

Exploring Students' Perception Towards the Use of Grammarly to Improve Grammatical Accuracy in Essay Writing

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Abstract

The teaching of grammar poses challenges for both educators and learners, often resulting in frustration and disengagement. Thus, it is impertinent to find ways to make grammar lessons effective. This study investigates the effectiveness of using the Grammarly application as a tool for providing corrective feedback to improve students' grammatical accuracy in essay writing. Specifically, it aimed to explore students' perceptions of the Grammarly application's use in improving their writing skills. The study also aims to highlight the significance of integrating digital tools into language instruction to support autonomous learning and motivation. A qualitative approach was adopted, involving semi-structured interviews with ten 19-year-old students from a public higher education institution in Selangor, Malaysia. The data were thematically analysed using four key themes: reasons, challenges, motivation, and method. Findings suggest that students perceive Grammarly as a helpful tool that helps them construct clearer sentences, increases their awareness of grammatical errors, and boosts their confidence and motivation to write. These insights offer practical implications for educators considering digital feedback tools in their grammar instruction. It is recommended that future studies investigate Grammarly's effectiveness in diverse contexts and with larger populations to understand its broader educational impact better.

Keywords: Automated corrective feedback, Grammarly, perception, essay writing, grammatical accuracy

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Introduction

Teaching grammar can be challenging for both educators and learners, necessitating the use of effective instructional strategies to support learning. Student writing frequently exhibits issues with grammar, punctuation, and spelling (Abdul Rahman et al, 2022). In Malaysia, ESL students encounter difficulties with English grammar due to limited instructional time, which hinders their understanding of grammatical concepts (Ngo et al., 2021). Historically, research on grammar pedagogy has focused on three teaching methodologies: focus on form, focus on meaning, and a combination of focus on form and meaning. The focus-on-forms method, which prioritises explicit grammar instruction, has been criticised for its reliance on teacher-led approaches and disregard for student needs (Özlem, 2021). This critique has catalysed a movement toward a focus on meaning, which eschews explicit instructional techniques, such as direct error correction. Identifying and correcting errors can be daunting for instructors, particularly in larger classes. Nevertheless, if errors remain unaddressed, students may internalise incorrect grammatical patterns that persist in their interlanguage (Albelihi, 2024). Therefore, an essential component of grammar instruction is the approach to providing feedback and correcting grammatical errors.

In recent years, there has been a growing interest in leveraging technology to enhance grammar teaching and improve learners' language accuracy (Feng Wu, 2022; Tu, 2022; Siti Aisyiyah, 2024). In the Malaysian context, several experimental studies have investigated the effectiveness of various corrective tools and software in language learning. A study by Tan (2020) emphasizes the need for Malaysian higher education institutions to integrate educational technological tools to enhance assessment and feedback practices. The current level of integration is deemed insufficient, prompting a call for a revamped framework to utilize technology more effectively in feedback processes. Research by Ganapathy et al (2020) focuses on written corrective feedback (WCF) in Malaysian secondary schools, particularly in ESL contexts. The study reveals that both teachers and students recognize the importance of WCF in improving writing skills. However, the feedback is often unfocused and indirect, with a preference for more comprehensive error marking. Hamid et al. (2021) explore the use of Google Docs for providing written electronic corrective feedback in Arabic language courses at a Malaysian university. Their findings indicate a preference for indirect feedback with metalinguistic comments among lecturers, while students favour direct feedback due to time constraints and a lack of confidence in self-correction. Thus, with the increasing number of technological tools available online, it is crucial to identify those that meet students' expectations and needs. Most importantly, the overall impact of technology on learner achievement should be evaluated based on its perceived effectiveness, relevant content, adequate practice, immediate feedback, engaging visual aids, ease of system use, and flexibility (Dahbi, 2023). Therefore, this study aims to explore students' perceptions of using ACF for grammar feedback, specifically through the Grammarly application. By investigating the attitudes, beliefs, and experiences of language learners, this research aims to determine the effectiveness of such tools in enhancing their writing skills and whether they feel more confident in applying grammatical rules independently. Accordingly, the following research questions are formulated:

1. What technological tools do post-secondary students use to improve their writing and grammatical accuracy?
2. What are post-secondary students' perceptions towards the use of the Grammarly application in improving their writing skills and grammatical accuracy?

