



UDK: 80/81.811.111

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THE IMPACT OF GRAMMARLY ON WRITING AND REDUCING GRAMMAR AND SPELLING ERRORS OF A GRADE 7 EFL LEARNER

Annotation

The background of this research is that the writer wants to examine the importance of grammar and spelling accuracy, as well as the strategies for reducing errors. The purpose of this study was to evaluate the effectiveness of Grammarly as the intervention to enhance writing proficiency among secondary school students. The researcher used descriptive qualitative methods by comparing pre-test and post-test results and using interviews, observations, and questionnaires. In this study, one grade 7 EFL participant was observed and interviewed, and data from both processes were analyzed. The participant was a secondary school pupil studying in the 2025/2026 academic year. The findings show that Grammarly helps the secondary school student to become motivated and confident in using this AI-powered tool since it has diverse advantages and potentially contributed to narrowing possible mistakes

Key words: Grammarly, artificial intelligence, intervention, grammar, spelling, accuracy, writing skill, secondary school, reducing errors.

ВЛИЯНИЕ ИСПОЛЬЗОВАНИЯ СЕРВИСА GRAMMARLY НА ПИСЬМО И СНИЖЕНИЕ ГРАММАТИЧЕСКИХ И ОРФОГРАФИЧЕСКИХ ОШИБОК УЧЕНИКА 7-ГО КЛАССА, ИЗУЧАЮЩЕГО АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ

Аннотация

Предыстория исследования заключается в том, что автор стремится изучить важность точности грамматики и орфографии, а также стратегии сокращения ошибок. Исследователь использовал описательные качественные методы, сравнивая результаты предварительного и итогового тестирования, а также используя интервью, наблюдения и анкеты. В данном исследовании наблюдали и опрашивали одного участника — ученика 7-го класса по английскому как иностранному (ЕКИ), и данные из обоих процессов были проанализированы. Участником был ученик средней школы, обучающийся в 2025/2026 учебном году. Результаты и обсуждение показывают, что Grammarly помогает ученику средней школы улучшить письмо и Grammarly потенциально способствовало сокращению возможных ошибок.

Ключевые слова: Grammarly, грамматики, орфографии, сокращения ошибок, навыков письма, средней школы, эффективность, инструмент ИИ, тестирования.

GRAMMARLY VOSITASINING 7-SINF EFL O'QUVCHISINING YOZISH KO'NIKMASIDA GRAMMATIKA VA IMLO XATOLARINI KAMAYTIRISHGA TA'SIRI

Annotatsiya

Tadqiqotchi yozish ko'nikmasini oshirishda grammatika va imloviy aniqlikni ahamiyatini hamda xatolarni qisqartirishni yo'llarini o'rganishni maqsad qilgan. Maqolaning asosiy maqsadi o'rta maktab o'quvchilarning yozish ko'nikmasini oshirishda sun'iy intellekt vositasi Grammarlyning samaradorligini aniqlashga qaratilgan. Tadqiqotchi dastlabki va so'nggi test natijalarini solishtirib, tavsifiy sifat metodini qo'llab, ma'lumotlarni tahlil qilgan. 2025/2026 o'quv yilida tahsil olayotgan o'quvchi tanlangan. Grammarly o'zining keng imkoniyatlari hamda foydalanishga qulayligi bilan o'quvchida yozish ko'nikmasiga bo'lgan ishonch va ruhlantirish hissini uyg'otgan. O'quvchi Grammarlyning xatolarni kamaytirishda katta hissa qo'shganini hamda yozish ko'nikmasini tezroq rivojlantirganini ta'kidlagan.

Kalit so'zlari: Grammarly, sun'iy intellekt, grammatika, imloviy aniqlik, samaradorlik, yozish ko'nikmasi, o'rta maktab, o'quvchi, xato, test natijalari.

Introduction. Writing is a tool of communication which transforms spoken language into a concise and appropriate written form. This form can be stored for a durable time of period and preserved. It is the way of expressing ideas and thoughts. Writing is the process of using symbols, letters of the alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form and it is a medium of human communication that involves representation of a language with symbols[1]. Writing is a productive skill, as is the speaking; in this way it requires both the writing process and the final product. It demands regular practice and time for learners to improve, compared to the other three skills. Writing is a challenging; however, at the same time can be an engaging

activity for learners. It requires more than grammar and spelling. Accuracy, clarity and persuasiveness are other essential elements of writing. Each of the components can influence the quality of writing, with good writing skills, it is easy to transcribe thoughts clearly into meaningful messages, sharing ideas and strengthening professional image. In Uzbekistan recent years the focus on teaching foreign languages has been increased. It leads several new projects, training programs for teachers and new textbooks for pupils based on the four main skills, along with grammar, vocabulary and pronunciation. As the president of the Republic of Uzbekistan Shavkat Mirziyoyev says in his book called New Uzbekistan Development Strategy, "We should never forget

that the greatest wealth in the world that does not burn in fire and does not sink in water is knowledge and upbringing"[2]. For this purpose, new book sets such as "Guess what" and "Prepare" by internationally recognized authors and publishing house Cambridge have been introduced into the curriculum. In these amazing textbooks each second unit aims to foster critical thinking and writing abilities of pupils. So far teachers check the pupils' writing during the lessons and give feedback which is time-consuming and can be a repetitive task for many. This process involves the integration of additional effective tools.

In today's digital era with advanced technology, writing can be improved with the help of artificial intelligence. The creation of AI facilitates the process in many fields and its benefits to education are priceless. Artificial intelligence in education refers to the use of computer systems that can perform tasks typically requiring human intelligence to enhance learning experiences, streamline administrative processes, and support educators[3].

Nowadays, the AI has transformed the way how pupils learn and how the teachers teach materials, generally speaking, it has had a huge impact on both processes. With the help of AI-powered tools pupils can now have access to personalized learning, which means adapting instructional materials to pupils' individual requirements. Pupils can be provided with immediate feedback which is quite useful to recognize and correct their mistakes quickly. This enhances productivity and performance, creating more opportunities for both learners and educators. As above claimed, in writing skill grammar, spelling and sentence construction are the major elements. In the classrooms teachers initially teach pupils basic knowledge of grammar and spelling rules before going into the writing process that is, writing a story or an informal e-mail to a friend. In the new introduced books "Guess what" and "Prepare" every unit has parts designed to teach new vocabulary on the theme and grammar rules that are appropriate for their level. This paper gives an emphasis to these books since its main purpose is to explore the ways of enhancing writing skills with the help of AI tools among EFL learners of the seventh grade. The complete comprehension of Grammar and spelling rules as well as sentence construction is not sufficient to become good at writing, writing skills always requires regular practice. This practice helps pupils to recognize their mistakes and work on them consistently. In traditional approach to writing, the teacher remains the main figure who checks the pupils' works and analyses their progress, giving the feedback. The teachers usually evaluate the pupils' writing during the lessons or after lessons and not all pupils can't have access to get face to face feedback and further explanations. Besides, correcting the mistakes isn't the best way if it isn't followed with immediate feedback and full explanations. Compared to sentence construction, pupils tend to make more grammatical and spelling errors in their writing. The only help offered by teachers can't be effective for all pupils, it is known that each class may have shy and introverted pupils who find it difficult to express their ideas fully. This study aims to reveal the key features of AI powered tools such as Grammarly and the effectiveness of the usage enhancing writing skills among grade 7 EFL learners in Uzbekistan.

Literature review. AI tools are increasingly used to support EFL writing. Most scholars have investigated the effectiveness of Grammarly as an Automated Writing Evaluation (AWE) tool for improving the writing skills of English and English as a Foreign Language (EFL) learners. Meyers (2005) states that writing is an action-based skill that requires learners to move through several stages, including generating ideas, expressing them in written form, organizing them logically, and revising and proofreading[5]. For this

reason, writing was described as one of the most complex and demanding language skills in most studies.

One online learning assistant widely recommended for use in EFL writing classes is Grammarly, which functions as both an internet-based program and a mobile application. It serves as an electronic tool for proofreading grammatical texts and provides suggestions for vocabulary, punctuation, and sentence structure as well as offering features that help prevent plagiarism[6].

Recent Research has demonstrated that the usage of Grammarly in classroom can be quite beneficial for learners' academic development. Grammarly is widely recognized for its helpfulness, offering vocabulary and grammar suggestions, mechanics corrections, and plagiarism checks for premium users[7]. This tool not only corrects errors but also provides personalized feedback, which complements traditional English language instruction and leads to positive user experiences and improved writing skills[8].

Researchers Maulidina & Wibowo in their research show the role of Grammarly in learners' improvement analyzing that it significantly enhances students' writing abilities, with an average improvement score of 80.68 and an 84% positive response rate from English teachers[9]. Recent technological advances in artificial intelligence (AI) have paved the way for improved electronic writing tools, making them more innovative. These writing support systems provide human-like sentence completion and text generation, making them essential for many writers and students[10]. Alharbi indicated that students use more AI-powered writing tools to improve their writing, owing to AI applications and systems which collect large sets of data and then process them by utilizing artificial neural networks and machine learning technologies. In his study, Alharbi reviewed the significant impacts of AI powered tools on the ways how writing is produced, taught, learned, evaluated, and edited. In his opinion Authoring tools such as automated writing evaluation (AWE) or automated essay scoring, which were originally designed to assist writing teachers in assessing their students' assignments, have completely changed with AI technology where they shifted from the conventional checking of grammar and spelling to offering extensive support in identifying writing problems and offering suggestions for improving the writing quality. The feedback provided was detailed and easy for students to understand. In addition, a set goals feature on Grammarly can customize input to students' goals and writing styles. The feedback provided makes students more confident in writing. Students also thought that Grammarly was a user-friendly and efficient tool because they could access it easily via the web and the application. Most students also mentioned that they found it easy with the instructions given. Besides that, Grammarly can still be used for free even though it has more limited features. Therefore, it is concluded that Grammarly is an effective online grammar checker and a useful resource for students to detect grammatical errors in their writing. Raskova stated that using Grammarly helps students to determine the most appropriate word, glgm.hjmds to make an essay. Therefore, automatic internet software can develop students' writing skills by implementing various features to minimize errors in writing[11].

Methodology. This study employs a qualitative case study design focusing on a single Grade 7 ESL learner. Creswell (2014) stated that case study research is a qualitative approach in which the investigator investigates a case or cases over time in detailed data collection (involving observation, interview, and documentations) and finds out a report consisting of the studied-case themes[12]. The case study approach enables an in-depth exploration of how AI-assisted

tools influence the learner's writing development, including observation of progress, challenges, and engagement through multiple data sources. Descriptive qualitative research is based on facts that form information data. The researcher chose this school because the school applies grammatical learning technology in learning English.

The participant of this study is a 13 year-old Grade 7 student from a public school in Kashkadarya region. The learner was selected through convenient sampling because she demonstrated average English proficiency and were motivated to participate in writing activities. The student's identity is kept confidential, and the study uses a pseudonym. According to Mubarok et al. (2020), Research Instruments are tools that researchers select and use in collecting activities so that these activities become systematic[13]. The instruments used in this study include observations, questionnaires, and interviews.

Results and discussion. The results of the study indicates that there have been significant improvement in overall writing skills of the learner. According to the pre-test results, the pupil made numerous grammar and spelling errors before using Grammarly. A total of 15 grammar and 10 spelling mistakes were defined. Analysis of the pre tests revealed that the pupil used the wrong word order to construct sentences as a result of L1 intervention in the Uzbek language. In terms of grammar accuracy, the learner struggled especially in forming tenses, adding affixes to the base verbs, subject verb agreement, using articles and prepositions correctly. A large proportion of spelling mistakes involved common vocabulary items and high frequency words encountered in the textbooks. These results showed that the participants had difficulty producing accurate written sentences prior to the AI intervention. One possible reason for this progress is that AI feedback is immediate and detailed, which increases the learners awareness about possible mistakes. Overall, the pre-test showed the pupil had difficulty maintaining grammatical accuracy and appropriate word order.

The training lasted four weeks starting from pre-test to post-test stage. The learner was initially introduced with Grammarly and its main features with examples. After a comprehensive study of this online writing assistant, the learner engaged in thorough applying of the Grammarly tool. During the training period, the learner got immediate feedback for every writing exercises from Grammarly and simultaneously

observed by the researcher according to the study pace, the improvement in grammar and spelling accuracy. Grammarly gave the full immediate feedback demonstrating all errors and possible solutions to correct them. Each session included writing tasks followed by AI-generated corrections. In the post-test, grammar errors decreased to 7. The learner started making less mistakes in spelling. The pupil became more aware of prepositions and article usage. The regular practice and corrective feedback by Grammarly improved the level of sentence construction to better results in applying the right word order in English. The pupil commence using the subject verb agreement correctly, replacing the linking verbs in order. Compared to the pre-test, the better results came from deeply understanding the English word order and sentence construction as a Uzbek native speaker.

Similar to these findings, Raskova discussed in her study that Grammarly helps check authorship on punctuation, spelling, vocabulary, and grammar errors. She also stated that grammatical errors are checked by presenting the correct use of grammatical rules. Raskova conducted the research on the effectiveness of Grammarly on the writing skills of high senior school students and revealed that Grammarly helped the students develop their writing skills, giving them more confidence. Students took advantage of this online writing assistant to identify mistakes and correct in the texts and became independent learners[14].

Conclusion. Grammarly significantly enhances the writing development among secondary school students. After the intervention of AI-powered tool the participant demonstrated increased confidence and motivation in their writing abilities. In conclusion, in the pre-test stage the pupil made frequent grammatical errors, particularly, in subject-verb agreement, the use of articles and prepositions and correct word order. With teacher guidance and corrective immediate feedback from Grammarly, the post test results revealed the reduction in the frequency and repetition of these errors. This approach facilitates the productive discussions between the teacher and the pupil, supporting effective time management during and outside lessons. This study provides an overview about Grammarly impact on secondary school student's progression toward independent learning.

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