

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Mai Thị Lan

HẢI PHÒNG – 2025

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**A STUDY ON THE APPLICATION OF “GRAMMARLY”
IN ENHANCING ENGLISH WRITING SKILLS OF
ENGLISH MAJORS AT HPU**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH : NGÔN NGỮ ANH**

**Sinh viên : Mai Thị Lan
Giảng viên hướng dẫn : ThS. Nguyễn Thị Huyền**

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NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

Công ty TNHH Goda International Việt Nam

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn : A study on the application of “Grammarly” in enhancing English writing skills of English majors at HPU

Đề tài tốt nghiệp được giao ngày tháng năm 2025

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Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày tháng năm 2025

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên :
Đơn vị công tác: : Trường Đại học Quản lý và Công nghệ Hải Phòng
Họ và tên sinh viên : Mai Thị Lan
Đề tài tốt nghiệp : A study on the application of “Grammarly” in enhancing
English writing skills of English majors at HPU

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm
Giảng viên chấm phản biện
(Ký và ghi rõ tên)

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ABSTRACT

English writing is crucial for English majors who must master it, but many students face challenges in writing skills. Fortunately, artificial intelligence offers new advantages for supporting and enhancing writing skills. Therefore, the research is carried out to find out the effectiveness of Grammarly in developing writing skills. As a result, this report paper is made. This study aims to explore and analyze the application of Grammarly in developing English writing skills and then propose new solutions and approaches to optimize the learning process. To achieve the aim of the study, the author applied a questionnaire survey with 36 respondents. The main research question: "How effective is Grammarly in developing writing skills for English department students?". Consequently, the findings show the role of Grammarly in developing English writing skills. It indicates that Grammarly helps improve grammar, vocabulary, spelling, sentence structures, etc., and students have positive experiences with Grammarly when providing feedback and suggestions. Finally, the paper suggests some solutions to help students write English better, such as enhancing students' practice habits and learning methods etc.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to all those who provided me the opportunity to complete this study titled A study on the application of 'Grammarly' in enhancing English writing skills of English majors at HPU."

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Finally, I would like to thank my family and friends for their unwavering support and encouragement throughout my research journey.

Thank you sincerely!

Hai Phong, May 9th, 2025

Lan

Mai Thị Lan

LIST OF ABBREVIATIONS

No.	Abbreviation	English Meaning	Vietnamese Meaning
1	HPU	Hai Phong University of Management and Technology	Đại học Quản lý và Công Nghệ Hải Phòng
2	AI	Artificial intelligence	Trí tuệ nhân tạo
3	NLP	Natural Language Processing	Xử lý ngôn ngữ tự nhiên
4	EFL	English as a Foreign Language	Tiếng anh như một ngôn ngữ nước ngoài

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PART I: INTRODUCTION

1. Rationale

In the digital age, the application of technology in education is becoming increasingly widespread and essential. Specifically, the research and use of Artificial Intelligence in the development of English writing skills not only helps improve the quality of education but also contributes to preparing high-quality human resources for the labor market in the new era.

One of the most widely used AI-powered tools for supporting English writing is Grammarly. Grammarly can support students in self-studying and practicing their writing skills by detecting grammar, vocabulary, and punctuation errors, while also providing suggestions to improve their writing style. Grammarly provides immediate feedback and personalizes corrections based on the learner's proficiency and needs, thereby facilitating more effective development of writing skills. Additionally, with its ability to analyze big data and identify trends, Grammarly assists teachers in evaluating and adjusting their teaching methods to better suit each group of students.

Although there is a range of research on AI in education, the exploration of Grammarly's effectiveness in the context of English writing is still limited. First, there is a lack of empirical evidence regarding the effectiveness of Grammarly in enhancing the English writing skills of non-native speakers, particularly at the university level. Second, despite a few studies examining its impact on students' academic performance and engagement, the integration of Grammarly into the curriculum of English departments remains underexplored. Therefore, it is very important to address these gaps because proficiency in English writing is crucial for academic success and professional development in a globalized world. That is the reason why the author decided to choose to conduct a study on “ *The application of “GRAMMARLY” in enhancing English writing skills of English majors at Hai Phong University of Management and Technology*”. This study aims to fill these

gaps by evaluating the practical application of Grammarly in improving the writing abilities of English department students.

2. Aim of the study

This paper aims to explore the effectiveness of Grammarly in enhancing English writing skills among English department students at Hai Phong University of Management and Technology. Additionally, the study aims to explore the participants' perceptions towards using Grammarly to improve their writing skills.

In order to accomplish this task, the paper has been designed to fulfill the following objectives:

- First, it aims to identify the specific writing skills (grammar, vocabulary, coherence, organization, etc.) that Grammarly can most effectively improve for English department students. The collected results are used to examine the application of Grammarly in enhancing the writing skills of English as a second language.
- Second, to explore the participants' perceptions towards using Grammarly to improve their writing skills.

3. Research questions

The study focuses on examining the role of Grammarly in enhancing students' English writing performance and their experiences when using this tool. Therefore, this paper addresses two main research questions as follows:

1. Does the use of Grammarly improve the grammar, vocabulary, and overall writing fluency of English majors at HPU?
2. How do English majors at HPU perceive the usefulness and effectiveness of Grammarly in improving their English writing skills?

4. Research Subjects

In this study, the author decided to study the current situation of students using Grammarly for English writing. The study will employ a data collection method

through survey questions to gather data from second -year students. The author hopes that this study will help students use Grammarly responsibly and effectively, while promoting authentic writing skills.

5. Scope of the study

The research subjects were second-year students of the English Department of Hai Phong University of Management and Technology. From the research, it can be concluded that there are positive and negative effects on the behavior of using Grammarly on students' writing skills. However, due to limited time, knowledge, and reference materials, the research could not go into the application of Grammarly on students' English writing skills. The author hopes that this study will be a useful reference for those who rely on Grammarly and improve their authentic writing skills.

6. Method of study

With the purpose of the study being to explore how Grammarly can support second-year English major students at HPU in enhancing their academic writing skills, particularly in grammar and vocabulary, my methods are :

- A survey among second-year English major students at HPU is carried out to find out how often they use Grammarly, their perceptions of its usefulness, and its impact on their writing.
- Analyze the data to find out how Grammarly supports students in reducing grammatical and lexical errors, and in improving coherence and cohesion in their writing.
- Material collection through reference books and academic articles related to English writing, grammar, vocabulary etc .

7. Organization of the study

This research paper consists of three main part:

Part I: Introduction

This part introduces the overview of the research, including the rationale, aim of the study, research questions, research subjects, scope of the study, method of study, and organization of the study.

Part II: Development

This core part comprises three chapters:

- Chapter 1: Literature Review : This chapter explores theoretical concepts related to writing skills, academic essay composition, and the use of Grammarly. It also examines students' perceptions of artificial intelligence tools in academic writing.
- Chapter 2: Research Methodology: This chapter details the research design, including participant selection, data collection methods, and analytical procedures. It presents the findings derived from questionnaires and other data sources, offering insights into the effectiveness of Grammarly in improving students' writing skills.
- Chapter 3: Suggested Solutions: Based on the research findings, this chapter proposes practical strategies for leveraging Grammarly to enhance various aspects of English writing, such as vocabulary, spelling, grammar, and contextual word usage.

Part III: Conclusion

The final part summarizes the key findings, discusses the limitations encountered during the study, and offers suggestions for future research. It also provides recommendations for students aiming to improve their English writing skills using tools like Grammarly.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1. Theoretical backgrounds of writing

1.1. The definition of writing skills

There are several different definitions of writing, interpreted by a number of different linguists. According to Harmer (2007), writing was considered to be an integral part of a larger activity whose focus is on other things such as language practice, acting or speaking. On the other hand, writing was known as the expression of language in the form of medium writing through the use of a set of signs or symbols. Some people supposed that writing is difficult. Elbow (1981) showed that writing requires the ability to generate words and ideas from the writer himself, but it also requires the ability to critique them in order to describe the words and ideas.

According to Meyers (2005), researchers suggested that writing is a way to create language, just as humans naturally do when they speak. Writing was defined as communicating with others verbally. In addition, Byrne (1979) suggested that writing is one of the language skills that help authors translate their ideas into text. It was known to be an act of a process of discovering and organizing a writer's ideas, putting them on paper and then reshaping and revising them. Writing could be defined as someone's ability, in this case a writer's skill, to produce an argumentative paragraph that produces formal style and unity of subject and theme.

According to Bello (1997), writing was considered to be an effective language skill that plays an essential role in promoting language acquisition as learners experiment with words, phrases and several text paragraphs to effectively communicate their ideas effectively and to reinforce the grammar and vocabulary they learn. class. Brown (2003) argued that written products are often the result of thinking, drafting and editing processes that require specialized skills, skills that not all speakers develop spontaneously.

According to Heaton (1975), varied skills are necessary for good writing. There are five general components or main areas which can be grouped into:

1. Language use: the ability to write correct and appropriate sentences
2. Mechanical skills: the ability to correctly use those conventions peculiar to the written language, for example punctuation, and spelling.
3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing skill is one of the four essential skills for effective communication. The better you write, the easier it will be for your readers to understand you. It takes time and practice to learn to write well. It was agreed that writing is a means of communication made possible by forming a word with graphic symbols arranged according to certain conventions and then arranging it to form a sentence. Sentences are logically and grammatically linked to form a sentence. Writing, like listening, involves writers (producers) and readers (receivers). Writing involves the interaction between the writer (encoder) and the reader (decoder). Writing means using orthography to create grammatically correct sentences that convey meaning to the reader.

1.2. The writing process

The writing process is seen as a series of steps that help students develop and improve their writing gradually. Instead of focusing only on the final product, the process approach encourages students to pay attention to each stage of writing. This method helps students see writing as a process that takes time, practice, and

reflection. It allows them to go back to earlier steps to make changes and improve their work.

The writing process usually includes several important stages: generating ideas, organizing those ideas, writing the first draft, reviewing the content (checking for meaning, clarity, connection between ideas, and how effective the message is), and finally editing and evaluating the writing. In this approach, teachers do not just give a writing task and wait for the final paper. Instead, they support students throughout the process. They help students understand the purpose of the writing, think about the target audience, and guide them in brainstorming and planning. Students are encouraged to write multiple drafts. After each draft, they receive feedback from the teacher and classmates. This feedback focuses on the content and structure, not on grammar at first. Grammar correction becomes important only in the final version.

This writing process is not a straight line. Students often move back and forth between the steps, especially between writing and revising. Because of this flexibility, the process approach helps students become more confident and independent writers. It also helps them think critically and organize their thoughts better.

There are 6 steps in the writing process:

1. analyzing the assignment
2. brainstorming
3. organizing your ideas
4. writing the first draft
5. rewriting the first draft
6. writing the (next) final draft

These steps follow each other in order, but it is also very common to repeat some of the stages multiple times. This is particularly true with writing the first draft and writing the next draft. Below is a diagram showing the writing process.

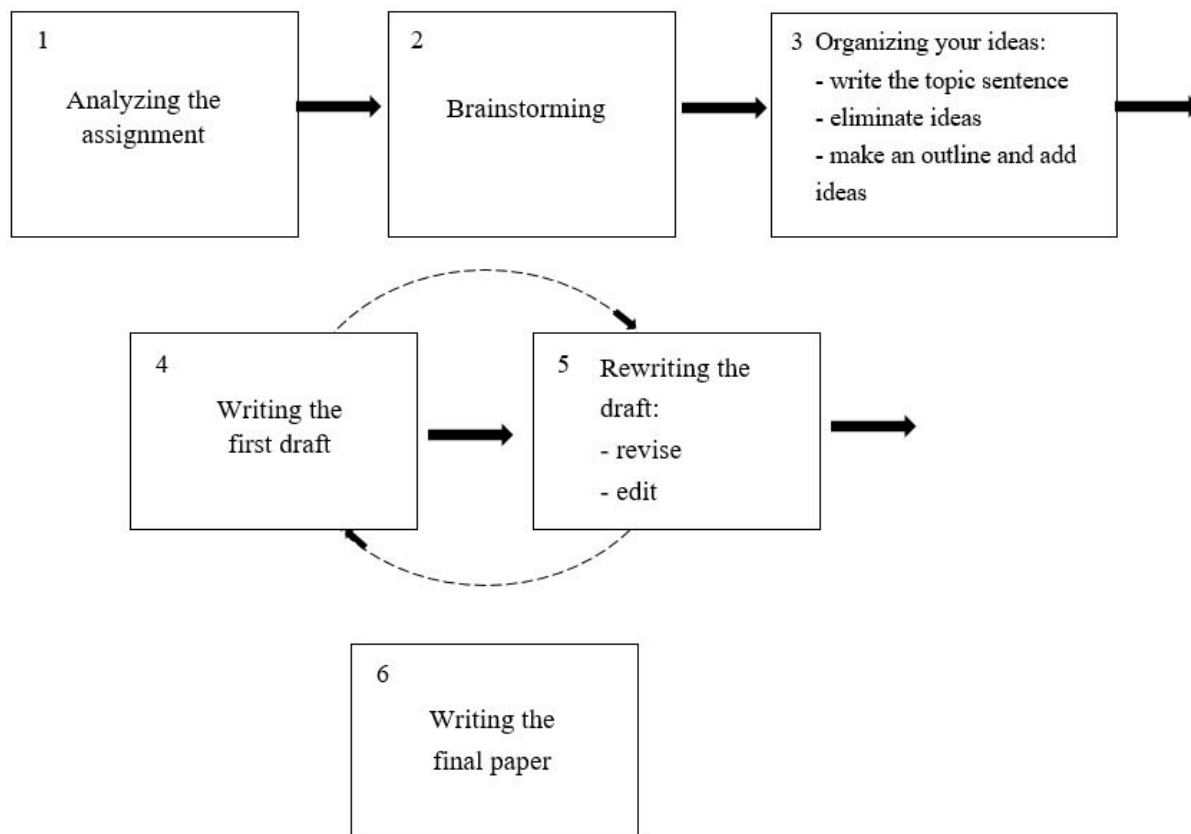


Diagram 1.1: The Writing Process

2. Theoretical backgrounds of academic essay writing

2.1. The definition of an academic essay

Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing (personal, literal, journalistic, business, etc.,) in several ways. Its differences can be explained in part by its special audience, tone and purpose.