Literature Review

Overview of Grammar in Language Learning

In hindsight, grammar instruction has been a fundamental component of language education, with various approaches evolving, including the grammar-translation method and communicative language teaching (Slater & Li, 2025). In contrast, more modern methods promote contextual learning, where grammar is taught through real-life examples and practical application, allowing students to understand the subtleties of language in a meaningful way. Currently, grammar teaching has shifted from a focus on writing to a broader understanding of language rules, including syntax and morphology (Slater & Li, 2025).

"It is noteworthy that a vast majority of the students associate grammar with rules and structures, and some of them find the term 'grammar' nerve-wracking" (Ameen, 2023, p. 144). Teaching grammar in Malaysian schools and universities presents a multifaceted challenge, influenced by pedagogical, linguistic, and socio-cultural factors. As a Muslim majority country, "the main reasons include the perceived complexity of English grammar rules and the difficulty in finding similarities between English grammar and any other language they are familiar with (i.e., Malay and Arabic)" (Rasyiqah et al, 2025, p. 9). As a result, educators face difficulties in choosing effective instructional methods, addressing linguistic differences between Malay and English, and overcoming students' attitudes towards language learning. These challenges stem from time constraints and the need for tailored instructional strategies to meet the diverse needs of learners. Challenges in grammar learning can also arise from varying student proficiency levels, differing learning styles, and the need to balance traditional methods with innovative practices. "Things are further complicated by the fact that many learners in foreign language contexts start learning an additional language after the critical period, their out-of-class exposure to this language is typically limited and somewhat by default they are provided with explicit instruction which focuses on rules that are likely to be remembered even when they achieve high levels of TL proficiency." (Pawlak, 2023, p. 2).

Pedagogical Issues in ESL Grammar Learning

In view of different types of teaching methods, explicit instruction can be time-consuming, while implicit methods may not provide the necessary clarity for all students (Rahman et al., 2024). Some studies believed that comprehension of grammar takes place when it is taught incidentally – focus on form (Kang & Lee, 2020; Amogne & Simegn, 2023), while others managed to prove the success of teaching grammar explicitly, which focuses on forms (Xodabande & Boroughani, 2023; Azizpour & Alavinia, 2021). Modern grammar teaching often integrates both explicit and implicit instructional strategies, recognizing the benefits of each approach (Normawati & Nugrahaeni, 2024). This blend of methodologies not only enhances student engagement but also fosters a deeper appreciation for the intricacies of language, ultimately preparing learners to navigate diverse communicative contexts with confidence and competence. Aside from that, many teachers lack sufficient training in grammar instruction, which affects their confidence and effectiveness in teaching complex grammatical rules, a problem that proves particularly significant in a secondary school setting (Munir & Ahmad, 2023; Chandran et al., 2022). Some teachers also resort to using their mother tongue to alleviate discomfort and confusion among students when teaching grammar (Natoo, 2024).

The Importance of Corrective Feedback

One of the methods to consistently improve the language is to be aware of one's errors and progress, which can be achieved through corrective feedback. The effectiveness of corrective feedback is influenced by various factors, including the type of feedback, the context in which it is delivered, and the learners' characteristics. Research has shown that different forms of corrective feedback, including written, oral, and metalinguistic feedback, can significantly impact learners' acquisition of grammar and their writing performance. (Iqbal & Saad, 2023; Maulida & Arianti, 2024; Liu & Hwang, 2023). A study by Tsao (2025) proves the importance of corrective feedback on students' writing ability, with 60% of the participants preferring teacher WCF, specifically metalinguistic explanations. Due to this, Corrective Feedback (CF) has always been used in writing classes to highlight students' mistakes and progress, in the hope that they can learn from them and avoid making the same mistakes in the future. This is empirical, as teachers must continually adjust different types of CF based on the situation and students' varying levels of proficiency. Effective CF not only helps students identify their errors but also fosters a growth mindset, encouraging them to view mistakes as valuable learning opportunities rather than setbacks.

