UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"GRAMMARLY AS A PROOFREADING TOOL TO ENHANCE THE WRITING SKILLS OF 10TH-GRADE STUDENTS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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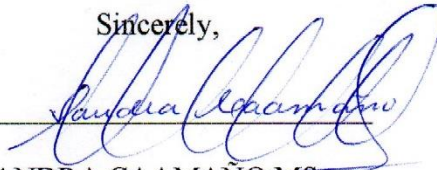Advisor:

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Advisor's Approval

In my role as Advisor of the research paper and title "GRAMMARLY AS A PROOFREADING TOOL TO ENHANCE THE WRITING SKILLS OF 10TH-GRADE STUDENTS" prepared by STEFANNY VANESSA ANGEL FLORES & JOSELYN ZULEMA BORBOR MATEO, undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Statement of Authorship

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Declaration

The information and content in this degree and research work are responsibility;
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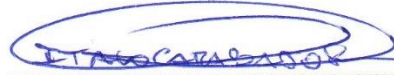
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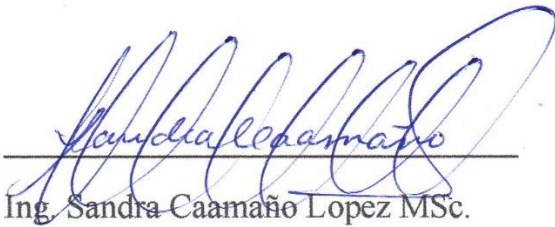
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Dedication

Losing a relative was a regretful moment I had to live, and continuing my studies with a broken soul until reaching the goal was even more difficult. For this reason, I want to dedicate this work to my brother Wilson Javier, my lovely angel from heaven; his absence became my strength to continue. I know that he is proud of me and the effort I have made so far to achieve my goal.

I also dedicate it to my parents, Juan and Marjorie, who are my unconditional support to my daughter Keidy Belen who is my motivation and desire to excel, and last but not least to my husband, Angel who has underpinned me since I decided to study. Thanks to my beloved Family, I do this to make you feel proud of me.

Finally, I dedicate this work to myself because only I know what I suffered, what I cried, and everything I sacrificed to do it.

With love

Stefanny Vanessa Angel Flores.

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A special dedication to Luis for their friendship, love, patience, and for supporting me all those years. Also, for my close friends who have accompanied me.

Finally, to myself, I only know how difficult it has been, it was not easy, but I got it.

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Borbor Mateo Joselyn Zulema

Abstract

It is fundamental to develop the four skills to achieve a high level of English. Studies show that writing skill is the most complex in the English language due to the structure and vocabulary that people must know before writing a letter, article, or single paragraph. For this reason, this research project is called "Grammarly as a proofreading tool to enhance the writing skill of 10th-grade students" Where qualitative research was accomplished in which the main objective was to analyze if Grammarly as a proofreading application can be used as a work resource to enhance the writing skill of students. As a result of this research project, it can be described how the Grammarly application is beneficial for students who are able to determine the strengths and weaknesses of their texts, as it provides feedback besides suggestions on their writing, and they can realize their mistakes.

Key words: writing skills, Grammarly, feedback, suggestions, mistakes.

Resumen

Para lograr un nivel alto en el idioma inglés es necesario desarrollar las cuatro habilidades principales que este posee, estudios han demostrado que la habilidad de escribir es la más compleja en el idioma inglés debido a su estructura, vocabulario, coherencia y otros aspectos que las personas deben conocer antes de escribir una carta, un artículo o un solo párrafo. Por tal motivo, el presente proyecto de investigación lleva por nombre "Grammarly como herramienta de revisión para mejorar la habilidad de escritura de los estudiantes de 10mo grado" donde se realizó una investigación cualitativa en la cual el objetivo principal fue analizar si Grammarly como aplicación de revisión puede ser utilizada como recurso de trabajo para mejorar la habilidad de escritura de los estudiantes. Como resultado de este proyecto de investigación, se puede describir cómo la aplicación Grammarly es beneficiosa para los estudiantes que son capaces de determinar las fortalezas y debilidades de sus textos, ya que brinda retroalimentación además de sugerencias sobre su escritura, y pueden darse cuenta de sus errores.

Palabras clave: Habilidad de escritura, Grammarly, retroalimentación, sugerencias, errores.

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Introduction

English is a universal language and the second most-used language in the world, with about 983 million speakers. Nowadays, learning a foreign language that is not complicated because schools, colleges, and online platforms offer it in their curricula.

Knowing the grammar of English is essential to be able to develop the ability to write and produce quality writing; there are several online alternatives that are offered to help improve this skill; one of them is Grammarly, which is an application suitable for any type of person to be a student, teacher, or entrepreneur, because it offers the same features depending on the version, it is beneficial for students because it provides suggestions and feedback to their work that makes it consistent and of quality.

This research project is focused on analyzing if Grammarly as a proofreading application can be used as a work resource to enhance the writing skill of students. We obtained favorable results since students commonly use it to carry out their tasks and prepare for an evaluation or exam.

The research is divided into five groups.

Chapter I: The Problem: This section explains the problem statement, problem formulation, the main objective of the general research, and three specific objectives. Also, the justification.

Chapter II: Theoretical Framework. This section will find theoretical bases that bibliographical support the work research. Additionally, contains a pedagogical basis, theoretical bases, legal bases, and variables of the study

Chapter III: Methodological framework, this section contains a method, a qualitative method, and phenomenological research that provides some information about techniques and instruments As a collection technique was applied a focus group. As an instrument use questionary. Therefore, determines the population and sample

Chapter IV: Analysis of findings. This section finds the results of the study that was interpreted from data attended by students, and as result used word clouds to analyze their answers.

Chapter V: Reflexion of the study, this section contains explanations of finding the relationship between the main objectives. In addition, it concludes the experiences and knowledge gotten from the study.

Chapter I

The problem

1.1   Research topic

Teaching strategies and resources.

1.2   Title of the project

Grammarly as a Proofreading tool to Enhance the Writing Skills of 10th-grade students.

1.3   Problem Statement

English is an essential worldwide language for communication, education, and business (Rashid et al., 2021). English has become a universal language used all over the world. Four skills should be developed in learning the English language Listening, speaking, writing, and reading. Writing is considered complex because it handles grammar and vocabulary, coherence, cohesion, and accuracy, which are essential for good writing.

According to EF Education First (2022), Ecuador is ranked 83rd out of 111 countries, being considered at a moderate level in Latin America overall, showing a slight improvement but still a low rank in the English language.

In the EFL framework, it is explained that writing stimulates students thinking. In addition, they can focus and structure their opinions, developing the ability to summarize, analyze and criticize. On the other hand, in the writing process, learners have plenty of problems with grammar, meaning, and coherence writing. However, the organization and structure of paragraphs and misspellings in vocabulary are minimal. All these indicate that EFL learners' writing skills are complicated and need the teacher's help for effective teaching (Salaxiddinovna, 2022)

Through technological tools, English can be increased in Ecuador. Currently, most of the population uses mobile applications for different tasks and spends their time on them. From this point of view, there are a wide variety of applications designed for English language learning that is not used for teaching at schools and by teachers.

The use of technological tools in English language learning contributes to improving the learner's cognitive ability, motivation to study in both formal and informal settings, autonomy, and confidence, as well as promoting self-directed learning and helping low achievers to reach their study goals (Klimova, 2020). Moreover, using these applications contributes to constructivist learning because students develop an interest in the language. As well as easy access through online applications that help communication and learning of the English language and improve writing.

Grammarly is an online correction tool created to improve grammatical errors that help improve writing skills. Grammarly helps them identify and replace complicated sentences with more appropriate ones and correct spelling, punctuation, and grammar (Ummah & Bisriyah, 2022).

1.4   Problem formulation

1.4.1   General question

How to enhance writing skills through the online tool Grammarly on students from the tenth grade of basic education at Unidad Educativa Juan Dagoberto Montenegro Rodríguez, Province of Santa Elena, the school year 2022-2023?

1.4.2   Specific questions

➢ What factors influence the lack of grammatical knowledge that affects students in their written work?

➢ How does implementing Grammarly as a correction tool to develop the writing skills and the grammar language of the tenth-grade students of Basic Education at Unidad Educativa Juan Dagoberto Montenegro Rodríguez?

➢ What are the most common mistakes made by students when writing a composition?

1.5 Objectives

1.5.1 General objective

To analyze if Grammarly as a proofreading application can be used as a work resource to develop the writing skill of students.

1.5.2 Specific objectives

1. To identify the importance that students give to the use of online applications to complement their classes.

2. To specify which proofreader students use for their writing.

3. To explain the functions offered by Grammarly in the free and paid services

1.6 Justification

Technology is part of every aspect of students' lives. Technology has evolved, positioning itself with great force and speed. At present, it represents an essential part of people's life. (Ruiz, n.d.) The use of electronic devices is an essential part of humanity's day-to-day life. Therefore, why not use their cell phone to study and improve their level of English through mobile applications?

Currently, there are many applications with which the can work efficiently and interactively to learn a foreign language. Online applications have great utility, as they were created for learning, such as the reinforcement of basic English language skills.

Grammarly is an online grammar- checking tool available for free. Grammarly is one of the most popular English grammar check tools and the most widely used tool in the world. (Fitria, n.d.) Grammarly as an application makes all of its language learning features available to all learners, wich is why it is critical to determine whether the uses of these software applications are beneficial or cause any drawbacks when supplementing language instruction.

The purpose of the project is to inquire about the Grammarly application, its advantages and disadvantages, and how it can support to improve the writing ability of students, as well as determine the use or rejection of these applications in the teaching-learning process at Unidad Educativa Juan Dagoberto Montenegro Rodríguez

Chapter II

Theoretical framework

2.1 Background

2.1.1 Writing

English as a second language requires four primary skills: listening, writing, reading, and speaking. Students have to deal with the complications presented by each of them and learn how they work correctly. Nevertheless, Maarof; Murat (2013, quoted by Musaed; Abdullah, 2020) "writing skill is the most important and challenging skill; it is a process of exploring and paraphrasing ideas to construct meaning. It is an activity to solve a problem rather than just being mean of communication" (p.460).

Furthermore, Nguyen Thanh (2015) mentioned that" Writing is a complex metacognitive activity that draws on an individual's knowledge, an essential skill, strategies, and ability to coordinate multiple processes" (p.54). Writing is creating symbols called letters that make a sentence that conveys a general idea, which can be thoughts, feelings, or emotions.

2.1.2 Importance of Writing

Writing is essential because communication is transmitted more through writing than any other medium (Durga & Rao, 2018). In today's society, writing is used more as a means of communication, considering that technology plays a fundamental role since, through this society, it transmits its ideas in writing.