Academic writing pertains to the specific form of writing utilized for scholarly purposes within colleges and universities. It serves as the primary mode of communication among academics, instructors, and students across various academic

disciplines in higher education (Greene & Lidinsky, 2015; Johnson, 2016). As a standard form of written expression, academic writing exhibits distinct characteristics setting it apart from other styles. It is characterized by objectivity, conciseness, logic, clarity, focus, and formality (Giltrow et al., 2014; Osmond, 2016; Starkey, 2015). Moreover, academic writing is context-specific, serving particular tasks for identifiable purposes and audiences (Grabe & Kaplan, 1996; Starkey, 2015). These distinguishing traits render academic writing recognizable in terms of its formal structure, organization, lexical choices, sentence structure, and discourse patterns (Gottlieb & Ernst-Slavit, 2013). Ferris (2018) appears to concur with Gottlieb and Ernst-Slavit (2013) in asserting that effective academic writing in professional contexts necessitates a comprehensive array of skills and knowledge. It demands a thorough understanding of content, writing context, purpose, and audience, as well as proficiency in linguistic and non-linguistic features such as vocabulary, spelling, grammar, coherence, punctuation, capitalization, and formatting.

To sum up, academic writing is characterized by its formality, adherence to language norms, precision, and use of hedging. Given that individuals are not inherently equipped with academic writing skills, training is essential for mastering them, particularly in professional environments.

2.2.Classifications of academic essay

According to Imed Bouchrika, Phd (2024), there are many types of writing, each type of writing is designed for a specific purpose, and each has its own objective, tone, style, content, etc. However, there are four main categories of writing:

➤ Narrative essay:

Narrative writing is a type of writing that tells a story or recounts a sequence of events. It often focuses on the development of characters, plot, and setting, using vivid details and sensory language to engage the reader. Narrative writing can take various forms, such as short stories, novels, autobiographies, and anecdotes. Its

primary purpose is to entertain, engage, or inform the audience, and it often involves the use of descriptive language to create a vivid and immersive experience for the reader.

➤ Descriptive essay:

Descriptive writing is akin to painting a picture with words that attempt to provide readers with a firsthand and detailed impression of places, characters, events, etc. Apart from describing what something looks like, the author also appeals to the other senses of the readers such as smell, hearing, and touch. As such, authors must be familiar with imagery definition as literary devices.

➤ Persuasive essay:

Persuasive writing, as the term suggests, is a type of literature whose objective is persuading the audience in aligning their thoughts and actions with the author's own goals. The writer takes a definitive stance about something, be it pro or against, and asks his/her audience to do the same. It is basically influencing someone to take the author's side in order to have the audience believe or do something favorable to him/her.

➤ Expository essay:

Expository writing is written in a style that explains a concept or shares information with the audience as well as provides instructions and insights regarding a particular subject. It is one of the most common types of writing and is typically present in other writing styles as well. Because it lays information to readers, it is sometimes referred to as information writing.

According to Lien, T.T.N (2010), the classification of academic essays is divided into the following main types :

➤ Narration: a narrative relates events that have happened. In other words, narratives tell a story and are a large part of everyday conversation. It tells a story by presenting events in an orderly, logical sequence. Writing a narrative

essay is more likely to present sequence events for the purpose of supporting a thesis.

- **Description:** the writer wants to tell readers about the physical characteristics of a person, place or thing. Description relies on five senses – sight hearing, taste, touch and smell. A good description helps readers form a vivid impression of what to communicate.
- **Problem -solution essay:** In this kind of essay, writers confront problems and seek the solutions. Problem-solution essay usually contains: a background paragraph that demonstrates the problem, one or more paragraphs of evaluation of alternative solutions, a persuasive proposal of one more paragraph for one solution, and one or more paragraphs describing implementation of that solution.
- **Exemplification:** It uses one or more particular cases, or examples, to make a general point specific or an abstract concept concrete. Exemplification is used in every kind of writing situation to explain and clarify, to add interest, and to persuade.
- **Process:** A process essay explains how to do something or how something occurs. It presents a sequence of steps and shows how those steps lead to particular result.
- **Cause and effect:** It analyses why something happens. Cause-and-effect essay examine causes, describe effects, or do both.
- **Comparison and contrast:** Comparison shows how two or more things are similar, and contrast shows how they are different. In most writing situations, however, writers use the two related processes of comparison and contrast to consider both similarities and differences.
- **Definition:** the definition essay tells what a term means and how it is different from other terms in its class. There are two types of definitions: formal definitions and extended definitions.
- **Classification and division:** This essay is about division of people, objects, places, or ideas into various groups that share similar characteristics.

- Argumentation: it is a reasoned, logical way of asserting the soundness of a position, belief, or conclusion. Argumentation takes a stand-supported evidence and urges people to share the writer's perspective and insights.
- Data interpretation essay: it aims at analyzing data from charts, tables, graphs, etc.

2.3.Organization of an academic essay

In the book “Essay writing: a generic approach written by Lien (2010) organization of an academic essay contains three parts: introduction, body paragraphs and a conclusion:

The introduction is the first paragraph in the essay. The functions of the introduction are:

- to introduce the topic to the reader in an engaging way
- to orient the audience by giving a little background information about the topic
- to state the thesis of the essay (the main idea, the focus, the purpose) for the reader

The middle is called the body of the essay. The function of these body paragraphs are to:

- explain
- define
- clarify
- illustrate the main idea of the essay, and to persuade the audience that the writer's ideas and opinions are worthwhile

Each body paragraph of an essay begins with a topic sentence that contains controlling ideas, supporting sentences and a concluding sentence.

Body paragraphs in essays are developed by the essay organization methods therefore it can include:

1. process
2. extended definition
3. classification
4. comparison and/or contrast
5. cause(s) or effect(s) or both

A conclusion is the paragraph that completes the essay by one or more of the following:

- by summarizing the main ideas in the essay
- by making recommendation (s) about ideas presented in the essay
- by offering a solution to the problem discussed in the essay
- by making a prediction about ideas or issues discussed in the essay

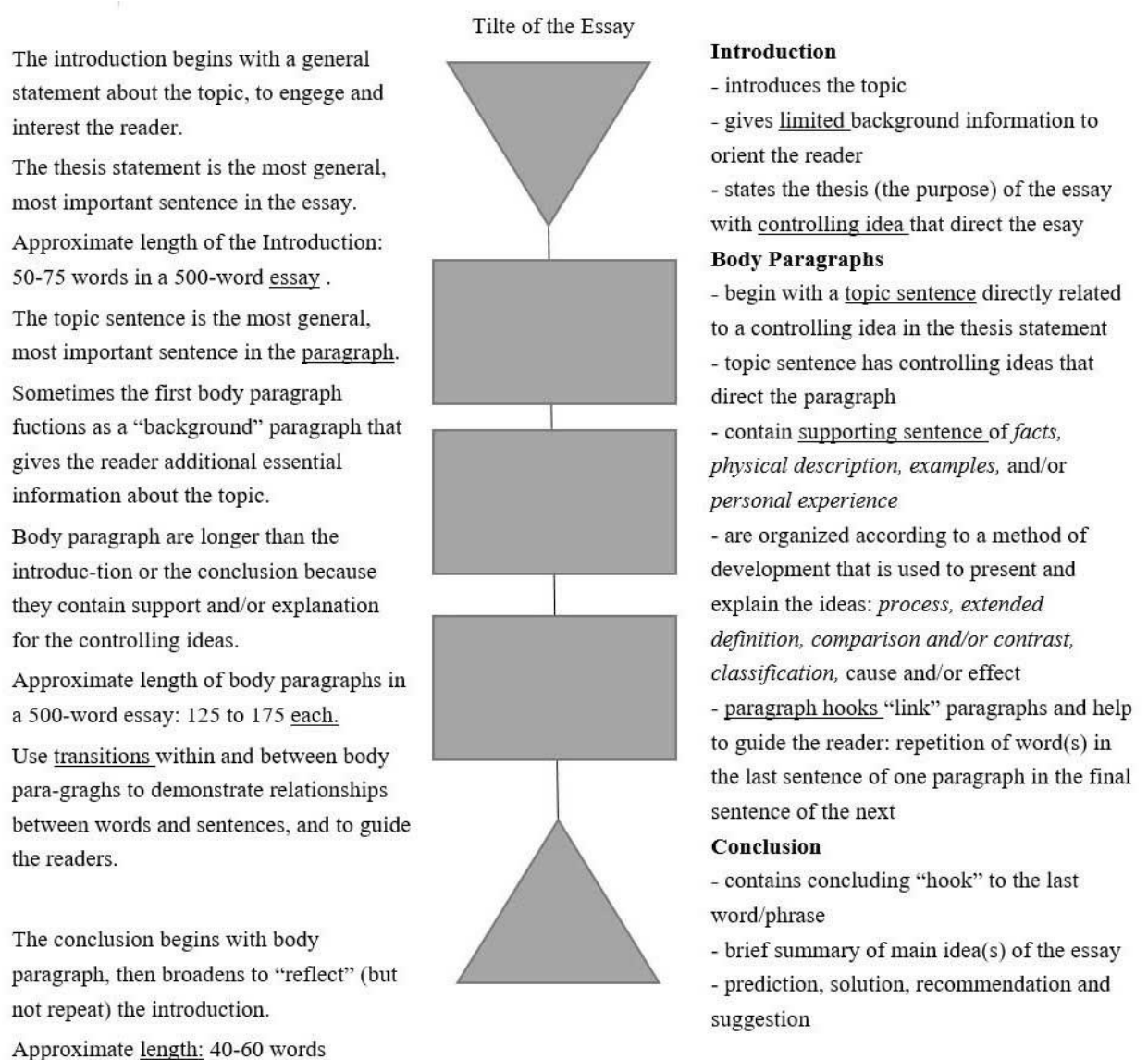


Figure 1.1: Diagram of an Academic Essay (Joy Reid, 1998)

2.4.Features of an academic essay

English academic writing is linear, which means it contains a single main topic or theme supported by each paragraph without digression or repetition of prior ideas. Its primary objective is information rather than enjoyment. It is also written in the widely used standard version of the language. Academic writing has ten key characteristics that are frequently highlighted (Vineski, 2003). Complexity, formality, impartiality, explicitness, hedging, and coherence are a few traits of academic writing. It uses words precisely and accurately.

➤ Complexity

Written language is relatively more complex than spoken language (Biber, 1988). In comparison to spoken language, written language is more complicated. Longer words, a more varied vocabulary, and a larger lexicon are characteristics of written language. There are more sentences with nouns than with verbs. Written sentences are shorter and contain more complex syntax, including subordinate clauses and passive voice.

➤ Formality

Writing in academic settings is typically formal. "A formal style will be distinguished by detachment, precision, and 'objectivity,' but also by rigidity and cognitive burden; an informal style will be significantly more flexible, direct, and involved, but also more subjective, less accurate, and less informative" (Heylighen & Dewaele, 1999). This typically means that academic writing essays should avoid utilizing common language, phrases, and colloquial expressions.