Use of Grammar Checker to Improve Grammatical Accuracy

The use of a grammar checker or any form of automated writing evaluation (AWE) has become increasingly popular among both educators and students. Jamshed (2024) examines the impact of ChatGPT on the writing skills of English language learners. He has seen a reduction in errors across multiple grammatical categories compared to students who received traditional teacher feedback. Another study by Sun & Asmawi (2023) investigated the use of WeChat to teach Business English Writing (BEW). The approach managed to yield improvements in terms of layout, lexical resources, organisation, coherence, and grammar due to their exposure to model business letters, including lexical chunks, formulaic sequences, and structured organisation. These tools provide instant feedback and suggestions for improvement, allowing learners to enhance their writing skills in real-time. Another more commonly used AWE tool is Grammarly, a natural language processing machine that provides instant grammatical feedback to improve students' writing. Grammarly is also one of the most used AWE tools among EFL learners, according to a study by Alshehri (2025), with 73.3% of its respondents having experience using the application to improve their writing. Several studies also demonstrate its effectiveness in reducing errors, particularly in subject-verb agreement and verb tense (Vu, 2024; Gavina & Ibay-Pamo, 2024). The tool also highlights improvements in linguistic accuracy and writing performance, providing reliable and valid feedback that contributes to enhanced grammatical accuracy (Astutik et al., 2024).

Moreover, Elmotri (2025) investigated the explicitness of Grammarly's corrective feedback and students' perceptions when using the application. The students believe that the Grammarly application is less complicated, easier to use, and user-friendly, with a less crowded writing interface. Pedagogically, AWE tools have effectively enhanced teachers' efficiency by reducing grading time and allowing for more individualised feedback (Shadiev & Feng, 2023; Tan et al., 2022). The tools' ability to provide detailed feedback reports helps students to understand better and address their grammatical shortcomings (Su et al., 2024). This trend reflects a growing recognition of the importance of technology in education, as it empowers students to take ownership of their learning and develop greater self-awareness regarding their language use. As a result, integrating grammar checkers into the curriculum not only aids in developing technical

writing skills but also promotes critical thinking as students learn to analyse and revise their work more effectively.

Students' Perception and Preference on the Type of Corrective Feedback

Identifying students' perceptions and preferences when utilising specific teaching methods is crucial to ensure their effectiveness. Past research has shown that the use of AWE among ESL learners is well-received, with many identifying it as a helpful tool for correcting errors related to grammar, punctuation, and sentence structure. This feature is often highlighted as the most helpful aspect of the tool (Resiana et al., 2024; Dewi, 2023). The Grammarly tool has explicitly been linked to a reduction in grammatical errors and an overall improvement in writing skills (Vu, 2024; Suryanto et al., 2024), as well as increased motivation and confidence (Dong & Shi, 2021; Ranalli, 2021). Elmotri et al (2025) think that "systems like Grammarly, which uses colour coding for different errors, were particularly favoured, emphasising the need for intuitive interfaces in educational technology" (p. 395). In terms of Malaysian students, they have expressed positive perceptions towards the implementation of AWE, viewing it as a beneficial tool for improving writing skills. This positive attitude is crucial for the successful adoption of AWE in educational settings (Luqmanul et al., 2023). Moreover, the use of AWE in ESL classrooms has implications for teaching methodologies, suggesting a shift towards more technology-integrated instruction that can provide timely and relevant feedback to students. Despite this, there has been little study on Malaysian students' perceptions when using AWE, especially at the diploma level, where writing skills are a priority.

Method

The study employed a qualitative case approach, utilising a semi-structured interview. Creswell (2013) emphasized that "identifying the type of interview is practical and will net the most useful information to answer research questions" (p. 148). In this study, the semi-structured interview was conducted as a group with all participants responding to the same set of questions. After conducting interviews, researchers meticulously transcribe and analyse the data, identifying patterns, themes, and insights that emerge from participants' narratives. This iterative process of data analysis enables researchers to uncover rich and nuanced understandings of the case, which form the basis for developing theories, practical implications, and recommendations for future research or action.

Participants

10 Malaysian post-secondary students (three female and seven male), aged 19 years, enrolled in a diploma program at a government-funded institution in Selangor, Malaysia, were selected through purposive sampling. Prior to the interview session, these students underwent four sessions of writing class, during which they were exposed to the use of an automated-corrective feedback tool, namely Grammarly.

Instruments

Interview questions were adapted from the Attitudes towards Computer-Assisted Language Learning (A-CALL) questionnaire (Jalali & Ardebili, 2013), based on the Technology Acceptance Model (Davis, 1989), and were reviewed and piloted. The interviews consisted of nine questions,

structured into four blocks: the first block collected demographic data, the second block addressed research question one, and the third and final blocks focused on answering research question two.