According to Parmawati (2013), in her article, The effectiveness of Think-Pair-Share (TPS) to Teach writing Viewed From Students Creativity, mentioned that writing is considered the most critical skill in English language learning, because students need to use assisted words and convey

ideas. However, it needs to be given adequate time and interest in the teaching and learning process.

2.1.3 Types of Writing

Norlatifah (2019) Effect of monolingual and bilingual mobile dictionary on students writing Skills in the English department at IAIN Palangka Raya. [The degree English Language Education]. University of Southampton. Exist four types of writing exist:

A) Exposition

Expository writing is intended to inform, educate and explain a specific topic to the reader.

B) Argumentation

Argumentative writing helps the writer conclude a topic by defending the position he or she has taken based on the information and knowledge he or she has about the topic.

C) Narrative

Narrative writing is a way of retelling an event that has already happened. A narrative usually recounts events that are significant to the writer who gives importance to his or her written work.

D) Description

As the word says, descriptive writings seek to describe something, with the purpose that the reader creates an image in their mind according to every detail the writer mentions.

2.1.4 Stages of the Writing Process

This approach to writing helps students quickly refine their ideas and have their essays written with originality. That is why teachers use procedural Writing to assist students with Prewriting, drafting, revising, editing, and publishing (Imelda et al., 2019).

A) Prewriting

According to the University of Lynchburg (2022a), Prewriting is the step in which work tools contribute ideas on a specific topic. These tools can be free writing, brainstorming, mind maps, or just the grouping of ideas. Everything contributed in this step will help to have a new vision of a topic considered obsolete to a new perception and thus create innovative and not repetitive Writing. In addition, it is essential to know the target audience by answering questions such as: Who will read it? What is the purpose? Moreover, why will they read their work? In order to adapt the text to the reader.

B) Drafting

In drafting, they already start writing their topic. For this, it is essential that they have completed the previous steps, had previous notes, and started building paragraphs. On many occasions, authors start with the development of the body by creating sections considering all their ideas without limiting themselves to writing. After that, they must consider that paragraphs often cannot fit and will be eliminated to maintain the topic's sense (University of Lynchburg, 2022b).

C) Revising

Two types of revision should take into account: global and local. The global revision includes checking the cohesion and progress of the Writing. In this case, if paragraphs do not make sense or change ideas suddenly, they create little cohesion in the written work. Making sure that

transitions and changes are smooth for the reader is crucial, making sure that transitions and changes are smooth by adding paragraphs that explain the change in topic. On the other hand, local revision implies having clarity in the sentences, that all written ideas have coherence, using varied structures, and avoiding repetition of words. The result is spontaneous and not dull (University of Lynchburg, 2022c).

D) Editing

In this last step, the revision of the paper is general. In this step, students check for grammatical, spelling, or punctuation errors they may have missed in the first revision. It is very effective to seek help, ask someone to read their work, and identify punctuation marks. This way, spotting those minor errors is safer (University of Lynchburg, 2022).

D) Final draft

When editing the writer's draft is finished, the final work will look different from the initial work and the draft due to the changes they made in the editing, but the writer is ready to submit their final work (Harmer, 2004, p.5)

2.1.5 Grammarly

Grammarly is an online tool created by Alex Shevchenko, Max Lytvyn, and Dmytro Lider in 2009 that strives to help people strengthen their writing and make it more effective. Grammarly started as an online web editor. However, recently came on Microsoft add-in, Dekstop app, and amazingly now it is possible to be installed on Mobile keyboards. (Syafi'i, 2020)

It provides suggestions that help identify and replace difficult-to-understand sentences with more understandable and clearer ones, avoids word repetition, and preserves correct spelling, punctuation, and grammatical structure (Grammarly, 2021).

Unlike other apps, Grammarly has extensions in the browser extension, web app, and Office 365 plugin. Also, the user can integrate it into Word, and while typing, the app tells you if you are on the right track. This way, the application aids students conveniently use it at any time. Nowadays Grammarly has more than 20 million active users around the world. (Dizon & Gayed, 2021)

2.1.6 Grammarly as a Proofreading Tool

It is a computer program to evaluate handwriting automatically. (Nova & Lukmana, 2018). It focuses on two main components. One provides automatic scoring, and the other automated feedback. According to Barrot (2021, quoted by Yousofi, 2022) categorized into three ways: direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback. 1. The first one is to show the correct way to learners' mistakes. The second is to draw students' attention without mentioning their mistakes; thus, they take it upon themselves to correct them. The third identifies errors and gives instructions for the mistakes in brief form.

The online Grammarly tool offers feedback and suggestions for their writing. It underlines the errors and shows them on the left side of their writing, and the right side is the corrections and suggestions with their respective changes.

2.1.7 Types of Grammarly

Acording to Benalileche (2021)," Grammarly has two versions that are commonly used to check for writing errors" (p.188).

Grammarly's free edition: A free version need not be limited; this version provides elements such as spelling, grammar, and punctuation checker. In addition, the free version defaults to catch minor typos like comma errors and incorrect articles, allowing checking the grammar of 500 words.

Grammarly's premium edition: Unlike the free version, the premium version offers nine features such as writing inconsistencies, unclear structure, excessive wording, verbiage, inappropriate tone, intensive language, and plagiarism detection, as well as proofreading an entire document, not just 500 words, as in free version. In addition, Grammarly premium, a short explanation of each grammar error is given, along with the appropriate correction.