➤ Precision

In academic writing, precision is essential. Academic writing should use clear and unambiguous language to ensure that the reader understands the message. This includes the utilization of technical (i.e., subject-specific) terminology, which is acceptable provided it conveys the meaning more effectively than an equivalent non-technical phrase. Sometimes it could be important to clarify such technical phrases, but only if the reader won't be able to comprehend them without explanation from individuals who operate in the same sector.

➤ Objectivity

Objectivity is frequently portrayed as a key idea in relation to the claims, processes, and outcomes of science, or its epistemology (Daston and Galison, 2007). For a long time, claims of objectivity have been linked to a method of establishing the unbiased, value-free facts (Post, 2014), with a kind of "immaculate perception"

(Eisner, 1992) or "absolute conception" (Reiss and Sprenger, 2016) that has "truth" or faithfulness (Galison, 2015). This suggests that it is essential to make it clear that the concepts and opinions expressed by the writers should be backed by our reading, research, class debates, and lectures.

➤ Hedging

Hedging, or the act of weakening a claim, is a crucial component of academic writing. Hedging is known for being polite, ambiguous, and mitigating. Hedging strategies are used by academic authors to maintain objectivity (Swales & Feak), express doubt (Skelton), and refrain from making categorical claims (Hyland, b). Hedging is a tactful technique that is intended to show respect for opposing viewpoints and to soften words so that readers can interpret them anyway they see fit (Myers; Cabanes) (Jalilifar & Shooshtari,).

➤ Coherence

Last, the coherence becomes one of the main characteristics of academic writing. Academic writing needs a good flow of ideas, or it is necessary to have good use of linking words to join the ideas within and between sentences and paragraphs, and excellent usage of signposting words to show the development of our argument (Birhan, 2017, p. 105).

Birhan (2017, p. 105) defines that “a text is considered coherent when it makes reliable sense, depending on the help of cohesion devices. He describes cohesion as the demonstrable pattern of the integrity of the texts, the marks of its hanging together”.

2.5.Problems in academic essay writing

According to Hedge (1988:5) points out that grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students’ effective writing in English (Ibrahim Mohamed Alfaki, 2015).

1. **Grammatical Problems:** Learners have a number of problems in their attempts to write in the second language. “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students” (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject-verb agreements, pronoun references, and connectors.
2. **Problems of Sentence Structure:** Sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use runon, incorrect, and fragmented sentences (west 1966, in Tsegaye 2006:16). Kharma (1986) states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel (1983:22), cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.
3. **Problem of Word Choice:** A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983;Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use ‘big words’ in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.
4. **Cognitive Problems:** The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.
 - ***Punctuation Problems:*** According to Byrne (1988: 16), the fact that punctuation has never been standard to the extent as spelling, makes it

is problematic. Similarly, Carrol and Wilson (1995: 191) state "students' writing encounter punctuation problems as there are no universal rules of punctuation."

- ***Capitalization Problems:*** Capital letters are useful for sentence initials, the beginning of important words, in topics, headings ,etc (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students" (Gowere et al., 1995)
- ***Spelling Problem:*** Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al, 1995)
- ***Content Problem:*** Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others (Clifford, 1987). According to Leki (1991) this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. Clifford (1987) suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.
- ***Problem Organization:*** According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately" (West, 1966: in Tsegay 2006: 17). Raimes (1983) states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or

generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

3. Theoretical backgrounds of Grammarly

3.1.The definition of Grammarly

With the use of cutting-edge algorithms and artificial intelligence, Grammarly is a popular digital writing aid that enhances written English. It provides an extensive feature set intended to assist users in identifying and fixing grammatical mistakes, expanding their vocabulary, maintaining consistency in tone and style, and avoiding plagiarism. Because Grammarly can do more than just spell check, it's a great tool for professionals, students, authors, and anybody else who wants to improve their written communication.

Grammarly is a digital writing assistant that utilizes artificial intelligence (AI) and natural language processing (NLP) technologies to detect and correct grammar, spelling, punctuation, and style errors in real time, thereby enhancing the clarity and overall quality of written texts (Grammarly, 2023). It serves as a practical tool that supports users in producing more accurate and effective writing across various contexts.

Another perspective on Grammarly is offered by Kohnke and Moorhouse (2021), who define it as an automated writing evaluation tool that provides immediate feedback and suggestions for improvement, particularly useful in academic writing. This definition emphasizes Grammarly's pedagogical function, positioning it as a learning support tool that fosters writing development through guided revision.

A further definition by O'Neill and Russell (2019) highlights Grammarly as a cloud-based application powered by AI, designed to assist users—especially second language learners—in enhancing the accuracy and quality of their writing through accessible, user-friendly feedback. This view underlines Grammarly's value in

educational settings and its effectiveness as a supplementary tool for language learning and self-correction.

These definitions illustrate the multifaceted nature of Grammarly, covering its technological foundation, educational benefits, and practical applications. The primary goal of Grammarly is to aid users in composing clear, grammatically correct, and well-structured texts by offering personalized and automated feedback. As such, Grammarly has become an increasingly popular tool in academic, professional, and everyday writing contexts.



Figure 1.2. Grammarly

3.2.Types of Grammarly

Grammarly has two versions that are commonly used to check for writing errors which are(Salah Asma, 2021):

3.2.1. Grammarly's Free Edition

Grammarly offers a free version that provides essential tools to help users identify and correct basic writing errors. Although it is cost-free, this version is not significantly limited in terms of usefulness. It includes core features such as grammar, spelling, and punctuation checks. Specifically, it effectively detects common issues like comma splices, incorrect article usage, and subject-verb agreement errors.

One notable limitation of the free version is the word count restriction, which allows users to check up to 500 words per session. When errors are detected, they are highlighted—typically in red—and appropriate correction suggestions are displayed instantly. In addition, users can set writing goals related to formality, audience, purpose, and tone, which helps tailor feedback based on the specific context of the writing task. Despite its basic nature, Grammarly’s free version remains a practical option for learners seeking quick assistance in proofreading and improving the clarity and accuracy of their English writing.

3.2.2. Grammarly’s Premium Edition

In contrast to the free version, which offers only basic writing support, Grammarly Premium provides a more comprehensive set of features aimed at enhancing overall writing quality. This paid version includes advanced tools that address various aspects of writing, such as identifying inconsistencies, unclear sentence structure, redundancy, wordiness, inappropriate tone, overly intense language, and potential instances of plagiarism.

Unlike the free version, which limits users to checking only 500 words at a time, the Premium version allows for full-document analysis without any word count restrictions. Moreover, for each identified error, Grammarly Premium provides both concise and detailed explanations, along with appropriate correction suggestions. These features not only help users improve individual texts but also support long-term development of writing skills through deeper understanding of language use.

FOR CASUAL WRITING

Free

Basic writing suggestions.

Included In Premium

- ✓ Spelling
- ✓ Grammar
- ✓ Punctuation
- ✓ Conciseness

FOR WORK OR SCHOOL

Premium

Style, tone, and clarity improvements for writing at work and school.

Upgrade to Grammarly Premium

- ✓ Everything in Free
- ✓ Clarity-focused sentence rewrites
- ✓ Tone adjustments
- ✓ Plagiarism detection
- ✓ Word choice
- ✓ Formality level
- ✓ Fluency
- ✓ Additional advanced suggestions

Figure 1.3: The Features of Grammarly in Free and Premium Version

3.3.Features and Functions of Grammarly

As a leading AI-powered writing assistance tool, Grammarly is renowned for its diverse features and functions that enhance grammar accuracy, style, and overall writing quality. With its user-friendly interface and real-time feedback capabilities, Grammarly empowers writers to refine their content and elevate their writing to new proficiency levels(Bareq Raad Raheem et al., 2023).

1. Grammar and Spelling Checks: One of Grammarly's core features is its robust grammar and spelling checks. As users type, Grammarly scans the text for grammatical errors, including subject-verb agreement, tense usage, punctuation, and common spelling mistakes. The tool instantly highlights potential issues and provides context-based suggestions for corrections (Fitria, 2021). Grammarly enables writers to catch errors and make their writing more polished and error-free.

2. **Writing Style Suggestions:** Grammarly goes beyond traditional grammar checks and offers style suggestions to enhance written content's overall flow and coherence. It detects wordy or redundant phrases, provides alternatives for word choices, and suggests improvements to sentence structure and clarity (Benchaira, 2020). Grammarly helps users convey their ideas effectively and persuasively by offering concise and precise writing style recommendations.
3. **Vocabulary Enhancement:** Grammarly provides vocabulary enhancement suggestions to expand users' vocabulary and improve word choice. It suggests synonyms for commonly used words, helping writers diversify their language and avoid repetition (Zinkevich& Ledeneva, 2021). This feature is precious for academic and professional writing, where precise and varied language usage is crucial.
4. **Plagiarism Detection:** Grammarly incorporates a plagiarism detection feature that scans the text against a vast database of academic and web content to identify potential instances of plagiarism (Mansoor& AlTamimi, 2022). This ensures that writers produce original and adequately cited content, maintaining the integrity of their work.
5. **Clarity and Readability Improvements:** Grammarly offers insights into the clarity and readability of written content. It suggests modifications to sentence structure and paragraph organization to enhance the overall readability and coherence of the text (Calma et al., 2022). This feature is especially beneficial for academic writing, where the clear and logical presentation of ideas is vital.
6. **Tone and Audience Customization:** Grammarly allows users to customize the tone and audience of their writing. Whether it is a formal academic paper or a casual blog post, Grammarly provides style suggestions tailored to the intended audience and the purpose of the content (Arisandi& Sudarajat, 2023). This customization feature ensures writers maintain consistency and appropriateness in their writing style.
7. **Real-Time Feedback and Editor Integration:** Grammarly seamlessly integrates with various writing platforms, including web browsers, word

processors, and email clients. Its real-time feedback feature allows users to receive instant suggestions and corrections as they type, promoting a continuous improvement process (Al-Ahdal, 2020).

Overall, Grammarly's extensive features and functions empower writers to overcome common writing challenges, ensuring grammatical accuracy, clarity, and stylistic excellence in their academic and professional endeavours. Its user-friendly interface and intelligent algorithms make it a valuable writing companion for users across diverse fields.

3.4. Advantages and disadvantages of Grammarly

3.4.1. Advantages of Grammarly

★ Grammatical Accuracy:

Grammarly's primary feature is its capacity to identify and fix a variety of grammatical mistakes. This covers more intricate grammatical structures as well as basic problems like subject-verb agreement, verb tense consistency, and pronoun antecedent agreement. Users can gradually improve their comprehension and implementation of grammatical principles in their work by learning from these corrections over time.

★ Punctuation and spelling:

Grammarly assists users in improving the technical accuracy of their texts by flagging misspelled words and improper punctuation. This focus on detail makes sure that the writing is presented professionally, which is especially crucial for academic papers, published content, and formal conversations.

★ Vocabulary enhancement:

Grammarly encourages users to expand their vocabulary by providing synonyms and alternatives for terms that are overused or repeated. This element not only increases the writing's realism and engagement, but it also broadens the writer's linguistic vocabulary, enabling them to convey ideas more clearly and imaginatively.

★ Clarity and conciseness:

In an effort to improve the writing's clarity and conciseness, the tool makes recommendations for getting rid of superfluous words, excessively complicated sentences, and passive voice compositions. By using these tips, authors can improve the impact and clarity of their writing while also increasing the readability and enjoyment of their material.

★ Tone and style:

With its tone detection feature, Grammarly provides feedback on the emotional quality of the writing, such as confidence, politeness, or formality. This feedback can guide writers in adjusting their tone to better suit their intended audience or purpose, leading to more effective and nuanced communication.

★ Plagiarism awareness:

Grammarly's plagiarism detection tool informs users about the value of originality and accurate source citation. In academic and professional settings, where honesty and credit are crucial, this component is extremely important.

★ Writing confidence:

Grammarly gives individuals instantaneous feedback and ideas to boost their confidence in their writing skills. This kind of assistance can inspire writers to take on more difficult assignments, take part in larger discussions, and publish their works.

★ Learning and development:

Grammarly turns every writing assignment into an educational experience by providing explanations for its recommendations in addition to instant corrections. The long-term development of writing skills can result from this instructional component, as users learn more about typical problems and how to prevent them.

3.4.2. *Disadvantages of Grammarly*

★ Over-reliance on the Tool:

One of the main concerns about using Grammarly is the risk of over-reliance. When users depend too heavily on automated suggestions, they may not develop the critical thinking and language awareness necessary for effective writing. This can hinder their long-term language learning process, especially in academic environments where independent editing and proofreading skills are crucial.