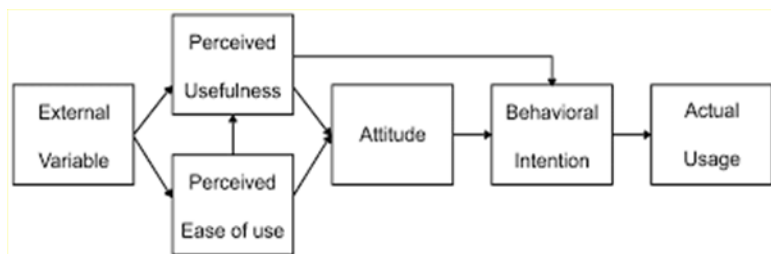


Figure 1. Technology Acceptance Model (Davis, 1989)

The data from the interview was analysed based on three steps: Transcription, Familiarisation and Coding. Firstly, the audio recordings were transcribed verbatim to ensure accuracy and sufficiency. Next, the transcriptions were read a few times to become familiar with any general themes. The data from the structured questions focused more on the demographic information, as well as the technological tools they have used or are familiar with. The remaining questions were designed to elicit open-ended and diverse responses. Eventually, both sets of data were coded and interpreted by identifying common keywords and details. Patterns and trends related to the study's focus were highlighted and annotated. These patterns were transferred into a table, which was categorised based on keywords, i.e., reasons, challenges, motivation, and method of learning. Lastly, those connections and variations were identified and justified.

Procedures

The interview session lasted about 40-50 minutes and was conducted in a face-to-face mode. The interview questions were asked in English. However, the students were allowed to converse in English and Bahasa (if necessary) to create a comfortable sharing session. The interview was audio-recorded and subsequently transcribed verbatim into a Word document for coding with careful and thorough consideration during transcription. The transcript was proofread, and any Bahasa words were translated into English. Audio files were safely stored and downloaded onto a computer.

Results

Experience in using ICT tools to learn English

To investigate the students' perception of using Grammarly tools, they were first asked about their general experience with online tools for learning the English language. Based on the interview, all students use and are familiar with the online dictionary to search for meanings. They also rely on the Google search engine to obtain information. Two respondents mentioned that they sometimes use Google Translate to find the meanings of words from their mother tongue language to English.

Sometimes I type a word I do not know the meaning of into the Google search engine and read the meanings that come up (Respondent one).

I will type the word that I need to know. Then I add the word 'synonym' next to it so that I can get more examples of vocabulary (Respondent two).

When asked about the term 'grammar checker application,' most respondents are not familiar with the term but agree that there are specific applications that can help them check their grammar, such as Quillbot and Google Docs. Out of the 10 respondents, only two were familiar with the Grammarly application prior to the study being conducted.

Attitude and Experience in Learning English

The findings, which explored students' attitudes and experiences in learning English, were categorised into four key areas: reasons, challenges, motivation, and methods. Based on the interview, the researcher concluded that all the students have a positive attitude and experience when learning English, and the main reason is that they were exposed to the language from kindergarten and developed a love for it as they grew. One student (respondent two) mentioned that there was less pressure to learn English because it is something she has been learning for a long time.

What I like about English is that I have been learning it since I was in kindergarten, and my parents have taught me English from a young age. So it feels natural to learn the language. (Respondent four)

The students also identified challenges they face when learning English. It can be concluded that most of the difficulties occurred when they had to comprehend English grammar. Some of the concerns include when and how to apply grammatical structure when writing, and they experience confusion when using prepositions and tenses. Several students expressed particular concern when they realised their grammar mistakes. One student said they always found it difficult to answer error identification questions when they were in school.

My biggest challenge was when I realised I had been making the same basic grammatical mistakes. I only realised it when my teachers corrected it. (Respondent two)

My problem is with my lack of vocabulary. It affects my essay writing performance. (Respondent four)

Although I am already 19 years old, I still have problems understanding prepositions such as on, it, at. (Respondent five)

My problem is in pronunciation. I always have problems when trying to speak English. (Respondent eight)

My problem when learning English is the tenses. I think there are too many tenses and I get confused easily. (Respondent seven)

The students were also asked about their motivation to keep on learning English. In summary, the responses can be divided into intrinsic and extrinsic motivations. Three respondents think that they are motivated to learn English because they can use the language when travelling overseas and conversing with foreigners. Other respondents think that he/she is motivated to learn English because his/her siblings are fluent and want to follow their footsteps. One respondent is eager to improve their English because they want to get into law school. Other respondents are motivated to learn English because they feel insecure around their peers who speak English better. These findings indicate that all students generally have healthy and positive drives to learn the language, and they are in an environment where English is valued.

