

**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific  
Research Kasdi Merbah Ouargla University  
Faculty of Letters and Languages  
Department of Letters and English Language**



Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in the field of English Language and Literature

**Major: Linguistics**

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# **Investigating EFL Students' Attitudes Towards The Use CALL Software Grammarly To Enhance Autonomous And Individualized learning**

The Case of Learning' undergraduate Students at Department of letters and  
EnglishLanguage-Kasdi Merbah University-Ouargla-Algeria

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**Academic Year:  
2023/2024**

# Dedication

I dedicate this work to

To my beloved parents , who have been my source of inspiration and gave me  
strength when I thought to give-up .

To myself , for showing up , pushing through , and finishing what I started

To my dearest sisters for their encouragement

To my aunt and grandmother , thank you for supporting me

**Messaoudi Meriem**

# Acknowledgements

This dissertation would not have been possible without Allah for providing me with the strength and capacity to complete my dissertation.

I would like to express my deepest gratitude to my supervisor, Dr.SADOUNE FARIDA , for her mentorship and invaluable guidance throughout this dissertation .

Her encouragement and feedback have been instrumental in shaping my dissertation.

I am truly grateful for her patience which has inspired me to strive for excellence.

My heartfelt thanks to my family and my favorite people for their constant love, endless support and patience . Your belief in me has been a source of strength during challenging times.

Special thanks to the board of examiners for their time, effort and invaluable comments .

**Abstract**

With technology and the internet deeply integrated into our daily lives, real-time communication has become the most effective way to apply the four language skills. Currently, the primary method for achieving this is through the use of CALL software, it has gained traction in recent years as a means to enhance autonomous and individualized learning. Consequently, this dissertation investigate the effectiveness of using Grammarly, a CALL software tool to improve the grammatical competence of EFL learners. CALL software has emerged as a prevalent and popular element in contemporary education. Users across education, business, and other domains are drawn to the various options and alternatives offered by e-learning for both teachers and learners. One key reason for this attraction is the flexibility in scheduling and location, allowing users to tailor their learning experiences dynamically. Another reason is the opportunity for users to engage in real-world English communication, collaboration, and idea-sharing with others .The study adopts a mixed-methods approach, involving quantitative analysis of learners' performance and qualitative insights from surveys. Results demonstrate significant improvements in learners' grammatical accuracy and confidence as well as increased engagement with language learning tasks. The findings suggest that Grammarly can serve as a valuable resource in CALL, offering personalized feedback and enabling learners to take charge of their language development. These insights contribute to the growing body of research on technology-enhanced language learning and highlight the potential benefits of incorporating Grammarly into EFL teaching practices.

**Keywords:** CALL software, Grammarly, grammatical competence, EFL learners, autonomous learning, individualized learning.

## **List of Abbreviations**

**CALL:** Computer-Assisted Language Learning

**CD-ROMs:** Compact disc read-only memories

**CALI:** Computer-Assisted Language Instruction

**CMC:** Computer Mediated Communication

**ELT:** English Language Teaching

**EFL:** English as a Foreign Language

**ICTs:** Information and Communication Technologies

**MALL:** Mobile-Assisted-Language-Learning

**VLEs:** Virtual Learning Environments

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# **GENERAL INTRODUCTION**

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## 1. Background of the Study

Traditionally, mastering English grammar has been a crucial hurdle for EFL learners. Strong grammatical skills empower EFL learners to communicate with accuracy, fluency, and increased confidence (Harmer, 2004). However, the landscape of language learning is shifting with the emergence of innovative technological tools.

CALL software offers a dynamic solution, providing EFL learners with a diverse range of interactive activities, engaging multimedia content, and opportunities for self-directed practice (Chapelle, 2013). These features have the potential to boost learner engagement, cater to individual learning styles, and foster independent learning (Benson, 2001).

CALL software encompasses a wide spectrum of applications, ranging from basic grammar drills to immersive simulations and virtual classroom environments. Research suggests that CALL can be effective in improving various aspects of language acquisition, including vocabulary development, pronunciation, and reading comprehension (Lee & Chan, 2011; Warschauer & Healey, 1998). However, the effectiveness of CALL can vary depending on the specific software design, learner characteristics, and how it is integrated into the learning process (Liu et al., 2018).

Another recent addition to the language learning scene is the rise of grammar-checking tools like Grammarly. These tools leverage artificial intelligence to identify and suggest corrections for grammatical errors in writing. While the potential benefits of grammar checkers are undeniable, their effectiveness in fostering a deeper understanding of grammar requires further investigation (Meola, 2018).

This study seeks to explore the combined potential of CALL software and Grammarly to enhance the grammatical competence, autonomy, and individualized learning experiences of EFL learners. By examining learner perceptions and experiences with these technology-aided tools, the study aims to contribute to the ongoing discussion about the role of technology in creating effective learning experiences for EFL learners.

## 2. Statement of the Problem

EFL learners often encounter difficulties in mastering English grammar due to limited exposure to the language and the complexity of its rules. Traditional teaching methods may lack the personalized support that learners need. There is a necessity to examine the impact of CALL software such as Grammarly on improving EFL learners grammatical skills.



### **3. Significance of the Study**

This study holds importance as it assesses the potential of Grammarly in boosting the grammatical competence of EFL learners. The results could guide educators in implementing effective tools in language teaching. Moreover, the study may provide insights into how CALL software can help EFL learners learning experiences.

### **4. Aim of the Study**

This study aims to investigate how effectively Grammarly can enhance the grammatical competence of EFL learners and examine its effects on fostering autonomous and individualized learning.

### **5. Research Question**

The present study attempts to answer this question:

What is the impact of using Grammarly software on grammatical competence of EFL learners?

### **6. Hypotheses**

There are two hypotheses that could be explored in this study and they are as follows:

- EFL learners who consistently use Grammarly will demonstrate significant improvements in their grammatical skills compared to those who do not use the software.
- Grammarly's use will promote greater autonomous and individualized learning among EFL learners.

### **7. Methodology**

The chosen approach in the present study is mixed-methods. A group of 10 students of second year Licence at the Department of Letters and English Language-Kasdi Merbah University-Ouargla –Algeria and they will answer the questions. I will give them writing task and providing Grammarly as tool for revision. Data will be collected from close and open-ended questionnaire. A structured questionnaire was developed to assess students' attitudes towards CALL software.

### **8. Structure of the Dissertation**

This dissertation will consist of two chapters, the first chapter is devoted to a study of the literature, while the second chapter will outline the research methodology.

There are two sections in the first chapter. The first section discuss a historical background of CALL, definition, development, challenges, advantages, and disadvantages. In the second section will focus on the grammatical competence, importance of grammar, definition of Grammarly software, advantages and disadvantages of Grammarly, and the impact of Grammarly in improving grammatical competence in EFL learners. The second chapter is the practical part , in which the data were collected through using questionnaires. The dissertation concludes with a general conclusion that summarizes everything, the list of references, and the appendices.

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**Theoretical partChapter One:**  
**An Overview of CALL, Grammarly in Enhancing the**  
**Grammatical Competence of EFL Learners**

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## Section One: An Overview of CALL

### Introduction

Technology has undeniably revolutionized language instruction, ushering in the era of Computer-Assisted Language Learning. CALL integrates a diverse array of technological tools and resources into the language learning process. This spectrum encompasses everything from basic software applications to cutting-edge artificial intelligence frameworks. These innovations significantly enhance language acquisition through engaging activities, interactive multimedia content, virtual classrooms, and real-time communication tools.

By providing learners with personalized learning experiences, immediate feedback, and access to authentic language materials, technology fosters increased engagement and proficiency in language acquisition. CALL is a dynamic field, constantly evolving to offer innovative solutions that cater to the diverse needs of language learners worldwide.

The following section will delve deeper into:

- **History and Definition of CALL:** Exploring the origins and core concepts of CALL.
- **Development of CALL:** Tracing the evolution of CALL technology from its inception to the present day.
- **Advantages and Disadvantages of CALL:** Examining the benefits and limitations associated with CALL implementation.
- **Challenges of CALL:** Exploring the ongoing obstacles in the effective utilization of CALL.

### 1.1. History of CALL

The seeds of CALL were planted in the mid-20th century alongside the rise of mainframe computers. The 1950s saw the birth of language labs, offering controlled learning environments with audio recordings and individual booths (Levy, 1997). These early incarnations of CALL, while basic, paved the way for future advancements.

With the increased accessibility of computers in the 1960s and 1970s, dedicated CALL software emerged. These programs often focused on drill-based activities, emphasizing repetitive practice for grammar and vocabulary (Wills, 1993). Though criticized for being monotonous, they provided a standardized and individualized learning experience.

The 1980s witnessed a shift towards communication-oriented language learning. CALL software began incorporating simulations, dialogues, and role-playing activities (Larsen-Freeman & Anderson, 2011), reflecting a growing emphasis on practical language skills and real-world application.

The arrival of the internet in the 1990s revolutionized CALL. Multimedia elements like audio, video, and images became commonplace (McKee, 2007). Learners gained access to interactive exercises, fostered online collaboration, and even participated in virtual language exchanges.

Today, CALL software offers a diverse and ever-evolving landscape, catering to various ages, learning styles, and proficiency levels (Chapelle, 2013). From mobile apps with gamified elements to immersive virtual reality experiences, CALL provides a multitude of engaging and effective methods for language acquisition.

Looking ahead, advancements in artificial intelligence and natural language processing are poised to shape the future of CALL software (Pellegrino Dew & Baxter, 2019). Imagine intelligent tutors offering personalized feedback, adaptive learning platforms tailoring to individual needs, and virtual reality environments fostering complete language immersion. The possibilities for CALL are truly exciting, ensuring its continued role as a pivotal tool in language learning for the foreseeable future.

## **1.2 Definition of CALL**

CALL is a field that focuses on using technology to facilitate language teaching and learning. Levy (1997, p.1) described CALL as a field that covers” the search for and study of applications of the computer in language learning and teaching”. It encompasses various applications and approaches in language education, ranging from traditional drill-and-practice programs to more modern methods like virtual learning environments, web-based distance learning, corpora and concordances, grammarly, interactive whiteboards, computer-mediated communication, language learning in virtual worlds, and mobile-assisted language learning.

CALL tools are specifically designed to enhance language learning through interactive and individualized materials that emphasize student-centered learning. These tools can be utilized to reinforce classroom learning or provide additional support to learners.

The philosophy of CALL underscores the importance of student-centered materials that enable learners to work independently while incorporating principles of language pedagogy and methodology derived from various learning theories.

In essence, CALL is not solely about technology but about optimizing the language learning process through innovative technological tools. It operates in diverse contexts with participants from different backgrounds, drawing on theories from applied linguistics, second language acquisition, psychology, and computer science to inform its pedagogy.

## **1.2 Development of CALL**

Computer-Assisted Language Learning (CALL) encompasses a diverse array of Information and Communication Technologies (ICTs) and pedagogical approaches specifically designed to enhance foreign language acquisition. This is achieved through a variety of applications, including virtual learning environments (VLEs), web-based distance learning programs, corpora and concordance tools, interactive whiteboards, computer-mediated communication (CMC) platforms, language learning within virtual worlds, and mobile-assisted language learning (MALL) applications.

The development of CALL can be categorized into three dominant teaching methodologies: behavioristic CALL, communicative CALL, and integrative CALL. These methodologies play a critical role in English Language Teaching (ELT) by leveraging technology to support learning in a multitude of ways. This includes providing formative feedback, facilitating group work, promoting exploratory learning, enhancing student achievement, fostering interaction, individualizing instruction, and motivating learners.

The effective integration of CALL technologies necessitates competent educators with the skills to seamlessly utilize technology and support their pedagogical practices. CALL has demonstrably been instrumental in ELT by providing a suite of tools and techniques that empower students to improve their language skills. Language instructors are increasingly adept at developing learning materials tailored to their students' specific needs using user-friendly digital tools. This continuous evolution underlines the significant impact of CALL on language instruction and the ongoing efforts to refine language learning through the strategic integration of technology.

### **1.2.1 Behavioristic CALL**

Behavioristic CALL, representing the nascent phase of CALL development, emerged during the 1950s and was subsequently implemented in the 1960s. This period coincided with the widespread adoption of the audio-lingual method in language instruction. Behavioristic CALL primarily focused on repetitive language drills and practice activities. In this context, the computer functioned primarily as a tool for delivering instructional materials, aligning with the behaviorist learning theory that emphasizes stimulus-response conditioning.

### **1.2.2 Communicative CALL**

Communicative CALL, representing the second phase of CALL development, emerged in the late 1970s and early 1980s. This period marked a significant shift in emphasis from the analysis of language forms to the utilization of language or functions in communication. Communicative CALL aimed to provide learners with opportunities to employ language in contextual settings. This approach fostered the implicit acquisition of grammatical structures and encouraged students to develop originality and flexibility in their language production. Activities employed during this phase often involved text reconstruction and language games.

### **1.2.3 Integrative CALL**

Integrative CALL, the third and most recent phase, emerged in the 1990s. It arose in response to critiques of the communicative approach, aiming to integrate the instruction of all four language skills – listening, speaking, reading, and writing – within tasks that leverage multimedia technology. This phase witnessed a paradigm shift in the use of CALL. Integrative CALL software combined elements of sound, graphics, text, and video into a single program, often alongside computer-mediated communication (CMC) functionalities. This empowered users to actively engage with the language, moving beyond a passive reception of instruction.

Integrative CALL marked a significant departure from previous phases by utilizing technology for more than isolated exercises. It fostered an extension of education beyond the confines of traditional classroom settings. In essence, the evolution of CALL reflects a transition from viewing technology as a mere tutor or instructional tool to considering it as a virtual environment. Within this virtual environment, learners can collaborate, interact with a global audience, explore language independently, manage their learning autonomously, and construct knowledge based on their individual needs and interests.

| Stage                     | 1970-1980s:<br>Structural CALL          | 1980-1990s:<br>Communicative<br>CALL | 21st Century:<br>Integrative CALL          |
|---------------------------|-----------------------------------------|--------------------------------------|--------------------------------------------|
| Technology                | mainframe                               | PC                                   | Multimedia and Internet                    |
| English-Teaching          | Grammar-Translation & Audio Lingual     | Communicative Language Teaching      | Content-Based ESP/ EAF                     |
| View of Language          | Structural (a formal structural system) | Cognitive (a Mentally System)        | Socio-cognitive (Developed in Interaction) |
| Principal use of Computer | Drill and Practice                      | Communicative Exercises              | Authentic Discourse                        |
| Principal Objective       | Accuracy                                | Fluency                              | Agency                                     |

(Based on Kern & Warschaure, 2000; Warschaure, 1996)

#### 1.4. Types of CALL

CALL offers a treasure trove of digital tools that transform language learning into a more independent and personalized experience. Let's delve into some prominent CALL categories, keeping in mind how they empower learners (autonomy) and tailor to their unique needs (individualization):

##### 1. Fostering Communication through Technology

The field of language education has been significantly transformed by Computer-Assisted Language Learning (CALL) programs, which offer a diverse range of interactive tools and platforms. These technological advancements have enabled learners to immerse themselves in language learning through personalized experiences. For instance, interactive simulations and games provide learners with virtual scenarios to practice language skills in context, such as ordering croissants in French at a simulated bakery (Fotos & Browne, 2014). Furthermore, CALL applications create immersive virtual environments that transport learners to cultural landmarks like the Colosseum in Italy, allowing them to interact in the target language and experiment with communication strategies, thereby fostering autonomy (Belz, 2009). Additionally, online language learning communities have become essential components of CALL platforms, connecting learners with peers who share similar interests and language learning objectives. Through these communities, learners have the autonomy to select conversation partners that suit their preferences, thus enhancing their language learning journey (Thorne, 2003). In essence, these CALL innovations empower learners to actively participate in language learning, contributing to their autonomy and



proficiency through interactive simulations, immersive settings, and collaborative online communities.

## **2. Skill-Specific Tools for Individualized Learning**

(CALL) has significantly enhanced language education by introducing a range of innovative functionalities. To begin with, CALL offers practice activities specifically targeting distinct language aspects like grammar or pronunciation, enabling learners to identify and address their weaknesses through customizable sessions (Weller, 2007). Furthermore, CALL platforms incorporate personalized learning paths that adapt based on individual progress, utilizing adaptive systems to adjust difficulty levels and content, thereby ensuring a personalized learning journey (Lai & Zhao, 2014). Lastly, CALL engages learners through multimedia activities integrating audio, video, and text to develop various language skills, such as listening comprehension. This interactive approach allows learners to choose activities aligning with their preferences, fostering individualization and autonomy in the learning process (McKeever, 2002). Ultimately, these CALL features empower learners to participate in language learning in ways that cater to their unique requirements and preferences.

## **3. CALL for Assessment: Personalized Insights**

(CALL) has introduced several impactful features that enhance both language education and assessment. Initially, CALL programs have implemented computerized proficiency tests, enabling learners to undergo language assessments and receive prompt feedback. This feedback not only helps learners pinpoint areas for improvement but also aids instructors in adapting their teaching methods accordingly (Chapelle, 2001). For instance, learners can take an online proficiency test in a language like French and promptly receive feedback, which guides them in setting personalized learning objectives. Additionally, CALL offers automated writing evaluation tools that provide learners with immediate feedback on their written assignments. These tools analyze grammar and style, empowering learners to independently refine and improve their writing abilities (Wolfe, 2004). For example, a learner composing an essay in Spanish can utilize a CALL tool to receive instant feedback on grammatical errors, thus facilitating efficient revisions. Lastly, CALL incorporates speech recognition software for pronunciation assessment, enabling learners to practice speaking and receive immediate feedback on their pronunciation accuracy. This functionality fosters autonomy in spoken language development by allowing learners to track their progress independently (Liu & Zhang, 2012). For instance, a learner honing their English

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pronunciation can utilize CALL software to record and evaluate their speech, receiving immediate feedback on areas necessitating improvement. To summarize, these features of CALL streamline language learning and assessment processes by furnishing learners with valuable feedback and fostering autonomy in their language learning journey.

In essence, CALL applications provide a diverse toolkit that empowers learners to take charge of their language learning journey (autonomy) and cater to their individual needs (individualization). From creating interactive communication environments to offering personalized practice activities and assessment tools, CALL can significantly enhance the path to language acquisition.

### **1.5.Challenges of CALL**

Computer-Assisted Language Learning (CALL) offers a plethora of promising opportunities for enhancing modern language instruction. However, it also presents a set of significant challenges that must be addressed to ensure its successful implementation.

One of the primary challenges lies in guaranteeing the effective integration of technology into the learning process. This entails not only providing access to appropriate software and equipment but also equipping educators with the pedagogical skills necessary to effectively utilize these resources. Furthermore, the rapid evolution of technology necessitates continuous updates and adaptations to accommodate the evolving needs and preferences of learners.

Another critical challenge relates to the digital divide, where disparities in access to technology and internet connectivity can hinder the equitable distribution of CALL resources. This situation has the potential to exacerbate existing educational inequalities. Moreover, maintaining learner motivation and engagement within the digital domain can be a formidable task. Distractions abound, and the allure of interactive media can compete with the instructional content. Additionally, concerns regarding the quality and authenticity of online materials necessitate careful curation and evaluation by educators.

Finally, security and privacy concerns remain paramount in the online learning environment. Robust measures must be implemented to safeguard sensitive learner information and ensure a secure learning space. Effectively addressing these challenges necessitates a multi-faceted. Approach. Collaboration among educators, instructional technologists, policymakers, and other stakeholders is crucial to fully realize the potential of CALL while mitigating its inherent risks.

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## 1.6. Advantages of CALL

Computer-Assisted Language Learning (CALL) offers a multitude of advantages that significantly enhance the language learning experience for both students and educators. These advantages stem from the strategic utilization of CALL tools and can be categorized as follows:

**1.6.1 Enhanced Language Proficiency:** CALL fosters the development of language skills through interactive and personalized learning experiences. These experiences cater to individual learning styles and preferences, leading to more effective language acquisition.

**1.6.2 Real-World Contextualization:** CALL bridges the gap between the classroom and practical needs by linking the learning environment to real-life situations. This approach increases the relevance and applicability of language skills to everyday scenarios.

**1.6.3 Collaborative Learning Support:** CALL facilitates collaborative and cooperative learning by enabling students to interact with peers, share knowledge, and collaborate on language tasks. This fosters a sense of community and mutual support, contributing positively to the learning process.

**1.6.4 Unbiased Feedback Provision:** CALL tools provide learners with objective feedback on their performance. This unbiased feedback allows students to assess their progress, identify areas needing improvement, and promote self-directed learning and growth.

**1.6.5 Immersive Learning Environments:** CALL can create realistic learning environments that combine activities like listening exercises with visuals. This multi-sensory approach enhances comprehension and retention of language materials.

**1.6.6 Integrated Skills Development:** CALL software effectively integrates various language skills, including reading, writing, speaking, and listening, within a single platform. This comprehensive approach fosters a well-rounded development of language proficiency.

**1.6.7 Empowerment through Personalized Learning Strategies:** CALL empowers learners by offering them the option to choose suitable learning strategies tailored to their individual needs and preferences. This fosters an individualized approach to language acquisition.

**1.6.8 Comprehensive Resource Hub:** CALL serves as a valuable resource hub for all language-related queries. It offers a wealth of materials, resources, and tools that support diverse aspects of language education, benefiting both educators and learners.

In conclusion, CALL presents a clear advantage over traditional language teaching methods. By providing personalized learning experiences, fostering collaboration, offering immediate feedback, creating immersive environments, effectively integrating various language skills, and serving as a comprehensive resource hub, CALL significantly enhances the learning

outcomes for both students and educators.

## 1.7 Disadvantages of CALL

While Computer-Assisted Language Learning (CALL) offers a multitude of benefits, its implementation is not without its obstacles. This section explores some of the key obstacles that need to be addressed to ensure the successful and equitable use of CALL programs.

**1.7.1 Accessibility Limitations:** Unlike traditional textbooks, CALL programs rely on physical infrastructure, such as school computer labs or language learning facilities, for access. Limited operating hours of these facilities can restrict access to CALL resources (Ansel et al., 1992). This potentially confines the benefits of CALL to those with personal computers or mobile devices, exacerbating existing digital divides..

**1.7.2 Cost Considerations:** CALL programs can lead to increased instructional costs due to the potential requirement for students to purchase their own computers (Gips, DiMattia, & Gips, 2004). This places a financial burden on low-budget schools and students from low-income backgrounds, hindering the equitable implementation of CALL programs.

**1.7.3 Technology Skills Gap:** The successful implementation of CALL requires both instructors and students to possess basic technical skills (Roblyer, 2003). This can create a digital divide in language learning opportunities, where those lacking the necessary technical skills are disadvantaged

**1.7.4 Limited Focus on Speaking Skills:** Current CALL programs often emphasize reading, listening, and writing skills, with limited effectiveness in spoken language development (Warschauer, 2004). Ideally, speaking programs should not only assess accuracy but also the fluency of a user's spoken input. This would require providing comprehensive feedback on pronunciation, grammar, and appropriate language use within a conversational context.

**1.7.5 Inadequacy of Artificial Intelligence:** Current computer technology has limitations in handling the dynamic and evolving learning needs of second-language learners (Blin, 1994). Computers lack the human-like intelligence necessary to promptly address unforeseen student issues or questions. This can hinder the creation of truly interactive and stimulating learning experiences that can adapt to individual needs.

## Conclusion

The integration of technology into language learning through CALL has demonstrably transformed the instructional landscape. CALL offers exceptional opportunities for personalized and interactive learning experiences, catering to diverse learning styles and needs. As we explore the ever-evolving technological domain, it becomes increasingly evident that technology, when utilized judiciously, holds the key to unlocking language proficiency in learners of all backgrounds and abilities.

From immersive virtual environments to adaptable learning platforms, the possibilities facilitated by technology are boundless. This promises a future where language acquisition is not merely a skill to be acquired, but rather a transformative journey of exploration and connection. By embracing this technological era and harnessing the power of CALL, we can empower language learners around the world, bridging societal divides and fostering global understanding through the universal language of communication.

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Section Two:  
Grammarly in Enhancing the Grammatical Competence  
of EFL Learners

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### Introduction

In today's globalized world, English has emerged as the lingua franca of communication, impacting various aspects of our lives, including education and professional pursuits. For non-native speakers, particularly those acquiring English as a Foreign Language, mastering its syntactic complexities can often be a daunting task. This challenge arises from discrepancies in phonetic structures, cultural context, and grammatical rules. However, the advent of technology and innovative tools like Grammarly have revolutionized the landscape of language learning and education.

Grammarly, a widely recognized AI-powered writing assistant, provides real-time grammar and usage checks, spell checking, and plagiarism detection features. Its user-friendly interface and personalized feedback mechanisms have garnered widespread recognition, particularly within educational settings.

### 2.1 Overview of communicative Competence

Communicative competence is the ability of an individual to effectively express and interpret messages within a specific context, requiring a thorough understanding of language, cultural norms, and situational cues. Introduced by Dell Hymes in 1966 as a counter to Chomsky's focus on linguistic competence, the concept underscores the importance of practical communication skills in real-world scenarios. Communicative competence is composed of several essential elements: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence.

1. **Linguistic Competence:** This component encompasses knowledge of grammar, vocabulary, pronunciation, and syntax in a language, providing the essential base for efficient communication.
2. **Sociolinguistic Competence:** Sociolinguistic competence involves understanding the social context and cultural norms related to language use, including knowledge of politeness, register, and other socio-cultural language factors.
3. **Discourse Competence:** Discourse competence relates to the ability to comprehend and produce connected speech or text with coherence and cohesion. It involves structuring information logically and creating narratives

that resonate with the audience.

4. **Strategic Competence:** Strategic competence is the use of verbal and non-verbal strategies to bridge communication gaps, such as self-correction, rephrasing, or modifying one's speech style to fit the audience.

Communicative competence can be enhanced through language education that prioritizes practical application and cultural exposure. Evaluation of communicative competence typically involves assessing both spoken and written language proficiency in context to measure an individual's performance across different areas. Communicative competence plays a vital role in an increasingly interconnected world where cross-cultural interactions are common. It is essential for effective communication across diverse languages and cultures, proving crucial in personal, academic, and professional domains.

Communicative competence presents a holistic approach to language proficiency, surpassing just grammatical understanding. It encompasses the entire spectrum of language usage in context and is crucial for successful communication in various situations and cultural settings.

### 2.2 Definition of Grammatical Competence

Within the field of linguistics, grammatical competence refers to an individual's knowledge and ability to utilize linguistic structures and rules effectively and appropriately within a language (Hymes, 1972). It encompasses a speaker's understanding of how words, phrases, and sentences are organized according to the syntactic and morphological rules governing that specific language. This knowledge base includes several key aspects:

- **Syntax:** This refers to the knowledge of sentence structure and the rules for combining words and phrases into coherent and grammatically correct sentences (Radford, 2004).
- **Morphology:** This involves understanding how words can be formed and modified to express specific grammatical categories such as tense, aspect, mood, voice, person, and number (Bauer, 2007).
- **Semantics:** This encompasses knowledge of the meaning of words, phrases, and sentences, as well as how they relate to each other within a grammatical system (Cruse, 2004).
- **Pragmatics:** This refers to the understanding of how language is used appropriately in different social contexts, considering factors like tone, register, and politeness (Levinson, 1983).



While not directly related to grammatical structure itself, phonology, which includes the understanding of a language's sound system encompassing stress, pitch, and pronunciation, can indirectly affect grammatical structures (Wardhaugh, 2008).

Grammatical competence is a crucial component of communicative competence, a broader concept that encompasses not only syntactic knowledge but also discourse competence, sociolinguistic competence, and strategic competence (Canale & Swain, 1980).

In essence, grammatical competence reflects a speaker's knowledge and ability to successfully utilize the rules and structures of a language to communicate clearly and accurately.

### **2.1 Definition of Grammar**

Grammar, in the context of language learning, refers to the set of rules governing the structure and organization of sentences within a language (Longman Dictionary of Language Teaching and Applied Linguistics, 2015). It encompasses the frameworks of syntax, morphology, and semantics, which dictate how words, phrases, and clauses interact to form coherent and meaningful utterances. Mastering grammar in language learning involves understanding how to utilize different parts of speech (e.g., nouns, verbs, adjectives, adverbs) and their functions, as well as how to construct grammatically correct sentences according to the language's specific syntactic rules.

Grammatical knowledge also includes understanding concepts like tense, aspect, and mood, which help convey when an action takes place, its duration, and the speaker's attitude towards it. A strong grasp of grammar enables language learners to communicate more effectively and accurately, express their thoughts clearly, and appreciate the nuances of the language they are acquiring. Furthermore, it enhances learners' comprehension of written and spoken texts and improves their ability to engage in conversations with native speakers.

Diane Larsen-Freeman (2003) characterizes grammar as a system of meaningful structures and patterns that can be used to create and interpret sentences within a language. According to Larsen-Freeman, grammar is not merely a set of rules to be memorized, but rather a tool that allows speakers to convey specific meanings in context. She emphasizes the importance of teaching grammar in a way that demonstrates to learners how it functions in communication and helps them understand the relationship between form, meaning, and use.

### 2.2 Importance of Grammar

Effective writing hinges on strong grammar. Just like a sturdy foundation for a building, grammar provides the groundwork for clear and persuasive communication. When grammar is used correctly, the structure of sentences becomes seamless, allowing readers to follow the writer's ideas effortlessly. This clarity is essential for any writing, whether it's a captivating story or a logical argument.

But grammar goes beyond mere clarity. It empowers writers to express their thoughts with precision and influence. By selecting the right verb tenses, word order, and emphasis, writers can convey subtle meanings and highlight crucial points. This adds power and persuasiveness to their writing. Additionally, correct grammar lends an air of professionalism and credibility. It shows the reader that the writer respects their time and understanding by paying attention to detail.

A writer's versatility across genres is also bolstered by a strong grasp of grammar. Whether crafting a scholarly paper, a business report, or a creative piece, being comfortable with grammatical rules allows for adaptability. This adaptability ensures that the writer's language aligns perfectly with the audience and the context, a key element for successful communication in any writing task.

In essence, grammar is the key to unlocking confident, clear, and well-organized writing. It empowers writers to present their ideas in a polished manner, leaving a lasting impression on their readers and maximizing the impact of their message.

#### 2.2.1 Definition of Writing Skills

Writing is a fundamental skill within the four core competencies of English language proficiency. It serves as a tool for conveying ideas, opinions, thoughts, and feelings in a structured and permanent format. Scholars have emphasized this critical role. Harmer (2004, p.31) defines writing as "a way to deliver language and express thought, feeling, and supposition". Similarly, Abbas (2006, p.125) emphasizes writing skills as "the capacity to express thoughts, opinions, and feelings to other parties through written language".

Furthermore, Tarigan (2008, p.3) highlights the multifaceted nature of writing, describing it as "one of the beneficial and expressive language abilities utilized to communicate in a roundabout way and not in a face-to-face manner with other parties". Adding to this perspective, Troyka (in Lauri, 2011, p.12) emphasizes the purposeful nature of writing, stating that "writing could be a

Way of communicating a message to a reader for a reason" . These reasons for writing can encompass self-expression, information dissemination, persuasion, and scholarly contribution.

By effectively utilizing writing skills, individuals can communicate across distances and time, fostering a deeper understanding of complex ideas and fostering knowledge sharing.

### 2.3 Definition of Grammarly

Grammarly is a multifaceted writing tool offering advanced grammar, spelling, punctuation, and style checking for various writing formats. It leverages artificial intelligence and natural language processing (NLP) to provide real-time feedback on written content (Grammarly, n.d.). The platform aids writers in improving their work by identifying errors, suggesting corrections, and offering guidance on tone, clarity, and engagement.

Grammarly's capabilities extend beyond basic grammar and spelling checks. It can analyze sentence structure, word choice, and coherence, as well as detect potential plagiarism. The tool's versatility extends to its accessibility as a browser extension, desktop app, and mobile app (Grammarly, n.d.). Additionally, Grammarly integrates with various applications such as Microsoft Word, Google Docs, and email clients, streamlining the writing process for students, professionals, and casual users alike. Its premium version offers even more advanced suggestions, vocabulary enhancements, and stylistic improvements for a more polished and professional writing outcome.

In conclusion, Grammarly stands as a valuable tool for anyone aiming to refine their writing and communicate more effectively.

### 2.4 Advantages of Grammarly

Grammarly offers a multitude of benefits for both scholars and professionals seeking to enhance their writing. Here's a breakdown of its key advantages:

- **Improved Writing Quality:** Grammarly provides real-time feedback on grammar, spelling, and punctuation errors. This functionality ensures polished writing free of common mistakes, fostering a professional and credible image (Meola, 2018).
- **Enhanced Vocabulary and Style:** The tool suggests improvements for word choice and writing style, enabling users to express themselves with greater clarity and effectiveness. This

Can be particularly beneficial for writers striving to refine their communication style for specific audiences (Aitchison & Bawden, 2017).

- **Context-Specific Feedback:** Grammarly tailors its feedback to different writing contexts, such as academic, professional, or casual settings. This allows users to adapt their writing style based on their target audience, ensuring appropriate language use (Barton, 2008).
- **Plagiarism Detection:** The integrated plagiarism checker helps users ensure their work is original and properly cited, fostering academic integrity and avoiding plagiarism concerns (Howard, 2015).

In essence, Grammarly serves as a comprehensive writing assistant that boosts user confidence in their writing abilities. It facilitates the creation of high-quality content, free of errors, and tailored to specific audiences and contexts.

### 2.5 Disadvantages of Grammarly

Grammarly offers undeniable advantages for writers. However, to maximize its effectiveness, it's crucial to acknowledge its limitations.

**Algorithmic Pitfalls:** Grammarly's dependence on algorithms can sometimes lead to misinterpretations of context. This can result in suggestions that alter the intended meaning or introduce awkward changes that unintentionally modify the writer's voice (Meola, 2018).

**Stifling Creativity:** Grammarly's cautious nature can lead to an over-reliance on "safe" language choices. This can stifle creativity and self-expression by suggesting overly conservative alternatives that homogenize writing styles (Aitchison & Bawden, 2017).

**Privacy Considerations:** For writers handling sensitive information, Grammarly's data collection practices might raise privacy concerns (Grammarly, n.d.).

**The Overdependence Trap:** Overdependence on Grammarly can hinder a writer's ability to develop self-editing skills and independently improve their writing (Meola, 2018). Writers who rely solely on Grammarly suggestions may not develop a strong foundation in grammar and effective communication.

**Grammarly as a Tool:** In essence, Grammarly is a valuable tool, but like any tool, it has limitations. While it can enhance writing mechanics and style, it should be used critically and in conjunction with a strong understanding of grammar and effective communication practices.

### **2.6 Pervious Research on Grammarly and EFL Learners**

Despite the popularity of Grammarly as a writing aid, research on its effectiveness for EFL learners is scarce. Existing studies on Automated Writing Evaluation (AWE) tools like Grammarly primarily focus on learners with intermediate or advanced proficiency (Li et al., 2015; O'Neill & Russell, 2019). This leaves a gap in our understanding of how Grammarly might benefit EFL learners just starting their language acquisition journey.

However, a single study offers a ray of hope. It suggests that Grammarly could be helpful for low-level EFL learners by potentially reducing writing errors compared to those who don't use the tool (Grammarly in Teaching Writing to EFL Learners at Low Levels: How Useful Is It?, n.d.). This finding underscores the need for further research on the effectiveness of AWE programs for EFL learners at all proficiency levels. Future studies could specifically examine how Grammarly impacts the development of complex grammar structures and the revision process for EFL learners (Zhang & Hyland, 2018).

Looking beyond the immediate benefits of improved mechanics, it would be valuable to investigate how Grammarly can be effectively integrated into EFL writing instruction to maximize its learning potential (Exploring the effects of Grammarly on EFL students' foreign language anxiety and learner autonomy, n.d.). Additionally, research should explore how Grammarly might influence broader aspects of writing development for EFL learners, such as vocabulary use, sentence structure, and overall writing clarity. By delving deeper into these areas, researchers can provide a clearer picture of Grammarly's role in supporting the writing development of EFL learners.

### **2.7 The Effectiveness of Grammarly as a Tool for Improving Grammatical Competence in EFL Learners**

EFL learners can leverage Grammarly as a powerful tool to enhance their grammatical abilities. This AI-powered writing assistant offers several advantages that contribute to language development. Firstly, Grammarly provides real-time, personalized feedback on learner writing. It identifies potential errors in grammar, spelling, and punctuation, allowing learners to catch mistakes instantly and solidify their understanding of grammatical rules (Meola, 2018).

A key strength of Grammarly lies in its explanatory approach. It offers detailed explanations for suggested corrections, fostering a deeper grasp of English grammar. By providing context and

## Section Two

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Reasoning behind the edits, Grammarly helps learners avoid repeating mistakes and develop a stronger command of the language.

Moreover, Grammarly goes beyond basic error correction. Its advanced features address clarity, style, and tone, crucial aspects of effective writing. The tool offers alternative vocabulary and phrasing suggestions, encouraging learners to expand their language use and write more naturally. Additionally, the plagiarism detection feature is particularly helpful for academic writing, ensuring learners create original work and avoid unintended plagiarism (Grammarly, n.d.).

It's important to remember that Grammarly works best when combined with other language learning strategies like reading and speaking practice, creating a holistic approach to language acquisition. Nevertheless, its user-friendly interface and comprehensive feedback make Grammarly a valuable asset for EFL learners seeking to improve their overall linguistic competence and writing skills.

### **Conclusion**

While Grammarly offers significant benefits for enhancing the grammatical competence of EFL learners, its effectiveness depends heavily on how it is utilized. The tool provides valuable feedback and guidance on grammar and language usage. However, it may sometimes fall short in addressing context-specific nuances and imaginative expression (Meola, 2018). Therefore, while Grammarly serves as a valuable supplement to language learning, it should be used in conjunction with traditional learning strategies and critical thinking to achieve optimal results for EFL learners.

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**Practical part Chapter Two:  
Methodology and Data Analysis**

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## **Introduction**

After dealing with theoretical knowledge in the first chapter, it is time to deal with something more practical. This chapter represents the methods used in gathering and analysing the data collected. It examines the efficacy of using Grammarly software as a tool for enhancing grammatical competence in EFL learners. This chapter focuses on the research method, sampling , population, and the data collection.

### **3.1 Research Method**

A number of definitions of research have been proposed by different researches. According to Saunders, Lewis and Thornhill (2003) define research as “something that people undertake in Order to find out new things in a systematic way, thereby increasing their knowledge”.

In agreement with Creswell and Tashakkori (2007) methodologies explicate and define the kinds of problems that are worth investigating what constitutes a researchable problem ; testable hypothesis ; how to frame a problem in such a way that it can be investigated using particular designs and procedures ; and how to select and develop appropriate means of collecting data .

The study adopts a mixed-method approach. Quantitative approach used to provides the numerical representation of the data collected, and the qualitative approach used to observe the data.

### **3.2 Sampling and Population**

The sample of this study is second year Licence students at the Department of Kasdi Merbah University Ouargla. A number of 10 EFL students have participated; their ages ranged from 18 to 26 years. The questions were in clear instruction in order to help students provide suitable answers.

### **3.3 Data Collection**

In the present study, close and open-ended questionnaire were conducted with 19 questions. The first four questions deal with general information of gender , age , level of English and the years of learning English . The rest of questions was about how many times using CALL and Grammarly software, types of using CALL. In addition, if CALL and Grammarly helpful in improving English skills and English grammar. Also, if using the CALL software and Grammarly increase their sense of autonomy and make learning experience more personalized. As well, can CALL and Grammarly help to know their strengths and weaknesses.



The data gathered from the students' questionnaire were analysed to reach to the results of this study.

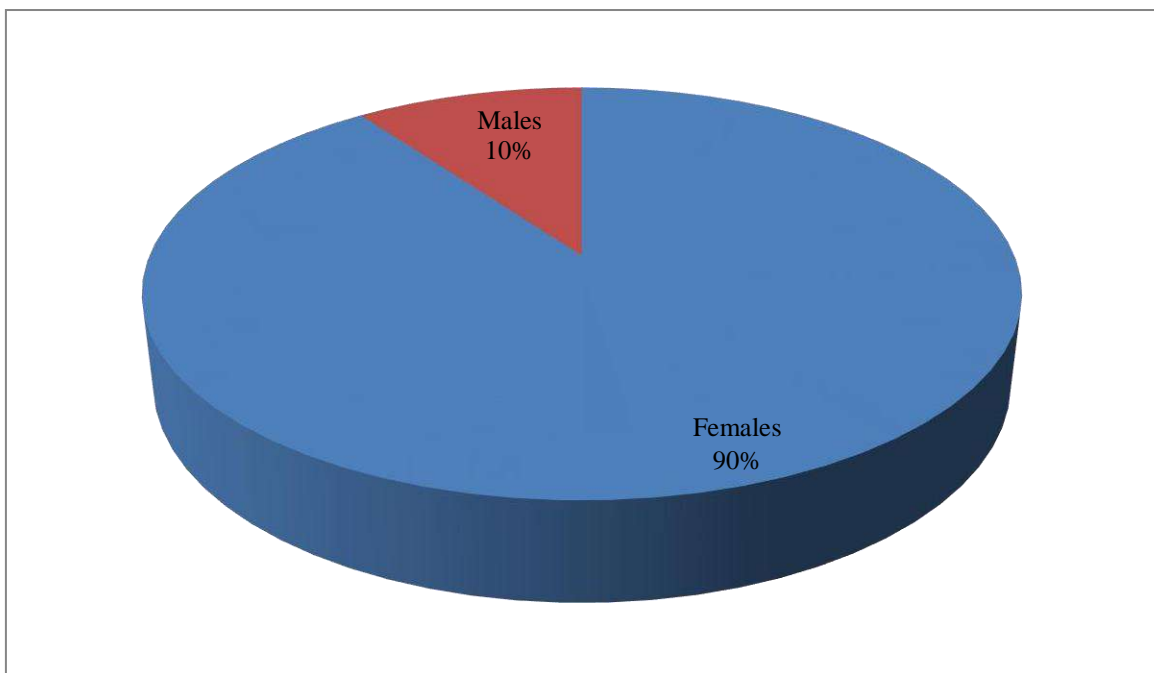
### 3.4 The Analysis of Students' Questionnaire

The sample was chosen randomly, it contained both genders of different ages. The questionnaire was a combination of both close and open-ended questions, all answers were written in English. The analysis of the retrieved questionnaire provided the following answers.

**Question 1:** was about gender, the questionnaire was distributed randomly between males and females, from the results shown on the table, we can notice that our sample contained 9 females and 1 male

**Figure 3.1**

Students' Gender

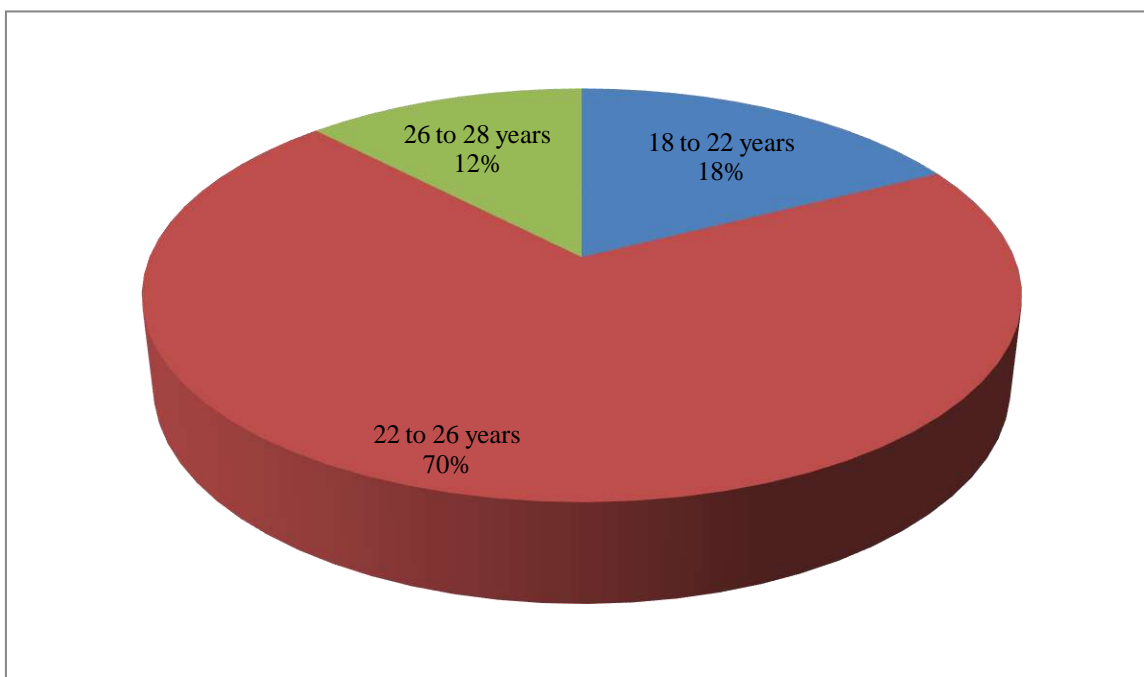


From the graph above we can observe that female students are numerous than males . Females represent 90% of the sample while male students equals only 10%. This result may be because female students are more interested in Grammarly software and English writing skills than males .

**Question 2:** This question was about students' age , they were given three choices and they needed to tick the one that suits their age . 2 students between the age of 18 to 22 years which translated to 20% of the sample, 80% of the sample was between the age of 22 to 26 years which equal 8 students .

**figure 3.2**

Students' age

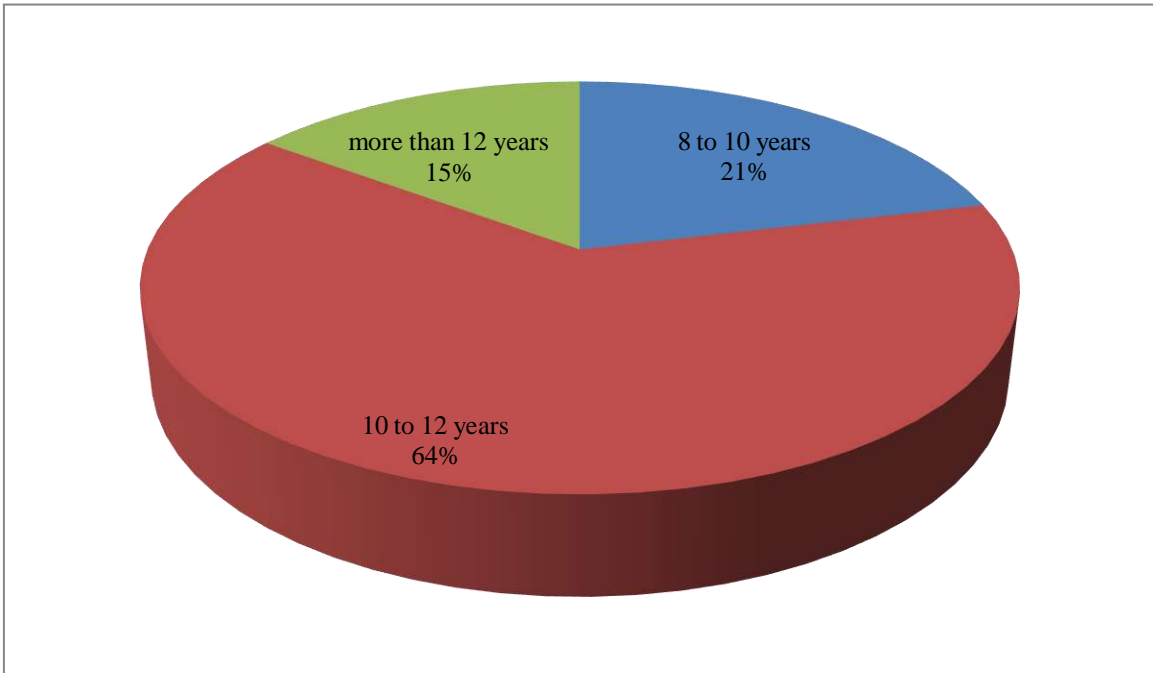


From the results above, we notice that our sample contains mixed aged learners, which represents perfectly our population.

**Question 3:** In this question students were asked about the years of learning English , from the result shown above , we can notice that 2 students learning English from 8 to 10 years which translated to 20% of the sample , 60% of the sample learning English from 10 to 12 years which equal 6 students , and 20% of the sample learning English from more than 12 years which equal 2 students .

Figure 3.3

Students' level

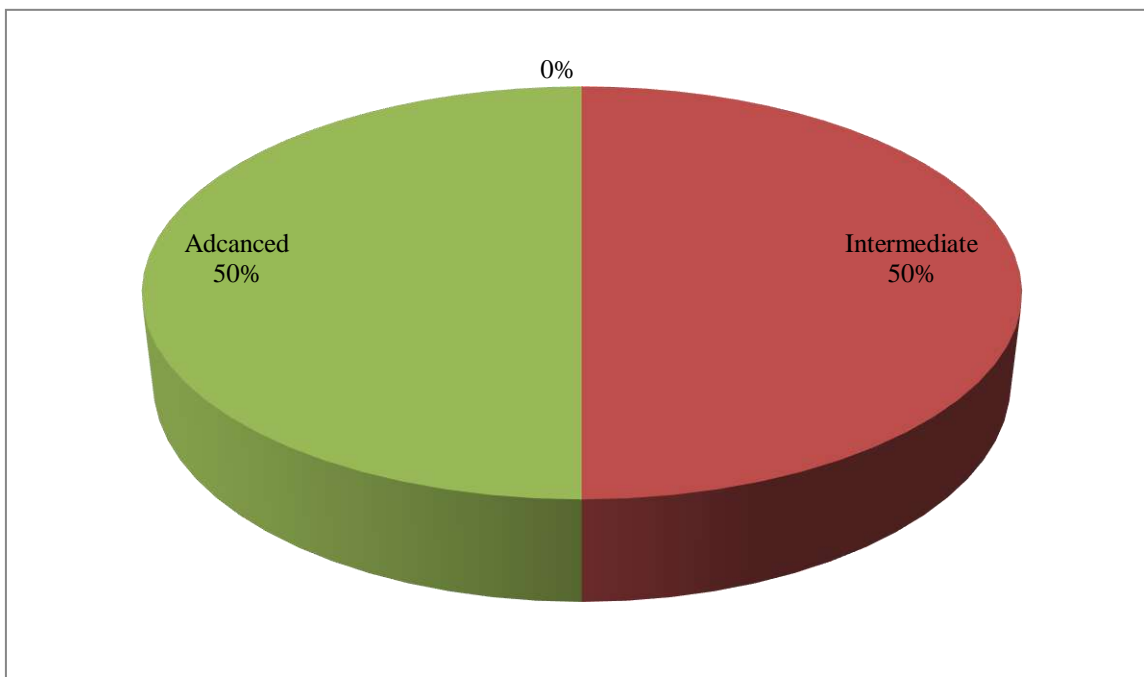


From the results above we can notice that the majority of students start to learn English from 10 to 12 years.

**Question 4:** Students were asked about their level of English , we can observe from the table that 50% of the sample were intermediate which equal 5 students and 5 students out of 10 students claimed they are advanced which represents 50% of the sample .

**Figure 3.4**

Students' level

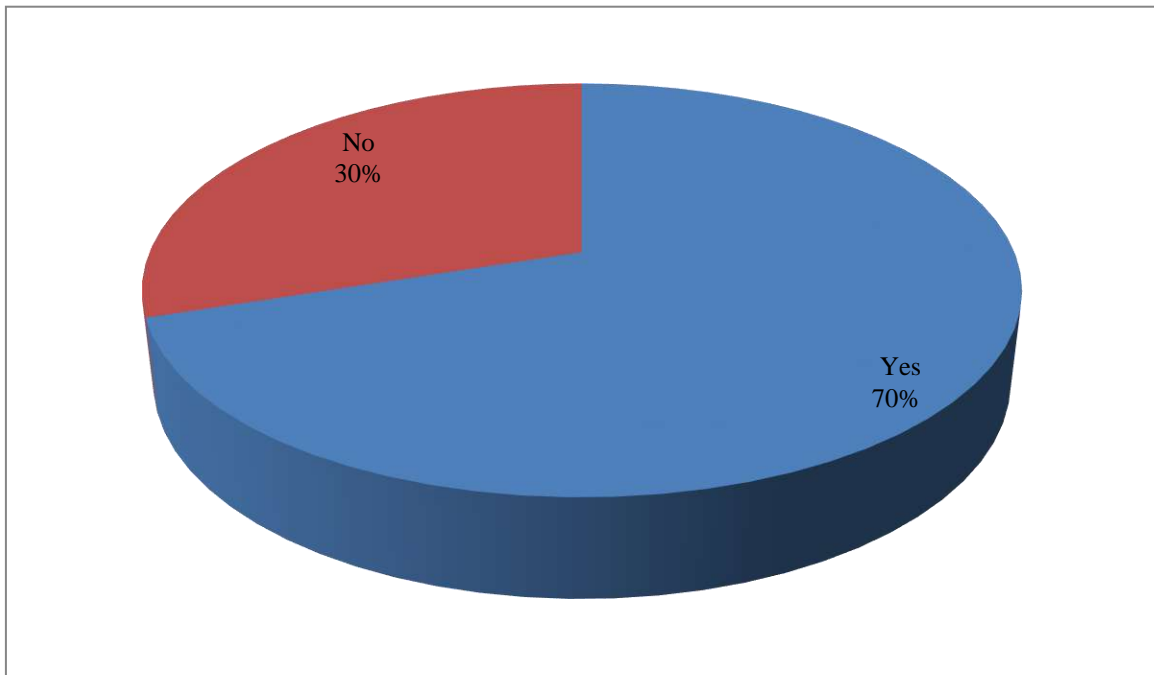


From the results shown above, we can notice that the students of Kasdi Merbah were intermediate and advanced , they have a good level in English language .

**Question 5:** in this question students were asked about whether they use CALL tools before , 30% of the sample said no which equal 3 students and 7 students out of 10 students said yes it means 70% of the sample .

**Figure 3.5:**

Students' using CALL before

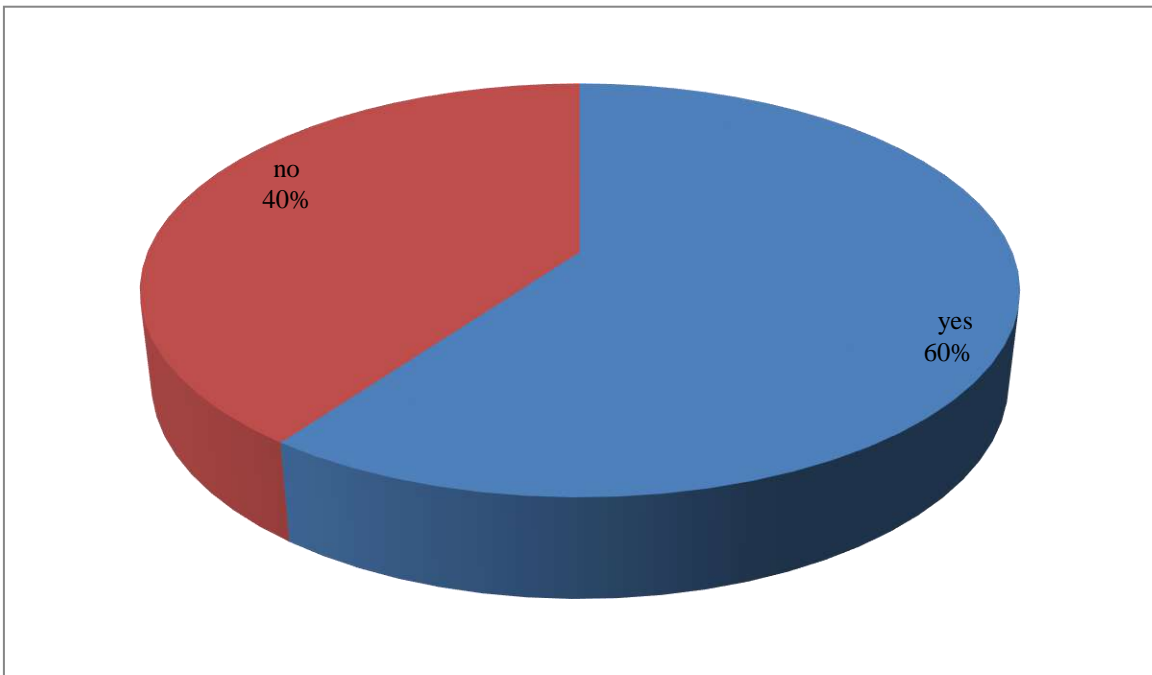


According to the results, the majority of students using CALL tools .

**Question 3.6:** Students in this question were asked about whether they use Grammarly before . From the table we can observe that 6 students said yes which translated to 60% of the sample and 40% of the sample said no which equal 4 students .

**Figure 3.6:**

Students' using Grammarly

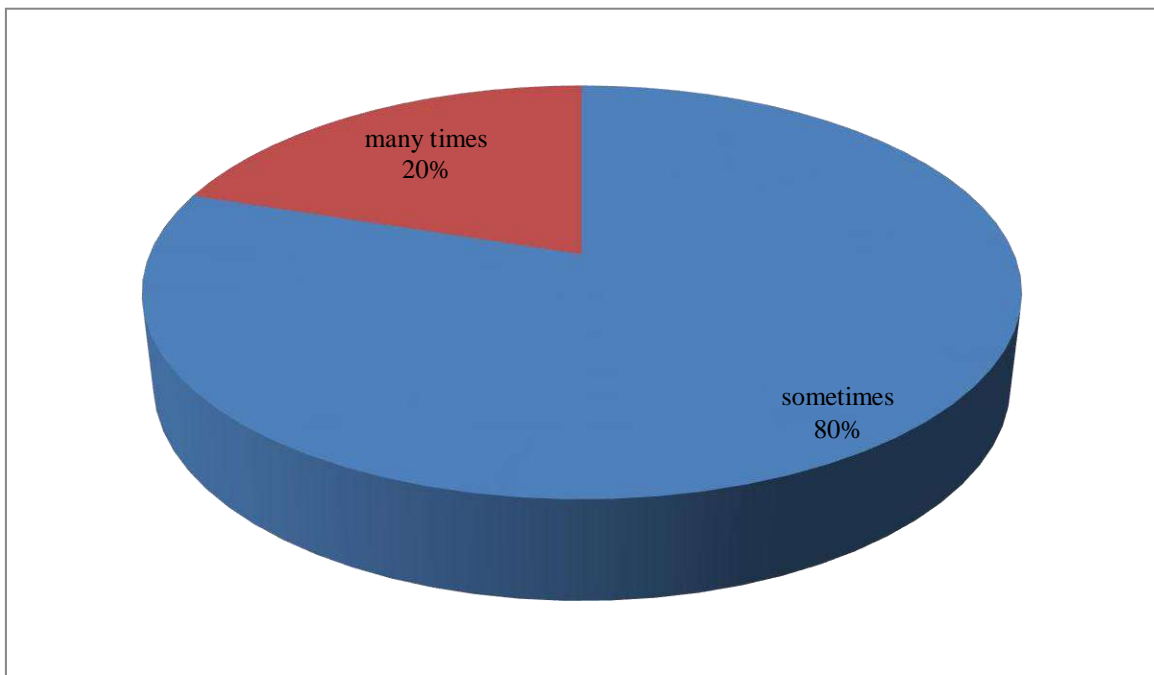


From the results shown above, we can notice that the majority of students using Grammarly.

**Question 3.7:** In this question students were asked about the times of using CALL in their studies . From the table, we can observe that 8 students using CALL sometimes which translated to 80% of the sample and 20% of the sample using CALL many times which equal 2 students.

**Figure 3.7:**

Students' using Grammarly

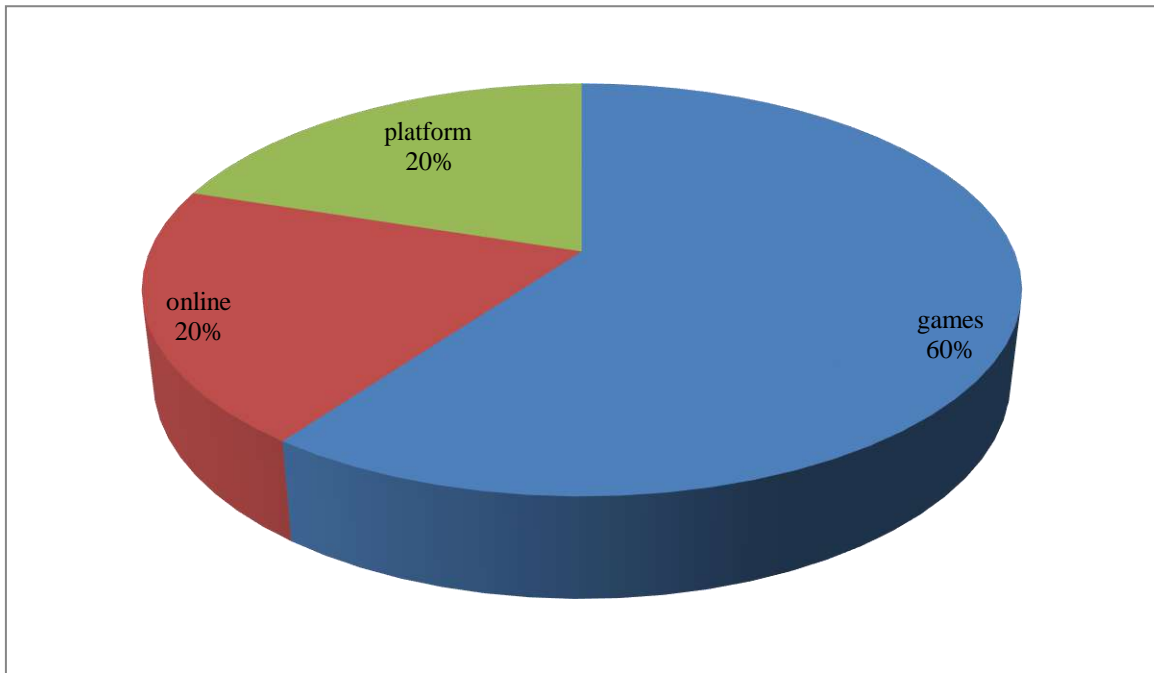


According to the results shown above, we can notice that the majority of students did not using Grammarly in their studies.

**Question 8 :** In this question students were asked about the types using of CALL , and as we can observe from the table 60% of the sample using games , 20% of the sample using online and 20% of the sample using platform . It means that 6 students using games, 2 students using online, and 2 students using platform.

**Figure 3.8:**

Students' types of CALL



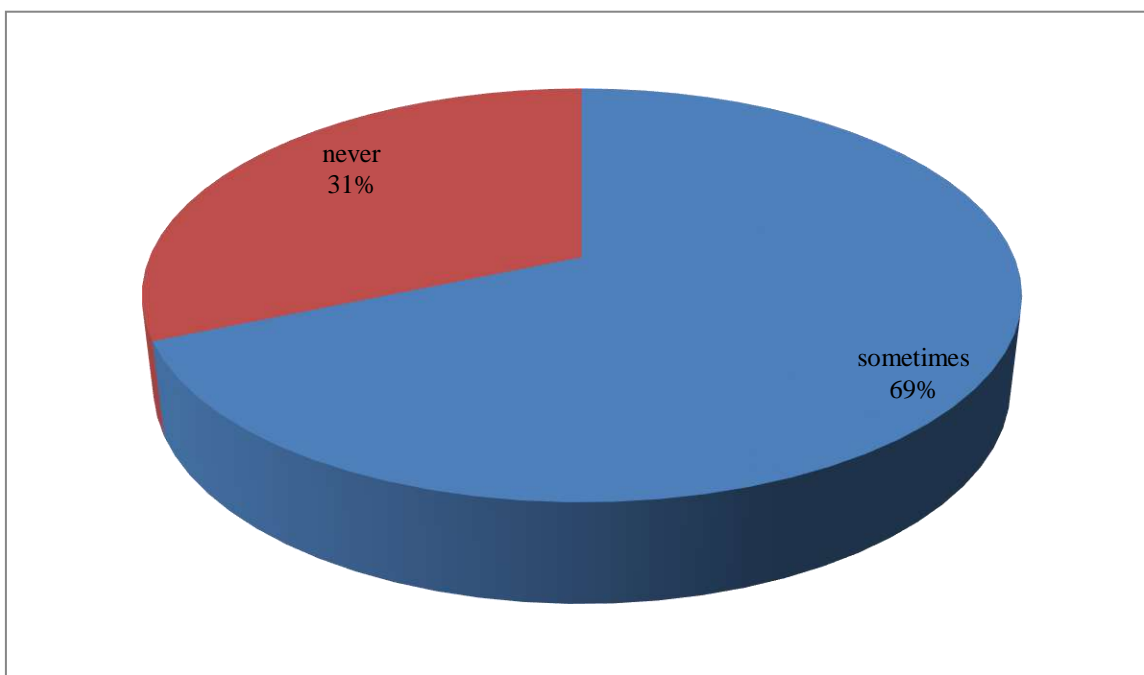
According to the graph we can notice that the majority of students using games, than online type of CALL), and the rest using platform.

**Question 3.9:** students in this question were asked about the times of using Grammarly, and from the table we can observe that 7 students using Grammarly sometimes and 3 students did not using Grammarly. 70% of the sample using sometimes Grammarly and 30% of the sample did not using Grammarly.



**Figure 3.9:**

Students' using Grammarly

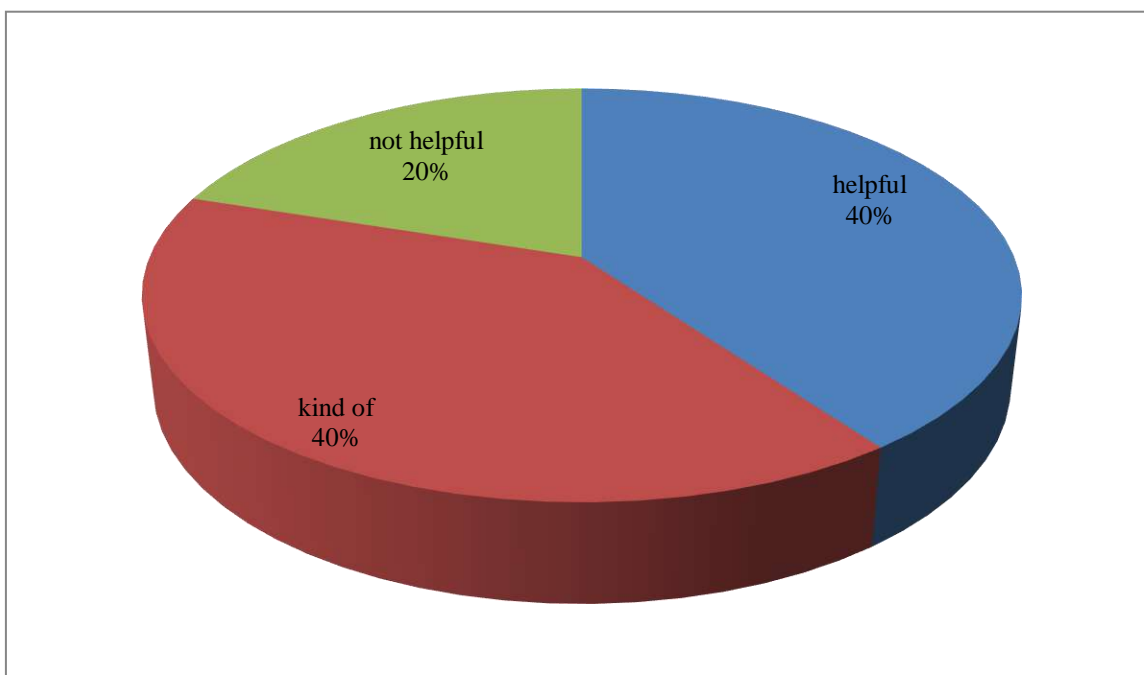


From the graph we can notice that the majority of students using Grammarly in their studies, and a few of them did not use Grammarly.

**Question 10:** In this question students were asked about their improvement of English skills through using CALL. From the results shown in the table , we can observe that 4 students said very helpful , and 4 students said kind of , and 2 students said not helpful which translated to 20% of the sample said not helpful , and 40% of the sample said kind of , and 40% of the sample said helpful .

**Figure 3.10:**

Students' using CALL to improve their skills

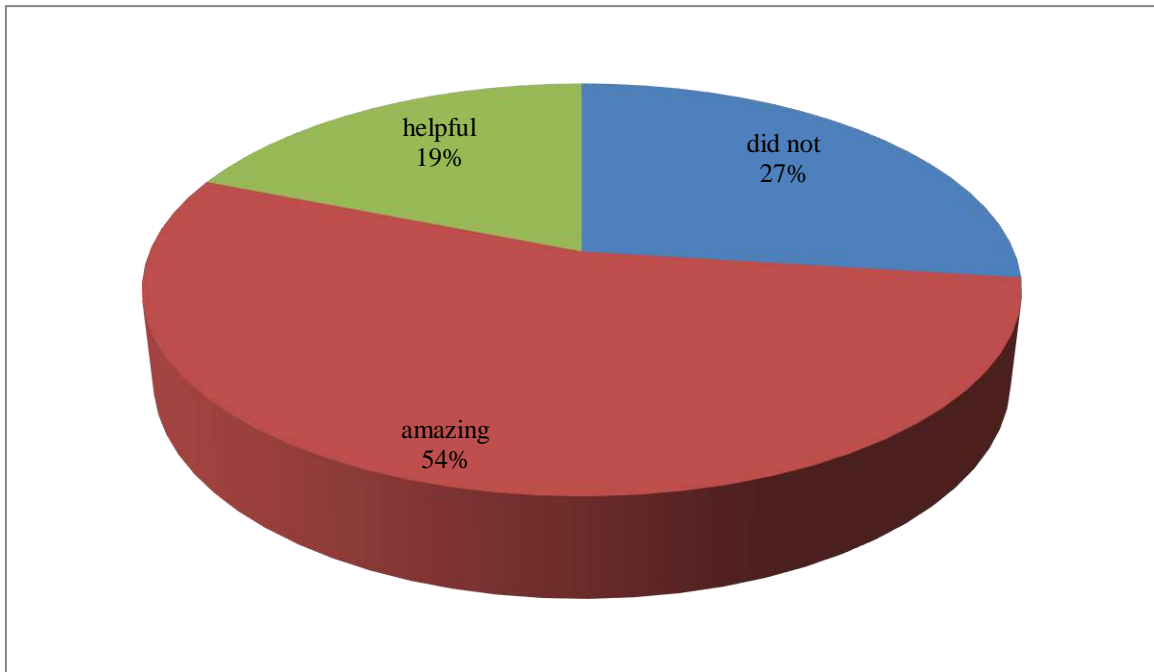


According to the results shown above, we can notice that the majority of students who using CALL to improve their English skills said that CALL is very helpful, and 4 students who using CALL to improve their English skills said not to much helpful, as we notice that 4 students who said that CALL not helpful in improving their English skills .

**Question 11:** Students in this question were asked about their improvement of English grammar through using Grammarly . From the table we can observe that 20% of the sample did not use Grammarly before, so hey did not know if Grammarly can improve their English grammar which equal 2 students . 40% of the sample said that Grammarly is amazing tool in improving English grammar which equal 4 students, and 40% of the sample said that Grammarly helpful in improving English grammar which equal 4 students .

**Figure 3.11:**

Students' using Grammarly to improve English grammar

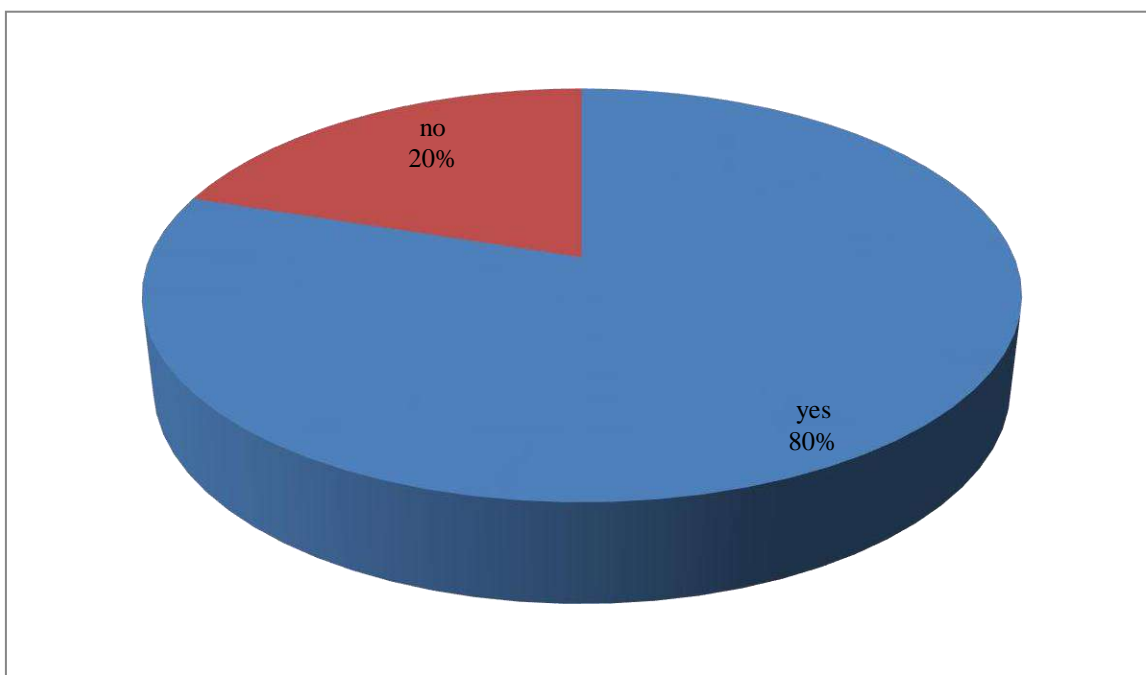


From the graph shown above , we can notice that 40% of the sample said that Grammarly is amazing to help them improve their English grammar , and 40% of the sample said that Grammarly is helpful to improve English grammar , and 20% of the sample said did not helpful .

**Question 12:** In this question students were asked about whether CALL and Grammarly can increase their sense of autonomy in language learning . From the table, the results shown that 80% of the sample said yes which equal 8 students and 2 students said no which translated to 20% of the sample .

**Figure 3.12:**

Students' increasing their sense of autonomy through using CALL and Grammarly

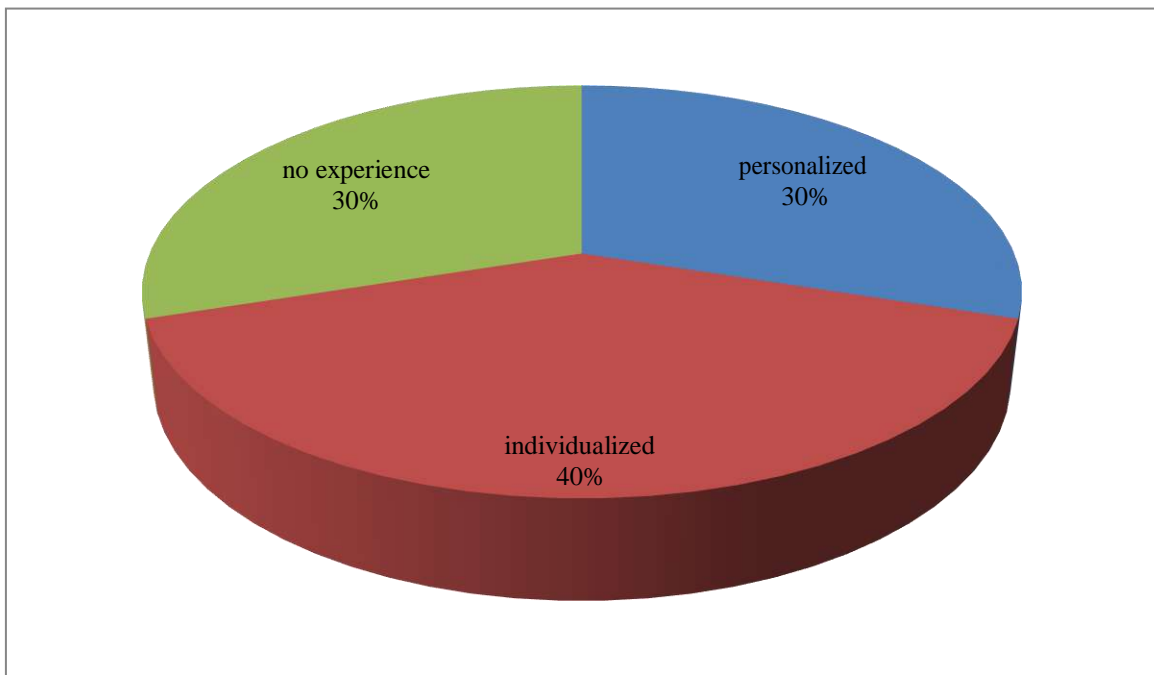


According to the results shown above, we can notice that the majority of students said yes , CALL and Grammarly increase the sense of autonomy in language learning .

**Question 13:** In this question students were asked about whether using CALL and Grammarly make their learning experience more personalized or individualized . As we can observe from the table that 30% of the sample said they do not have any experience which equal 3 students , 3 students said that CALL and Grammarly can make their learning experience more personalized which translated to 30% of the sample , and 4 students said not to much which translated to 40% of the sample .

**Figure 3.13:**

Students' personalized or individualized

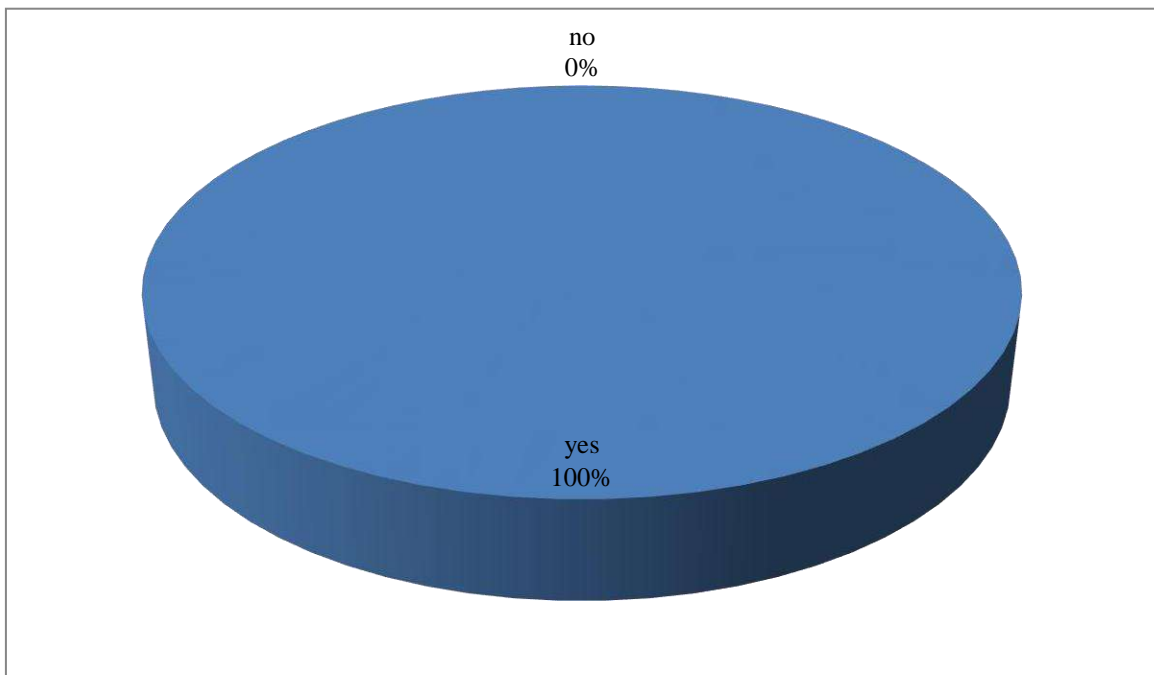


From the results shown, we notice that 40% of the sample said that using CALL and Grammarly make their experience more individualized , 30% of the sample said that using CALL and Grammarly make their experience more personalized , and 30% of the sample said they do not have any experience .

**Question 14:** Students in this question were asked about the challenges in using CALL , we observe from the table that all of the sample 100% said yes which equal 10 students .

**Figure 3.14:**

Students' challenges in CALL

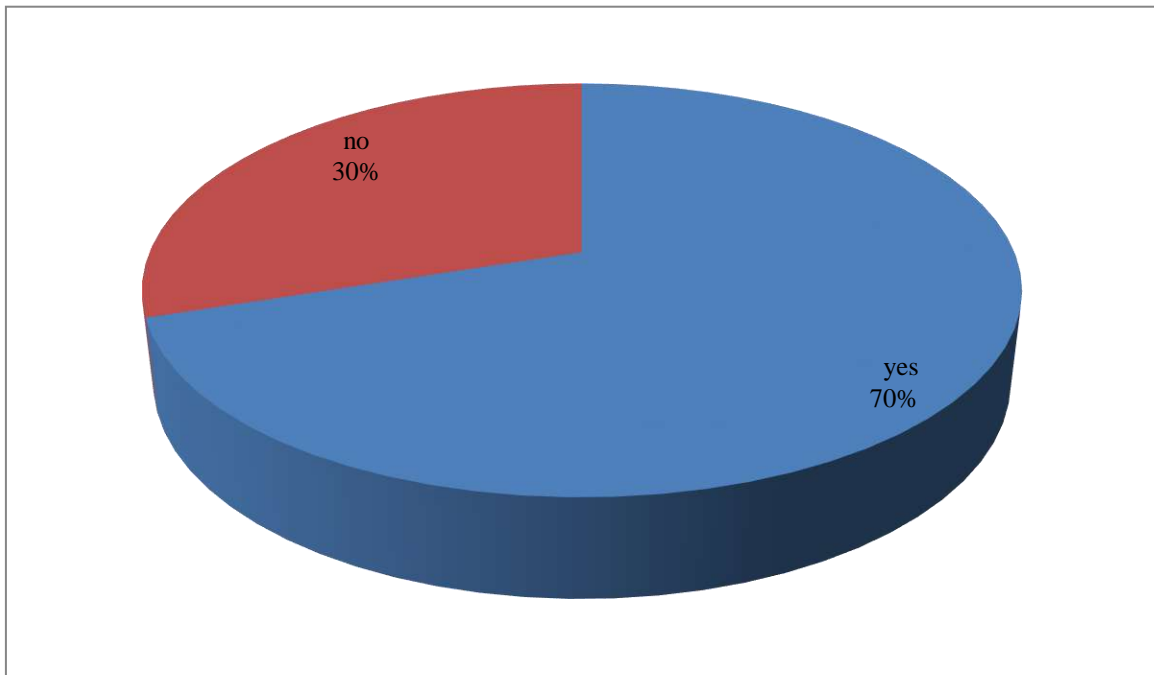


From the graph above, we can notice that all the students have challenges in using CALL .

**Question 15 :** In this question students were asked about the motivation in practice English through using CALL tools and Grammarly , from the table , we observe that 7 students said yes which translated to 70% of the sample and 3 students said no which translated to 30% of the sample.

**Figure 3.15:**

Students' using CALL and Grammarly to motivate in practice English

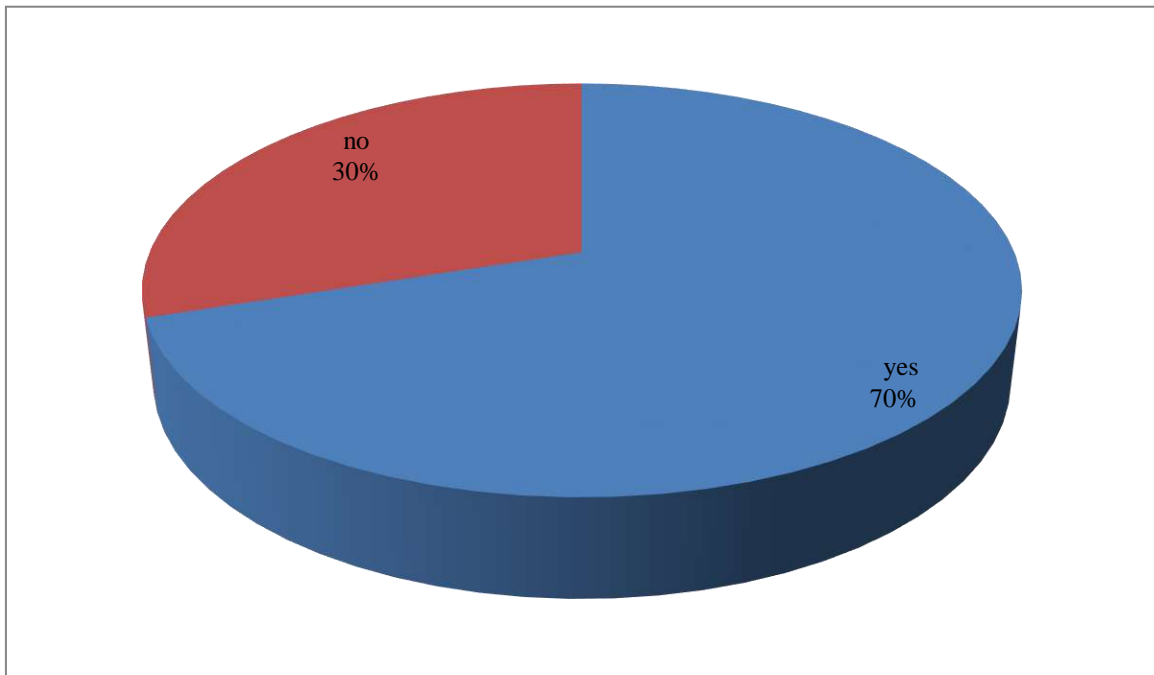


According to the graph, we notice that the majority of students motivate in practice English through using CALL and Grammarly , and 30% of the sample said no , CALL and Grammarly do not motivate them in practice English .

**Question 16 :** In this question students were asked about whether using CALL and Grammarly help to identify their strengths and weaknesses in grammar , from the table we observe that 70% of the sample said yes which equal 7 students , and 30% of the sample said no which equal 3 students .

**Figure 3.16:**

Students' using CALL and Grammarly to identify strengths and weaknesses



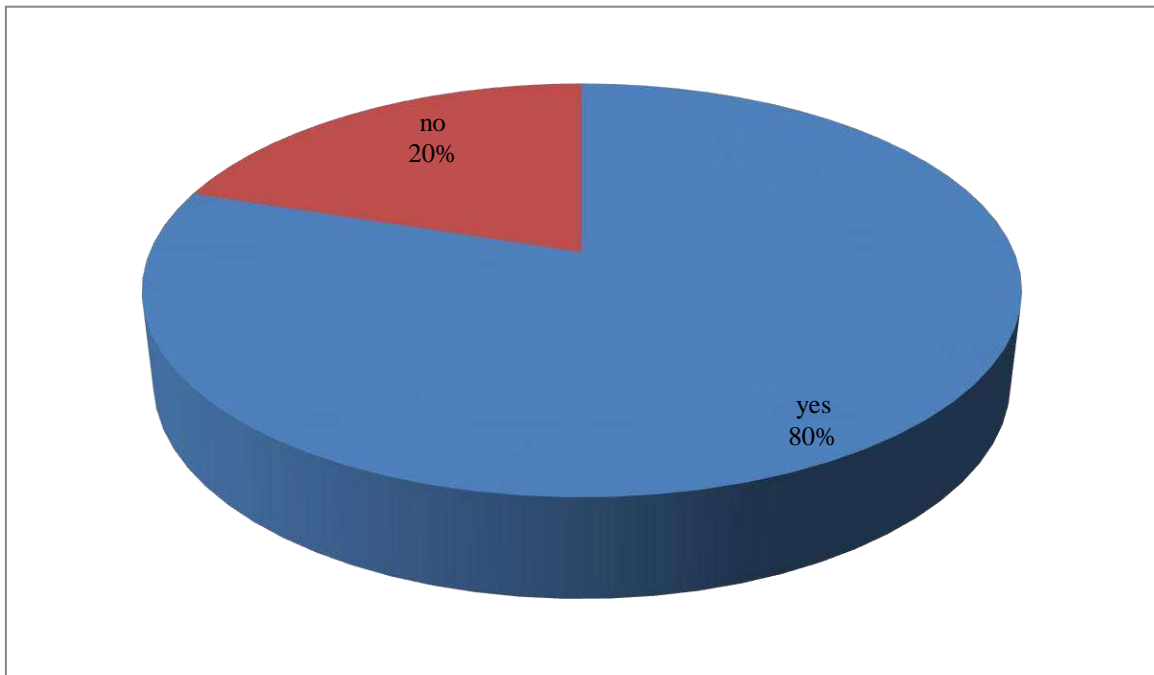
According to the results shown above, we notice that 70% of the sample said yes they using CALL and Grammarly to identify the strengths and weaknesses , and 30% of the sample said no .

**Question 17 :** students in this question were asked about whether using CALL and Grammarly can help them become more confident in using English grammar , from the table we observe that 8 students said yes which translated to 80% of the sample , and 2 students said no which translated to 20% of the sample .



**Figure 3.17:**

Students' using CALL and Grammarly to become more confident

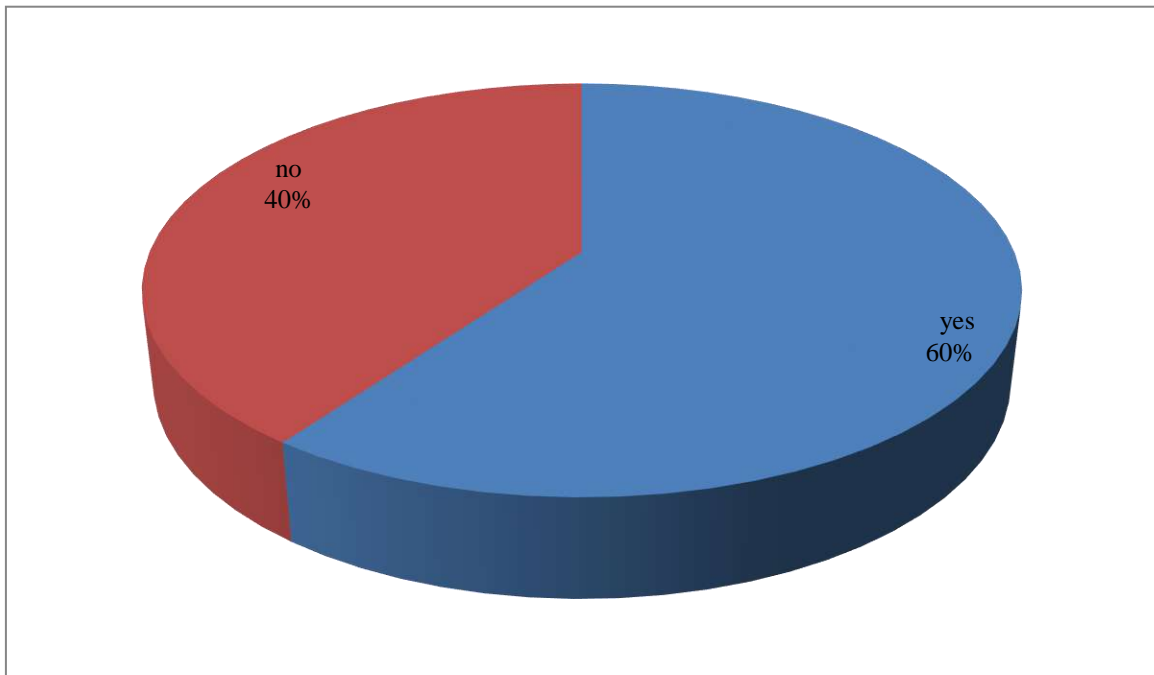


From the results shown above, we can notice that 80% of the sample said yes CALL and Grammarly can help them to become more confident in using English grammar , and 20% of the sample said no .

**Question 18:** in this question students were asked about whether CALL and Grammarly teach them to use grammar rules . The table shown that 60% of the sample said yes which equal to 6 students, and 40% of the sample said no which equal 4 students .

**Figure 3.18:**

Students' using CALL and Grammarly to teach grammar rules

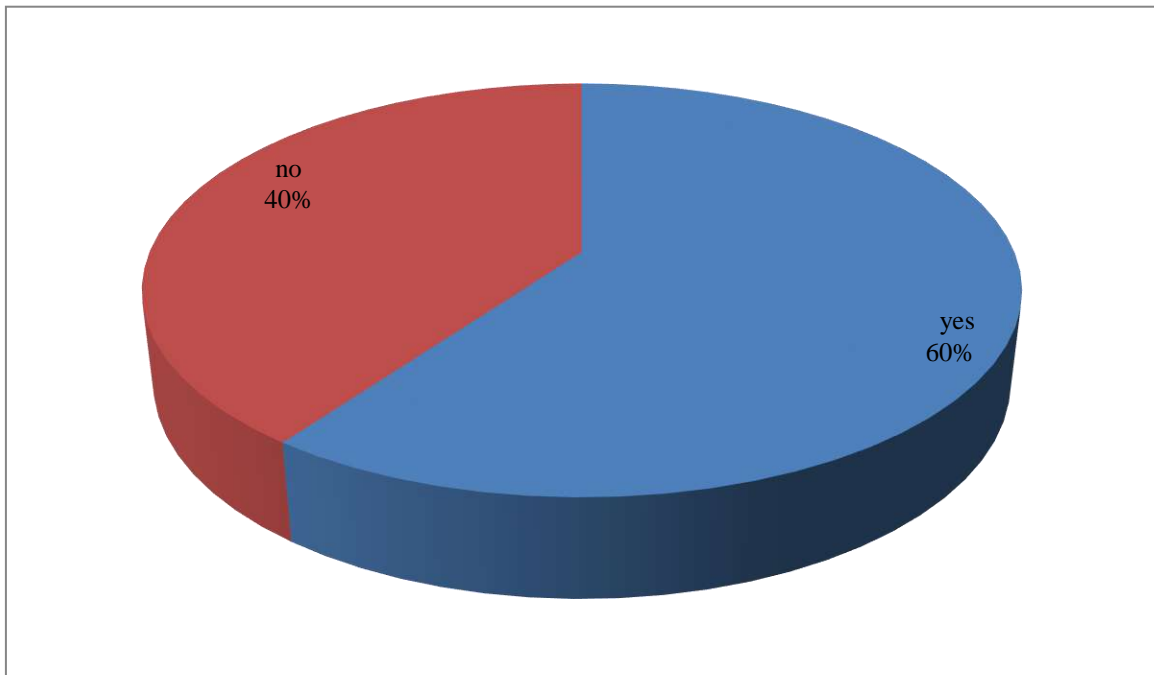


According to graph we notice that 60% of the sample said yes can CALL and Grammarly teach how to use grammar rules, and 40% of the sample said no.

**Question 19 :** in this question students were asked about whether they feel more comfortable in using English now than before using CALL and Grammarly , the results from the table shown that 6 students said yes which translated to 60% of the sample , and 4 students said no which translated to 40% of the sample .

**Figure 3.19:**

Students' feeling more comfortable in using CALL and Grammarly



According to the results shown above, we notice that 60% of the sample feel more comfortable in using English now than before using CALL and Grammarly, and 40% of the sample said no.

### 3.5 Students Questionnaire Results Discussion

The questionnaire findings offer insight into students' perceptions and experiences with the use of CALL tools, particularly Grammarly, and their impact on English language acquisition. The sample was predominantly female 90%, highlighting a gender disparity in interest or access to these tools, which may reflect broader trends in language learning preferences or technology access across genders.

Regarding age distribution, the majority of students 80% were between the ages of 22 and 26, pointing to the popularity of CALL tools and Grammarly among young adults in their early to mid-twenties. This preference could be driven by the need for language proficiency in higher education or early career stages.

Students had diverse experiences with English language learning, with most having studied English for 10 to 12 years. This demonstrates a deep commitment to language acquisition and suggests that students are using these tools after establishing a strong foundation in English.

Students' proficiency levels were generally high, with equal proportions identifying as intermediate or advanced. This indicates that CALL tools and Grammarly may be particularly effective for learners who already possess a solid language base.

The data shows a significant portion of students 70% had prior experience with CALL tools, with 60% having used Grammarly specifically. This indicates these tools' adoption and familiarity among the students.

Most students reported using CALL tools, including Grammarly, intermittently, with 80% using CALL tools "sometimes" and a similar percentage using Grammarly "sometimes." This suggests these tools are integrated into students' learning routines, though not as their sole method of practice.

Games were the most popular type of CALL tool 60%, followed by online resources and platforms 20%. Games may provide a fun, interactive way for students to practice language skills, while online resources and platforms offer structured learning opportunities.

Students' feedback on the effectiveness of CALL tools and Grammarly in improving English varied, with the majority 80% finding them helpful to varying degrees. However, 20% found them less beneficial, potentially due to personal learning preferences and experiences.

Regarding grammar enhancement, 40% of students rated Grammarly as "amazing," while another 40% found it helpful, suggesting a generally positive view of Grammarly's ability to improve grammar proficiency, though its effectiveness varied among students.

Students reported that using CALL tools and Grammarly increased their sense of autonomy in language learning 80% , demonstrating how these tools empower students to take charge of their

Learning process. However, feedback on personalizing learning experiences was mixed, suggesting some students lacked sufficient experience with personalized learning through these tools.

The unanimous recognition of challenges in using CALL tools indicates potential obstacles such as technological issues, learning curves, or user experience challenges that need to be addressed.

In summary, the questionnaire results suggest that Computer-Assisted Language Learning (CALL) tools, particularly Grammarly, positively impact students' English language learning journeys. These findings indicate that such tools contribute to boosting learners' autonomy and confidence. Nonetheless, challenges such as gender disparities and technical issues may hinder their effectiveness.

Looking ahead, it is crucial for educators to utilize Grammarly and other CALL tools to enrich autonomous and personalized learning experiences through the following means:

1. **Provide Comprehensive Training:** Teachers should conduct thorough training sessions to acquaint students with Grammarly's features and functionalities, empowering them to utilize the tool independently.
2. **Encourage Self-Directed Learning:** Teachers can motivate students to take charge of their learning by setting individualized goals and monitoring progress using Grammarly, thereby fostering autonomy.
3. **Incorporate Grammarly into Teaching:** Integrating Grammarly into classroom activities enables students to practice grammar and writing skills authentically. Teachers can design tasks that necessitate Grammarly usage for editing and proofreading, promoting personalized learning experiences.
4. **Offer Personalized Support:** Teachers should provide tailored feedback and assistance to students as they engage with Grammarly, including collaborative review of suggestions and discussions on improvement areas.
5. **Foster Reflective Learning:** Encourage students to reflect on their language learning with Grammarly, exploring its impact on writing skills and language proficiency. This reflective practice enhances metacognitive awareness and encourages active involvement in the learning process.

By implementing these strategies, educators can maximize the potential of Grammarly to enhance autonomous and personalized learning for students. Continuous research and evaluation are essential for optimizing the use of CALL tools like Grammarly in language education, ensuring

inclusivity and efficacy for all learners.

## **Conclusion**

This chapter offered a comprehensive overview of the research methodology and the findings from the collected data. The interpretation of the results focused on addressing the key aspects of the research questions. Initially, this chapter included a discussion of the results and the established findings. What we could obtain from the analysis of the data collected is that CALL tools and Grammarly positively influence EFL students, especially in terms of boosting autonomy and confidence, and help students to improve English skills.

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## **General Conclusion**

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## General Conclusion

This study investigated the potential benefits of Computer-Assisted Language Learning (CALL) software, particularly focusing on Grammarly, for EFL learners. The research aimed to examine whether these technology-based tools could enhance learners' grammatical competence, autonomy, and opportunities for individualized learning. The primary hypothesis proposed that CALL software and Grammarly would have a positive effect on these areas of language acquisition.

A survey methodology was employed, gathering data from a sample of 10 EFL learners. Participants were asked about their prior experiences with CALL tools and Grammarly, their perceptions of the effectiveness of these tools in improving grammar, and their role in facilitating self-directed learning. The study also aimed to identify any challenges experienced by participants while using the software.

The results indicated a generally positive perception of both CALL software and Grammarly. Learners showed familiarity with CALL tools and found them motivating and beneficial for identifying grammar strengths and weaknesses. Furthermore, all participants who had used Grammarly found it helpful, with the study identifying areas for improvement, such as increasing personalization within CALL software and providing clearer grammar explanations in both tools.

A notable finding was the perceived increase in learner autonomy. Students reported feeling more control over their English language learning when using CALL tools and Grammarly. This supports the concept of CALL promoting autonomous learning through flexible, self-directed practice opportunities. Additionally, the study observed positive relationships with motivation and skill development, with learners noting increased motivation to practice English and improved confidence in grammar use.

CALL software, particularly Grammarly, offers an effective means of enhancing grammatical competence and fostering self-directed learning among EFL learners. The positive impact on students' language acquisition emphasizes the significance of integrating CALL tools into language education programs. As technology continues to advance, CALL's role in language learning is poised to grow, offering innovative and impactful opportunities for both educators and students.



Despite these encouraging results, potential challenges related to CALL software, such as technological barriers and accessibility issues, must be addressed to ensure all learners can benefit

From these tools. Educators and students may also need additional training and support to fully leverage the potential of these resources.

Future research with larger and more diverse samples is needed to confirm these findings and examine the specific features and functionalities of CALL tools that contribute most effectively to language learning outcomes. Developing strategies to ensure equitable access and successful integration across varied educational settings will be crucial for maximizing the benefits of CALL software in language learning.

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## Appendix

**Kasdi Merbah University Ouargla**

**Faculty of Letters and Languages**

**Department of Letters and English  
Language**



### Students' Questionnaire

Dear students, the aim of this questionnaire is to investigate if Grammarly can enhance the grammatical competence of EFL learners and examine its effects on fostering autonomous and individualized. You are kindly requested to answer these questions.

Please, read the following questions and tick the answer that corresponds to your choice:

1/ Gender

Male  female

1/ How long have you been learning English?

Less than 5 years  9 years  more than 10 years

2/ what is your current level of English proficiency?

Beginner  intermediate  advanced

3/ Have you used CALL tools before?

Yes  No

4/ Have you used Grammarly before?

Yes  No

5/ How often did you use CALL tools in your study?

Many times  Some times

6/ what types of CALL tools did you use?

Platform  Online  Games

7/How often did you use Grammarly?

Sometimes  Never  Always

7/ How helpful did you find CALL tools in improving your English skills?

.....  
.....

8/ How helpful Grammarly in improving your English grammar?

.....  
.....

9/Did using CALL and Grammarly increase your sense of autonomy in your language learning?

Explain

.....  
.....  
.....

10/Did using Grammarly make your learning experience more personalized or individualized?

Explain

.....  
.....  
.....

11/ Did you encounter any challenges using CALL tools or Grammarly?

Yes

No

12/ what suggestions do you have for improving the use of CALL and Grammarly in language Learning?

.....  
.....  
.....

13/ What other tools or resources would you like to see used in future language learning Programs?

.....  
.....

14/ Did the CALL tools and Grammarly motivate you to practice English more independently?

Yes

No

15/ Did the CALL tools and Grammarly help you identify your strengths and weaknesses in grammar?

Yes

No

16/ Did the CALL tools and Grammarly help you become more confident in using English grammar?

Yes

No

17/ Did the CALL tools and Grammarly teach you how to use grammar rules effectively?

Yes

No

18/ Do you feel more comfortable using English grammar now than before using the CALL tools and Grammarly?

Yes

No



## **Résumé**

Avec la technologie et l'internet intégrés profondément dans notre vie quotidienne, la communication en temps réel est devenue le moyen le plus efficace d'appliquer les quatre compétences linguistiques. Actuellement, la méthode principale pour y parvenir est l'utilisation de logiciels d'apprentissage des langues assisté par ordinateur (CALL), qui a gagné en popularité ces dernières années comme moyen d'améliorer l'apprentissage autonome et individualisé. Par conséquent, cette dissertation examine l'efficacité de l'utilisation de Grammarly, un outil logiciel CALL, pour améliorer la compétence grammaticale des apprenants en anglais langue étrangère (EFL). Les logiciels CALL ont émergé comme un élément prédominant et populaire dans l'éducation contemporaine. Les utilisateurs dans l'éducation, les affaires et d'autres domaines sont attirés par les différentes options offertes par l'apprentissage en ligne, tant pour les enseignants que pour les apprenants. Une raison clé de cette attraction est la flexibilité dans la planification et l'emplacement, permettant aux utilisateurs d'adapter dynamiquement leurs expériences d'apprentissage. Une autre raison est l'opportunité pour les utilisateurs de s'engager dans la communication en anglais réel, la collaboration et le partage d'idées avec d'autres. L'étude adopte une approche mixte, impliquant une analyse quantitative des performances des apprenants et des informations qualitatives issues de sondages. Les résultats démontrent des améliorations significatives dans l'exactitude grammaticale et la confiance des apprenants, ainsi qu'une augmentation de l'engagement dans les tâches d'apprentissage des langues. Les conclusions suggèrent que Grammarly peut servir de ressource précieuse dans le CALL, offrant des commentaires personnalisés et permettant aux apprenants de prendre en charge leur développement linguistique. Ces informations contribuent au corpus croissant de recherches sur l'apprentissage des langues amélioré par la technologie et mettent en évidence les avantages potentiels de l'incorporation de Grammarly dans les pratiques d'enseignement de l'EFL.



### ملخص

مع التكنولوجيا والإنترنت المندمجين بشكل عميق في حياتنا اليومية، أصبح الاتصال اللحظي أكثر الطرق فعالية لتطبيق مهارات اللغة الأربعة. حالياً، الطريقة الأساسية لتحقيق ذلك هي من خلال استخدام برامج التعلم بمساعدة الحاسوب (CALL)، والتي اكتسبت زخماً في السنوات الأخيرة كوسيلة لتعزيز التعلم المستقل والفردى. وبالتالي، يبحث هذا البحث في فعالية استخدام Grammarly، وهي أداة برمجيات التعلم بمساعدة الحاسوب، لتحسين الكفاءة النحوية لدى متعلمي اللغة الإنجليزية كلغة ثانية.

برزت برامج التعلم بمساعدة الحاسوب كعنصر سائد وشائع في التعليم المعاصر. يجذب المستخدمون في جميع مجالات التعليم والعمل وغيرها إلى الخيارات والبدائل المختلفة التي يقدمها التعلم الإلكتروني لكل من المعلمين والمتعلمين. أحد الأسباب الرئيسية لهذا الانجذاب هو المرونة في الجدولة والموقع، مما يسمح للمستخدمين بتخصيص تجارب التعلم الخاصة بهم بشكل ديناميكي. سبب آخر هو الفرصة التي تتيحها للمستخدمين للمشاركة في التواصل باللغة الإنجليزية في العالم الحقيقي والتعاون وتبادل الأفكار مع الآخرين.

يتبنى البحث منهجية مختلطة تشمل التحليل الكمي لأداء المتعلمين والرؤى النوعية من الاستطلاعات. تظهر النتائج تحسينات كبيرة في دقة المتعلمين النحوية وثقتهم بالإضافة إلى زيادة الاندماج في مهام تعلم اللغة. تشير النتائج إلى أن Grammarly يمكن أن يكون مورداً قيماً في التعلم بمساعدة الحاسوب، حيث يقدم ملاحظات مخصصة ويمكّن المتعلمين من تولي زمام تطوير لغتهم. تساهم هذه الأفكار في مجموعة الأبحاث المتنامية حول تعلم اللغة المعزز بالتكنولوجيا وتسلط الضوء على الفوائد المحتملة لإدراج Grammarly في ممارسات تدريس اللغة الإنجليزية كلغة ثانية.