As the graphic shows, 99% totally agree that the Grammarly app helps them learn more about grammar and syntax, and 1% think it is crucial to recognize grammatical rules.

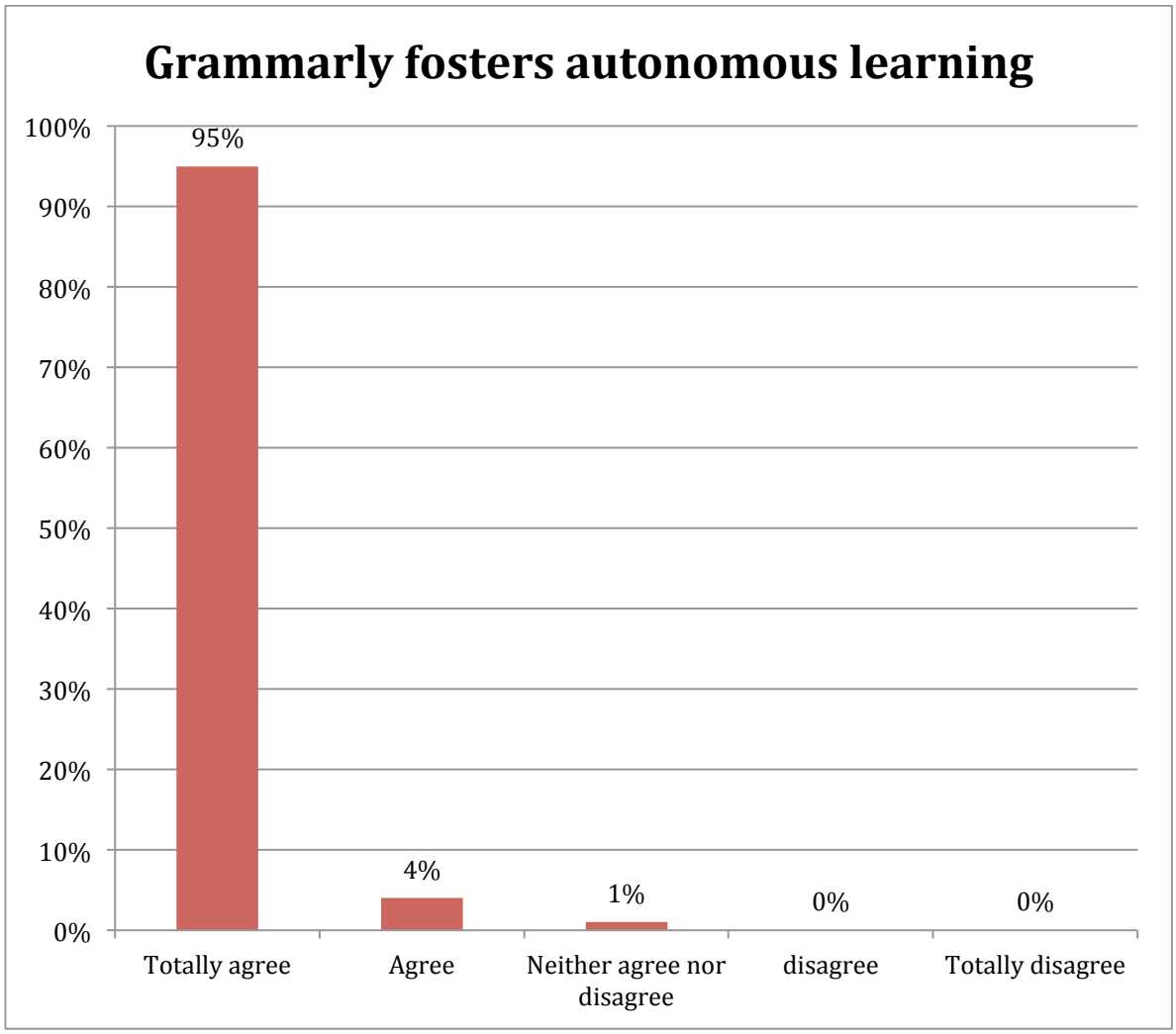
Moreover, in teaching, the Grammarly app provides accurate feedback while writing (Mahendra, 2021). Then, in general terms, most of the participants improve their grammar and syntax due to the use of the app.



Graphic 17. Grammarly is suitable for writing skills.

As mentioned before, there are several applications to develop writing and check punctuation or grammar, but one of the most popular is Grammarly. The graphic shows that 99% of the participants agree with the previous idea. However, 1% neither agree nor disagree with it.

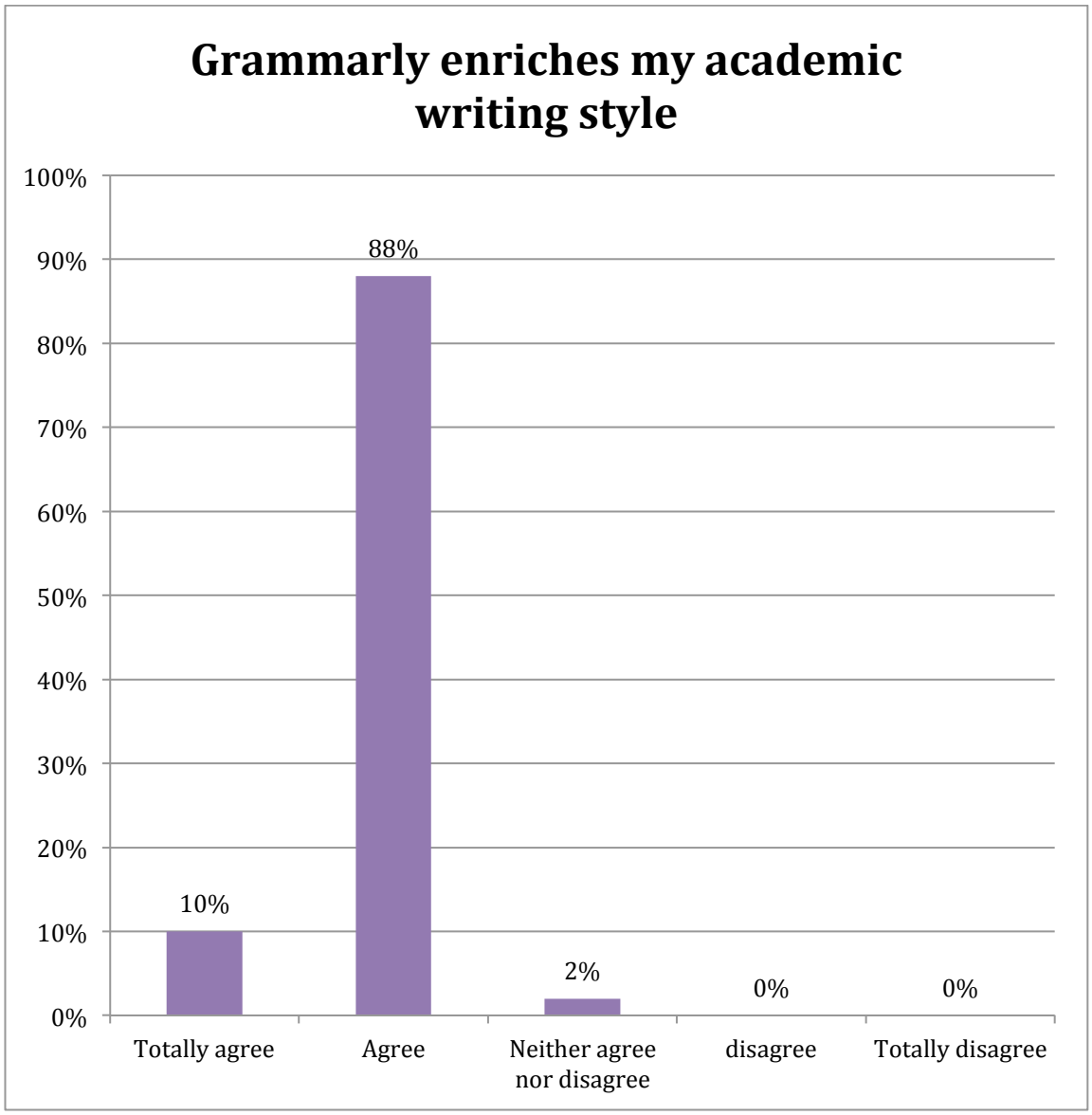
Concerning the above, Daud (2019) mentions that people use this type of application because of its interactive commands that help students develop a specific task.