I want to learn English because I want to travel. If we go anywhere, people basically use English. So I want to learn more so that I can talk to strangers or foreigners without causing misunderstandings. (Respondent two)

What motivates me to learn English is my surroundings. All my close friends and family speak good English. So I want to be like them. (Respondent seven)

I have a sibling who scored well on her Malaysian University English Test (MUET) band. I want to be like her. (Respondent eight)

What motivates me to learn English is that I want to pursue a career in law as the next step. It's really important to be fluent in English. (Respondent nine)

Besides that, the students were also asked about their learning methods when it comes to English, and the responses were divided into two aspects: formal and informal. It can be concluded that all students underwent both types of learning methods. Informally, they learn English by watching movies and videos on social media, watching cartoons and using mobile applications. *I usually learn by watching videos on social media such as Tiktok. When local Tiktokers use English in their content, I will try to find errors. I learn from my mistakes and correct them myself (Respondent one).*

I usually learn by doing exercises such as Fill-in-the-Blank (Respondent four).

I like to watch cartoons like Paw Patrol. I learn from the cartoons through their English conversation. If I don't understand a word, I will search it on Google Translate (Respondent three). I enjoy doing word searches in my free time to learn more vocabulary (Respondent six).

Other than that, they received formal English lessons at school, which involved exercises and memorising words and texts. Based on these findings, it can be concluded that the students underwent a comprehensive learning experience that combined knowledge exposure, sources of motivation, and challenges. These continuous and active participations in their learning progress have proven that they have a general positive attribute to learning English.

Perception on the Use of Grammarly

To retain L2 learners' interest and boost their confidence in using automated corrective feedback, their preferences and perceptions should play a crucial role in the design and development cycle. In other words, to assess the effectiveness of the Grammarly application, it is necessary to study the students' perceptions of their experience using it. In this aspect, the researcher analysed the responses and divided them into two categories, i.e., negative and positive perceptions. In summary, it can be concluded that most students have a positive perception of the Grammarly application. The positive response focuses on awareness of grammatical mistakes, improved sentence structure, and a better level of motivation. One respondent reported that they like that Grammarly helps them correct sentences from informal to formal. On a similar view, one respondent shared that the application provides useful suggestions for writing clearer sentences. *"Grammarly is not only correct but suggests possible alternative sentences such as when I typed 'I want to buy a book', the application suggests if I should write 'I want to buy books' instead" (Respondent five),*

The suggestion makes the students realize that the two sentences illustrate two different meanings depending on the overall paragraph and contexts. These findings suggest that the feedback given makes the students rethink what they wrote and what type of noun they are going with which eventually teaches them to engage in self-evaluation as they compose or revise their essays. As the students use the tool more consistently, the feedback loop encourages them to take ownership of their writing process, ultimately fostering greater independence and self-direction in their learning journey (Wilson & MacArthur, 2024). Another respondent shared that the application helps him/her become more aware of the mistakes explicitly.

After I use Grammarly, I now understand the difference between the word 'other' and 'another' (Respondent four)

Grammarly helps me realize the correct way of using the word 'everyone' as in it should be followed by a singular verb instead of the plural verb." (Respondent three)

I realised that I have been making the same mistake when writing "its means" instead of "it means" since I started using the application. Now, that is the first thing I check every time I am done writing." (Respondent four)

This resonates with a study by Halim et al (2022) that showed Grammarly enhances students' self-directed learning in L2 writing by making them aware that Grammarly helped their writing process. Evidently, it is demonstrated through the students' initiative and motivation to learn as they experience needs and interests in a particular subject.

Respondents four and six also pointed out that Grammarly has helped them realise the differences between American English and British English. Since the Grammarly application is developed by an American company, the application is designed to flag British spelling as an error. This confusion has allowed the teacher to clarify to the students that other words are spelt differently depending on where they are used. The explanation has led to more discussion between the teacher and the students regarding its usage and appropriateness. This finding has proven that the application can spark more interactive and contextualised discussions about a grammar topic. This finding is in line with the previous studies that opt for Grammarly software as the intervention which noted that students perceived the software as a useful tool to use and a significant software to understand grammar rules (Dewi, 2023; Nurhidayah & Irawati, 2024)

Another respondent (Respondent three) thought that they feel more motivated to write because the application assigns marks every time they paste their essay, and seeing their marks improve has made them more driven to write.