2.1.8 Advantages of Grammarly

First, Grammarly provides direct and indirect feedback, the indirect feedback is the underlined error in your writing, while the direct feedback provides you with the correction and explanation (ONeill & Russell, 2018). as a result, students learn to correct their own mistakes and understand them. Secondly, Grammarly saves time because it corrects your grammatical errors quickly. In other words, this tool saves students' time. Finally, students feel more confident in their writing (Oktaviani et al, 2021). They check their mistakes and avoid incoherent writing.

2.1.9 Disadvantages of Grammarly

It is important to mention that Grammarly has disadvantages. First, this tool changes the meaning of the paragraph generating different ideas that the author intends to explain. Therefore, it is not as writing effective, corresponding to the content and organization because it does not determine if the writing is relevant. Another disadvantage is that this tool only focuses on the grammatical and mechanical writing aspects. Nevertheless, it does not affect the writing coherence (Benalileche, 2021).

In conclusion, Grammarly becomes mechanical, and corrections could suggest them change their paragraph, generating a different meaning to your writing.

2.2 Pedagogical Basis

2.2.1 Cognitive Learning

Cognitive learning is a pedagogical current based on metacognition to recognize how thought processes influence learning. Students create new information relating to lived experiences and attitudes since this pedagogical current is applied in practical contexts to understand the role of thought processes during learning (Çeliköz et al., 2019).

2.2.2 Components of Cognitive Learning

1. Comprehension. - To understand the reason why you are learning a specific subject.

2. Memory. - Having a deep understanding of a topic improves the ability to relate new knowledge to previous experience or information.

3. Application. - Cognitive learning strategies help apply new information or skills in daily life (Prestine & LeGrand, 2016).

These three components are designed to facilitate student learning and understanding through instruction.

2.3 Theoretical Basis

2.3.1 Cognitive Process of Writing

According to Flower: Hayes (1981, quoted by Zimmerman, 1998) Writing is a hierarchical and non-linear thought process, for that reason, the authors continued that a better method to handle cognitive overload in writing is problem-solving. Also, they classified them into 3 parts: the task environment, the writer's long-term memory, and the writing process (p.25-26). The important is the sequence in which they are performed.

Finally, Wagner (1999), social cognitive theory's focus on the writing process is often narrow, and attention to the social processes. All are interconnected: cognition, language, and context. Social cognition is an encompassing term for other intuitive or logical perceptions; these representations allow them to infer another person's hidden or internal perceptions, thoughts, and feelings so that they can act more appropriately (p.187).

2.4 Legal Basis

According to ministerial agreement number 052-14 in article 1, teaching the English language became compulsory from the second year of primary general education from the 2016-2017 academic year in all public, private, and subsidized public schools. Acuerdo Ministerial N.º 052-14. Ministerio de educación (24 Marzo de 2014). https://educacion.gob.ec/wp-content/uploads/downloads/2014/03/ACUERDO-052-14.pdf

Beside in the article 275 of The Organic Law of Intercultural Education say that persons wishing to teach English must have a B2 level certificate according to CEFR. Ley orgánica de educación intercultural. Reglamento general a la ley orgánica de educación intercultural (Enero de 2017). https://educacion.gob.ec/wp-content/uploads/downloads/2017/02/Reglamento-General-a-la-Ley-OrgAnica-de-Educacion-Intercultural.pdf

On the other hand, The Common European Framework provides an everyday basis for elaborating language syllabuses, curriculum guidelines, examinations, and textbooks across Europe (Council of Europe. Education Committee. Modern Languages Division, 2001, p. 15). For this reason, it is a fundamental requirement that the teacher has a high proficiency in English, as they will know how to develop a curriculum following the teaching ages.

The level of English language proficiency is divided into three groups. Level A refers to the primary user, level B is the independent user, and finally, level C is the proficient user, which

in turn are divided into sub-levels A1- A2, B1- B2, and C1-C2.   As can be seen in Figure 1, we can appreciate the sublevels.

Figure 1

Levels of English

A
Basic User

A1   A2
(Breakthrough)   (Waystage)

B
Independent User

B1   B2
(Threshold)   (Vantage)

C
Proficient User

C1   C2
(Effective   (Mastery)
Operational
Proficiency)
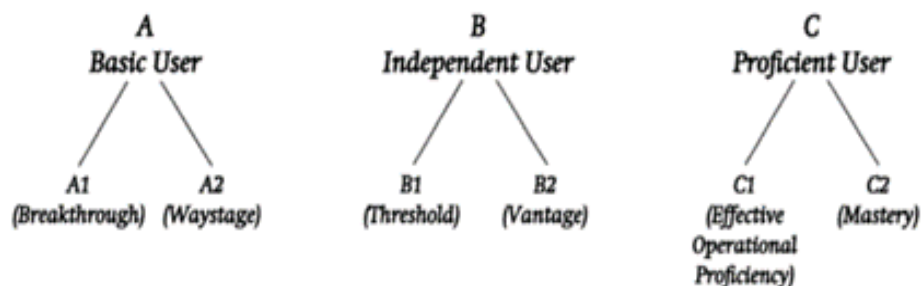
Diagram about 6 levels of English language proficiency

Note. Adapted from the Common European framework of reference for languages: Learning, teaching, assessment (p.23), by Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division, 2001, Cambridge University Press.

The Ministry of Education, in the National Curriculum guidelines document, adapts these levels according to local needs, applying them with a branched approach to the public education system. as shown in Figure 2 below:

Figure 2

Levels of proficiency and their application per school year
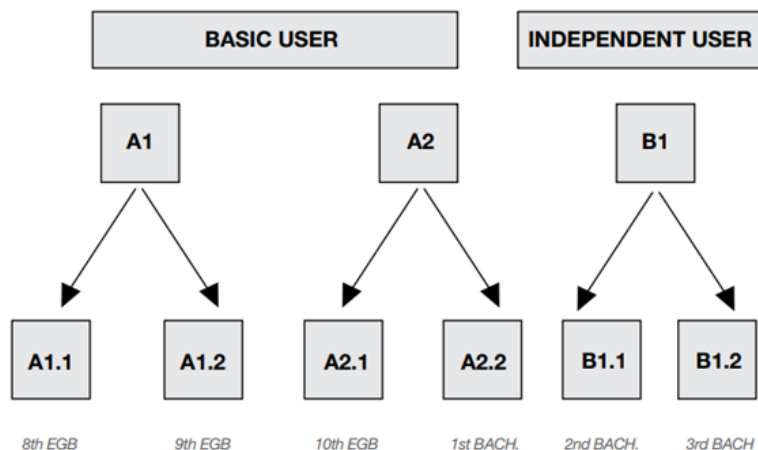
Each level of English proficiency is divided into 2 parts that apply from 8th EGBU to 3rd BACH.

Note. Adapted from National curriculum guidelines English as a foreign language, by Ministerio de Educacion, 2014, (https://educacion.gob.ec/wp content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf).

Additionally, this research is aimed at tenth-grade students. Therefore, the same document states that students at this A2.1 level in writing skill will be able to produce transitional-expository texts with greater detail, length, and variety in sentence structure. Ministerio de Educacion. National curriculum guidelines English as a foreign language (Agosto,2014). https://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf

2.5 Variables of the study

2.5.1 Independent Variable

Grammarly.

2.5.2 Dependent Variable

Writing skill.

Chapter III

Methodology framework

3.1 Methodology definition

Research methodology is defined as a formal way of solving a problem; it is the science that studies how research is carried out. Specifically, it is based on the researcher's procedure in each step of writing a research paper (Almalki, 2016).

The present investigation has an educational focus basically in the area of pedagogy because its purpose is to improve students' writing ability; in the same way, it is a qualitative investigation; this method is the most appropriate for this work since it is not intended to demonstrate swimming alone. Analyze the crucial information to improve the capacity of the building in this investigation.

3.1.1 Qualitative Method

The qualitative method answers questions about participants' lived experiences, or points of view. The data collected are not measurable or countable. Qualitative research includes group discussions to probe attitudes, beliefs, and behaviors. Also, semi-structured interviews, this type of data collection is used to seek viewpoints or a personal perspective. (Turner & Hagstrom-Schmidt, 2022)

It is concluded that this method is beneficial for obtaining specific information from a group of people. In addition, the purpose of this method is to observe to obtain data that are not measurable. This research applied a focus group to analyze the use of Grammarly as an aid to improve writing.

3.2 Phenomenological research

In 2019, Fuster mentioned that Phenomenological methods explore human consciousness to understand its essence, with the perspective of being able to perceive life through the experiences lived through time. Therefore, this is defined as the psychic life of the individual.

This method is characterized because phenomenological studies clarify the facts people have had and aspire to determine the essential aspects or the causes of the points and how people perceive them through their lived experience (Briceño, 2019).

The phenomenological method aims to analyze the students' experiences when doing new things, in this case in English classes, how their experience has, to obtain information and analyze the experience lived if it was good or bad and to be able to find a solution to bad experiences.

3.3 Data Collection Techniques

As a technique, the researchers will apply focus groups. The use of focus groups aims to collect detailed data information. Focus groups vary; there are semi-structured sessions in informal settings, having a moderator and a co-facilitator. In addition, the use of general guiding questions (Carey & Asbury, 2016a, p. 15). A focus group is also considered a synonym for an interview because of how it is conducted.

Focus groups are developed in a meeting of people who have never had contact but share a common experience. However, this has been changing and is set with people who know each other (Carey & Asbury, 2016b, p. 16). Focus groups were designed for good listeners, for that reason, they could listen and collect information and have detailed data.

3.4 Data Collection Instrument

As an instrument, the researchers applied questionnaires. The objective of questionnaires is to provide information about people's beliefs, knowledge, attitudes, and behaviors. Therefore, it

requires careful planning (Jain et al., 2016a, p. 1). A questionnaire should be simple and easy to interpret. Also, the questions should be designed about the objective.

3.5 Type of Questions

In the present work, the interviewees expressed their opinions about the topic questions. The type of questions contained a questionnaire with open questions. Open-ended questions allowed individuals to respond creatively and express their answers. However, they were designed with caution as they may be difficult to analyze and require coding and interpretation (Jain et al., 2016b, p. 1).

3.6 Data Collection Processing and Resources

These steps are followed for applying focus groups as an instrument to collect information. The following steps should involve a focus group as an instrument to collect information. There are nine steps, the types of focus groups, determining whether the research objectives are directed to linear focus groups or a single person. Two, group size and sample size refer to the composition of the group of participants determined by the variety of topics to be covered in the participation. Three, group composition, the focus groups are homogeneous and heterogeneous. Group dynamics consist of all participants having equal opportunities to share their ideas or thoughts. For other step incentives, please share with your participants something meaningful to them. Six steps, designate roles in the group, such as moderator and note taker. Seven steps, select the location. The selection of the place should be easily accessible to the participants. Eight, the discussion guide, the structure is essential, there are few questions, and they should not avoid asking very personal questions. And finally, nine recordings, apart from taking notes, make the research more detailed. (Howells et al., 2021)

For this research, the researchers have decided to take notes and record the focus group discussion to obtain all relevant information and for the investigation to be complete. The researchers have decided to establish 35 to 45 minutes for the focus group. The focus group will be conducted in the "Unidad Educativa Juan Dagoberto Montenegro" facilities in a closed environment to avoid distractions. The results obtained will be analyzed in the following chapter 4.

3.7 Population and Sample

Population: 25 students from tenth-year primary education at Unidad Educativa Juan Dagoberto Montenegro Rodríguez.

Sample: 12 students will participate in the data collection process in this research work.

Chapter IV

Analysis of findings

The following results are the product of the focus group and the results based on the student's experience with the Grammarly tool for their academic learning. The results will be presented with word clouds that allow clear ideas of the keywords in the research. The word clouds highlight the repetitive words larger than others so that the researchers can interpret the results to analyze the responses of the focus group interviews. In addition, the researchers will correlate the concepts, theories, and information collected from the interviewees.

The results of the focus group technique are beneficial for contributing to the development of this project. Although the questions were designed to obtain specific information, different criteria were obtained by asking students the same questions.

4.1 Interpretation of data from the interview

Question 1.- Do you consider writing skills to be one of the most complex skills in English?

Why?

Figure 3

Complex skills in English

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborate by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

According to the focus group, the majority of the population responded that yes, they consider that they have little knowledge and very little practice in writing short texts. They do not practice writing texts in depth. In addition to this, they mentioned that writing skills are complex because they have many grammatical structures, spelling mistakes, and they have difficulty expressing their ideas when writing a paragraph. The whole group agrees that they have not yet mastered the skill and that they know some vocabulary but get very confused when writing. All this is due to the little time and interest they dedicate to the skill in question.

Question 2.- What difficulties do you have when writing in English?

Figure 4

Difficulties of write in English

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborate by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

The students emphasized the limited vocabulary they handle, explaining that when writing, they always remember the same words. Another key point they mentioned was that they confuse words and that they make spelling mistakes, arguing that words are often similar to each other, creating confusion in their minds. They also explained that in their written work and dictations, their teachers correct their punctuation, another common mistake made by the students when writing their papers; the sentences are incomplete and with no coherence.

Question 3.- What aspects should be considered when writing in the English language?

Figure 5

Aspects that are considered to write in English

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborate by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

Students explained that the main teacher advised them not to think too much in Spanish when writing in English, but many times they forget it and get frustrated when writing and lose time with the composition of their paragraph or writing. Also, using grammatical structures correctly and finishing sentences completely structured according to their level. They also know English in its general form. On the other hand, the interviewers mentioned that they must know the basics of English to be able to develop complete basic sentences. Without this, they will not be able to flow their ideas. Another basic aspect is the concentration when writing because spelling mistakes can be made when writing.

Question 4.- Has Grammarly helped you improve your grammatical errors? In what way?

Figure 6

Grammarly grammatically as a writing assistant

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborate by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

The students agreed that it have helped them to improve their mistakes, although some of them mentioned that they have only dedicated themselves to changing their mistakes because of the suggestions, without analyzing why the online tool Grammarly suggests the change of sentences or words. In spite of everything mentioned, they consider that they have improved, but they still lack a lot of autonomous practice and assistance from the teacher. They emphasized that they still have writing errors but that, little by little they have improved those mistakes. On the other hand, they indicated that they feel comfortable with the limited suggestions they have since they feel it is a challenge to try to identify the error and make their writing coherent.

Question 5.- Do you consider Grammarly a good tool for developing writing? Why?

Figure 7

Grammarly is a good tool for developing writing

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborated by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

      Students consider Grammarly an excellent tool because it guides them to develop their writing skills due to the suggestions of some changes that explain their mistakes and change for better recommendations, and they understand their mistakes when creating a paragraph to expand their grammatical and structural knowledge of English writing.

Question 6.- When do you use Grammarly?

Figure 8

Use of Grammarly?

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborate by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

The students stated that they use the application to do their homework. Another use they give to the application is to prepare themselves automatically before an exam since they practice writing and the correct sentence structure; in this way, they feel satisfied to support a paragraph.

Question 7.- What are the most common mistakes made when writing a paragraph or composition?

Figure 9

Common mistakes of the students

Note. The figure shows the obtained results from the focus group applied to 10th grade students.

Elaborate by Stefanny Angel & Joselyn Borbor

Source. nubedepalabras.es

According to this question, the most common spelling mistakes are because they need vocabulary, they put pressure on the exam, and they confuse vocabulary with Spanish.

4.2 Interpretation of bibliographic review

Within the review of the bibliographic to learn the steps of writing to organize their ideas and ensure that the report was consistent and the structure was correct. Analyzed that, writing is metacognitive complex that requires coordinating multiple process when writing. Also, based on what the Ministry of Education mentioned in writing skills, 10th-grade students can produce

expository texts of between 30 and 50 words. Still, in the focus group, the students said that they needed.

4.3 Discussion of the focus group vs bibliographic review.

The theories mentioned in the theoretical framework that has been reflected on are connected to the research questions posed in the focus group. The results have that English has a different structure than their mother tongue that students confused feeling, needs more vocabulary, because writing is a challenge, involves aid, and requires a lot of practice to develop. In addition, combining writing with Grammarly, based on Nova's theory, Lukmana s.f. with grading and feedback makes students continue to write their writing assignments more effectively because of the corrections they are shown.

Chapter V

Reflexions of the study

In the final part of this research work, we will reflect on what has been done. This includes the knowledge acquired in the study, possible solutions, experience, and challenges, among others.

Through the research project "Grammarly as a Proofreading tool to Enhance the Writing Skills of 10th-grade students," It was disclosed that Grammarly as a proofreading tool helps to improve the coherence of compositions. One factor that affects their good writing composition is the little knowledge they have about the writing process, and they only translate into their mind what they want to write. In addition, they still need an extensive vocabulary, make spelling mistakes and punctuation.

We discovered that the writing skill performance is to know the writing process before moving on to a paragraph composition. Students need to learn from the root where to start to begin crafting their writing. It is suggested that the work should go hand in hand with Grammarly feedback, with the teacher in charge showing the students the errors, followed by drawing their attention to them and, in the end, giving instructions to correct them in a short form.

Our experience in conducting this research was that we could fully immerse in the investigation of the topic and gained significant insights that helped us to understand the complexity of writing skills. Likewise, we found that the limitation of words is the fundamental problem for which students consider writing the most challenging skill to develop. Lack of vocabulary knowledge harms students as it limits the development of ideas. They stated that their most common writing error is spelling, which we can affirm is due to ignorance of the vocabulary and lack of practice of the skill. We suggest writing a paragraph a day to keep the mind active and

develop writing skills. Practical skills in this way, we make sure that we learn the correct use of grammar.

We conclude that it is used by students as a technological tool to do homework and prepare before exams. However, sometimes students just get carried away with the suggestions and need to pay attention to the feedback. Therefore, we suggest that the teacher use Grammarly in her/his class and recommend it as a feedback tool for classes.

Unfortunately, Grammarly is not a complete tool it has a high cost to have access to all the functions, but for some activities, it can be beneficial for students.

Regarding what we found, the biggest challenge we encountered was spending hours looking for current versions that expose our project and finding reliable sources. Another difficulty we encountered was looking for unpaid sources since some required to be paid to use the information in their contents. Although, reviewing the references helped us to find the original version of the work. When conducting the focus group, we had some difficulties with the sample and population. Ultimately, it was a success, thanks to the collaboration of the institution's principal.

One lesson we learned through this project is that it is not simple: it takes time reading to find a gathering source information, perseverance, predisposition, managing study time, dedication, and patience. Also, we learned to listen to another partner to achieve a good job and get a single idea to bring this research forward.

When starting this project, we already knew about Grammarly because we had previously used it in our written work to achieve good writing and avoid spelling mistakes. Therefore, we recommended that students learn to use this technological tool to elaborate their compositions or do their homework and be together with teachers.

Finally, what we would like to continue with this research on the same topic is to work in a classroom with students applying Grammarly to get used to becoming gradually comfortable with it. Furthermore, they get to know all the functions that a free and easily accessible application can offer them. In addition, check if it is effective for all students and has the same ability to cope with this tool.

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Annexes

Annexes A: Certified Antiplagiarism

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BIBLIOTECA

<u>Formato No. BIB-009</u>

<u>CERTIFICADO ANTIPLAGIO</u>

La Libertad, 7 de febrero del 2023

En calidad de tutor del Trabajo de Integración Curricular denominado **"GRAMMARLY AS A PROOFREADING TOOL TO ENHANCE THE WRITING SKILLS OF 10TH-GRADE STUDENTS"** elaborado por los estudiantes **Stefanny Vanessa Angel Flores & Joselyn Zulema Borbor Mateo** de la Carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros**, de la **Facultad de Ciencias de la Educación e Idiomas**, de la **Universidad Estatal Península de Santa Elena**, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Adjunto reporte de similitud

Atentamente,

Ing. Sandra Caamaño López, MSc.
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Annexes B: Questionnaire

The results of the following question will be part of the research project called "Grammarly as a proofreading tool to enhance writing skills of 10th grade Students" you must be reliable.

1) ¿Consideras que la habilidad de escritura es una de las habilidades más complejas del inglés? ¿Por qué?

2) ¿Qué dificultades tiene al momento de escribir en Ingles?

3) ¿Qué aspectos deben tenerse en cuenta al escribir en inglés?

4) ¿Te ha ayudado Grammarly a mejorar tus errores gramaticales? ¿En qué sentido?

5) ¿Consideras que Grammarly es una buena herramienta para tu aprendizaje de la escritura? ¿Por qué?

6) ¿En qué momento utilizas Grammarly?

7) ¿Cómo contribuye Grammarly a mejorar tu escritura?

8) ¿Cuáles son los errores ortográficos más comunes que comentes al escribir un párrafo o una composición?

Annexes C: Focus group transcript

1) ¿Consideras que la habilidad de escritura es una de las habilidades más complejas del inglés? ¿Por qué?

Si, pienso que debes saber manejar todo el inglés para que puedas escribir en inglés.

Yo pienso que si porque debes tener mucho vocabulario para crear oraciones.

Al parecer todos estamos de acuerdo que el idioma ingles es muy complejo pero lo habilidad de escritura es sin duda la más difícil.

Es verdad lo que dice mi compañero miss es difícil escribir en Ingles porque cambia la estructura de como escribimos en español. como mi compañera menciono no solo es de escribir porque tanto como el español debes saber vocabulario, gramática, puntuación, prácticamente todo lo que utilizas para empezar a hacer oraciones en inglés.

Si miss es difícil y requiere de mucha practica aun así me gusta mucho el inglés.

2) ¿Qué dificultades tiene al momento de escribir en Ingles?

Una dificultad presente en mi es que pienso mi respuesta mucho en español y al traducirla al inglés se me hace muy difícil.

En mi opinión considero que es la ortografía las palabras son muy raras o algunas veces pueden tener la misma escritura y la combinación de palabras por ejemplo butterfly volar y mantequilla, y la unión de estas palabras logremos que sea mariposa, son esas cosas que me confunden muchas veces. Si miss estoy de acuerdo con Miguel porque hay palabras que se pronuncian igual pero al momento de escribir cambia totalmente y también tiene diferente significado.

Concuerdo que es la ortografía al momento de escribir

3) ¿Qué aspectos deben tenerse en cuenta al escribir en inglés?

Ortografía, gramática, puntuación, sentido

Ortografía, conocer de vocabulario.

Gramática, coherencia, puntuación

Claro todo esto es importante considerar al escribir en inglés, pero debemos seguir lo que usted menciono, lluvia de palabras y a través de eso poder empezar a armar escritos

Considero que como todo se debe seguir pasos para poder empezar a escribir mejor

4) ¿Te ha ayudado Grammarly a mejorar tus errores gramaticales? ¿En qué sentido?

Si, cada vez que sale un error en las sugerencias leo el porque y lo cambio porque muchas veces sus cambios tienen sentido, pero en otras no.

Yo hago lo apuesto veo la sugerencia y solo cambio a lo opción que me dice

Muchas veces es así miss, nos guiamos y solo cambiamos, pero más son las veces en las que si leemos las sugerencias. Además, la versión gratuita no nos brinda el servicio completo de Grammarly por lo que nos ayuda a pensar mucha mas cuando la sugerencia esta en amarilla

Es verdad, al no darnos la sugerencia completa nos obliga a pensar porque, aunque sea la versión pagada nos dice cual es el error con la única diferencia que no dice dónde.

Ventajas y desventajas considero yo.

5) ¿Consideras que Grammarly es una buena herramienta para tu aprendizaje de la escritura? ¿Por qué?

Por supuesto, aunque le falta para ayudarnos les mencione que era bueno para ver nuestros errores pero no sabemos si nuestro texto tiene sentido debido a que necesitamos esta versión.

Si en lo personal me ha ayudado mucho a mejorar mis errores y puntuaciones, a las composiciones pequeñas es muy fácil reconocer mis errores.

Si, es una buena herramienta para nosotros porque en su versión nos ayuda a visualizar nuestros errores.

Grammarly nos ayuda mucho a reconocer nuestros errores, por ejemplo, yo siempre escribía sin signos de puntuación me olvidaba de ponerlos, y ahora ya se que antes de and va una coma. Es una herramienta que, aunque no nos brinda el 100% de las funciones, nos ayuda a mejorar.

6) ¿En qué momento utilizas Grammarly?

Lo utilizo para las tareas que envía la profesora.

Lo utilizamos en las tareas, pequeñas composiciones porque aun no escribimos muchas palabras

Siempre la utilizo para los deberes que la miss envía a casa.

La miss en la evaluación siempre pone algo como de hacer un párrafo de 30 a 50 palabras usando el pasado simple o dice hable de sus ultimas vacaciones y así. Entonces cuando ya se acerca la avaluación me pongo a practicar para hacer bien esa parte de la evaluación.

Es verdad miss, por lo general Miss Janeth siempre pone eso en el examen, entonces en la aplicación practicamos.

7) ¿Cómo contribuye Grammarly a mejorar tu escritura?

Contribuye ayudándome a mejorar mi gramática y mis problemas de ortografía.

Claro creo que a la mayoría nos ha ayudado a mejorar la ortografía y puntuación

Concuerdo con mis compañeros nos ha ayudado a mejorar la gramática y puntuación porque como dije anteriormente nunca los utilizaba.

La contribución de Grammarly es que nos dice en que parte estamos utilizando mal una palabra y esas cosas.

Si es verdad miss, estoy de acuerdo con mi compañero.

8) ¿Cuáles son los errores ortográficos más comunes que cometes al escribir un párrafo o una composición?

Nuestros errores más comunes son el orden de la oración porque pensamos en español.

El error que yo siempre cometo es que me como las letras de las palabras.

Yo siempre mesclo los tiempos gramaticales por ejemplo es presente y pongo el verbo en pasado.

No recuerdo como se escriben las palabras y me toca poner en español para que la miss entienda lo que quiero decir.

En mi caso no se mucho vocabulario y eso me toma mucho tiempo en pensar como se escribe esa palabra y hago lo que dice Miguel, la escribo en español.

El orden de como se escribe en español es diferente y ese es mi error porque escribo como si estuviera escribiendo una oración en español.

Si miss es verdad pensamos en español, y eso hace que hagamos mal la oración.