Graphic 18. Grammarly contributes to autonomous learning

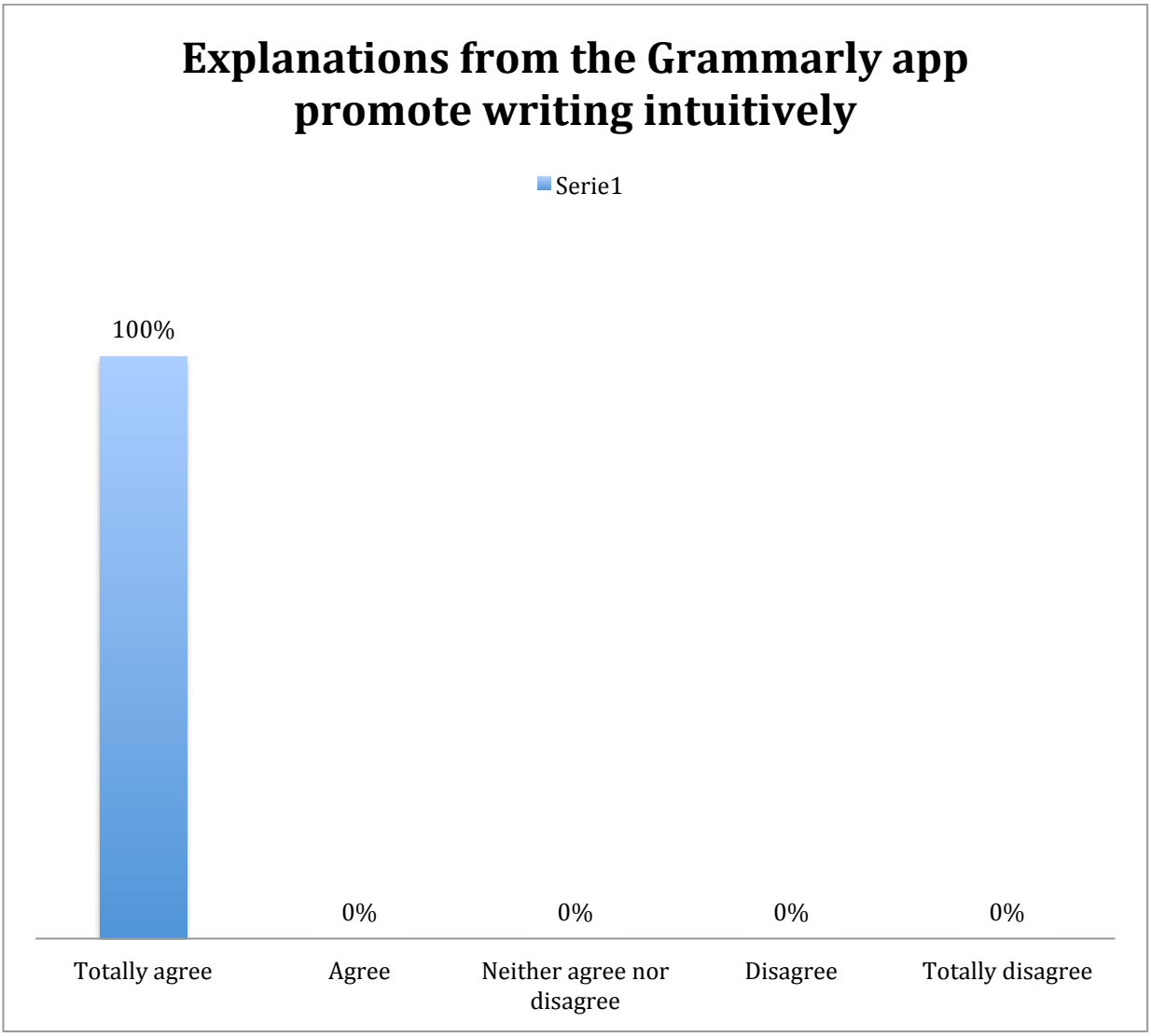
Grammarly provides short explanations and instructions to check grammar, spelling, and punctuation. In the graphic, 99% of participants mention that this explanation contributes to their autonomous learning by pointing out their mistakes or fossilized errors. Nonetheless, 1% neither agree nor disagree with that idea.

In this respect, Mahendra (2021) mentions that this application reduces time on checking writing from students thanks to artificial intelligence.



Graphic 19. Grammarly enriches my academic writing style.

As the graphic shows, most participants agreed that the Grammarly app enriches their academic writing style. Indeed, 98% agree that the app provides different ways to express ideas, thoughts, or emotions, contributing to comprehensible and meaningful messages. That is why Mahendra (2021) suggests that the Grammarly app gives suggestions in different areas, privileging academic writing style in terms of cohesion and coherence.

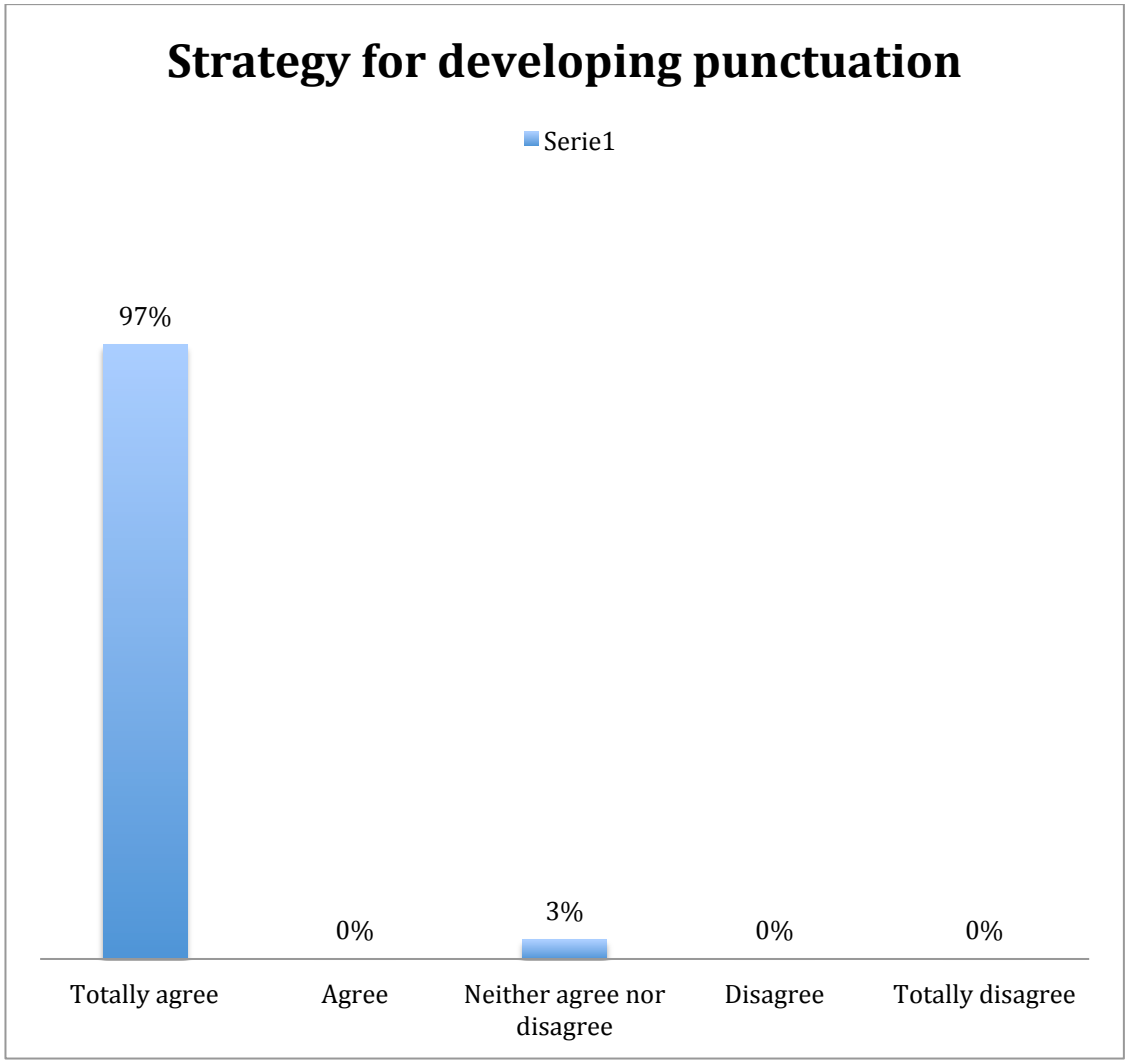


Graphic 20. Explanations from the Grammarly app promote writing intuitively.

The application promotes writing intuitively since being a digital application, and considering that students are digital natives, the explanations promote dynamic, active, and meaningful learning, avoiding spelling, grammatical, and punctuation errors. In this regard, 100% of the sample perceives these explanations as elementary for intuitive instruction.

4.4 The Grammarly app develops the following writing strategies

The following outcomes are related to the third research question.

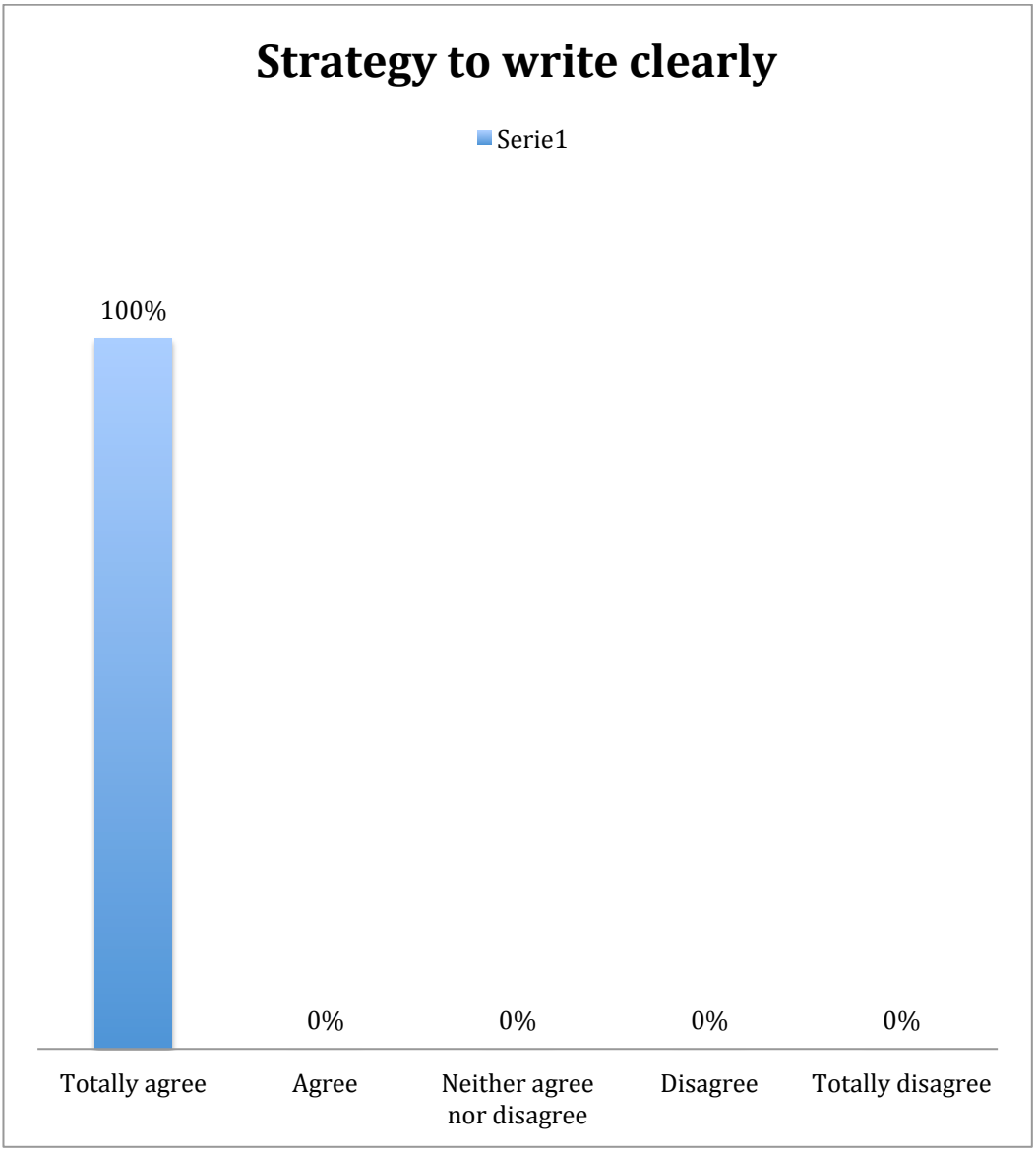


Graphic 21. Strategy for developing punctuation

Punctuation marks play an essential role in the writing process; thanks to them, there is adequate and clear communication in a written speech. Their fundamental function is to highlight the tone of voice used in oral discourse, avoiding ambiguities and misinterpretations for effective communication. Furthermore, as voice players, they contribute to the coherence and cohesion of the text, crucial elements of written competence.

Moreover, readers need these punctuation marks, which will allow them to understand the whole writing, identifying its purposes, for example, if it is a question, affirmation, negation, or exclamation, among others. In this case, 97 % of

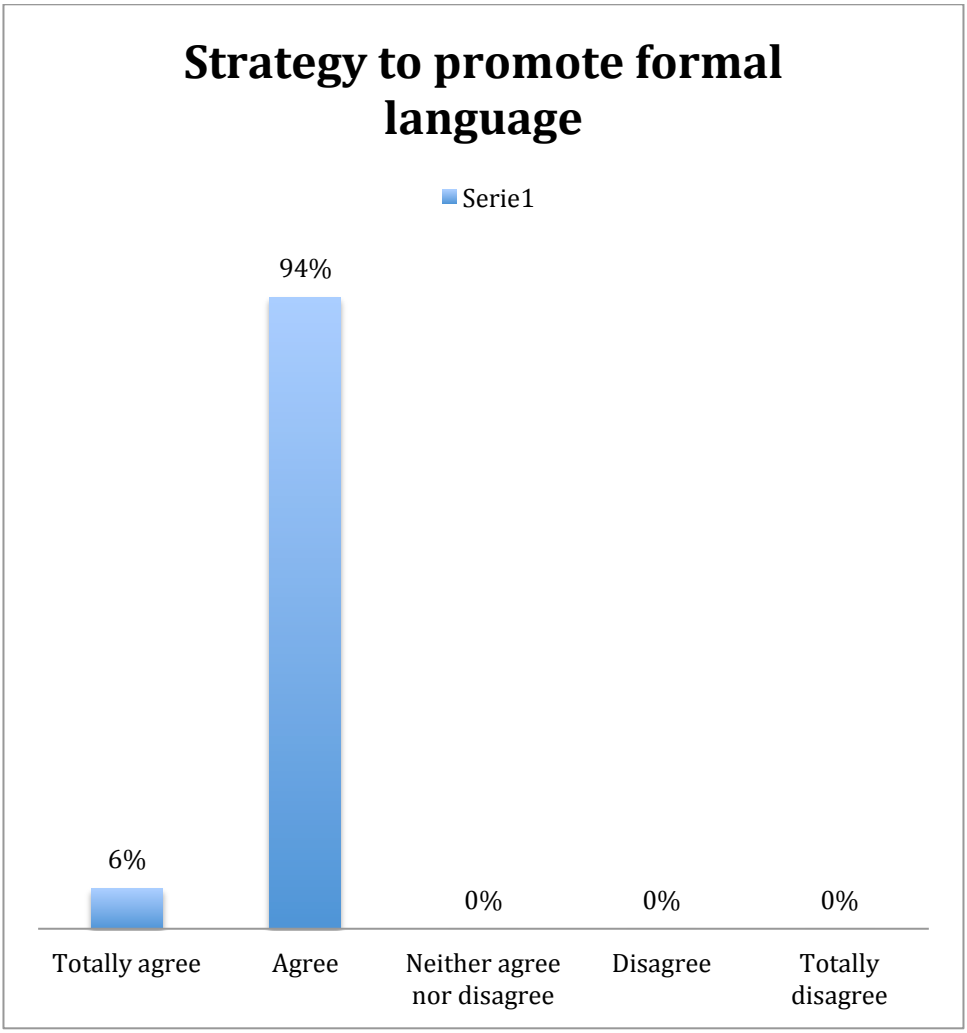
the sample indicates that the Grammarly application encourages strategies for the correct development of punctuation in the written text, reflected in the internal coherence of the text, results that coincide with the studies by Garachana and Montolío (2000).



Graphic 22. Strategy to write clearly

The writing of a foreign language is a competence that requires various strategies and elements that imply the coherence and cohesion of a text to show a clear text.

Before writing, it is necessary to delimit the theme and structure the subtopics according to the brainstorming questions: what, who, when, where, how, and why. However, this is not the main problem when writing in English. According to the sample, the main problem lies in how to structure correctly to transmit clear and direct messages. At this point, 100% consider the app vital to detect syntactic errors and appropriate lexicon, bringing radical changes to the document for the benefit of clear writing.



Graphic 23. Strategy to promote formal language.

Since the study took place at the university level, the written competence to be developed is composed of formal language, that is, the use of concrete and

appropriate syntactic and semantic rules for the context and register, avoiding the use of colloquial language.

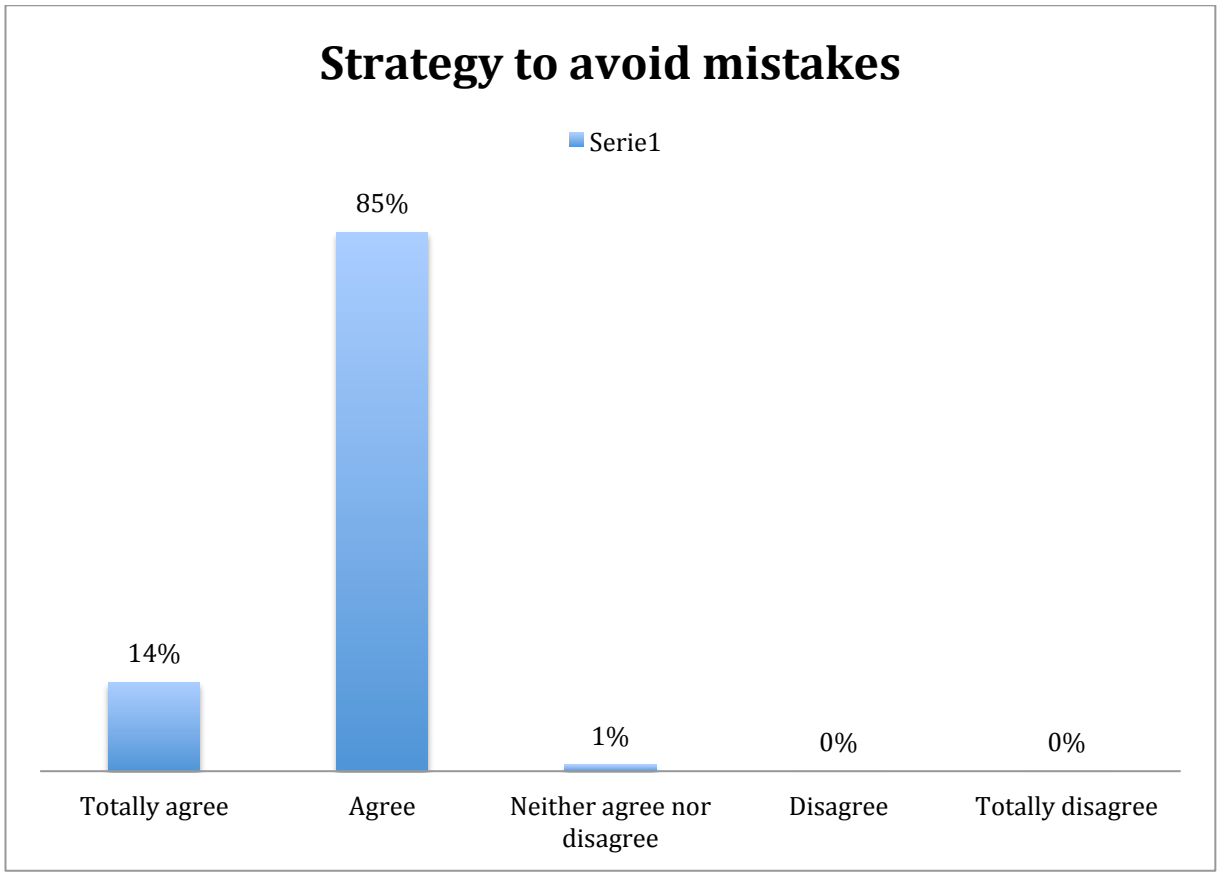
In this regard, 94% of the sample mentioned that Grammarly is a tool that promotes the strategy for the use of formal language focused on respecting grammatical rules, including correct punctuation, to develop the cohesive and coherent text. On the other hand, 6% of the sample indicates that the difficulty in developing written competence focuses on the artificial nature of learning it in the classroom. In this respect, the Grammarly application recovers importance since students perceived they learned said competence in a dynamic, flexible, and autonomous virtual environment, which adjusts to their learning styles.

Although informal language has a degree of value for oral communication in spontaneous contexts, formal language is vital for academic writing with cultured norms and appropriate linguistic registers acquired from an instructional process.

Graphic 24. Strategy to enrich lexicon

This graph shows that 90% of the sample indicates that the Grammarly application contributes to the enrichment of the lexicon, and 10% indicates that it promotes vocabulary. Given this situation, it is fundamental to differentiate the term lexicon from vocabulary. The first refers to the total lexical baggage that the user has. The second indicates the words that the user uses to write their texts.

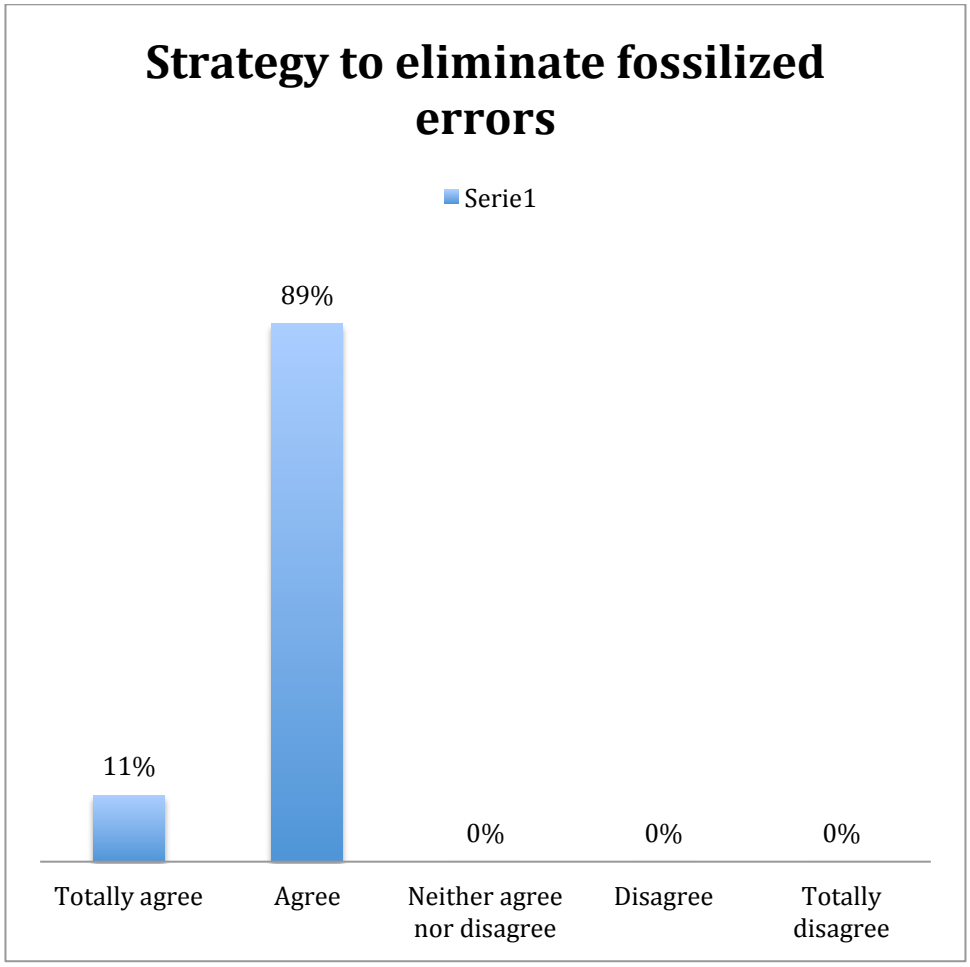
In addition, 90% of users indicate that the most outstanding contribution of Grammarly to the learning process is the identification of referential pronouns, synonyms, antonyms, and hyperonyms, which coincides with López's study (2010). Therefore, the strategy develops written competence and the remaining skills (oral, reading, and listening) since vocabulary is essential for the correct performance in any situation with communicative purposes.



Graphic 25. Strategy to avoid mistakes

In this case, 85% of the sample points out that the most common problems faced by learners of a foreign language in written competence are grammatical, agreement, punctuation, and adjective placement errors. Fortunately, they perceive that Grammarly helps to avoid these errors, allowing grammatical, lexical, and morphosyntactic correction in general, guiding the user to respect morphological, orthographic, and lexical norms, as Cassany (2005) points out.

On the other hand, 14% conceive of Grammarly as a potential tool for self-assessment and self-correction, contributing to their culture of self-correction and the development of strategies to learn autonomously.

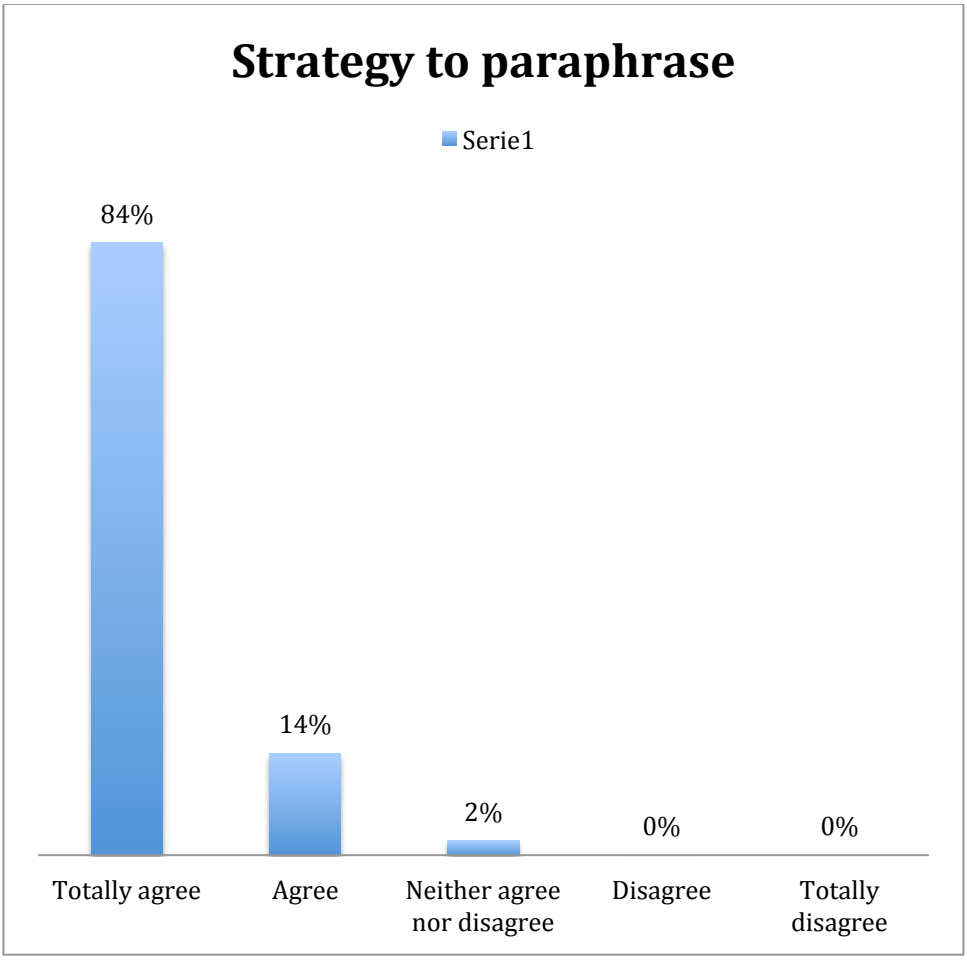


Graphic 26. Strategy to eliminate fossilized errors

Despite students' proficiency levels, they continue committing fossilized errors, avoiding reaching an advanced level.

In this case, 89% of the sample indicates that the Grammarly tool helps them to eliminate said fossilization through the experiential practice that the application provides by pointing out the errors and providing them with a correct option.

In addition, the remaining 11% affirm that they surpassed their fossilization threshold thanks to the constant use of the application where, in addition to identifying the correct form of the word or structure, they increased their cultural-lexical background, leading them to elaborate more complex sentences.



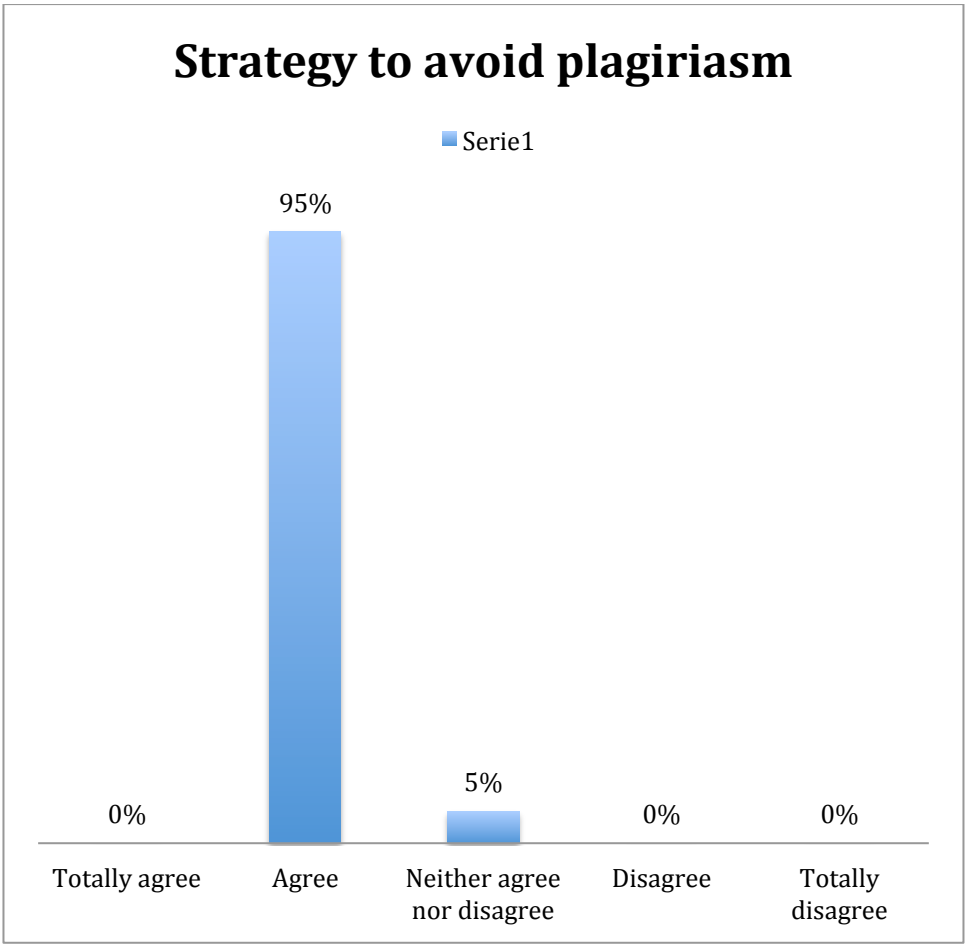
Graphic 27. Strategy to paraphrase

In the writing process, paraphrasing is a fundamental element that allows us to complement our ideas or arguments in the text, avoiding plagiarism. In this regard, 84% of the sample points to the application as a potential tool to rewrite ideas in a different but simple way, thanks to the word substitution option offered by this

digital tool, contributing to information management (Roces, González-Pienda, and Álvarez, 2002).

In addition, 14% of the sample comments that one of the benefits of the application perceived as positive is the variability of options to replace or correct a word in context, which directly contributes to dynamic and non-rote learning.

Finally, 2% of the sample remains neutral, arguing that their response is because they need more time to experiment with the application and learn about all its benefits.

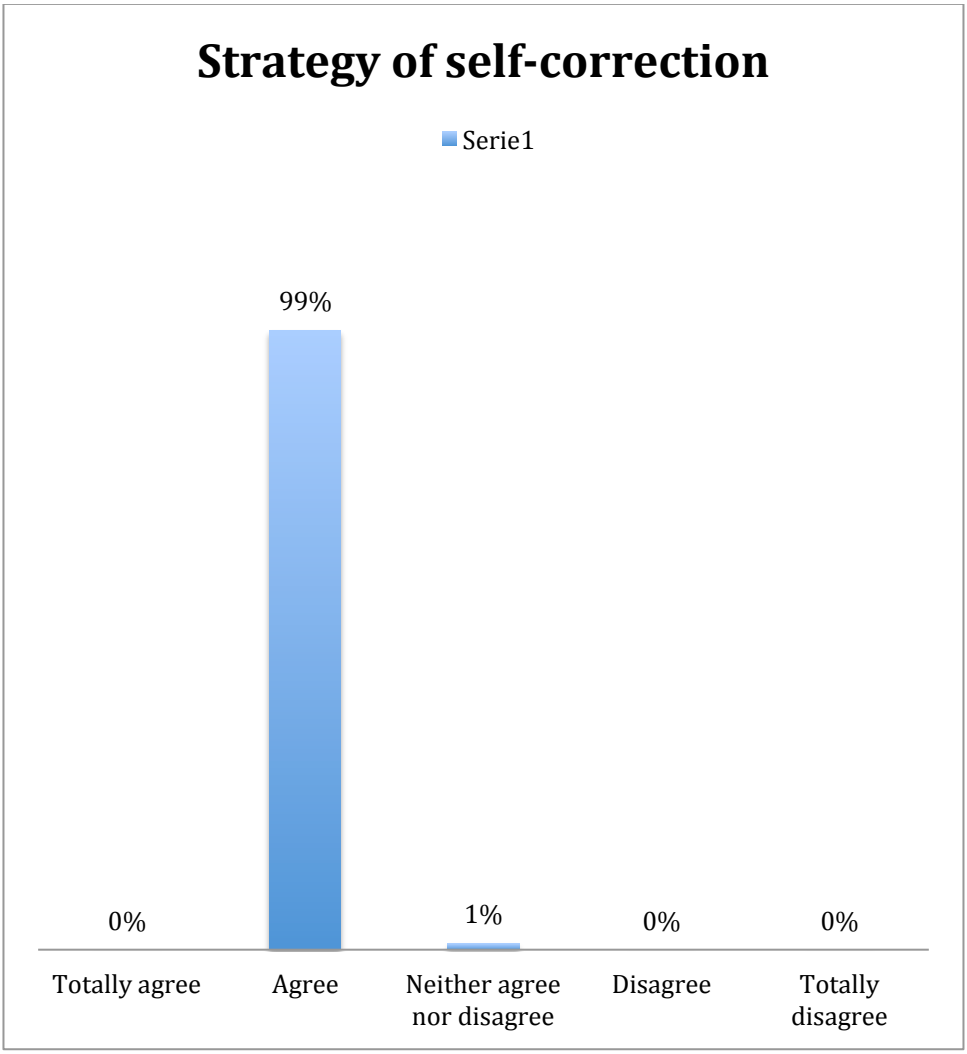


Graphic 28. Strategy to avoid plagiarism

In writing, giving credit to the authors' ideas is a rule to avoid plagiarism. However, this action represents a problem for learners of a foreign language, considering

that if paraphrasing is complicated in the native language, it is even more in another language.

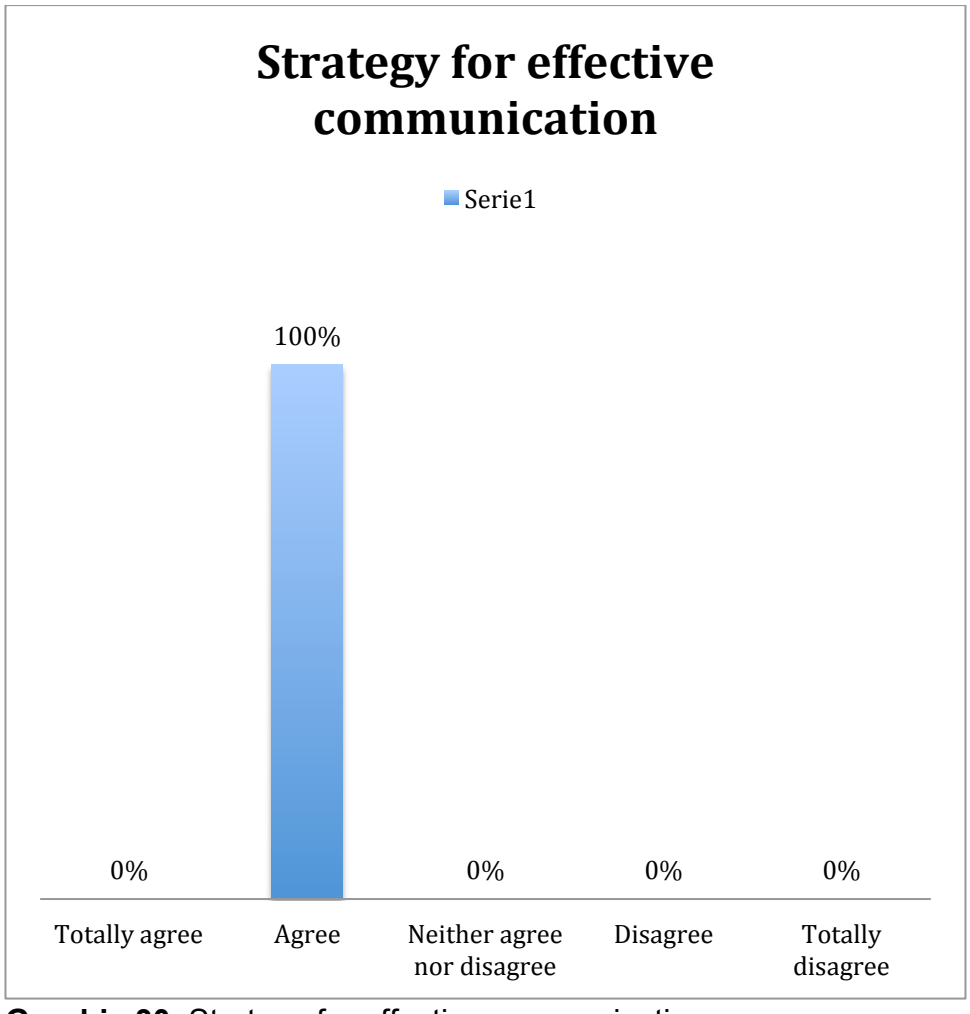
In this context, 95% of the sample affirms that Grammarly avoids plagiarism since it presents several options to express the same idea or sentence, contributing to the development of correct grammatical structures while respecting punctuation marks. In contrast, 5% of the sample remains neutral and does not conceive said application as essential to avoid plagiarism.



Graphic 29. Strategy of self-correction

The purpose of written competency is to communicate effectively. Although that sounds very simple, it implies that the author uses different strategies. At this point, a self-correction strategy is essential to achieve effective communication in a

second language. It is worth mentioning that the teacher usually corrects the errors when reviewing or grading a piece of writing (Ribas and D'Aquino, 2004). That is why 99% of the subjects recognize the usefulness and contribution of Grammarly to writing successfully since the tool provides instant self-correction without having to wait for feedback from their teacher. It does not mean that the teacher is displaced, but contrarily, he can use it as an extra resource, privileging good teaching practices.



Graphic 30. Strategy for effective communication

As the graph shows, 100% of the participants perceive this application favors effective communication because it corrects fundamental elements for the transmission of ideas like syntactic structure according to the register, lexical

variability, and punctuation according to the tone of the text in such a way that both the receiver and the sender interpret the same meaning conceived from the writing.

4.5 Conclusion

This section addressed the interpretation of the study results and answered the three research questions raised in chapter one. The next chapter will describe the conclusions and final considerations of the study.

CHAPTER V: CONCLUSIONS

5.1 Introduction

This chapter summarizes the results, discusses the accomplishments of the aims and limitations of the study, and provides suggestions for further research and a personal reflection from the researcher.

5.2 Summary of the findings

According to the previous results, most students agree that the Grammarly app is helpful for academic writing. Some of the most outstanding features of this app are vocabulary, coherence, cohesion in a text, punctuation, style, register, and spelling, thanks to its artificial intelligence that provides suggestions on these aspects.

Besides, students could recognize grammatical patterns in a context that makes them aware of word order, appropriate punctuation, and in general, the suitable structure of writing.

The following lines present a summary based on the three research questions.

The first deals with the main problems that the subjects face when writing in English. In this respect, students report the following difficulties:

Unconventional grammar. Because the texts students develop in the writing class are academic, the main problem is the language they use, which corresponds to a non-conventional grammar with cultural baggage according to a specific area like teaching. Besides, they point out that one of the biggest mistakes is the colloquial language.

Word order. Another problem they face is the order of words, which interferes with their mother tongue, causing a syntactic order different from that required in English.

Poor vocabulary baggage. Vocabulary has a high impact on the development of writing. If the author lacks appropriate lexical baggage in the area of knowledge, the text will present inconsistencies that affect the coherence and cohesion of the said text.

Lack of confidence. It is a fundamental aspect of any learning process or skill because it generates a climate suitable for carrying out an activity and even motivates students to continue learning, facilitating communication. In this case, the students show a lack of said element, which directly affects their performance in the development of writing.

Spelling mistakes. These represent another of the most common errors in writing, causing ineffective communication between the text and the reader.

Incorrect punctuation. The participants also show weaknesses in punctuation mark usage, which leads to ambiguity and reading comprehension difficulties for the audience, or misrepresentation of content, affecting the communication process.

Cohesion and coherence. The participants report that their writings lack appropriate textual markers, causing confused ideas or incomplete texts and a lack of interest in the readers. Finally, without cohesion, there is no coherence and communication.

Writing style. The style is a way of presenting a topic in writing, and in this case, the sample shows difficulties in writing academic texts where the use of different expressions is erroneous by neglecting the precision for their use.

The second is related to identifying if the Grammarly app improves their writing. Concerning this, the outcomes show these advantages of the app:

Thanks to artificial intelligence, the application provides corrections at the structure level in context, which allows students to identify patterns and use grammatical rules in practice, avoiding rote learning. Furthermore, it privileges the apprehension of the syntax in English, contributing to the precision and clarity of the writing, evidenced by the coherence and cohesion of the text.

It also suggests synonyms and antonyms that give variability to the writing, increasing the users' lexical baggage and enriching the academic writing style. In addition, the attributes of the Grammarly application contribute to the development of autonomous and intuitive learning in a flexible and friendly environment for digital-native students.

Based on those characteristics, the application is appropriate to foster writing.

The third one identifies if the Grammarly app develops writing strategies. In this respect, outcomes demonstrate the following:

Fortunately, the application develops strategies that contribute to solving students' problems when writing a text.

The first one is associated with punctuation. The artificial intelligence of the application identifies errors regarding commas, semicolons, and even quotation marks for textual citations, offering appropriate options according to the text.

The strategy to write clearly was common in students' learning process, which provides cohesive markers and correct grammatical structure, privileging coherence to the text.

Additionally, the application promotes formal language by setting the programming from its configuration. This practice allows students to identify the difference between colloquial and academic language.

Moreover, the application offers synonyms to give variability to the text, enriching the user's lexical baggage. The participants pointed out this advantage as one of the most attractive of this digital tool since they learn vocabulary in context meaningfully, avoiding resorting to rote learning.

Another advantage observed while using Grammarly is a way to avoid committing orthographic, syntactic, and spelling mistakes by color coding, offering the correct option for each one in green codes. At the same time, this strategy helps to eliminate fossilized errors because the more the student repeats these errors, the application will mark the incorrect use and provide the appropriate form.

Another virtue of the application is the detection of plagiarism or level of similarity, supporting the student to develop paraphrasing, a fundamental tool for academic writing.

Finally, the self-correction strategy took place in this writing process thanks to the characteristics of the application mentioned above, which contributes to effective communication.

5.3 Accomplishments of the aims

It is worth mentioning that the study met the objectives that were:

1. Identify the main problems subjects face when writing in English
2. Know if the Grammarly app helps students to improve their writing
3. Distinguish what strategies the Grammarly app develops

Now, the problems that students face when writing in English are known. Also, students recognized the Grammarly application as an ad hoc tool for solving such difficulties. Due to its artificial intelligence, the app promotes strategies to supervise the correct use of grammar, vocabulary, punctuation, paraphrasing, and direct quotations, providing appropriate options in case of mistakes.

5.4 Limitations of the study

This research presents different study limitations as the following:

Sample size. Although the size of the sample, in this case, is considerable (40 students), it is suggested to replicate this study in larger ones so that the results can be generalized to similar contexts.

Design. In this case, it is cross-sectional, which implies a single sampling to collect the data. However, the study can be complemented with a longitudinal cohort to obtain more data and verify the plausibility of the Grammarly app to foster writing.

Methodology. The approach to the analysis of the study phenomenon was quantitative. However, the results and conclusions can be enriched with a qualitative approach, identifying categories or attributes to know this phenomenon in depth.

Study context. In this case, the study took place in extracurricular courses, but it would be worth replicating it in curricular subjects, where students must comply with rules since the class dynamics are different.

Despite the previous limitations, the study constitutes the first approach to the Grammarly tool to trigger writing, from which some future research derived to contribute to the teaching-learning process of English as a foreign language in virtual environments.

5.5 Suggestions for further research

Considering the changes in educational modalities, the context of confinement, and the implementation of information and communication technologies in education, this research constitutes a trigger for future lines of research in the language teaching-learning process, which can contribute to essential innovations in theoretical and methodological terms.

In addition, Grammarly contributes directly to the virtual modality, allowing an autonomous learning process in a friendly, flexible, and intuitive environment.

Indeed, the Grammarly application was a frequently used tool during the confinement stage, a period in which students needed self-correction and autonomous learning tools.

Finally, due to the educational modalities, technology with a pedagogical perspective is inevitable to enable teaching-learning in virtual, hybrid, or online environments, constituting support for praxis.

Thus, the following future research derivated from the present study:

- Autonomous learning through the use of applications
- Learning vocabulary in English in a virtual and contextualized environment
- Use of digital tools for developing a skill
- Use of technology for educational practices
- Grammarly as a support tool for teaching practices

5.6 Personal reflection

This research provides different perspectives to support the teaching-learning process of English as a foreign language.

As a researcher, I identified different uses of the Grammarly app for my future praxis.

First, I would like to mention that students' perceptions allowed me to identify how grateful they felt to work in a friendly environment with confidence and at their own pace.

Now I also know that teachers are indispensable actors in the teaching process and that even though apps can help students, they always need them to continue learning.

Then, as future teachers, we must not be afraid of including technology in our classroom because it will never replace us. Therefore, teachers must be updated to cope with it because students are native digitals. Then, they must be a step ahead.

As a student, I also learned from it. Indeed, the idea to search for this topic was because I had problems with writing, especially in punctuation, word order, and grammar, so this application helped me to memorize and recognize the use of commas, full stops, syntax, and morphology.

Finally, I also realized that this app could be helpful for other students from the Faculty since writing is not an easy task and the career requires accomplishing different types of writing formats like essays, letters, reviews, and thesis.

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