Before using Grammarly, I never double-checked my essay after I finished writing. After using Grammarly several times, I notice that the software assigns marks every time I paste my essay. So, I feel bad every time I get a low mark. Now, I proofread my essay before pasting it into the software so that I can see improvements in my mark. (Respondent three)

This quote suggests that the Grammarly application encourages self-regulated and autonomous behaviour in users when it comes to evaluating their writing progress (Su, 2024). On top of that, the marking system feature provided by the application further motivates the students to aim better every time they try to complete their writing task. This finding further supports the notions from previous studies that automated writing evaluation tools motivate students more effectively, as they simplify the writing process and make it more engaging (Komara & Putra, 2024; Raihan et al., 2024). Some respondents also shared that they have started using Grammarly for their hobbies. This aligns with one of the items in the Technology Acceptance Model (TAM), specifically 'Behavioural Intent', where users exhibit a given behaviour, which then becomes a predictor of actual behaviour. The respondent has started to use the Grammarly application not just for writing assignment purposes, but also as a meaningful activity in their daily life.

"I like to post something on social media, and now I check my texts on Grammarly before posting on social media" (Respondent two).

"I like to write reviews of movies or series that I watch, and I will post them somewhere everyone can read. Now I use Grammarly to make sure my review is (grammatically) perfect" (Respondent four).

However, the application also brought out some negative perceptions from the students. They believe that although the application helps correct their sentence structure, some of the feedback also alters the overall meaning of the sentence.

"The application wants to correct our sentence structure, but then it changes what we want to say (in the essay)" (Respondent nine).

This finding aligns with several previous studies, which have reported that some students express negative perceptions due to misleading feedback and non-contextual suggestions (Faisal, 2023; Suryanto, 2024; Indiah Pane et al., 2025). Another respondent thinks that the free version of the application can only detect basic mistakes, and the price to subscribe to the premium version is too expensive. Several previous studies echo the same sentiments (Ummah & Bisriya, 2022; Dewi, 2023).

Preferred Types of Feedback

The correct type of feedback will help students to improve their comprehension. In this study, students were asked about their preferences for types of feedback when it comes to improving their writing and grammar. Although they believe that the Grammarly application is helping them sufficiently, the majority of respondents prefer a balance between teacher feedback and automated feedback. Respondent five pointed out that:

"I feel grateful every time I receive feedback from my teacher but I understand that teachers can be busy. So the automated feedback is beneficial every time my teachers are not available to give feedback" (Respondent 10).

Another respondent believes that the Grammarly application should be used in conjunction with teachers' assistance, as it provides a human touch and more personalised feedback that the tool may not be able to offer.

I appreciate receiving feedback from my teacher, but I understand that teachers are busy and not always available. So when my teacher is not available, I will use automated feedback to learn on my own. (Respondent 10)

I am a shy person. I will try to get my feedback from the online application first. If I still don't understand, I will refer to my teacher. (Respondent nine)

I prefer teacher feedback because I would like to listen to teachers' comment about my mistake face-to-face. I also like to ask follow-up questions. (Respondent five)

I think both types of feedback (teacher and automated) are good. But I prefer teacher feedback because I feel it is more personal. (Respondent six)

Based on these responses, it can be concluded that students still primarily rely on teachers' feedback and prefer to use automated feedback as a complement. This finding aligns with previous studies, which suggest that the Automated Writing Evaluation tool alone is insufficient. A study by Mat (2024) concludes that the traditional feedback method is still favoured by many. Some students also express distrust towards AWE-generated feedback and show a preference for human raters over automated scores (Astutik et al, 2024).

Discussion

The qualitative data were obtained through semi-structured interviews with ten students who underwent four weeks of writing lessons with Grammarly as their grammar checking assistant. The data were transcribed and analysed by identifying and categorising common themes.

Analysing interview data involves several steps: coding techniques, grouping similar types of information, and relating different ideas and themes to one another.

The study's first research question focused on students' experience in using ICT tools in general. The findings indicated that the students were familiar with using online dictionaries to find the meanings of words. They also used the Google search engine to find information and relied on Google Translate to get a quick translation of certain English phrases. When asked about the term "grammar checker application," most of them were unfamiliar with the term, but they agreed that there are specific online applications that can help them check their grammar.