★ Inaccurate or Inappropriate Suggestions:

While Grammarly is generally accurate, it is not perfect. The tool sometimes provides suggestions that are contextually inappropriate or stylistically unnecessary, which may confuse users or lead them to make incorrect changes. This can be particularly problematic in creative writing or in cases where the author's unique voice and tone are essential.

★ Limited Support for Advanced or Creative Writing:

Grammarly works best with formal or academic writing and may not be suitable for more nuanced or creative texts. Its algorithm tends to favor clarity and grammatical correctness, sometimes at the expense of stylistic flexibility or rhetorical devices, which can limit a writer's expressive freedom.

★ Language and Style Restrictions:

Grammarly mainly supports English and may not be helpful for users who write in multiple languages. Furthermore, its understanding of style and tone is based on standard usage, which may not align with regional variations, academic conventions, or professional jargon in specialized fields.

★ Premium Feature Limitations:

While the free version of Grammarly offers basic grammar and spelling checks, many advanced features—including tone detection, vocabulary enhancement, and plagiarism checking—are only available in the Premium version.

This can be a barrier for students or individuals who cannot afford the subscription but still need access to comprehensive writing support.

★ Requires Internet Access:

Grammarly's full functionality depends on a stable internet connection. In offline situations, such as during travel or in areas with limited connectivity, users may find it less useful or inaccessible altogether.

★ Reduced Learning through Automation:

By instantly correcting errors without requiring users to understand the reasoning behind the changes, Grammarly might reduce opportunities for meaningful learning. Writers may accept suggestions passively rather than actively engaging with language rules, leading to superficial improvement without deep skill development.

4. The Students' Perceptions about Artificial Intelligence in Academic Writing

While technology may hold promising potential, understanding how users perceive it is crucial. Particularly in the realm of integrating technology into language learning, the perceptions of users, namely students, carry significant weight. Marx argues in "Student Perception in Classrooms" (1983) that learners' perceptions can impact the design of learning activities, teachers' classroom management strategies, and students' self-concept as successful learners. Generally, students are inclined to utilize technology if they perceive it as user-friendly and beneficial to their learning. The perceived usefulness and ease of use influence the intention to use technology, subsequently affecting usage behavior and how individuals engage with technology.

While studies on students' perceptions of technology integration in language classrooms are not uncommon and often yield positive results, relatively few have explored AI technology. For instance, in Haristiani's study "Artificial Intelligence Chatbot as Language Learning Medium: An Inquiry," learners expressed interest in

using chatbots due to their accessibility, easily anytime, anywhere. Additionally, Haristiani observed that students exhibited greater confidence in their learning activities when using chatbots compared to interacting with human tutors. Similarly, in the study “Students' Attitudes towards the Use of Artificial Intelligence Siri in EFL Learning at One Public University” Haryanto found that EFL students were enthusiastic about the introduction of Artificial Intelligence in their learning environment. The research revealed that students believed Artificial Intelligence helped them achieve their learning goals, was relevant to their learning needs, and was easy to use.

CHAPTER 2: RESEARCH METHODOLOGY

1. Participants

This study was carried out with the participation of 36 Sophomore English-majors. This group was specifically selected due to their intermediate stage in the undergraduate program, where academic writing becomes increasingly significant. At this point in their studies, students are expected to engage in a variety of written assignments, including essays, reports, and research-based papers, which makes them ideal subjects for investigating the application of writing-support tools like Grammarly. A questionnaire was administered via Google Forms. The collected data is transparent and truthful, and participants are assured that their responses will contribute to accurate research outcomes, reflecting their learning experiences and aligning with the research objectives.

2. Research Method

The research methodology used in this study is the quantitative approach. The survey questionnaire was distributed online to 36 second-year English majors at Hai Phong University of Management and Technology. Measurements were made using quantitative techniques. Examining how the frequent use of Grammarly by second-year English majors affects their writing skills in English by using graphs, tables, and numbers. Additionally, open-ended questions were used to collect data on students' perspectives on Grammarly and provide suggestions for making the most of the tool. The researcher can draw conclusions and provide an accurate and detailed analysis of the problem using these data.

3. Result of research and data analysis

3.1. Data collection

This study consists of questions were distributed and surveyed online. Respondents' responses will be automatically aggregated, recorded, and sent to the author.

3.2. Research Results from the Questionnaire

3.2.1. General Information

First of all, the author collected some basic participant information to provide general perspective on the study's results, as follows:

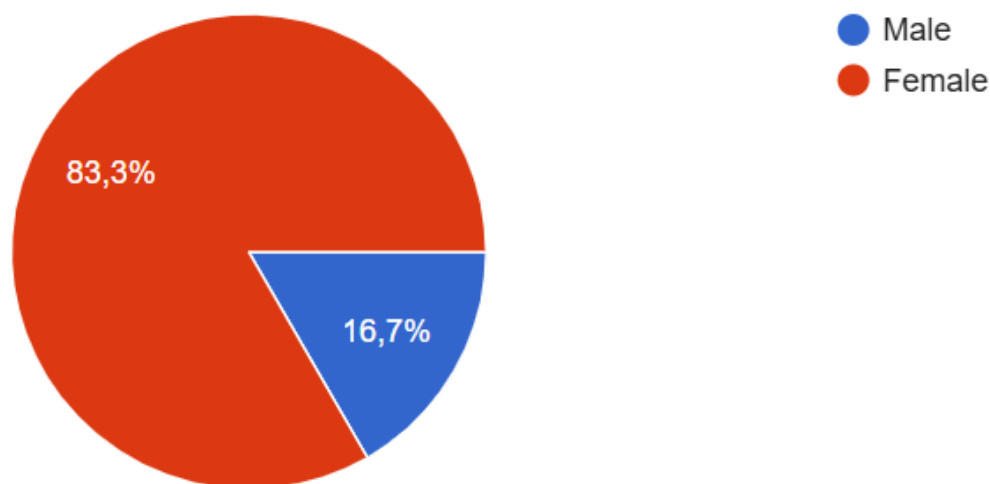


Chart 2.1: Respondents' gender who participate in the survey

The survey was conducted with 36 second-year students from the Department of Foreign Languages at HPU. Among the respondents, 30 were female (83.3%) and 6 were male (16.7%). This gender distribution is quite understandable, as the English language major tends to have fewer male students. Therefore, it is not surprising that the majority of the respondents were female. However, the gender disparity among survey participants does not affect the students' ability to use Grammarly.

What do you think about English writing skills ?

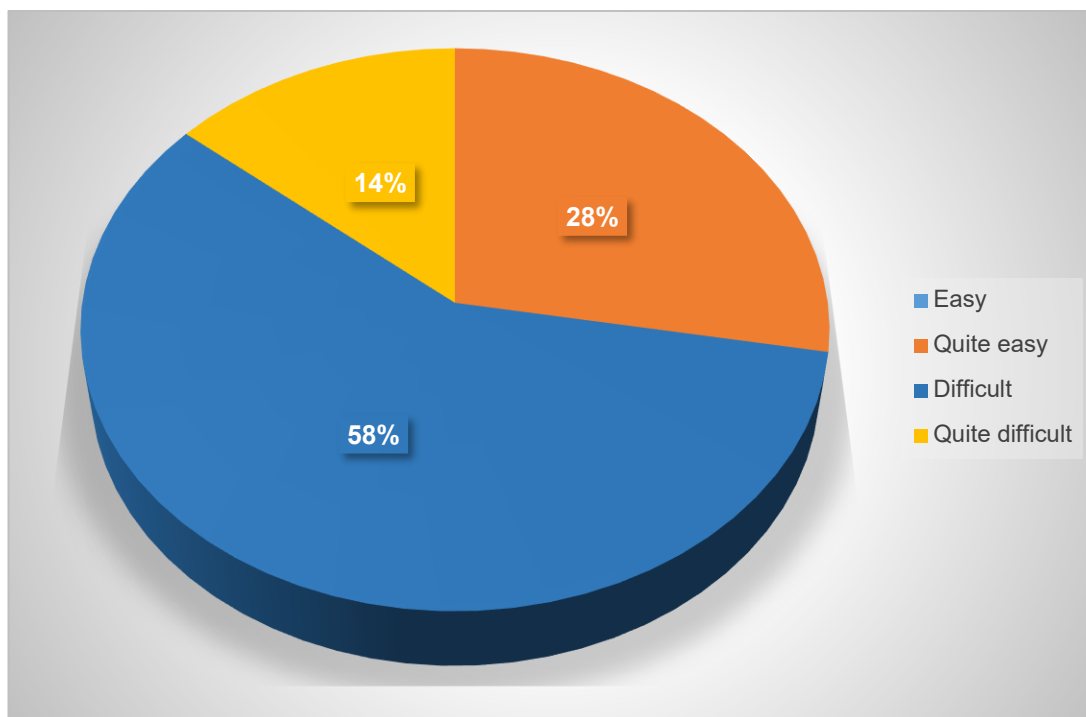


Chart 2.3: The students's opinion about English writing skills

According to the answers to this question, more than half of the students (58%) consider their English writing skills difficult. In addition, 28% think this skill is quite easy, and 14% think it is quite difficult. It can be seen that most students think that writing is a difficult topic. This can be understandable because knowledge in university will be very different from high school. Maybe you have not found a suitable learning method for yourself, so you may rely heavily on external support tools such as Grammarly. The rest of you find writing to be an easy topic because you already have knowledge and have adapted well to the university environment.

How do you rate your level of English writing?

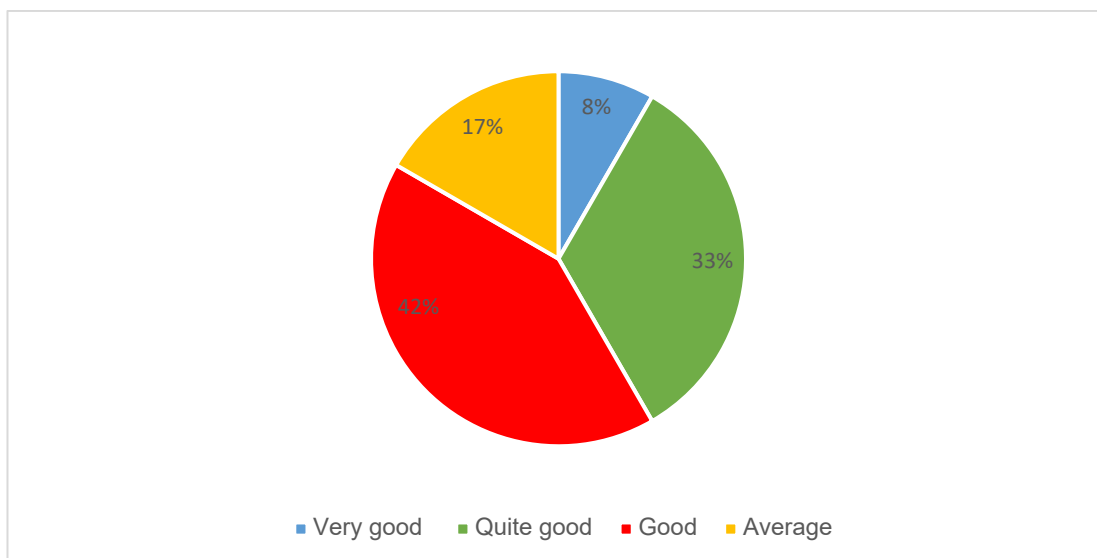


Chart 2.4: The students's opinion about the level of English

When students have different views on writing, they themselves also make different assessments of their own writing skills. As we can see, the number of students who self-assess their English writing level is "good" with 42%, accounting for the majority of students participating in the survey. Students feel that their English writing level is neither too good nor too bad, "enough" for them. Maybe for them, English writing skills don't need to be spend too much time practicing. With 33% rating their English writing level as "quite good", it can be seen that students are satisfied with their current writing skills, not too bad. 17% of students think their English writing level is only average. This is probably based on their previous scores and English background. The remaining 8% of students have a rating of "very good". This shows that they evaluate their English level very well and are confident enough in their writing skills.

Have you ever used Grammarly ?

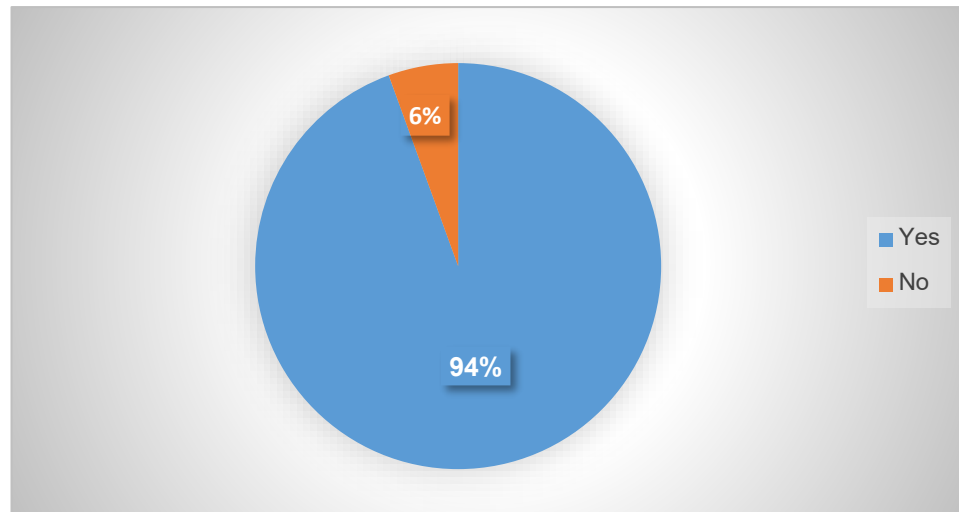


Chart 2.5: Participants

The chart above shows that the number of people who have ever used Grammarly is overwhelming at 94,%. From there, we can see the widespread popularity of Grammarly among general speaking students and English majors in particular. The convenience of external support tools helps students be more confident with their homework. In the 4.0 era, it is undeniable that Grammarly is widely used. Additionally, only 6% of the students surveyed did not use Grammarly . Perhaps these are students who focus on their own skills rather than depending on other support tools.

How would you rate Grammarly's usefulness in improving your English writing skills?

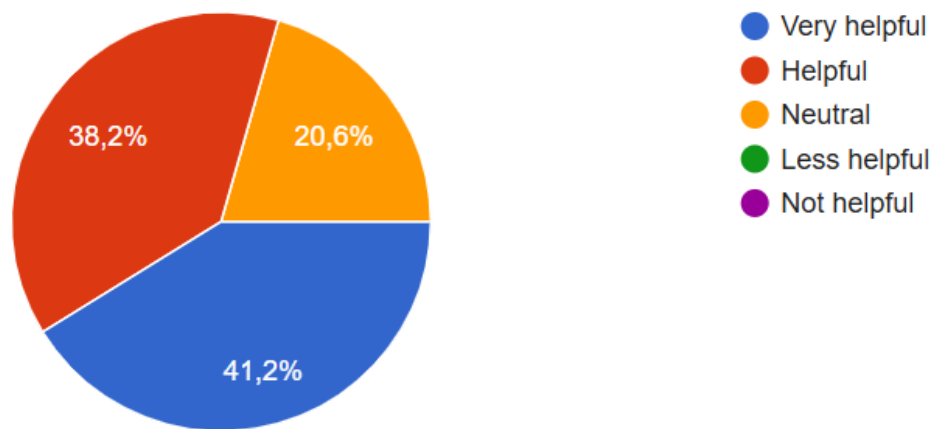


Chart 2.6: The students' opinion about Grammarly's usefulness in improving English writing skill

With regular use, students can find it useful in improving their English writing skills through Grammarly. More than 75% of students find Grammarly "very useful" and "useful". Through the percentage, we can see that students have improved their English writing skills significantly. Especially for second-year students, when university knowledge is different from high school knowledge, they need help to improve their writing skills, and Grammarly is the most effective support tool. Only 20,6 % of the remaining students felt their writing skills improved only to a "neutral" level. These may be students who already have good writing skills and only consider Grammarly as a reference tool.

How often do you use Grammarly?

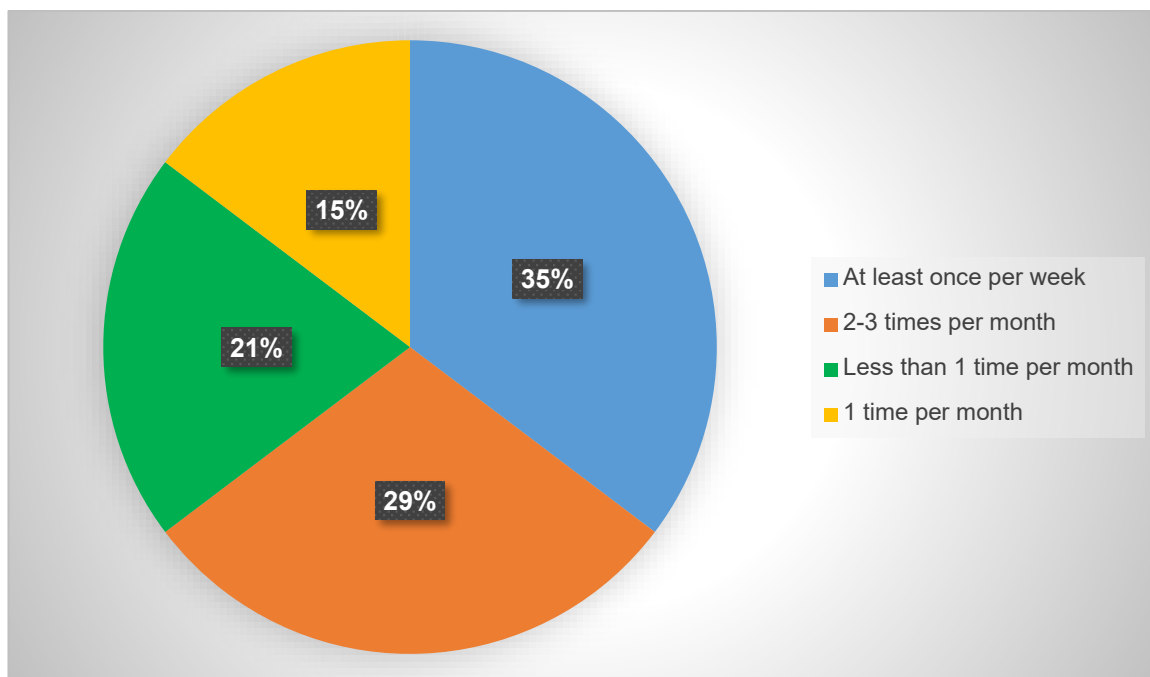


Chart 2.7: Time that students spend on using Grammarly

Second-year students majoring in English at HPU used Grammarly for different periods and with varying frequencies as part of their learning practices. According to survey data, 35% of students, accounting for the largest proportion, regularly use Grammarly at least once a week. This indicates that students have recognized the benefits of Grammarly in enhancing their writing and proofreading skills. They view Grammarly as a valuable learning support tool to improve accuracy and fluency in writing.

Followed closely by 29% of students, who reported using Grammarly 2–3 times a month. This ratio suggests that this group of students does not rely entirely on Grammarly; instead, they use it selectively and tend to be more independent in their writing process.

Notably, 15% of students said they only use Grammarly once a month. This shows that while they do incorporate Grammarly into their learning, it is done occasionally, typically during group assignments or when working on larger writing tasks.

What is your main purpose when using Grammarly?

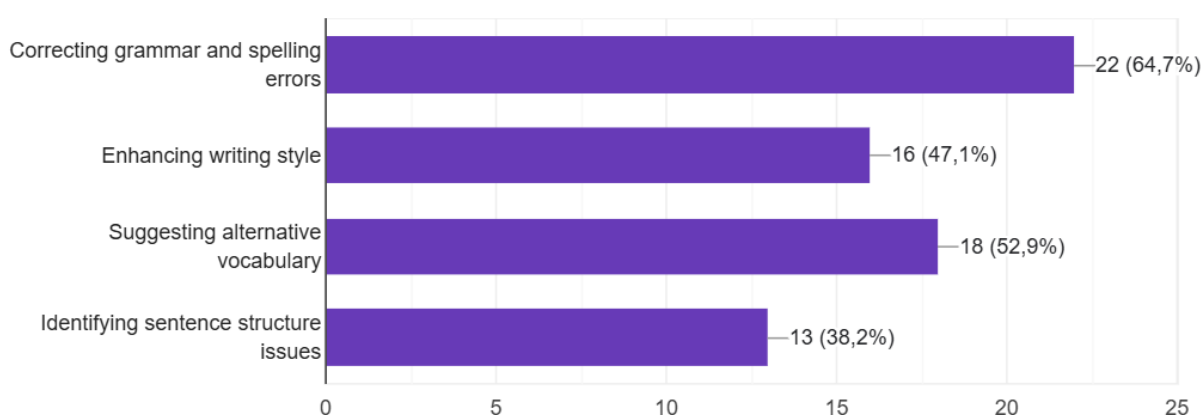


Chart 2.8 : Main purpose when using Grammarly

Students use Grammarly for various purposes related to enhancing their English writing skills. In this study, the author decided to choose 4 main reasons to survey students' need to use Grammarly, which are considered the most common and practical reasons for using Grammarly among English majors.

The first stated purpose is “correcting grammar and spelling errors,” with 64.7% of students agreeing that this is considered the biggest purpose for students when using Grammarly. This is understandable because Grammarly offers features that help students improve grammar and spelling. Grammarly can assist in identifying and correcting grammar mistakes by providing real-time suggestions and explanations. This allows students to learn from their errors and gain a better understanding of grammar rules. In addition, Grammarly also highlights and corrects spelling errors, which is essential for producing clear and polished writing. When students are able to enhance their grammar and spelling, their overall writing quality improves significantly.

In addition to grammar and spelling, vocabulary is also an important aspect. 52.9% of students reported that they use Grammarly for “Suggesting alternative vocabulary”. A rich vocabulary allows students to express their ideas more accurately and effectively. Grammarly provides alternative word choices that fit the context, helping students avoid repetition and improve word variety. This is

especially beneficial for English majors who are expected to use academic and precise vocabulary in their writing.

The third purpose is “Enhancing writing style”, selected by 47.1% of the participants. Grammarly provides feedback on tone, clarity, and formality, allowing students to adjust their writing style based on the context and audience. This feature helps students write more fluently and professionally, which is important in academic settings.

The final purpose is “Identifying sentence structure issues”, with 38.2% of students choosing this option. Sentence structure plays a key role in the clarity and coherence of writing. Grammarly can help students recognize awkward or unclear sentences and suggest improvements, making their writing more logical and easier to understand.

In conclusion, Grammarly is considered a valuable tool that not only corrects basic errors but also helps students develop a more advanced and professional writing style. These key purposes reflect the real needs of students in improving their English writing skills.

3.2.2. The effectiveness of Grammarly in improving writing skills

Table 2.1: The effectiveness of Grammarly in English writing

No.	The effectiveness of Grammarly in English writing	Opinion Survey				
		Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	Grammarly has improved my overall writing proficiency.	2.9	0	20.6	38.2	35.3
2	Grammarly helpful for improving my English grammar.	2.9	0	20.6	38.2	35.3
3	Using Grammarly helps me express ideas more clearly and logically in writing.	2.9	2.9	5.9	52.9	35.3
4	Grammarly enhances my accuracy in grammar and vocabulary usage.	2.9	0	14.7	38.2	44.1
5	Using Grammarly has made me a more confident English writer.	2.9	0	11.8	44.1	41.2
6	Grammarly's suggestions for synonyms and alternative phrasing help me improve the variety of my vocabulary.	2.9	2.9	11.8	35.3	47.1

Table 2.1 illustrates the roles and effectiveness of the Grammarly application in improving writing skills. From this table, it is clear that most of the respondents chose the “agree” and “strongly agree” options. Specifically:

1. The Grammarly tool has improved overall writing proficiency: The number of people voting “strongly agree” is 12 people, accounting for 35.3%, and equivalent to the number of votes “agree.” About 8 out of 34 votes chose “neutral,” and only 2 people “strongly disagree” with this opinion. So, most people find Grammarly tools useful and help improve their overall writing level.
2. Grammarly writing tool is helpful for improving English grammar. The number of votes for the views “strongly agree,” “agree,” “neutral,” and “strongly disagree” were 38.2%, 38.2%, 20.6%, and 2.9%, respectively. No one voted “disagree” with this viewpoint, and the number of people who agreed was in the majority. From this result, we can see that people also support the application of Grammarly to help improve grammar.
3. When asked about Grammarly helping students express ideas more clearly and logically in writing, the number of people who “agree” was the highest, accounting for up to 52.9%, and 35.3% were “strongly agree.” Only 1 person disagreed (2.9%), and 1 person chose “strongly disagree” (2.9%). The remaining percentage of people who voted neutral was 5.9%.
4. Enhancing accuracy in grammar and vocabulary usage: The voting rate for “strongly disagree” was 2.9%, and no one chose “disagree.” The “strongly agree” perspective had the highest percentage at 44.1%, followed by “agree” at 38.2% and “neutral” at 14.7%.
5. Writing confidently in English: When asked about being confident in writing English with Grammarly tool, there were about 85.3% of “agree” (44.1%) and “strongly agree” (41.2%) with this perspective. The rating levels of “neutral,” “disagree,” and “strongly disagree” were 11.8%, 0.0%, and 2.9%, respectively.

6. Suggesting synonyms and alternative phrasing: The highest rate is “strongly agree” (47.1%), and then is “agree” (35.3%), “neutral” (11.8%), “strongly disagree” (2.9%), and lastly, “disagree” (2.9%).

Concluding Remarks :

Based on the data collected from the survey, the majority of participants highly appreciated the role and effectiveness of Grammarly in improving English writing skills. Most respondents agreed that Grammarly contributes positively to various aspects of writing, such as grammar accuracy, vocabulary use, and sentence structure. Furthermore, Grammarly helps students feel more confident in their writing by providing useful sentence patterns, alternative word choices, and immediate corrective feedback.

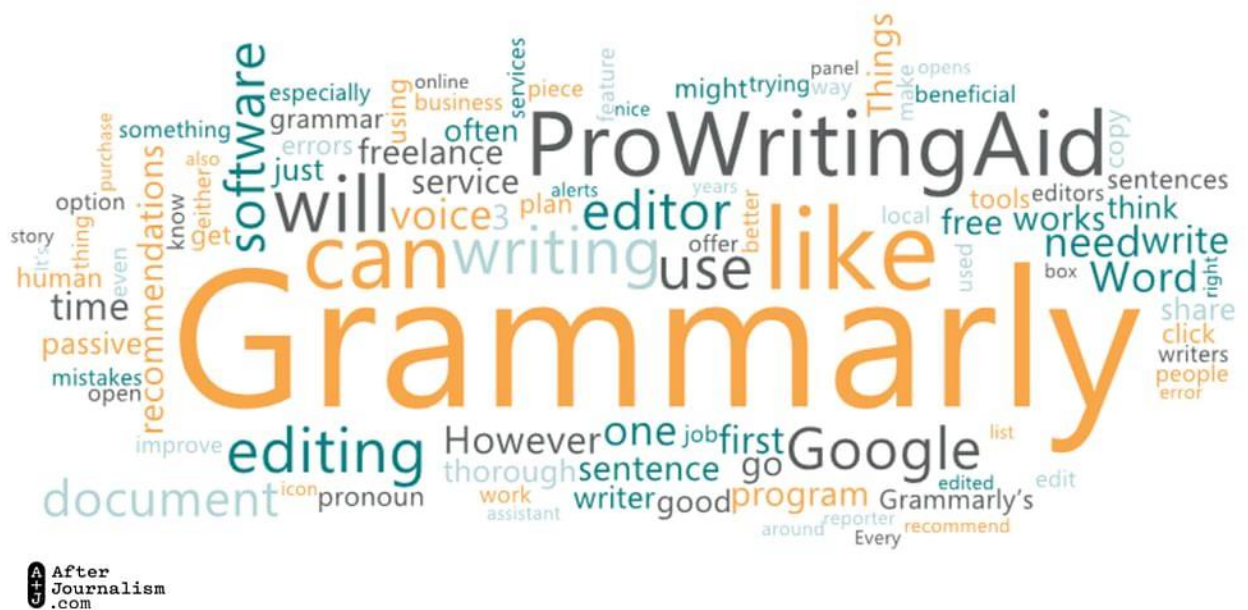
Specifically, Grammarly proves to be helpful in the following areas:

- **Improving Accuracy:** Grammarly assists in detecting and correcting common errors in grammar, spelling, and punctuation, which enhances the overall quality of students’ writing.
- **Expanding Vocabulary:** The tool offers appropriate word suggestions and encourages more effective word choice, helping users diversify their vocabulary.
- **Improving Sentence Structure:** Grammarly supports the creation of clearer, more coherent, and logically structured sentences.
- **Boosting Confidence:** By providing real-time feedback, Grammarly empowers students to write with greater confidence and autonomy.

In conclusion, the survey findings suggest that Grammarly is a valuable tool that can significantly help English majors enhance their writing skills.

CHAPTER 3: SOME SUGGESTED SOLUTIONS TO IMPROVE ENGLISH WRITING SKILLS

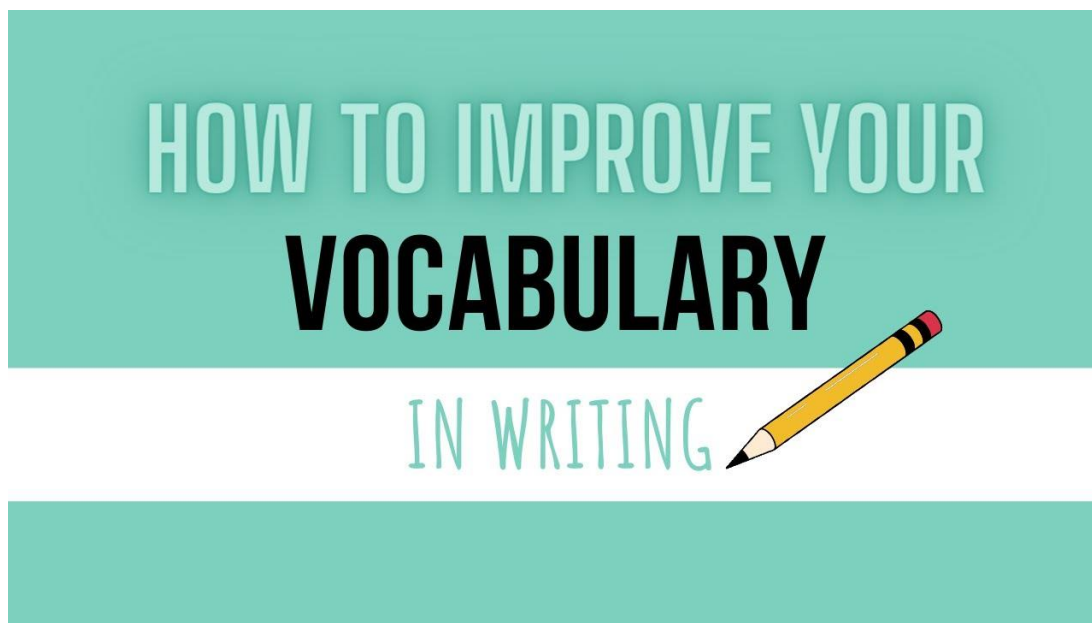
In this chapter, the author proposes several practical solutions based on the analysis of survey results and the common difficulties faced by English majors at HPU in learning English writing. These difficulties include limited grammar knowledge, lack of vocabulary, low confidence in writing, and insufficient feedback during the writing process. To address these issues, the chapter focuses on how Grammarly can help students improve their writing skills. The proposed solutions aim to support students' self-study, making writing practice easier, more accurate, and enjoyable.



A screenshot of the Grammarly Translate extension interface. The window is titled "Translate with Grammarly" and has a close button (X) in the top right corner. Inside the window, there is a text input area containing the English text: "We are launching Project Alpha, a new platform that allows professionals to connect with each other and share their expertise." Below the input area, there are two dropdown menus for language selection. The first dropdown is labeled "English (detected)" and the second is labeled "French". Between the two dropdowns are double-headed arrows indicating translation direction. Below the language selection, the translated text is displayed in a light gray box: "Nous lançons le Projet Alpha, une nouvelle plateforme qui permet aux professionnels de se connecter les uns avec les autres et de partager leur expertise." At the bottom of the window, there is a green "Insert" button and a "Copy" button with a copy icon.

1. Using Grammarly to Enhance English Vocabulary

Grammarly supports the improvement of English vocabulary by providing real-time suggestions for better word choices, offering synonyms, and encouraging learners to use more diverse and varied language. This is especially useful for English learners who often rely on basic or repetitive vocabulary.



1.1. Vocabulary Enhancement through Word Choice Suggestions

Grammarly analyzes your writing and recommends stronger or more precise words to replace weak or vague ones. For example, if you use a word like “good,” Grammarly may suggest more descriptive words such as “sound,” “reasonable,” “useful,” “fair,” “fine,” “satisfactory,” “acceptable,” “adequate,” “right,” or “exemplary,” depending on the context.

Example:

- Original sentence: The book gave me a good understanding of the topic.
- Grammarly suggestion: The book gave me a sound understanding of the topic.
- Why it helps: “Sound” is more precise than “good” and emphasizes that the understanding is reliable and well-founded.

Untitled document

Goals

-- Overall score

The book gave me a good understanding of the topic.

Synonyms

1. Based on sound reasoning or information

sound reasonable useful

2. Of a level of quality that meets one's needs or standards

fair fine satisfactory acceptable
adequate

3. Conforming to a high standard of morality or virtue

right exemplary

1.2. Avoiding Repetition

Grammarly highlights repeated words and suggests synonyms to make the writing more engaging.

Example:

- Original sentence: The movie was interesting because the story was interesting.
- Grammarly suggestion: The movie was interesting because the story was captivating.
- Why it helps: Replacing the second “interesting” with “fascinating” avoids repetition and improves style.

Untitled document

Goals

-- Overall score



The movie was interesting because the story was interesting.

Synonyms

1.

enjoyable

attractive

2. Holding the attention or provoking interest

intriguing

engaging

fascinating

gripping

impressive

3. Having an often mysterious or magical power to attract

intriguing

fascinating

mesmerizing

bewitching

B I U | H1 H2 | | |

9 words ^

1.3. Improving Contextual Vocabulary Use

Grammarly also helps users choose words that fit the tone and context of their writing. For instance, in formal essays, it might suggest replacing informal phrases with more academic alternatives.

Example:

- Original sentence: Kids should know how to use the internet.
- Grammarly suggestion: Children should know how to use the internet.
- Why it helps: “Children” is more appropriate in formal or academic writing than “kids.”

Untitled document

Goals

-- Overall score

Kids should know how to use the internet.

Synonyms

Children

Youngsters

Youths

Juniors

Juveniles

B I U | H1 H2 | | | |

8 words ^

1.4. Encouraging Word Variety

When users rely on the same words too frequently, Grammarly encourages them to diversify their vocabulary by suggesting different ways to express the same idea.

Example:

- Original sentence: I was happy with my results, and my parents were happy too.
- Grammarly suggestion: I was happy with my results, and my parents were pleased as well.
- Why it helps: Using synonyms like “pleased” instead of repeating “happy” improves fluency and sophistication.

app.grammarly.com/ddocs/2820053892

Untitled document

Goals Overall score

I was happy with my results, and my parents were happy too.

Synonyms

1. Experiencing pleasure, satisfaction, or delight

delighted pleased glad satisfied elated

2. Feeling that one's needs or desires have been met

comfortable pleased satisfied content

3. Having a happy disposition

optimistic cheerful merry sunny

B I U | H1 H2 | | | 12 words ^

Grammarly helps students build stronger vocabulary by showing them how to use words accurately, appropriately, and effectively. Over time, this exposure helps learners become more aware of word usage and encourages better word choices in their writing.

2. Using Grammarly to Improve English Spelling

Grammarly plays an important role in helping learners improve their English spelling by automatically detecting spelling mistakes and offering correct alternatives. This is especially useful for learners who are not confident in spelling or often confuse similar-sounding words (homophones). By giving real-time suggestions, Grammarly helps build spelling accuracy and confidence over time.

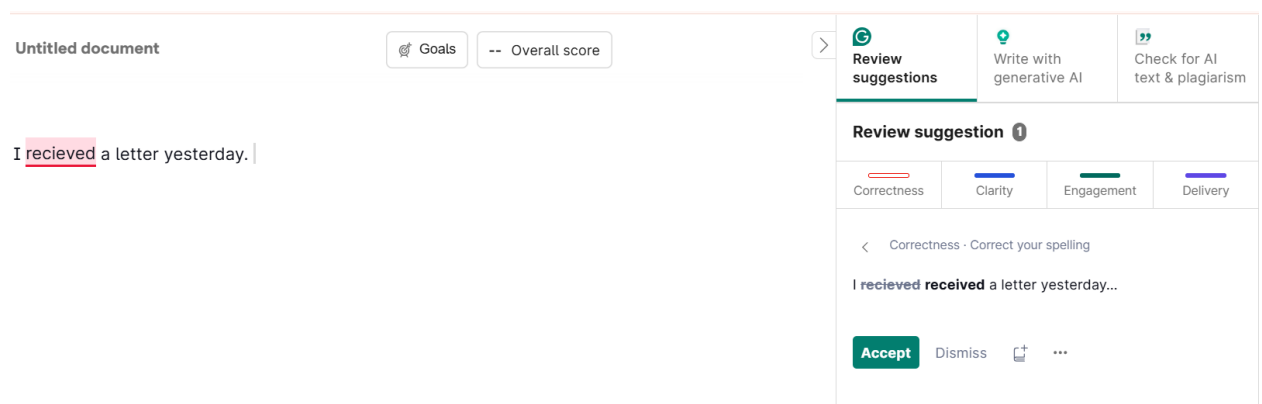


2.1. Detecting Spelling Errors Instantly

Grammarly underlines misspelled words in real-time and suggests the correct spelling based on standard English usage.

Example:

- Original sentence: I recieved a letter yesterday.
- Grammarly suggestion: I received a letter yesterday.
- Why it helps: Grammarly corrects the common spelling error and reinforces the correct “i before e” rule.

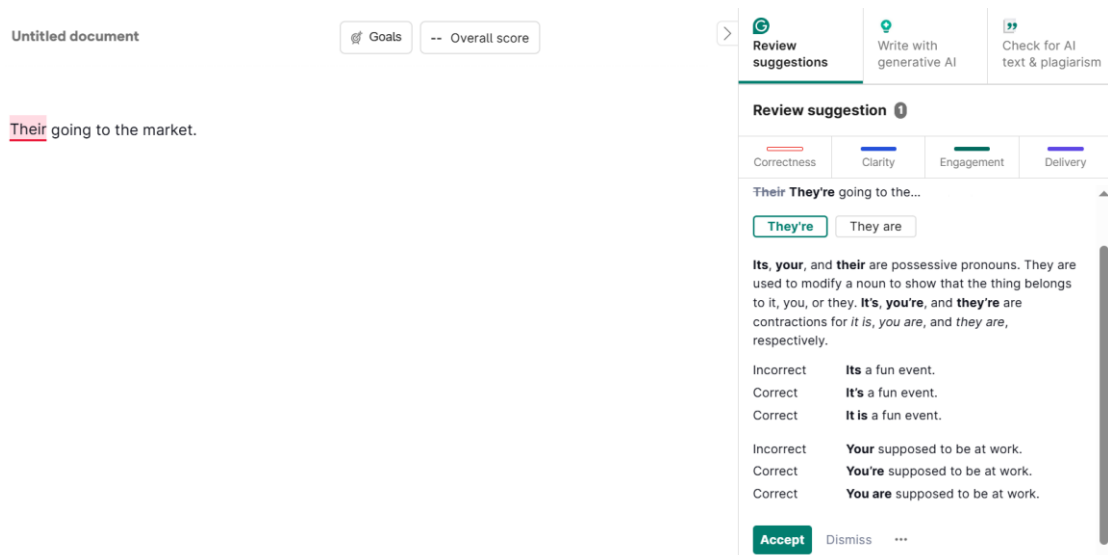


2.2. Avoiding Commonly Confused Words

Grammarly helps distinguish between homophones and words that are often confused in writing.

Example:

- Original sentence: Their going to the market.
- Grammarly suggestion: They're going to the market.
- Why it helps: Grammarly identifies that “their” is incorrect in this context and provides the correct contraction.



2.3. Supporting Learning Through Repetition

When users consistently see correct spellings suggested by Grammarly, they start to remember them and reduce the number of spelling mistakes in future writing.

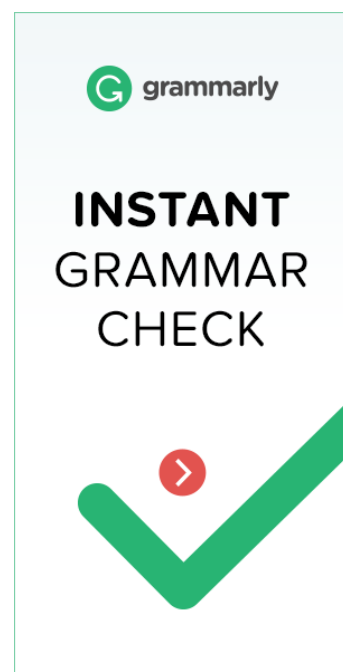
Example:

Repeated correction of “definatly” to definitely helps users remember the correct form over time.

By detecting and correcting spelling errors instantly, Grammarly helps students become more aware of their common spelling mistakes. Through repeated use, students build better habits and become more accurate and confident in spelling, which is essential for clear and professional writing.

3. Using Grammarly to Improve English Grammar

Grammarly is not only a helpful tool for checking spelling and vocabulary but also plays a key role in improving grammar. It identifies grammatical mistakes in real time and provides explanations, corrections, and suggestions that help learners understand and avoid the same errors in the future. This is especially helpful for English learners who tend to make common grammar mistakes or are unsure about certain grammar rules.



3.1. Identifying Common Grammar Mistakes

Grammarly detects a wide range of grammar errors such as subject-verb agreement, incorrect verb tenses, article usage, and punctuation problems. It highlights the issue and offers a clear correction.

Example:

- Original sentence: She go to school every day.
- Grammarly suggestion: She goes to school every day.
- Why it helps: Grammarly corrects the subject-verb agreement and explains why the verb should be in the third person singular form.

A screenshot of the Grammarly web interface. The top bar shows 'Untitled document', 'Goals', and 'Overall score'. The main text area contains the sentence 'She go to school every day.' with 'go' highlighted in red. On the right, a sidebar shows 'Review suggestions' with a green checkmark icon. Below this, a 'Review suggestion 1' panel is open, showing a progress bar with 'Correctness' selected. The suggestion text reads: 'She go goes to school every...'. Below this, an explanation states: 'As the subject of a sentence or clause, a personal pronoun can be in the first person (I, we), the second person (you), or the third person (he, she, it, they). The same personal pronouns are either singular (I, you, he, she, it) or plural (we, you, they). Make sure that the form of the verb agrees with the form of the personal pronoun.' Two examples are provided: 'Incorrect: They makes a nice couple.' and 'Correct: They make a nice couple.' Another example shows 'Incorrect: He fix the car when it break down.' and 'Correct: He fixes the car when it breaks down.' At the bottom of the panel are 'Accept' and 'Dismiss' buttons.

3.2. Correcting Verb Tense Errors

English learners often struggle with choosing the correct tense. Grammarly helps by showing the appropriate tense based on the context of the sentence.

Example:

- Original sentence: I was study English last night.
- Grammarly suggestion: I was studying English last night.
- Why it helps: Grammarly corrects the verb form to past continuous, which is appropriate for an ongoing action in the past.

The screenshot shows the Grammarly web interface. At the top, there's a header with 'Goals' and 'Overall score'. The main text area contains the sentence 'I was study English last night.' with 'study' highlighted in red. On the right, a sidebar titled 'Review suggestions' is open, showing a suggestion to change 'study' to 'studying'. Below this, there's a section titled 'Review suggestion 1' with tabs for 'Correctness', 'Clarity', 'Engagement', and 'Delivery'. The 'Correctness' tab is active, showing an explanation of word families and a comparison between 'Incorrect' and 'Correct' versions of the sentence. The 'Incorrect' version is 'I was study English last night.' and the 'Correct' version is 'I was studying English last night.'.

3.3. Improving Sentence Structure and Clarity

Grammarly points out unnecessarily long or confusing sentences and suggests ways to make them clearer and grammatically correct.

Example:

- Original sentence: Because of the fact that it was raining, we canceled the trip.
- Grammarly suggestion: Because it was raining, we canceled the trip.

- Why it helps: The revised sentence is simpler, clearer, and grammatically better.

Untitled document
Goals
Overall score

Because of the fact that it was raining, we canceled the trip.

Review suggestions
Write with generative AI
Check for AI text & plagiarism

Review suggestions 2
Correctness
Clarity
Engagement
Delivery
Remove redundancy of the fact that
Pro suggestion · Free sample
Correctness · Rephrase
Because ~~of the fact~~ that it was raining...
Our revised version of your text may make it easier to read.
Accept Dismiss ...

3.4. Learning from Explanations

Each time Grammarly makes a correction, it also provides a brief explanation. This helps students understand the grammar rule behind the correction, reinforcing learning over time.

Example:

If you use “an” before a word starting with a consonant, Grammarly will highlight the error and explain that “an” should be used before vowel sounds.

Untitled document
Goals
Overall score

My father is a engineer.

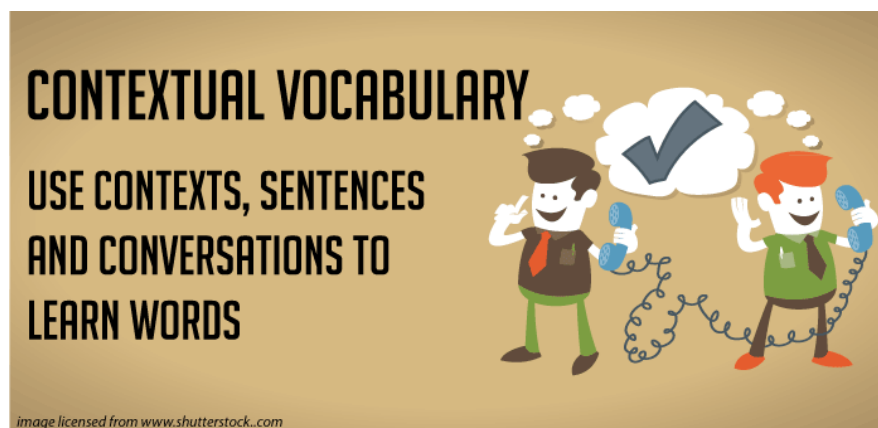
Review suggestions
Write with generative AI
Check for AI text & plagiarism

Review suggestion 1
Correctness
Clarity
Engagement
Delivery
...father is ~~a~~ **an** engineer.
We listen to the beginning sound of the word following the indefinite articles **a** and **an**. If it sounds like a consonant, we use **a**. If it sounds like a vowel, we use **an**. Some letters can sound like a vowel or consonant. When the following word is an abbreviation, listen to how the abbreviation is spoken. We hear a vowel sound at the beginning of *MBA* (em-be-a) and a consonant sound at the beginning of *NASA*.
Incorrect a hour, a MBA, a orange, an horse, an university
All of the following examples are correct. *Listen* to the beginning sound of the word, abbreviation, or number that follows the indefinite article.
Correct a horse, **an** hour, **a** HUD loan,
Correct a historic site, **an** honor, **an** html code,
Correct an orange, a one-horse town, **a** \$20

Grammarly helps English learners improve their grammar by identifying errors, explaining why they are incorrect, and offering context-appropriate corrections. Through regular use, learners become more sensitive to grammar rules and more confident in their writing. Integrating Grammarly into writing activities not only corrects mistakes but also raises learners' grammatical awareness over time.

4. Using Grammarly to Improve Contextual Vocabulary Use

Grammarly not only corrects spelling and grammar but also helps learners choose the most appropriate words based on the context of their writing. This includes tone, formality, and clarity. Many English learners tend to use words that may be grammatically correct but are inappropriate for the style or setting of their text (e.g., informal words in academic writing). Grammarly identifies these issues and suggests contextually accurate alternatives.



4.1. Adjusting Tone and Formality

Grammarly helps adjust tone by suggesting formal alternatives for informal expressions, especially useful in academic or professional writing.

Example:

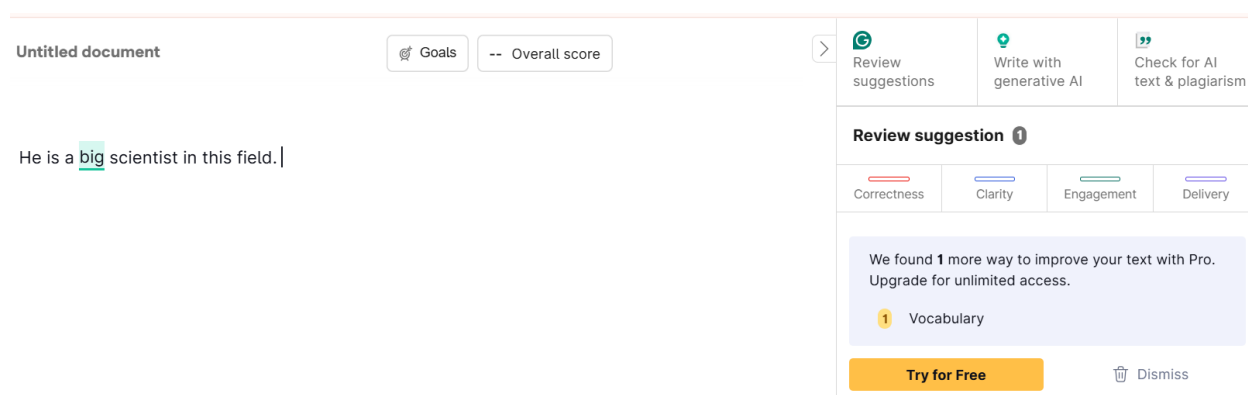
- Original sentence: I wanna talk about how tech affects our lives.
- Grammarly suggestion: I would like to discuss how technology affects our lives.
- Why it helps: The revised sentence uses formal language appropriate for essays or reports.

4.2. Choosing Words That Match the Context

Grammarly considers the context and meaning of a sentence when recommending word changes.

Example:

- Original sentence: He is a big scientist in this field.
- Grammarly suggestion: He is a leading scientist in this field.
- Why it helps: “Leading” is a more suitable adjective in academic writing than the vague term “big.”



4.3. Avoiding Misused Words

Grammarly also detects words that are used incorrectly in context and offers more accurate alternatives.

Example:

- Original sentence: She literally died of laughter.
- Grammarly suggestion: She laughed very hard.
- Why it helps: “Literally” is often misused in casual speech. Grammarly helps learners avoid these common errors.

Untitled document

Goals

Overall score

Review suggestions

Write with generative AI

Check for AI text & plagiarism

She literally died of laughter.

Review suggestion 1

Correctness

Clarity

Engagement

Delivery

She literally died of laughter...

Words and phrases such as *basically*, *actually*, and *for all intents and purposes* are often considered to be filler phrases. They make sentences wordy without contributing any important information. Avoiding empty filler words and phrases will make your writing more precise.

Wordy	Basically , they lost because they didn't bother to practice.
Concise	They lost because they didn't bother to practice.
Wordy	As a matter of fact , I was talking to him this morning.
Concise	I was talking to him this morning.

Accept

Dismiss

...

By helping students select words that fit the tone, setting, and purpose of their writing, Grammarly supports more effective and appropriate language use. This not only improves the quality of writing but also helps learners develop sensitivity to different writing contexts, which is essential for academic and professional success.

★ *Example of a Student's Writing:*

The example of a text that will be checked by using Grammarly is as follows:

Untitled document

Goals

46 Overall score

Review suggestions

Write with generative AI

Check for AI text & plagiarism

Nowadays, soci

it many time in c

make them lazy

scrolling their p

bullying, that is

have many bad

Performance

Text score: 46 out of 100. This score represents the quality of writing in this document. You can increase it by addressing Grammarly's suggestions.

46

Word count

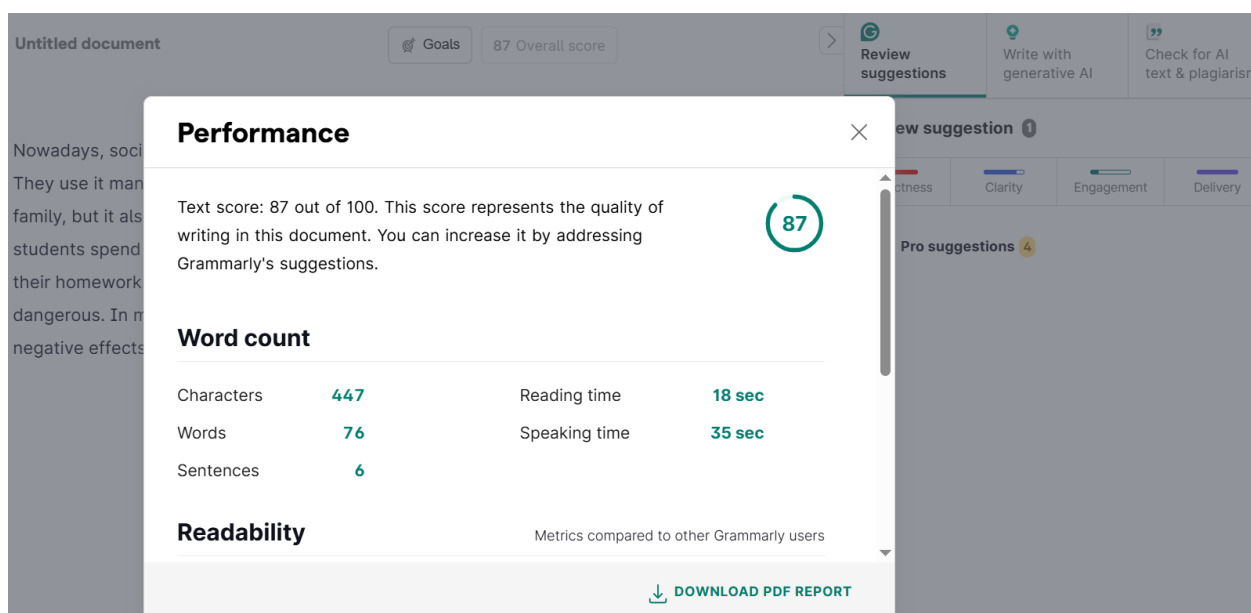
Characters	401	Reading time	17 sec
Words	73	Speaking time	33 sec
Sentences	7		

Readability

Metrics compared to other Grammarly users

DOWNLOAD PDF REPORT

The Performance Before Using Grammarly



The Performance After Using Grammarly

By using Grammarly software, the performance increased. Before using Grammarly, the performance of the test score is 46 out of 100. This score shows the quality of writing in this text. It can be increased by adding Grammarly's suggestions. After using Grammarly, the performance text score is 87 out of 100. This score shows the quality of writing in this text. We can increase the score based on Grammarly's suggestions in a Premium account. Below the result of text both before and after using Grammarly as follows:

Text Before Using Grammarly	Text After Using Grammarly
Nowadays, social media become very important in student life. They use it many time in day. It help them connect with friend and family. But also it make them lazy and don't want to study. Some student spend all day scrolling their phone and forget to do homework. Other problem is cyber bullying, that is very dangerous. I think social media is good but it also have many bad effect for young people.	Nowadays, social media has become very important in student life. They use it many times in day. It helps them connect with friends and family. But also, it makes them lazy, and they don't want to study. Some student spend all day scrolling on their phone and forget to do homework. Another problem is cyberbullying, which is very dangerous. I think social media is good, but it also has many bad effects on young people.

PART III : CONCLUSION

1. Recapitulation

Based on the findings of Chapter 2, a majority of survey participants expressed a positive perception of the effectiveness of Grammarly in enhancing students' writing quality. Overall, they reported a good experience utilizing these applications, which provided valuable assistance in identifying grammatical errors, writing mistakes, word usage issues, and sentence structure development, etc. Consequently, their writing skills have improved and their sentences are more logical. They can use words in the appropriate context, and it is easier to write in English.

Students shared a common interest in using a combination of Grammarly in enhancing their writing skills, hinting at the fundamental trend of embedding technology into education. This is in line with the work of C. Liu et al. (2021), who emphasized the incorporation of multiple AI tools in enhancing the English learning process. In their study, they observed that a combination of AI tools can foster a more comprehensive learning environment, especially for developing writing skills in EFL students. Similarly, Ouyang et al. (2022) studied the impact of AI in education, and their findings corroborate the research. They noted a growing trend among teachers to use a blend of AI tools to enrich the learning experience and found that this had a positive impact on students' overall academic performance, including their writing skills.

However, this study was only conducted within the scope of the English department at HPU. As a result, there are inevitably some limitations and shortcomings. Therefore, the author would like to point out some limitations of this study in the following section, and then propose some useful suggestions for future research.

2. Limitations

Due to the limited time given, the author's inexperience and her lack of extensive knowledge, shortcomings in this graduation paper are unavoidable. Although this study achieved some important results, it has some limitations:

- The sample size was relatively small; the study only focused on a part of the English department at HPU. This may not fully represent the diverse student body in English. To take a more comprehensive view, the study could expand the data sample to include students from other majors.
- The duration of the study was limited to one academic term, which may not be sufficient to observe long-term improvements and adaptations in writing skills. In addition, the Grammarly used was selected based on availability and may not encompass the full spectrum of technologies that could benefit English writing instruction.
- The study focuses on developing English writing skills; thus, there is also a limited scope of application. Nowadays, Grammarly has many other features in education, such as supporting learning, testing and assessment, and improving academic performance. Therefore, the research can expand further into other features in education.
- During the research process, the author conducted the questionnaire but was unable to employ additional methods such as case studies or classroom observations, which could potentially enhance the reliability of the obtained results.

3. Suggestions for further studies

Based on the above limitations, the author can propose the following research directions:

- ★ Comparative study: Compare the effectiveness of using Grammarly in developing English writing skills with other traditional methods.

- ★ Expanded data sample: Conduct a study involving students from other majors to evaluate the impact of Grammarly on English writing.
- ★ Research on the application of Grammarly in other aspects of education: Explore how Grammarly can support teaching and learning, assessment, and improvement of learning performance.
- ★ Longitudinal studies: Investigate how the use of Grammarly for writing skills development affects students over time by conducting research that tracks its long-term influence.
- ★ Curriculum integration: Explore how Grammarly writing tools can be effectively integrated into the English faculty curriculum. Research could identify best practices for incorporating Grammarly into various writing courses.
- ★ Instructor training: Study how English faculty instructors can be trained to leverage Grammarly effectively in their teaching. This research could examine the impact of professional development programs on teacher adoption and use of Grammarly.

4. Recommendations for Students

Firstly, using Grammarly responsibly. Recognize that Grammarly is a writing tool, not a substitute for independent thought and originality. Make careful to use Grammarly sensibly and morally, and make sure that any writing you write with its help represents your own thoughts and comprehension.

Besides, seeking learning opportunities. Take advantage of Grammarly as a learning opportunity to expand your vocabulary, improve grammar, and enhance writing fluency. Engage actively with the tool to explore different writing styles, structures, and expressions.

Although Grammarly can be a great tool, students themselves must always develop the ability to self-study and research independently. Read a lot in English

to expose yourself to a variety of writing styles and topics, and practice writing without relying solely on Grammarly.

Use Grammarly as a platform to practice critical thinking skills by evaluating the suggestions and feedback provided. Consider the relevance, accuracy and coherence of the created text and carefully analyze its effectiveness to give appropriate directions for your writing. Being able to criticize Grammarly means expanding your thinking. A balance needs to be struck between using Grammarly as a writing support tool and developing independent writing skills. Avoid relying too much on tools and challenge yourself to create original content without the help of tools whenever possible.

Always reflect on your experience with Grammarly and regularly evaluate its impact on your writing skills. Identify the strengths and weaknesses of your writing and set specific goals for improvement based on your observations. In the 4.0 era, where technology is always evolving, students must stay updated on advances in language learning technology and other resources available to support writing development.

With these recommendations, the researcher hopes that students can maximize the benefits of Grammarly in improving their writing skills while maintaining a balanced approach to learning and language development.

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APPENDICES

Survey Questionnaire

Hello everyone! I am a senior majoring in English Language at Hai Phong University of Management and Technology (HPU). To complete my Graduation Paper “A study on the application of Grammarly in enhancing English writing skills of English majors at HPU”, I decided to conduct this questionnaire to collect information to contribute to my graduation paper. Your assistance in completing this survey is highly appreciated and the data collected are used in the graduation paper only. All information about your answers will kept confidential! Thank you so much for your cooperation!

1. Are you a male or female ?
 - ☐ Male
 - ☐ Female
2. What do you think about English writing skills ?
 - ☐ Easy
 - ☐ Quite easy
 - ☐ Difficult
 - ☐ Quite difficult
3. How do you rate your level of English writing?
 - ☐ Very good
 - ☐ Quite good
 - ☐ Good
 - ☐ Average
4. Have you ever used Grammarly?
 - ☐ Yes (Please answer the following questions below)
 - ☐ No (Please stop here. Thank you for your participation!)

5. How would you rate Grammarly's usefulness in improving your English writing skills?
- Very helpful
 - Helpful
 - Neutral
 - Less helpful
 - Not helpful
6. How often do you use Grammarly?
- At least once per week
 - 2-3 times per month
 - 1 time per month
 - Less than 1 time per month
7. What is your main purpose when using Grammarly?
- Correcting grammar and spelling errors
 - Enhancing writing style
 - Suggesting alternative vocabulary
 - Identifying sentence structure issues

Below are some questions about “The application of ‘Grammarly’ in enhancing English writing skills of English majors at Hai Phong University of Management and Technology”. Please check (✓) only one column for each statement in the following table, according to the 5-degree Likert-type scale, namely:

1 - Strongly Disagree

2 - Disagree

3- Neutral

4 - Agree

5- Strongly Agree

I. The effectiveness of Grammarly in improving writing skills

No.	Statement	Rating Scale				
		1	2	3	4	5
1	Grammarly has improved my overall writing proficiency.					
2	I find Grammarly helpful for improving my English grammar.					
3	Using Grammarly helps me express ideas more clearly and logically in writing.					
4	Grammarly enhances my accuracy in grammar and vocabulary usage.					
5	Using Grammarly has made me a more confident English writer.					
6	Grammarly’s suggestions for synonyms and alternative phrasing help me improve the variety of my vocabulary.					