The findings were further focused on the students' attitudes and experiences in learning English, with an emphasis on four key areas: reasons, challenges, motivation, and methods. It can be concluded that all respondents had a generally healthy and positive experience learning English, and all students identified the grammar aspect as the part they found most challenging. In terms of motivation, the findings are categorized into intrinsic and extrinsic motivations. Three out of ten students are intrinsically motivated when it comes to learning the English language. In contrast, the rest of the students believe that English is important for their career path and a competitive social environment. In terms of learning methods, all students underwent both formal and informal language lessons. They learned English in school by doing exercises and memorizing texts. Informally, the methods vary, ranging from learning English through movies and television series to the use of mobile applications. These findings indicate that students have a positive attitude towards their English language learning experience, as evidenced by their active participation in the learning process.

Regarding the use of the Grammarly application, it can be concluded that most students show a positive perception of it, mainly due to three reasons: awareness of grammatical mistakes, improved sentence structure, and a better level of motivation. Two respondents shared that the Grammarly application helps them to improve their sentence structure. This led them to rethink and question the intended meaning of their writing. Additionally, two respondents noted that they became more aware of the grammatical mistakes they had made in their writing. This has led to a follow-up discussion between them and the teacher about the feedback provided by the Grammarly application. In addition to that, two additional respondents shared that the Grammarly application boosts their motivation to write more and check for language errors before posting any writing on their social media accounts.

However, some respondents thought that the Grammarly application does not fully assist them in their comprehension. Occasionally, the application generates corrections that do not match what the writer means. Additionally, other issues that occur include the feedback being too brief and simplistic due to the free version, and users believe that the price to subscribe to the premium version is too high.

Lastly, the respondents were asked about their preferred type of feedback. The majority of the respondents prefer a combination of teacher feedback and automated feedback. They feel that a balance of both types of feedback can further solidify the grammar input and, at the same time, make them understand better. Based on these responses, it can be concluded that students still primarily rely on teachers' feedback and prefer to use automated feedback as a complement.

Conclusion

The results of this study confirmed the effectiveness of the Grammarly tool and its benefits in improving students' grammatical accuracy and writing skills. Based on the findings gathered

from the interview, several implications have arisen. The importance of feedback in grammar learning is proven to be crucial in this study. The results illustrate that students' awareness of their language errors is heightened, in the sense that they are more careful when producing English texts in formal assignments or during their daily activities. Moreover, they learn to adapt the use of a grammar checker application to their learning styles and preferences by realising that the usage may motivate them more to write in English, or vice versa. Nevertheless, the application helps students to explore more methods to self-assess their work and to receive prompt feedback. Further research is needed to investigate students' acceptance, availability, and proficiency levels, as well as their impact on other language skills, such as speaking and reading. Additionally, since this study focused on only ten students, further research on a larger population is needed to verify its effectiveness more thoroughly. Additionally, the current study only involved post-secondary students from a single institution. Further study is needed on students from diverse backgrounds to assess the feasibility and accuracy of this approach. Other ACF tools can also be explored to study their features and effectiveness. Lastly, the current study employed a small-group, closed-interview approach. Future research should focus on more empirical studies involving a larger dataset to gain a more in-depth and comprehensive perspective.

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Appendices

Appendix A: Interview Questions

A. Interviewee Background

1. Can you state your name and age?
2. How long have you been studying at this institution?

B. Attitude and Experience in learning English language

1. What do you like about English language?
2. What are some of the challenges you face when learning English language?
3. What motivates you to keep improving your English language proficiency?
4. How do you usually learn English grammar?

C. Experience in using ICT tools

1. In terms of studying, what are the ICT tools or applications that you usually use? (word processing, grammar checker, search engine)

D. Perception of the use of Grammarly

1. How does Grammarly help in improving your writing?
2. Does Grammarly help you to notice the errors more easily in your writing?
3. Does your understanding of the grammar structure become clearer after using Grammarly?
4. Do you feel more motivated to complete your writing tasks after receiving feedback from Grammarly?
5. What are your thoughts on the feedback generated by Grammarly?

E. Preferred types of feedback

1. What is your preferred type of language feedback? Why?

F. Demographics

Post Interview Comments and/or Observations: