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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

***Receiving instant feedback when using prepositions  
through Grammarly: A case study***

Trabajo de integración curricular previo a la obtención del título de:

**LICENCIADA EN PEDAGOGÍA DEL IDIOMA INGLÉS**

**Autora:** Soto Flores, Lady Elizabeth

**Directora:** Espinoza Celi, Veronica Soledad

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2023

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Loja, 21 de septiembre de 2023

Magister

Lisset Vanessa Toro Gallardo

**Directora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**

Ciudad.-

De mi consideración:

Me permito comunicar que, en calidad de director del presente Trabajo de Integración Curricular denominado: Receiving instant feedback when using prepositions through Grammarly: A case study, realizado por Lady Elizabeth Soto Flores, ha sido orientado y revisado durante su ejecución, así mismo ha sido verificado a través de la herramienta de similitud académica institucional, y cuenta con un porcentaje de coincidencia aceptable. En virtud de ello, y por considerar que el mismo cumple con todos los parámetros establecidos por la Universidad, doy mi aprobación a fin de continuar con el proceso académico correspondiente.

Particular que comunico para los fines pertinentes.

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Director: Verónica Soledad Espinoza Celi

C.I.:1803125317

Correo electrónico: vspinoza@utpl.edu.ec

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.....

Autor: Lady Elizabeth Soto Flores

C.I.: 110473540-0

Correo electrónico: [lesoto1@utpl.edu.ec](mailto:lesoto1@utpl.edu.ec)

### **Dedication**

I dedicate this work to my son, my parents, my siblings, and all the special people who were by my side throughout this process. Thank you for your constant support, for your patience, for your love, and above all thank you for believing in me, everything I am now thanks to you.

*Lady Elizabeth Soto Flores*

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With this work, I want to express my sincere appreciation and gratitude to the Universidad Técnica Particular de Loja, and all human talent, who have rightly demonstrated the ability to guide me without condition, towards professionalization.

*Lady Elizabeth Soto Flores*

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### **Abstract**

The present research work entitled: Receiving instant feedback when using prepositions through Grammarly: A case study, aimed to know how the Grammarly tool promotes the use of prepositions in EFL students, as well as to know the perception they have about the integration of this tool. The methodology applied had a mixed approach, using quantitative and qualitative analysis, the population was comprised by a Municipal School of Loja city, with a sample of twenty-four students of the seventh year of General Basic Education. The instruments used during the data collection stage were a pre-test and post-test, an observation sheet, and a student perception survey. The results revealed that the use of Grammarly as a tool to improve the use of prepositions was positive in EFL students. They experienced a significant transformation in their understanding and application of prepositions. In addition, they were able to markedly improve their writing skills and develop independence and responsibility in their own learning process.

*Keywords:* Grammarly, prepositions, writing skills.

## Resumen

El presente trabajo investigativo titulado: Recibiendo retroalimentación instantánea al usar preposiciones a través de Grammarly: Un estudio de caso, tuvo como objetivo conocer cómo la herramienta Grammarly fomenta el uso de preposiciones en estudiantes de EFL, además conocer la percepción que tienen sobre la integración de esta herramienta. La metodología aplicada tuvo un enfoque mixto, empleando el análisis cuantitativo y cualitativo, la población estuvo comprendida por una Escuela Municipal de la ciudad de Loja, con una muestra de veinticuatro estudiantes del séptimo año de Educación General Básica. Los instrumentos utilizados durante la etapa de recolección de datos fueron una preprueba y una post prueba, una hoja de observación y una encuesta de percepción de los estudiantes. Los resultados revelaron que el uso de Grammarly como herramienta para mejorar el uso de las preposiciones fue positivo en los estudiantes de EFL. Ellos experimentaron una transformación significativa en su comprensión y aplicación de las preposiciones. Además, pudieron mejorar notablemente sus habilidades de escritura y desarrollar independencia y responsabilidad en su propio proceso de aprendizaje.

*Palabras clave:* Grammarly, habilidades de escritura, preposiciones.

## Introduction

Writing is one of the most important skills in English. Despite its importance, it is not given the attention it requires, nor is it given the time needed to teach and learn it (Wali & Madani, 2020). Written expression is utilized so frequently in academic and professional settings, it is the most significant of the four skills (Martínez, 2022). While acquiring the ability to write flawlessly in a foreign language, learners face difficulties. Moreover, having expertise in writing in English is necessary for papers, reviews, research, and many other academic tasks that require exceptional writing skills.

Mohammadi and Mustafa (2020), and Abdalla (2021) determined that the misuse of prepositions is one of the most common errors made by EFL learners. In this context, preposition usage must be given adequate attention for EFL students to develop and strengthen this writing skill (Damayanti & Sundari, 2022). To achieve this, educators and students should support their learning with the use of technological tools.

According to Bakeer (2018), ICTs are now being used to support the teaching and learning process as it helps EFL students improve their writing skills. Grammarly is a tool that helps to provide feedback on grammar and punctuation issues committed by pupils when writing, as noted by Sutaryo et al. (2021). Teachers should integrate Grammarly into their writing curriculum as an additional tool to support students' writing development considering the benefits of using Grammarly (Koltovskaia, 2020).

As a result, many researchers have devoted their attention to investigating how students, through the instant feedback given by Grammarly, can improve their writing skills when using prepositions. In this concern, Tacoamán and Camacho (2019) analyzed the influence of Grammarly in the development of academic writing skills in the English language. The findings indicated an improvement in students' academic writing skills after the implementation of the proposal based on the use of Grammarly grammar correction software.

Similarly, Fahmi and Cahyono (2021) examined students' perception of Grammarly application and teacher's feedback on their writing. According to the results of the study, the

students rated the Grammarly application positively and, likewise, considered the feedback provided by the teacher to be positive. Moreover, the combination of feedback is adapted to the needs of both students and teachers.

Furthermore, Armanda et al. (2022) investigated EFL learners' perspectives about using Grammarly to check their articles for grammatical errors. The results showed that the majority of EFL learners agree with the use of Grammarly as an online grammar checker to help them in writing articles. This study has shed light on the advantages and disadvantages of Grammarly for EFL learners.

In this context, English as a foreign language is taught in all educational institutions in Ecuador, the challenge that students face every day to develop their written assignments is undeniable. In this concern, this study aims to improve students' writing skills through the feedback provided by Grammarly on the use of prepositions. Thus, this study intended to answer the following research questions: What is the effect of using Grammarly to foster prepositions usage in writing? What types of prepositions do students have more problems with when writing? and, how do students perceive the integration of Grammarly as a tool to improve the use of prepositions?

This study is divided into three sections. The first chapter, entitled *Literature Review*, offers background information on three relevant topics such as writing, feedback, and Grammarly with the purpose of scientifically support this research to compare and contrast the found data. The second chapter, entitled *Method*, provides details about the participants, the context of the study, and the procedural approach employed in conducting the present research. Finally, the third chapter, *Analysis, and Discussion*, includes an examination and discussion of the data collected to present conclusions and recommendations based on the exposed results.

Research was carried out in a municipal school in the Loja city. As a result, it has significant value for the entire Ecuadorian educational community since it enables educators to better understand the difficulties children have in developing their writing skills. This study will serve as a basis for future research, in addition to being a guide for teachers who want to

apply Grammarly in their classes and thus improve the writing skills of their students. It is crucial to remember that this research was conducted without methodological limitations.

## Chapter one

### Literature Review

This section provides the basis for this research and will also give the reader a clear idea of the subject. It includes significant basic, as well as complementary, and specific concepts. To this end, the present literature review is divided into three relevant topics such as writing, feedback, and Grammarly. Each topic is broken down into relevant subtopics, with the purpose of supporting the search with relevant information that help solving the proposed research questions.

#### 1.1 The importance of writing in the EFL context

#### 1.2 The most common mistakes when writing in English

#### 1.3 Preposition in the English Language

According to the Merriam-Webster Dictionary (n.d.), a *preposition* is a word and almost always a very small, very common word that shows the direction, location, or time, or that introduces an object. Prepositions are typically followed by an object, which can be a noun, a noun phrase, or a pronoun. For Pullum and Huddleston (2002, p. 603 as cited in Wang, 2020), a preposition is defined as *a closed grammatical separate class of words, the primary elements of which often indicate spatial links or serve to mark various syntactic functions and semantic responsibilities*. It is a connector that joins a noun or pronoun to another word in a sentence (Abdalla, 2021). Additionally, it illustrates the relationship between the noun or pronoun object and other words.

A preposition must always be contained within a phrase known as a prepositional phrase because it cannot stand alone (Damayanti & Sundari, 2022). De Ridder (2019) mentions that there are five types of prepositions these are simple, double, compound, participle, and phrase prepositions. A preposition is used to show a relationship between the noun, pronoun, or phrase in a sentence. These could be used to connect people, objects, time, and locations.

Prepositions can be used in conjunctions, for example: *ahead of, in case of, as a consequence of, in the course of, on behalf of, in advance of, instead of, in addition to,*

*because of, regardless of, in care of, in comparison with, according to, apart from, for fear of, next to, in favor of, with the exception of, up against, at the risk of, along with, in spite of, in connection with, together with, as a result of.* The prepositions *but, except, without*, which show a relationship of exclusion, can also describe other relations in addition to those of direction, location, and time (Yunus, 2020). Alwreikat and Yunus (2020) in their study state that the commonly used prepositions in English are: *until, besides, for, since, about, below, from, to, across, beneath, in, toward, after, behind, inside, against, through, between, into, under, along, beyond, like, above, among, by, near, up, around, down, of, upon, at, during, off, with, before, except, on, within.*

#### **1.4 The Role of Feedback**

Feedback is designed to improve student learning. Feedback refocuses the actions of the instructor, or student toward accomplishing certain learning objectives, coordinating effort and activity with a specific anticipated result (Manole, 2021). In accordance with Gembaruk and Panchenko (2021), feedback is information that teachers provide to students regarding their spoken or written performance.

To Manole (2021), feedback is any information on a person's performance or knowledge that is given by an agent, such as a teacher, a peer, a book, oneself, or an experience. The learner may analyze his or her response to determine the degree of correctness, and the teacher, peers, and the book all have the potential to offer remedial information or alternate approaches. Therefore, feedback can be seen because of performance that has a significant impact on learning.

In other words, feedback is both an educational tool and a social interaction (Watling & Ginsburg, 2019). According to Atkinson et al., (2021) when both the learner and the teacher exhibit a growth mindset, feedback is more useful. Therefore, such feedback should be given by a person whom students believe is trustworthy and with whom they have built a relationship, so that it be accepted more favorably.

To achieve this objective, Hernández (2022) recommends the teacher use several ways to give feedback such as: explicit correction, in which the student is informed of his

mistake and is told how to correct it; this eliminates the need for the student to figure out the correct form. Another form is recasting, the teacher repeats the learner's utterance in its entirety, but with the error corrected; in this case, the teacher demonstrates the correct form without explicitly pointing out the learner's error. Consequently, there are situations in which the learner may not notice the correction and continue speaking. In this regard, the teacher may use the request for clarification which consists of making a rising intonation that usually takes the form of a question to expose the proper form.

In the same way, metalinguistic feedback refers to issues with both language and comprehension; rather than providing the correct form, the teacher tries to elicit it by providing details about the error or by posing questions about it. The learner must evaluate the utterance and make linguistic connections to determine the correct form. In elicitation, the teacher attempts to elicit the correct form from the student by pausing before the incorrect form or by asking questions without offering the correct form. The last form is repetition, which consists of that the professor repeating the error made by the learner, typically with rising intonation to emphasize and draw attention to the correction (Hernández, 2022).

### **1.5 The importance of feedback on writing skills**

Chong (2019), Asma and Intissar (2021) recognize that written feedback plays an important role during the learning process. First, it is impossible to separate the relationship between written assessment and classroom performance. Since it allows students to recognize their failures, it has an impact on both academic performance and learning. Second, the teacher needs to give effective written feedback (Miedzo & Chipso, 2019). And finally, Ghufon (2019), Asma and Intissar (2021) stress that written feedback is necessary for students' writing development in addition to serving as motivation for them to meet their learning objectives.a

Writing Corrective Feedback (WCF), as mentioned by Mao and Crosthwaite (2019), is the term used to characterize the critique that writing teachers offer to their students' writing. Formative or continuing feedback is essential for assisting students in becoming

better writers by providing them with more opportunities to revise and enhance their writing (Algburi & Razali, 2022). Thus, according to Ranalli (2018), automatic written corrective feedback (AWCF) differs from teacher provided WCF in certain ways that raise doubts regarding its usefulness for EFL student writers. These characteristics include the need for precise mistake flagging as well as variations in the amount of valuable information it offers across error types.

In this context, Hernández (2022) mentions and explains that exist many ways to give feedback; for example, oral feedback is face-to-face spoken communication that depends on a time and a place. The learners can respond immediately, interrupt, and even overlap each other, using nonverbal components typical of oral communication i.e., body language. The fact of being able to interact in real-time without much effort encourages participants to feel more involved in the task.

Another kind is written feedback, which requires the reader to deliver the writer with information in the form of comments. Benson and DeKeyser (2019) mention that written feedback is typically given as opposed to oral feedback when the teacher and the student do not share the same time. As a result, there is no longer a need to respond right away, and doing so can wait hours or even days. Due to the absence of an immediate reply, the student may not be able to respond with additional remarks, which could reduce student's sense of involvement.

For the benefit of the students, "teacher's feedback" has long been seen as the teacher's obligation. L2 writers benefit the most when teachers use a variety of corrective feedback that is available in classroom settings, which is a frequent practice in English writing programs to improve the student's writing abilities (Tian & Zhou, 2020). Peer feedback is the process by which equal-status classmates evaluate one another's work. Peer feedback, according to Reinholz (2016), is a series of actions people do to evaluate the work of others (p.1). This method of giving feedback is especially helpful in large courses if the teacher finds it difficult to manage all the student's writing. It is a cooperative and

collaborative process amongst learners rather than a replacement for instructor feedback (Hernández, 2022).

A crucial step in the learning process is self-feedback, which helps students enhance their critical thinking and metacognitive skills. It is described as a procedure in which students are instructed to evaluate their performance in accordance with specified standard criteria. It also incorporates goal setting and more casual, dynamic self-regulation and self-reflection on the part of the students (Qin, et al. 2022). Automated feedback and electronic feedback involve obtaining immediate, detailed input from computer systems to enhance student review, reduce the amount of labor required of the teacher, and foster student autonomy. In general, these computer programs offer pupils a tool that aids them in their learning process (Keuning et al. 2018).

### **1.6 ICTs tools to provide feedback on writing skills**

In the past, learning English as a foreign language has always been a major problem for most students (Banditvilai & Cullen, 2018). Traditionally, educators taught grammar in situations where learners were not integrated into the learning, which prevented them from being able to meet the curriculum objectives. In agreement with Ahmadi and Reza (2018), the benefits of using ICT in English language learning are innumerable and can contribute as a kind of feedback by helping students to regulate their learning through writing. Nowadays, both teachers and learners use ICT tools to support their teaching and learning (Amhag, et al., 2019).

Thus, in their study, Sutaryo et al. (2021) argue that teachers, to become more proficient in their teaching, must provide feedback at the end of each topic, or whenever they feel it is necessary. In accordance with Javier (2022), technology and language learning are moving towards the concept of automatic electronic feedback in writing. Therefore, considering the importance of ICT in learning English as a foreign language, both instructors and learners must consider that the feedback generated by a computer has advantages and disadvantages, so they must check their effectiveness and that they are designed to correct and give instant feedback when students are developing their writing skills. The web offers

some options that can be of significant help to students, for example, MyAccess!, GrammarCheck, Ginger Grammar Checker, Criterion, Grammar Checker, and Grammarly (Hernández, 2022).

### **1.7 Advantages and disadvantages of using ICTs tools to provide feedback on writing skills**

Although teacher feedback has been shown to have a great positive impact on students' writing, giving feedback requires a lot of time and effort. Time constraints, the considerable number of students per class, and teachers' workload pose significant difficulties that prevent them from providing quality feedback (Thi & Nikolov, 2022).

Therefore, teachers support their work with the use of ICT, which is of significant help when giving feedback (Wihastyanang, et al. 2020). Automated feedback can be used to reduce the burden of teacher feedback and increase its effectiveness (Qassemzadeh, & Soleimani, 2016). Subaş et al. (2022) pointed out that the use of ICT for giving feedback to EFL/ESL learners has both advantages and disadvantages.

Therefore, both teachers and learners agree that one of the advantages of using ICT is that they allow interaction, plus they can evaluate progress and receive immediate feedback on grammatical and vocabulary errors (Subaş et al. 2022). Likewise, the automatic feedback provided by ICT increases learners' motivation when using computers and other modern technologies than when using textbooks. In addition, learners can use these tools at home to supplement their education (Morera, 2018).

Qassemzadeh and Soleimani (2016), mention that another advantage of using ICTs is that they offer more options than conventional methods for learning a language. As a result, teachers have a wide variety of tools and materials for their classes that enable students to improve their competencies. In addition, Al-Ansi et al. (2021) state that ICT enables students to improve their academic performance and increase communication between teachers and students. In addition, ICT focuses on providing quality education as well as distance and low-cost learning and provides the option of feedback that enables students to improve their writing skills (Macias et al., 2020).

When referring to the disadvantages of ICTs Macías et al. (2020) and Subaş et al. (2022), mention that when using ICTs, connection problems may occur and some of the corrective comments may be deficient or not clarify students' doubts. Similarly, Morera (2018) notes that when using ICT in classes, students are more easily distracted. In the same way, Al-Ansi et al. (2021) argue that another disadvantage is that many schools do not have English laboratories. In addition, the few laboratories that schools, colleges, and universities have lack technological equipment connected to the Internet. For these reasons, it is almost impossible for all students to be able to work on a computer and access the technological tools that allow them to develop the four English skills.

### **1.8 Grammarly**

Doyle (2022) defines Grammarly as a "*writing assistant that learners, writers, and other professionals can use to proofread and edit their documents*" (p.1). Lytvyn (2021) a co-founder of Grammarly, claims that Grammarly is well-known as a tool that aids in writing. The writer gets immediate feedback on spelling, punctuation, and grammar by running the content via Grammarly.

In concordance with the web portal Grammarly.com (n.d.) this technological tool helps improve your writing by detecting grammatical and typographical problems, but it claims to do more than that. It can prevent frequent errors and gradually improve your writing skills with real-time feedback and well-informed advice. For polished writing, Grammarly offers immediate fixes for grammatical errors, misspelt words, and punctuation problems. To make your message clear, succinct, and easy to understand, rewrite entire sentences. It also offers tone feedback to make sure your tone is well received, so you can forge better bonds with others and advance your initiatives. Tools for your research and academic papers will help you stay away from plagiarism and properly acknowledge sources.

In 2020, Grammarly had around thirty million daily active users, with both casual and professional writers using it extensively (Lytvyn, 2021). Grammarly has garnered growing interest from academics and writing instructors as an automated written corrective feedback (AWCF) tool (Woodworth & Barkaoui, 2020). Koltovskaia (2020) in his study describes

Grammarly as the best writing tool in the world for students. Grammarly provides an in-depth analysis of grammatical and other writing errors. The grammar checker on Grammarly looks for hundreds of various kinds of English grammar errors (Park, 2019).

Academics, researchers, scholarly staff, and students all benefit from the use of Grammarly to verify that their writing is flawlessly accurate in form, style, and structure, additionally use the tool because this which directly addresses the problem of writing. Grammarly checks for more than 250 distinct types of problems in phrase construction, wordiness, sentence structure, and format (Lailika, 2019).

### **1.8.1 Grammarly as ICT tool to provide writing feedback**

Grammarly is powered by an artificial intelligence (AI) system which presents errors and suggestions in a timely but accurate manner when users write. According to Barrot (2022), there are many technological tools that provide corrective feedback, and one of them is Grammarly. This program detects plagiarism and grammatical, vocabulary, mechanical and stylistic errors. Similarly, Fitria (2021) advocates Grammarly as a web-based program that provides comprehensive grammar checks, starting with normal grammar and word spelling and continuing with sentence structure.

Gain et al. (2019) noted that Grammarly offers a free edition that provides feedback about spelling, punctuation, and grammar, such as capitalization, and dialect-specific spelling, and several other word options for misspelled words. Grammarly does more than only provide a report or feedback, it also aids in creating automated citations. Grammarly assists with aligning writing with the American Psychological Association (APA), Chicago, or Modern Language Association of America (MLA) styles, which are widely used by worldwide publishers.

Additionally, Dong and Shi (2021) argue that browser extensions make it possible for authors to get comments and edits when publishing content online. For writing feedback, authors can upload their documents or enter or paste their text into Grammarly's desktop application or an online editor. The uploaded paper is displayed on the left side of the screen with problems highlighted in red, such as indirect feedback, and direct feedback is displayed

on the right side of the screen (Sauro, 2021). The error type, the suggested correction, and the suggestion are all included in “direct feedback”. A full explanation of a grammar rule, which is a metalinguistic explanation, can be given by expanding on the suggestions.

Grammarly offers a variety of program versions with various capabilities at various price ranges. Individual users can subscribe to Grammarly Premium, which offers plagiarism detection, tone, clarity, and misspelling correction. Businesses with teams of three to 149 people can subscribe to Grammarly for business, which offers extra functionality and administrative management. With Grammarly for education, secondary and postsecondary institutions can purchase unlimited Grammarly access for their students (Doyle, 2022).

Besides, Grammarly provides Microsoft Office add-ins that let users proofread their writing as they type it. Users of mobile devices like iPads or phones can also access Grammarly assistance (Ventayen & Orlanda-Ventayen, 2018).

### **1.9 Previous studies**

In the following paragraphs, previous studies related to the subject of this research are presented. The most recognized authors have been considered and are endorsed by the most prestigious scientific journals to give academic support to this research. These studies are within the range of the last four years, so that this information serves as a basis to compare, and contrast the results obtained in this research.

In the same way, Tacoamán and Camacho (2019) conducted a study with the aim of analyzing the influence of Grammarly in the development of academic writing skills in the English language. This research was conducted with a sample represented of twenty-five students from an educational institution in Quito, Ecuador. The study combined a qualitative and quantitative approach and employed a quasi-experimental design. The action-research methodology was used in the classroom for six weeks. The data were collected through observation sheets to record all types of interactions of the students at the time of writing, working with the application, and dialogues with teachers and classmates. Another instrument was a survey that contained eight closed questions to know the motivation of the students when using the automatic corrector. They also used a pretest and post-test, these

were graded by means of a rubric that rated various aspects such as punctuation, and correct use of grammar, among others, for the application of the latter instrument they used Grammarly. The post-test indicated an improvement in students' academic writing skills after the implementation of the proposal based on the use of Grammarly.

Huang et al. (2020) in their case study attempted to determine, over a 16-week experimental period at a four-year institution in China, the efficacy of using Grammarly on EFL writing. Forty-three sophomores with English as their major took part in the study. Grammarly as a tool for online writing grammar checking was further investigated by the authors using the Classroom Action Research (CAR) methodology. An interview, a questionnaire, an observation, and a test are the methods of data collection in this study. The findings showed that during the 16-week intervention, students' writing performance dramatically improved, and through written feedback, it was found that students were satisfied with the artificial intelligence (AI) based writing evaluation tool. This implies that using Grammarly in writing sessions can assist EFL students to improve their writing abilities while also easing the workload on teachers.

In a similar way, Rahma (2021) developed a study to collect students' opinions about the Grammarly application and its effectiveness in writing papers and articles, with the purpose of knowing whether the application fulfills the function for which it was designed and knowing the perspective that students have after having used it. For this purpose, the researcher used a qualitative approach with descriptive methods. The selected participants were all fifth semester students of the English Language Teaching career at Tidar University, for which the participants used the Grammarly. in the process of learning to write, establishing a purposive sampling, and considering the research criteria. A questionnaire with Likert scales was applied to know the perception of the students in two aspects, the first one referring to the use and the second one to the quality of the Grammarly application. This questionnaire contained fifteen closed questions and was answered by forty-four students, which allowed to determine that all participants were satisfied with the grammatical accuracy

and the speed of corrections, a context that helps them to improve their confidence when writing, which is considered especially useful.

In addition, Fahmi and Cahyono (2021), in their study examined students' perception of Grammarly usage and teacher feedback on their writing. This research involved twenty-six undergraduate students from the Faculty of Law of a private university in Malang City, East Java, Indonesia, who were taking an English for Specific Purposes (ESP) writing course. For data collection, they used a questionnaire with Likert scales, which contained sixteen questions to find out students' perception of four aspects: the first was the practicality of using Grammarly, the second was Grammarly feedback, the third was teacher feedback, and the fourth was the combination of Grammarly and teacher feedback. For data analysis, the researchers used descriptive statistics, this way they could see the frequency and percentage of the participant's responses. According to the results of the study, students rated the Grammarly application positively and similarly considered the feedback given by the teacher to be positive. In addition, the combination of feedback is adapted to the needs of both students and teachers. However, they consider that automated feedback should be used appropriately since it does not detect all errors and can provide erroneous feedback, so in these circumstances, it is the teacher who must correct and give the correct feedback.

Similarly, another study explored by Zinkevich and Ledeneva (2021) that aimed to determine the efficacy of Grammarly to enhance students' academic writing skills. Quantitative and qualitative methods allowed to analyze students' essays by establishing five parameters: audience, formality, mastery, tone, and intention. Moreover, the application presented five measurable factors: correctness, clarity, delivery, engagement, and stylistic issues. The most common errors detected by Grammarly.com were punctuation, sentences with many words, redundancy, and an abundance of personal pronouns in a formal style. Another objective of the research was to explore the potential of the online writing tool for students' self-learning. This qualitative research used questionnaires and interviews to collect data, based on the preliminary observation of previous researchers. As a result, they found that students had difficulties in using phrases, unfamiliar words, adverbs, and passive

words. Meanwhile, EFL learners should learn to write in formal language by meeting academic requirements for proficient writing skills.

According to Armanda et al. (2022), writing becomes one of the crucial English language abilities at any competency level, as a basis, they made it the major goal of their study to find out what EFL students thought about using Grammarly to verify whether their writings were free of grammatical problems. Additionally, they describe how frequently students utilize Grammarly to enhance their writing in their studies. The authors employed descriptive qualitative methodologies to investigate how the students felt about using Grammarly to proofread their papers' grammar. Additionally, they employed a purposive sample technique and non-probability sampling. The participants in their study were third-year English language learners from the English Department of Education Study Program at one of Indonesia's state universities. The researchers used a closed-ended questionnaire with five Likert-scale indicators to monitor 40 EFL students' perceptions. Interviews were also utilized for data triangulation at the same time. The findings show that most EFL students are in favor of utilizing Grammarly as an online grammar checker to assist them with article writing. Tests indicated that Grammarly might check for grammatical and stylistic faults as a writing tool for English. This study has illuminated both the advantages and disadvantages of Grammarly use among EFL learners. Most EFL students believe that using Grammarly is helpful when drafting a paper.

## Chapter two

### Method

#### 2.1 Setting and participants

This study was conducted in a municipal school in Loja City, Ecuador. Twenty-four male and female students from this institution were part of this quasi-experimental study. The students ranged in age from 11 to 12 years, they are enrolled in the 7<sup>th</sup> year of basic general education and had a basic English level. The participants had 3 English periods per week, which consisted of 40 minutes each period. The educational institution offers English as a foreign language from initial to the seventh year of general basic education, it is a morning educational institution.

#### 2.2 Procedure

The general objective of this research is *to know the effect of the Grammarly tool to foster prepositions usage* and whose specific objectives are *to identify the types of prepositions that students have improved through Grammarly and to find out the student's perceptions about the use of Grammarly to improve using prepositions*. This work was developed into three phases.

The first phase consisted of a literature review on the most relevant topics and subtopics related to the research topic. The literature review addresses three relevant topics: writing, feedback, and Grammarly. This section contains basic, general, and specific concepts and renowned studies that fall within the 5-year range.

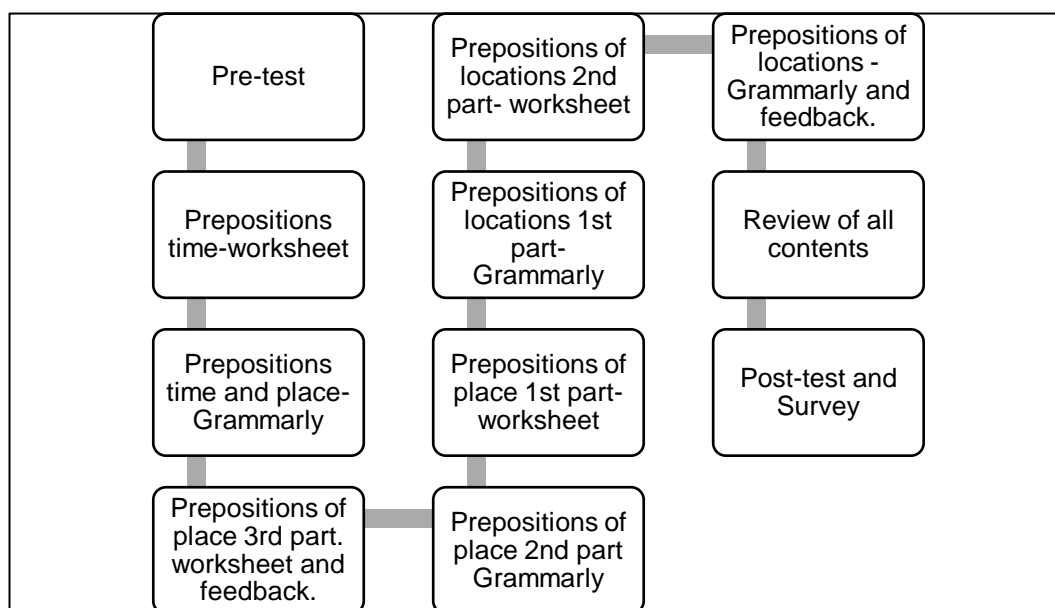
In addition, this quasi-experimental study combined a descriptive research design with a mixed methods research design. Mixed methods research combines qualitative and quantitative methodologies. The instruments used were a pretest and a posttest, to find out the main grammatical errors made by the students regarding the use of prepositions.

The activities were carried out two days a week, divided into two sessions on Tuesdays, practice on the application for 120 minutes, and classroom activities on Wednesdays for 40 minutes. During the intervention, students received feedback after each activity performed during class time and after the activities developed in the application. All

the activities focused on students learning to use prepositions correctly, thus improving their English writing.

**Figure 1**

*Development of the eleven sessions*



**Note.** This graph represents the development of the eleven sessions.

In the initial session, the first instrument was administered, which consisted of a pretest to determine the student's level with respect to the use of prepositions of time, place, and location. From the second to the tenth session, students worked on worksheets doing activities related to the different types of prepositions taught. For the work done in the Grammarly application, the students had to transcribe sentences and complete them with the correct prepositions, also with the images of the worksheets the students had to describe what they saw using the corresponding prepositions, after each practical class the third instrument was filled out, which consisted of observation sheets on the activities performed by each student, this information would be used later in the analysis and interpretations of the results. In the eleventh session, the second instrument called post-test was applied to determine whether the contents taught during the whole intervention were assimilated by the students. The last instrument was also applied, a survey to know the students' perception regarding the integration of Grammarly to improve writing.

In the last phase, the data was tabulated, analyzed, and interpreted from the quantitative and qualitative data collected in the field research. It is important to mention that the information was tabulated and analyzed considering the three research questions formulated at the beginning of this research.

## Chapter three

### Description, Analysis, and Interpretation of Results

The following section contains the analysis and interpretation of the information gathered in the research ground. It should be mentioned that the three research questions proposed at the beginning of the present study are all answered in this section which was divided as well into three parts. The first part is intended to discover the effect of using Grammarly to foster prepositions usage in writing. The second part is proposed to determine the types of prepositions that students face the most difficulties with. The final part is considered to establish students' perception of integrating Grammarly as a tool to improve the use of prepositions.

#### **What is the effect of using Grammarly to foster prepositions usage in writing?**

**Table 1**

*Students' pretest and posttest mean scores*

Options	Pre-test	Post-test
Mean	5.58	7.77

**Note.** This table represents the general mean scores of students' pre-test and post-test results.

According to the results found in the table above, learners obtained a mean score of 5.58 out of 10 on the pre-test, whereas on the post-test, they scored 7.77 out of 10. These results suggest that before the intervention with Grammarly, the participants faced difficulties with the use of prepositions in English in their written tasks. As a matter of fact, they presented complications, especially in the use of prepositions of place, for example, in the bus. As it is noted in the above-mentioned example, the preposition *in* is misused, the correct formation is *on* the bus.

Furthermore, when students were requested to complete the pre-test, it was noticeable that they were unable to use prepositions because of a lack of background knowledge on the topic. However, according to the curriculum of English as a Foreign Language of Ecuador (2016), the learning of prepositions sets off in the fourth grade, to be reinforced in the fifth grade of school level, and as mentioned in the method section, the

participants of this research were seventh graders. In other words, they should have been able to recognize and use the basic prepositions in English at an acceptable level, which was not the case in the present research. Consequently, learners committed many mistakes when using English prepositions of time, place, and location in the tasks presented in the pre-test.

The results above are supported by Abdalla (2021), who asserts that students facing difficulties with the use of prepositions in English in writing tasks, must reinforce their knowledge through inside and outside classroom activities since they might not have sufficient background knowledge to know how to use these grammatical items accurately.

The author above also suggests that curriculum designers should focus more on teaching prepositions in textbooks and course design using engaging and updated material. However, in the present research, the scope and sequence of the English textbook used by the main teacher did not contemplate the learning of prepositions of place, time, and location.

On the other hand, after learners were trained in the use of prepositions using the Grammarly desktop version and mobile app, the results were significant. The numbers revealed that the participants improved academically in the post-test by 2.19 points in comparison to the pre-test scores. These results indicated that the use of Grammarly fostered students' proficiency to recognize and use English prepositions in written compositions.

The results above are supported by Al-Ghabra and Najim (2019), who establish that Grammarly effectively improves learners' writing ability. Furthermore, the teacher's responsibility for delivering feedback is reduced using Grammarly which helps learners become autonomous writers. In the present research, when Grammarly was being used, students did not require the help of the teacher as much as they did when completing the writing activities without Grammarly.

Grammarly helped learners recognize prepositions, however, in the activities without the use of Grammarly learners struggled to use prepositions correctly. In this regard,

Kamlasi (2018) states that prepositions in English are usually challenging for EFL learners who commonly struggle now to use them correctly in written tasks and oral exchanges. Therefore, as mentioned before Grammarly facilitated students to identify and use them correctly in the proposed activities.

Using Grammarly, students learned some practical knowledge about prepositions; for example, *in the classroom*, and *in December*, learners understood that several propositions are used for both location and time in different contexts. In the same way, Grammarly helped them clarify prepositions misused. For instance, *in Monday* the preposition *in* is misused because students believed it was the correct preposition to be used before specifying days in English, although the correct preposition is *on*.

In the words of Sanjaya and Bram (2021), the preposition misused is often related to a lack of practice and the interference of the mother tongue. In this research students' mother tongue is Spanish, which does not require the use of prepositions to indicate specific dates and locations. However, the English language does require the use of these grammatical elements which certainly confused learners when beginning to use them.

Finally, according to Tambunan et al. (2020), the mastery of prepositions requires continuous practice for a considerable number of lessons in the EFL curricula, even with the use of Grammarly, this is a challenging grammatical item. In the present research, students practiced prepositions during a lesson weekly. However, it was notorious that a lesson weekly was not enough to practice prepositions since they easily forgot the previous lesson.

As a result, in the following lesson, they still produced an erroneous selection of prepositions and an absence or omission of prepositions when using them in written tasks. Luckily, they seemed to overcome this problem as the lesson progressed and Grammarly delivered corrections.

### **What types of prepositions do students have more problems with when writing?**

**Table 2**

*Students' scores of class activities and Grammarly with prepositions*

<b>Prepositions</b>	<b>Class Activity</b>	<b>Grammarly</b>
---------------------	-----------------------	------------------

Time	7.31	9.21
Place	7.20	8.96
Location	7.27	9.30

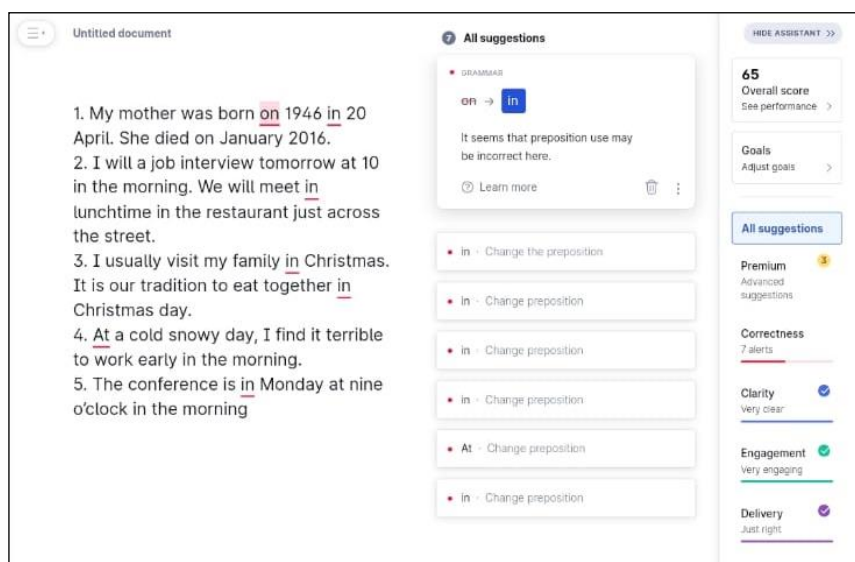
*Note.* This table represents the scores obtained by students during the intervention in-class activities and Grammarly.

This part of the analysis is aimed to answer the second research question; thus, the results are shown in Table 2. In this regard, this section begins with prepositions of time, then place, and lastly location, each one is also supported by the information provided in screenshots from Grammarly activities.

Regarding the prepositions of time, prepositions such as *in*, *on*, and *at* were taught, in these activities students obtained 7.31 out of ten as the overall score in the class activity, whereas with the use of Grammarly, they obtained 9.21 out of ten. As Maulidina and Wibowo (2022) refer Grammarly has successfully improved their writing scores, increasing learners' enthusiasm and interest in writing in English. In this research, Grammarly was more effective than class activities to help students overcome their problems with the prepositions of time, which also helped them to visibly improve their motivation towards writing in English because they were visibly excited to work in Grammarly.

### **Figure 2**

#### *Prepositions of time in-on-*



*Note.* The picture is a screenshot taken of one of the participants after

finishing a task about prepositions of time in-on-at in Grammarly.

It can be mentioned that the preposition of time *in*, was usually confused with the preposition *on*, as can be seen in the picture above. For example, *My mother was born on 1946* the preposition *on* is misused since most students were confused with the use of *in* and *on*. The correct preposition to be used in the mentioned example is *on*.

In contrast, when students were supposed to use the preposition *on*, they used *in* instead. As in the example *in Christmas Day*, in which most students struggled to use the correct preposition since they were confused about when to use *in* and *on* to specify the time. The correct preposition to be used in the last example is *on*.

Lastly, most learners face difficulties when using the preposition of time *at*. The sentences, involving midday, midnight, lunchtime, night, etc., were always completed with the wrong preposition since it was the first time they were learning about this preposition. For example, *We will meet in lunchtime*, and students often used *in* or *on* instead of the preposition *at*.

As asserted by Crammer in Alwreikat and Tunus (2020), preposition errors committed among students are classified into three types: omission, addition, and wrong use. However, the wrong use of prepositions has converted into the main difficulty faced by EFL learners. They might be able to recognize prepositions, although once they must use the prepositions in oral and written contexts, they are still confused. In the present research, a great majority of students seemed to identify *in*, *on*, and *at* prepositions of place, unfortunately, they chose wrongly when using them.

With reference to the prepositions of place, the following were taught *behind*, *in front of*, *next to*, *beside*, *between*, *near*, *close to*, *above*, *over*, *below*, *under*, *in*, *on*, and *at*, it is worth mentioning that two class activities and Grammarly exercises were carried out. In concern to the first-class activity, students obtained 7.20 out of 10, meanwhile, with the use of Grammarly, they obtained 8.96 out of 10. This result is opposed to the conclusion found by Cardona (2019), who stated that particle prepositions like *considering*, *during*, *concerning*, and *provided* were the most difficult prepositions, meanwhile, simple

prepositions as propositions of place were found to be the least difficult for learners. In the present research, Grammarly was effective to help learners improve their proposition of place usage, although, the gotten scores were the lowest of all the prepositions practiced in Grammarly (Time, Place, Location). Based on the results, students have more problems with prepositions of place than any other preposition when writing in English.

**Figure 3**

*Prepositions of place in-on-at*

The screenshot shows a list of ten sentences with Grammarly corrections for prepositions of place. The corrections are listed on the right side of the screen:

1. She liveso in london.
2. One of my friends was born In a plane.
3. He prefers to work In a farm.
4. Mr. David and his wife will stay in the restaurant for a while.
5. They do their homework on the school bus.
6. He's put the jelly at the cupboard.
7. His mother will see us in the station.
- B. Would you like to work On a cruise?
9. The Prime Minister lives on 107 Oakenfield Street.
10. My favorite band played at the concert.

The corrections on the right are:

- liveso · Correct your spelling
- london · Change the capitalization
- In · Change preposition
- at · Change preposition
- in · Change preposition
- on · Change preposition

*Note.* The picture is a screenshot taken of one of the participants after finishing a task about prepositions of place in-on-at in Grammarly.

It can be said that Grammarly was not helpful to correct prepositions of place *in*, *on* and *at* since the platform software is not advanced enough to discern what learners were writing about. The use of Grammarly was only helpful to correct punctuation and spelling when students were completing their writing tasks. In fact, to correct the use of prepositions of place it was the teacher who had to check individually to correct the prepositions of place in-on-at, which was a time-consuming job due to checking 24 pieces of writing within 80 minutes of class.

As stated by Vidhiasi and Haryani (2020), although Grammarly is found to be effective in helping teachers by correcting written errors related to spelling, punctuation, and grammatical mistakes, it appears that Grammarly's design is not efficient enough in detecting sentences that contain semantic meaning. In the present research, the mistakes made by learners when using *in*, *on*, and *at*, prepositional phrases of place, were not corrected by Grammarly, because participants were writing sentences about a picture that required the use of semantic construction. For example, *She lives in the green hill*, however, the correct sentence is *She lives on/at the green hill*.

Furthermore, learners faced several difficulties when using the preposition of place *at*, since they seemed confused about how to use it and confused it with *in* and *on*. For example, *His mother will see us in home*, in which students confused the preposition *in* for *at*. The correct sentence is *His mother will see us at home*.

#### Figure 4

##### *Prepositions of place*

- 1- There is some pizza in the box.
- 2- There is a guitar between the lamp and the plant.
- 3- There are two dogs under the table.
- 4- There is a window behind the sofa.
- 6- There is a racket next to the bag.
- 7- There is some cheese in the plate.

*Note.* The picture is a screenshot taken from one of the participants after finishing a task about prepositions of place in Grammarly.

For practicing prepositions of place, students were presented with a picture that they must observe to write the sentences above. Based on the written tasks, learners faced most difficulties when using the preposition between and behind, because the words look similar, so they tend to confuse them and misuse them in sentences. For example, *There is a ball between the door*, the preposition between is incorrect since learners were confused. The correct sentence is *There is a ball behind the door*.

As stated by Labicante and Oliva (2022), the use of prepositions might create a sense of confusion for beginners of English, because they might find some prepositions similar in their spelling structure, as it is in and on with just a vowel of difference. In the present research, participants were confused about the use of between and behind because they tended to believe that both sound and worked similarly in sentences although their pronunciation and function are noticeably different.

Regarding prepositions of location, the following were taught behind, *in front of*, *next to*, *between*, *opposite* and *near*, two class activities and Grammarly exercises were developed. With respect to the first-class activity, students scored 7.27 out of ten, meanwhile, they obtained 9.30 out of ten with the use of Grammarly.

As for Baylee and Rakushin (2020), Grammarly is effective for improving writing compositions, especially when they involve the use of prepositions of locations, although, it is always required the help of teachers, despite the feedback given by Grammarly. In this research, Grammarly improved considerably the use of prepositions of locations in learners, in fact, students have fewer problems with these prepositions when writing in English.

#### **Figure 5**

*Prepositions of location*

1) the supermarket is It frontera of Library.

2) the post office is next to the sports shop.

3) the pub is the cinema between and the Italian restaurant.

4) the bank is between The swimming pool and the zoo.

5) the theatre is opositores the bookshop.

6) The hotel and the sports shop are behind the bookshop.

7) the restaurant is next to the Italian restaurant. |

8) the Indian restaurant is near the post office.

9) the hospital is in front of is the bank

10) the station is behind the school.

• frontera · Change the spelling

• Library · Correct article usage

• opositores · Change the spelling

• is · Unnecessary verb

See performance >

Goals  
Adjust goals >

All suggestions

Correctness  
4 alerts

Clarity  
Very clear

Engagement  
Very engaging

Delivery  
Just right

*Note.* The picture is a screenshot taken from one of the participants after finishing a task about prepositions of location in Grammarly.

It can be mentioned that students presented difficulties when applying the prepositions of location in their writing tasks. They were shown a picture and wrote sentences based on it. For example, *the hospital is in front of the bank*, and the correct preposition was next to the *bank* since learners were practicing these prepositions for the first time. Likewise, *the theater is opposite the bookshop*, the correct preposition was *near*.

As Dixon (2021) asserts, learning to grasp the use of prepositions requires a considerable amount of practice and dedication by learners, which is sometimes limited by the lesson's length and the classroom population. In the present research, most participants were learning how to use many of the prepositions for the first time. In this regard, they practiced as much as they could in the lessons, although much more practice and effort would be required for them to master the use of prepositions in English.

### How do students perceive the integration of Grammarly as a tool to improve the use of prepositions?

**Table 3**

*Students' perception of the integration of Grammarly as a tool to improve prepositions*

STATEMENT	YES	NO	%
Before the intervention, I had heard about the Grammarly app.	46	54	100

Using Grammarly to improve English writing is a good idea.	100	0	100
Grammarly was easy to use.	96	4	100
I think Grammarly provided understandable feedback.	88	12	100
I think Grammarly helped me improve my English writing.	88	12	100
I think Grammarly has helped me improve my confidence in presenting my written work.	75	25	100
I think the free version of Grammarly is useful for checking the grammar of my written work.	92	8	100
I think the free version of Grammarly has helped me better understand the use of prepositions.	88	12	100
I think Grammarly has helped me better understand the grammar rules for correctly using prepositions.	71	29	100

*Note.* This table represents students' perceptions of the use of Grammarly as a tool to improve prepositions.

According to Table 3, 54% of learners had not heard anything about the Grammarly application to write in the target language. In contrast, 46% of participants mentioned that they had heard about Grammarly before it was integrated into the lessons. During the intervention through Grammarly, it was evident that most learners had not heard about Grammarly, and they had to learn how to use it from zero.

As for Nushi and Momeni (2022), the existence of several technological tools which might help learners improve their language skills is surprising, although, most participants are not aware of such potential learning assistance. In this regard, teachers should become facilitators of these tools by promoting their use inside and outside the classroom. In the present research, the facilitator was the pre-service teacher who promoted the use of Grammarly for enhancing the use of prepositions in English inside and outside the classroom.

Furthermore, all the participants considered that using Grammarly to improve their writing skills is a good idea. Likewise, 96% of participants considered that Grammarly was easy to use. On the other hand, just 4% contemplate that Grammarly was not easy to be used. As for Marzuki (2022), one of the advantages of improving English writing skills through Grammarly is the ease to be used by learners. The design of the program facilitates them to use Grammarly in the desktop version and as an extension for checking grammar,

and mechanics in all of the Microsoft Office documents such as Word, PowerPoint, or any webpage where it is activated. In the present research, Grammarly was used in the desktop version and the mobile app which was found easy to use by a considerable number of learners.

Moreover, 88% of participants believed that Grammarly provided understandable feedback. In contrast, only 13% of learners considered that Grammarly did not provide understandable feedback when doing the written tasks on it. In this context, Rahman (2023) asserts that one of the characteristics of Grammarly is the instant feedback delivered by learners while they write, and the options that they can observe to replace the error. In this research, learners were surprised at the beginning of the intervention by the corrections shown in Grammarly which made them aware of their writing mistakes in the target language.

Additionally, 88% of participants pointed out that Grammarly has helped them to improve their English writing skills. Nevertheless, just 13% of students asserted that Grammarly has not helped them to enhance their English writing skills. In this context, Saijadpour (2021) considers that Grammarly is known for helping learners acquire better writing skills, under the supervision of professionals in education. In the present research, learners have improved their use of prepositions in English using this application, however, it was always supported by the help of the main teacher and pre-service teacher.

In addition, 75% of participants mentioned that Grammarly has helped them improve their confidence in presenting their written tasks. On the other hand, 25% of learners do not agree with the mentioned assertion. According to Dong and Shi (2021), learners are more motivated to complete written tasks when they are supported by Grammarly in the writing process. In this research, when learners were asked to complete exercises in worksheets, they demonstrated to be unsure and confused about their job during the teacher's feedback, although when Grammarly was being used they were more confident to demonstrate their written abilities.

Regarding the use of the free version of Grammarly, 92% of learners found this version useful for checking the grammar of their written work. In contrast, 8% of participants did not find useful the free version of Grammarly to check grammatical mistakes. In the words of Fukuta et al. (2019), most studies about Grammarly have been done through the free online version. In the present research, the free online version was used since students could not pay for the upgraded version, although, it was found useful enough to help improve their writing abilities.

Based on the results found in Table 2, 88% of students contemplate that the free version of Grammarly has helped them understand better the use of prepositions. Nonetheless, just 13% of participants do not agree with the same statement. In the words of Syafi'i (2020), a vast majority of writers begin using the Grammarly free version, according to research very few learners upgrade to a paid Grammarly version, because they consider that the free version is enough to become proficient writers in English. In this research, participants used the free version of the app, however, this version was enough to excel in their writing performance.

Lastly, 71% of participants in this research believed that Grammarly has helped them understand better the grammatical rules to correctly use prepositions. On the other hand, just 29% of learners do not agree with the same assertion. In this context, Yousofi (2020) asserted that Grammarly is helpful to understand better grammatical rules. In the present research, students realized how Grammarly used prepositions, so they could notice how to use them in a written context outside Grammarly.

**Table 4**

*Students' perceptions of learning English and receiving feedback.*

STATEMENT	YES	NO	NO RESPONSE	TOTAL
I enjoy learning English.	79%	8%	13%	100%
I enjoy writing in English.	58%	42%	0%	100%
I have received feedback when writing in English.	75%	17%	8%	100%

*Note.* This table represents students' perceptions of learning English and receiving feedback.

As it can be observed in Table 3, 79% of students indicated that they enjoy learning English. Nevertheless, just 8% of participants consider that they do not enjoy learning English. As for Mosoysky (2018), learning is a cognitive process that usually involves a lot of effort from learners, bringing a certain amount of stress and anxiety into the classroom when they feel failure or confusion. In this research, Grammarly helped learners to clarify their knowledge and deliver immediate feedback when learning about prepositions in English. These characteristics of Grammarly allowed learners to avoid learning anxiety and stress producing positive feelings toward learning the target language.

Additionally, 58% of participants pointed out that they enjoy writing in English. In contrast, 42% of participants do not enjoy writing in the target language. In contrast, for Ekawati and Permata (2022) participants generally do not enjoy writing in English since they consider they have not acquired solid writing skills, and there is a lack of motivation to complete writing tasks. In the present research, after the intervention with Grammarly, students felt more engaged to complete their writing tasks, since writing was easier for them with the feedback and correction delivered by Grammarly, developing better-writing abilities in English.

Regarding feedback, 75% of participants consider that they have received feedback when writing in English. On the other side, just 8% of participants did not deliver a response to the interrogation. In the words of Phothongsunan (2023), feedback is an important element of the educational process that helped learners improve their abilities in the subject. In the present research, learners received feedback from the teacher and with Grammarly when doing the written assignments which motivated them to improve their writing skills. However, they seemed to be more engaged with the feedback delivered by Grammarly since they did not have to call for the teacher in order to ask for help, they only had to type, and the platform would correct them when necessary. It was this immediate feedback that made learners prefer it to the teacher's feedback.

## Conclusions

The use of Grammarly helped students improve their awareness of the use of prepositions. The immediate feedback of the tool allowed students to instantly recognize and correct their errors, giving them the necessary information, they needed to avoid repeating them in their next written assignments.

The functionality and ease of accessibility of the application played an important role in helping students become better writers. Grammarly in its free, online version proved to be a great help for students to improve their writing skills and overall language ability. They were able to understand how the application works and take advantage of all its benefits.

After using Grammarly, the participants learned how to use prepositions of time and place, specifically in-on-at prepositions. They were able to distinguish how to use them according to the given context and the feedback from the application also greatly influenced comprehension. However, Grammarly with respect to the errors students made with prepositions of place and location only helped them to correct spelling and punctuation errors, since the tool does not identify in which context these types of prepositions are being used.

The prepositions with which students had the most problems were those that have similar meanings but are used in different contexts, such as under-below, over-above, as well as prepositions that denote proximity, such as near-next to. However, through teaching and practice, students significantly improved their understanding and application of these prepositions, successfully differentiating their appropriate use according to specific situations.

The students perceived the integration of Grammarly into the version positively, as a tool that helps them improve their writing. Learners felt that the tool through instant feedback helped them understand how different types of prepositions should be used, thus contributing to clearer, more coherent, and effective writing.

Most of the participants felt that the Grammarly tool not only helped them understand the use of prepositions and improved their writing skills, but also contributed significantly to

their self-confidence. The interactive learning contributed to increasing their motivation and therefore their interest in learning the English language and in particular in improving their writing skills.

## Recommendations

Grammarly is a tool on the road to improving English writing skills. It is recommended that teachers encourage students to support learning by using Grammarly as a supplementary tool to reinforce and refine their writing skills. In addition, they should motivate them to rely on the feedback given by the application since, by receiving constructive comments, students can accelerate their progress in learning English.

Teachers should make sure to track their student's progress and provide them with feedback on their writing errors. In addition, they should evaluate the quality of the written work and see how they have applied the suggestions provided by the tool. They should also provide additional guidance on the correct use of prepositions and reinforce the importance of developing independent writing skills.

For students to improve their use of prepositions when writing, it is recommended that classes be taught at the same time as the use of the application to reinforce the knowledge acquired and significantly improve their writing skills. Establishing a habit of constant use of the app will allow them to develop a deeper awareness of grammatical rules and strengthen their writing over time.

To avoid confusion in students with the use of prepositions that have the same meaning, but are used in different contexts, it is necessary to support explanations with real examples, involving the students' environment, so that they can understand in which situations prepositions are used and thus avoid confusion in the future.

It is recommended that teachers allow students to work with Grammarly at least once a week so that they can familiarize themselves with the application and take full advantage of all the services that the free version offers. Combining the use of Grammarly with in-class activities will help them develop writing skills that are strong and long-lasting.

The activities that students should complete in the Grammarly tool should also focus on learning other aspects such as punctuation, spelling, and grammar. All these basic elements contribute positively to students learning to write better.

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## Appendices

### Appendix A Pretest

*This pre-test is designed to measure your level of English, specifically your knowledge of the correct use of prepositions. It is important to note that this test will not be graded. This information will be used for academic purposes. Please answer all questions to guarantee results.*

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Gender:** Female \_\_\_\_ Male \_\_\_\_

**Activity:**

**a) Complete the sentences by choosing the correct prepositions (in – on – at).**

1. My aunt Helen lives \_\_\_ Macara city.
2. My mom's cell phone is \_\_\_ the kitchen table.
3. The basketball game is \_\_\_ 12:30 pm and my friends and I will watch it \_\_\_ my house.
4. Oh no! My cat is asleep \_\_\_ the sofa.
5. Sorry, I'm \_\_\_ a meeting right now.
6. Juan and Pedro have an important business are meeting at 3:00 pm \_\_\_ the office.
7. It's amazing! My boyfriend gave me an oil painting to put \_\_\_ my room.
8. Parents have a meeting \_\_\_ the school at 17:30. This meeting is mandatory.
9. \_\_\_ the school, the authorities built a new audio-visual room.
10. Please pass me the car keys, it is \_\_\_ the table.
11. My cell phone charger is \_\_\_ my backpack.
12. My hamster likes to be \_\_\_ the wheel running.

**b) Drag and drop the words and phrases in the chart into the correct category.**

Wednesday – April - 10:45 – February 24 – Christmas – the morning – 2022 a holiday – my birthday – night – the 1994s – winter – spring – April 3 – 12:00 – home summer – bedtime – the afternoon – Monday – Saturday evening – fall/autumn		
AT	ON	IN

**c) Choose the correct option according to the picture.**



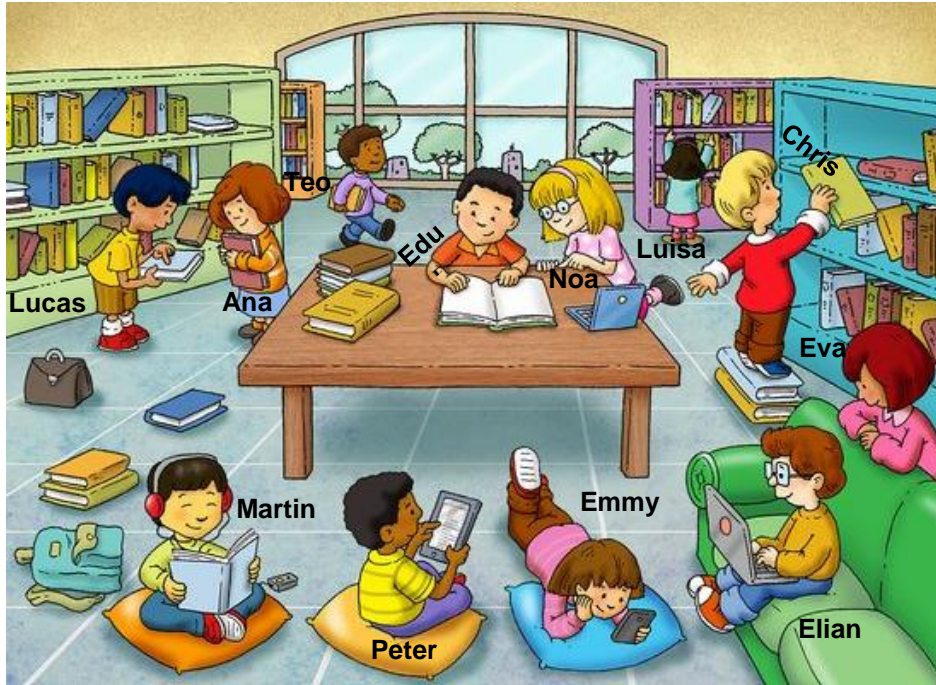
1. The presents are **behind / under** the Christmas tree.
2. There are two boots **on / in** the floor.
3. Liza and Maggie are **between / in front of** the fireplace.
4. The pictures are **behind / under** the candles.
5. Maggie's boot is **under / in front of** Marge's boot.
6. The lamp is **on / in** the wall.
7. The Christmas tree is **in front of / between** the windows.
8. The flowers are **under / on** the piano.
9. The firewood is **inside / in** the fireplace.
10. The piano is **between / behind** the fireplace and the wall.

**d) Match TRUE or FALSE according to the picture.**

STATEMENT	TRUE	FALSE
1. The book is on the bed.		
2. The teddy bear is next to the pillow.		
3. The bed is between the armchair and the wall.		
4. The crayons are on the floor.		
5. The carpet is next to the bed.		
6. The picture of the elephant is next to the window.		
7. The tricycle is between the crayons and the ball.		
8. The doll is under the carpet.		
9. The teddy bear is on the bed.		
10. The cat is under the dresser.		



**e) Complete with the correct preposition**

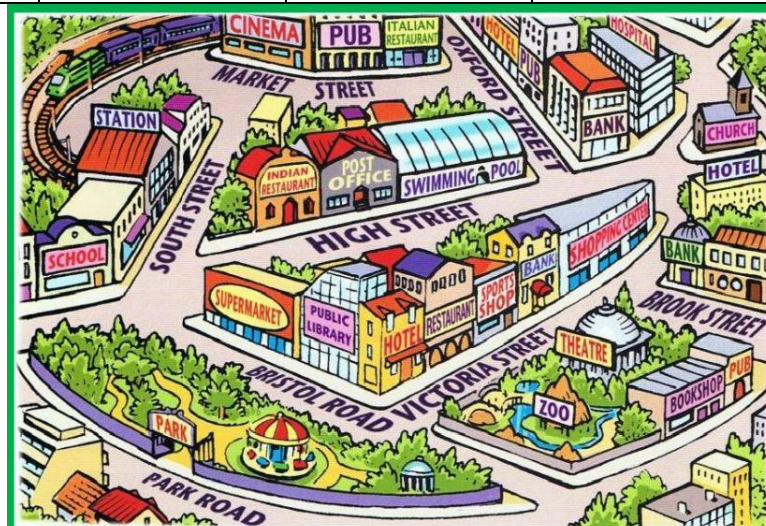


in front of	between	behind	in front of	on	next to	behind	on	in front of	behind
-------------	---------	--------	-------------	----	---------	--------	----	-------------	--------

- Eva is \_\_\_\_\_ Elian.
- Noa is \_\_\_\_\_ Edu.
- Peter is \_\_\_\_\_ Martin and Emmy.
- Chris is \_\_\_\_\_ the bookcase.
- Martin is \_\_\_\_\_ Peter.
- Lucas and Ana are \_\_\_\_\_ the bookcase.
- Chris is standing \_\_\_\_\_ the books.
- The bookcase is \_\_\_\_\_ Luisa.
- The backpack is \_\_\_\_\_ Martin.
- The books and laptop are \_\_\_\_\_ the table.

f) Complete these sentences with the correct prepositions.

BETWEEN	IN FRONT OF	BEHIND	NEXT TO	NEAR
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The supermarket is \_\_\_\_\_ library.

The post office is \_\_\_\_\_ the sports shop.

The pub is \_\_\_\_\_ the cinema and the Italian restaurant.

The bank is \_\_\_\_\_ the swimming pool.

The theatre is \_\_\_\_\_ the zoo.

The bookshop is \_\_\_\_\_ the pub.

The restaurant is \_\_\_\_\_ the hotel and the sports shop.

The Indian restaurant is \_\_\_\_\_ the post office.

The hospital is \_\_\_\_\_ the bank.

The station is \_\_\_\_\_ the school.

**Table A1**

*Students' pretest and posttest mean scores*

Options	Pre-test	Post-test
Mean	5.58	7.77

*Note.* This table represents the general mean scores of students' pre-test and post-test results.

**Table A2**

*Students' scores of class activities and Grammarly with prepositions*

Prepositions	Class Activity	Grammarly
Time	7.31	9.21
Place	7.20	8.96
Location	7.27	9.30

*Note.* This table represents the scores obtained by students during the intervention in-class activities and Grammarly.

**Figura A1**

*Prepositions of time in-on-*

The screenshot shows the Grammarly interface for an 'Untitled document'. The main text area contains five sentences with prepositions highlighted in red: 'on', 'in', 'in', 'in', and 'in'. The 'All suggestions' panel on the right lists several suggestions, all of which are 'in' followed by 'Change preposition'. The top suggestion shows a correction from 'on' to 'in' with a note: 'It seems that preposition use may be incorrect here.' The right sidebar displays a '65 Overall score' and various performance metrics: 'Goals' (Adjust goals), 'Premium' (Advanced suggestions), 'Correctness' (7 alerts), 'Clarity' (Very clear), 'Engagement' (Very engaging), and 'Delivery' (Just right).

*Note.* The picture is a screenshot taken of one of the participants after finishing a task about prepositions of time in-on-at in Grammarly.

**Figura A2***Prepositions of place in-on-at*

1. She liveso in london.

2. One of my friends was born  
In a plane.

3. He prefers to work In a farm.

4. Mr. David and his wife will stay in  
the restaurant for a while.

5. They do their homework on the  
school bus.

6. He's put the jelly at the cupboard.

7. His mother will see us in the station.

8. Would you like to work On a cruise?

9. The Prime Minister lives on 107  
Oakenfield Street.

10. My favorite band played at the  
concert.

- liveso · Correct your spelling
- london · Change the capitalization
- In · Change preposition
- at · Change preposition
- in · Change preposition
- on · Change preposition

*Note.* The picture is a screenshot taken of one of the participants after finishing a task about prepositions of place in-on-at in Grammarly.

**Figura A3***Prepositions of place*

1- There is some pizza in the box.

2- There is a guitar between the lamp and  
the plant.

3- There are two dogs under the table.

4- There is a window behind the sofa.

6- There is a racket next to the bag.

7- There is some cheese in the plate.

*Note.* The picture is a screenshot taken from one of the participants after finishing a task about prepositions of place in Grammarly.

### Appendix B Post test

*This post-test is designed to measure your level of English, specifically your knowledge of the correct use of prepositions. It is important to note that this test will not be graded. This information will be used for academic purposes. Please answer all questions to guarantee results.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: Female \_\_\_\_\_ Male \_\_\_\_\_

#### Activity:

##### 1. Complete the sentences by choosing the correct prepositions (in – on – at).

1. My aunt Helen lives \_\_\_ Macara city.
2. My mom's cell phone is \_\_\_ the kitchen table.
3. The basketball game is \_\_\_ 12:30 pm and my friends and I will watch it \_\_\_ my house.
4. Oh no! My cat is asleep \_\_\_ the sofa.
5. Sorry, I'm \_\_\_ a meeting right now.
6. Juan and Pedro have an important business are meeting at 3:00 pm \_\_\_ the office.
7. It's amazing! My boyfriend gave me an oil painting to put \_\_\_ my room.
8. Parents have a meeting \_\_\_ the school at 17:30. This meeting is mandatory.
9. \_\_\_ the school, the authorities built a new audio-visual room.
10. Please pass me the car keys, it is \_\_\_ the table.
11. My cell phone charger is \_\_\_ my backpack.
12. My hamster likes to be \_\_\_ the wheel running.

##### 2. Drag and drop the words and phrases in the chart into the correct category.

Wednesday – April - 10:45 – February 24 – Christmas – the morning – 2022  
 a holiday – my birthday – night – the 1994s – winter – spring – April 3 – 12:00 – home  
 summer – bedtime – the afternoon – Monday – Saturday evening – fall/autumn

AT	ON	IN

##### 3. Choose the correct option according to the picture.



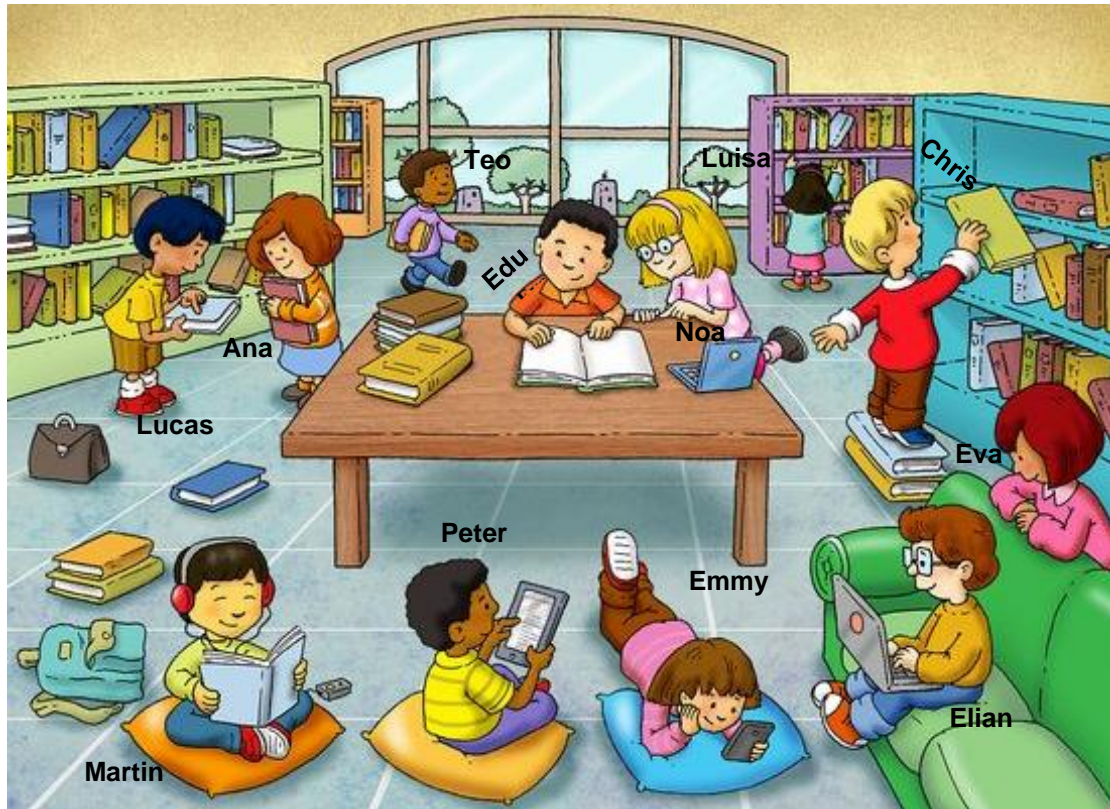
1. The presents are **behind / under** the Christmas tree.
2. There are two boots **on / in** the floor.
3. Liza and Maggie are **between / in front of** the fireplace.
4. The pictures are **behind / under** the candles.
5. Maggie's boot is **under / in front of** Marge's boot.
6. The lamp is **on / in** the wall.
7. The Christmas tree is **in front of / between** the windows.
8. The flowers are **under / on** the piano.
9. The firewood is **inside / in** the fireplace.
10. The piano is **between / behind** the fireplace and the wall.

4. Match TRUE or FALSE according to the picture.

STATEMENT	TRUE	FALSE
1. The book is on the bed.		
2. The teddy bear is next to the pillow.		
3. The bed is between the armchair and the wall.		
4. The crayons are on the floor.		
5. The carpet is next to the bed.		
6. The picture of the elephant is next to the window.		
7. The tricycle is between the crayons and the ball.		
8. The doll is under the carpet.		
9. The teddy bear is on the bed.		
10. The cat is under the dresser.		



5. Complete with the correct preposition

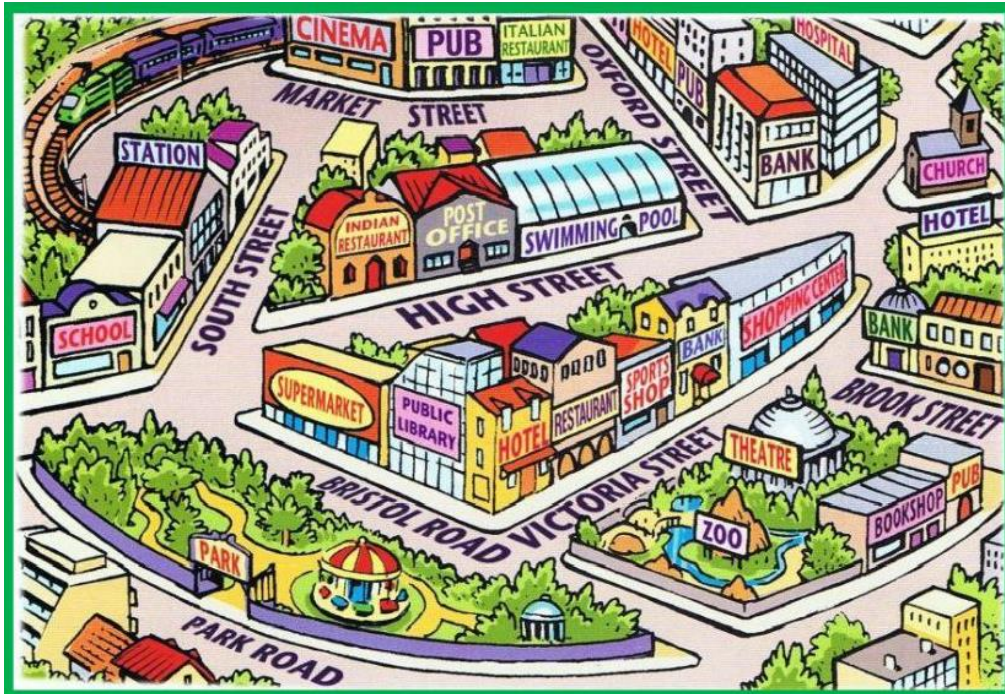


in front of	between	behind	in front of	on	next to	behind	on	in front of	behind
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11. Eva is \_\_\_\_\_ Elian.
12. Noa is \_\_\_\_\_ Edu.
13. Peter is \_\_\_\_\_ Martin and Emmy.
14. Chris is \_\_\_\_\_ the bookcase.
15. Martin is \_\_\_\_\_ Peter.
16. Lucas and Ana are \_\_\_\_\_ the bookcase.
17. Chris is standing \_\_\_\_\_ the books.
18. The bookcase is \_\_\_\_\_ Luisa.
19. The backpack is \_\_\_\_\_ Martin.
20. The books and laptop are \_\_\_\_\_ the table.

**6. Complete these sentences with the correct prepositions.**

BETWEEN	IN FRONT OF	BEHIND	NEXT TO	NEAR
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The supermarket is \_\_\_\_\_ library.

The post office is \_\_\_\_\_ the sports shop.

The pub is \_\_\_\_\_ the cinema and the Italian restaurant.

The bank is \_\_\_\_\_ the swimming pool.

The theatre is \_\_\_\_\_ the zoo.

The bookshop is \_\_\_\_\_ the pub.

The restaurant is \_\_\_\_\_ the hotel and the sports shop.

The Indian restaurant is \_\_\_\_\_ the post office.

The hospital is \_\_\_\_\_ the bank.

The station is \_\_\_\_\_ the school.

### Appendix C Students survey

Esta encuesta está diseñada con el propósito de conocer su percepción tras el uso de la herramienta tecnológica Grammarly. Esta información será utilizada con fines académicos. Por favor contesta con sinceridad para garantizar los resultados.

Fecha: \_\_\_\_\_

Edad: \_\_\_\_\_

1.	¿Te gusta el inglés?	Sí ( )	No ( )
2.	¿Te gusta aprender inglés?	Sí ( )	No ( )
3.	¿Piensas que es importante aprender inglés?	Sí ( )	No ( )
4.	Aprender inglés te parece...		
	Aburrido ( )	Interesante ( )	Fácil ( )
			Difícil ( )
5.	¿Qué es lo más importante aprender en una clase de inglés para ti?		
	Hablar ( )		
	Leer ( )		
	Escribir ( )		
	Escuchar ( )		
	Vocabulario ( )		
	Gramática ( )		
6.	¿Qué habilidad crees que necesitas desarrollar mejor?		
	Hablar ( )		
	Leer ( )		
	Escribir ( )		
	Escuchar ( )		
7.	¿Te gusta escribir en inglés?	Sí ( )	No ( )
8.	¿Te gustan las tareas donde debes escribir en inglés?	Sí ( )	No ( )
9.	¿Te sientes confiado al momento de escribir en inglés?	Sí ( )	No ( )
10.	¿Has recibido retroalimentación al momento de escribir en inglés?	Sí ( )	No ( )
11.	¿Qué tipo de materiales crees que son importantes para aprender más?		
	Libro guía ( )		
	Videos ( )		
	Herramientas tecnológicas ( )		
	Historias ( )		
	Juegos ( )		
	Hojas de trabajo ( )		
12.	¿En tus clases de inglés, has utilizado recursos tecnológicos?	Sí ( )	No ( )

13.	Antes de la intervención, ¿había escuchado algo sobre la aplicación Grammarly.	Si ( )	No ( )
14.	¿Cree que utilizar Grammarly para mejorar su escritura en inglés es una buena idea?	Si ( )	No ( )
15.	¿Grammarly fue fácil de usar?		
16.	¿Cómo calificaría la aplicación Grammarly?		
	<i>Excelente</i>	( )	
	<i>Muy buena</i>	( )	
	<i>Buena</i>	( )	
	<i>Regular</i>	( )	
	<i>Mala</i>	( )	
17.	¿Cómo calificarías la retroalimentación automática que proporciona Grammarly?		
	<i>Excelente</i>	( )	
	<i>Muy buena</i>	( )	
	<i>Buena</i>	( )	
	<i>Regular</i>	( )	
	<i>Mala</i>	( )	
18.	¿Cuál es su grado de satisfacción con la aplicación?		
	<i>Muy satisfecho</i>	( )	
	<i>Satisfecho</i>	( )	
	<i>Neutral</i>	( )	
	<i>Poco satisfecho</i>	( )	
	<i>Insatisfecho</i>	( )	
19.	¿Crees que Grammarly proporcionó comentarios comprensibles?	Si ( )	No ( )
20.	¿Crees que Grammarly te ha ayudado a mejorar tu escritura en inglés?	Si ( )	No ( )
21.	¿Crees que Grammarly te ha ayudado a mejorar tu confianza a la hora de presentar tus trabajos escritos?	Si ( )	No ( )
22.	¿Crees que la versión gratuita de Grammarly es útil para revisar la gramática de tus trabajos escritos?	Si ( )	No ( )
23.	¿Crees que la versión gratuita de Grammarly te ha ayudado a comprender mejor el uso de las preposiciones?	Si ( )	No ( )
24.	¿Crees que Grammarly te ha ayudado a comprender mejor las reglas gramaticales para el uso correcto de las preposiciones?	Si ( )	No ( )

*Gracias por tu colaboración*

Table C1

*Students' perception of the integration of Grammarly as a tool to improve prepositions*

STATEMENT	YES	NO	%
Before the intervention, I had heard about the Grammarly app.	46	54	100
Using Grammarly to improve English writing is a good idea.	100	0	100
Grammarly was easy to use.	96	4	100
I think Grammarly provided understandable feedback.	88	12	100
I think Grammarly helped me improve my English writing.	88	12	100
I think Grammarly has helped me improve my confidence in presenting my written work.	75	25	100
I think the free version of Grammarly is useful for checking the grammar of my written work.	92	8	100
I think the free version of Grammarly has helped me better understand the use of prepositions.	88	12	100
I think Grammarly has helped me better understand the grammar rules for correctly using prepositions.	71	29	100

*Note.* This table represents students' perceptions of the use of Grammarly as a tool to improve prepositions.

**Table C2***Students' perceptions of learning English and receiving feedback.*

STATEMENT	YES	NO	NO RESPONSE	TOTAL
I enjoy learning English.	79%	8%	13%	100%
I enjoy writing in English.	58%	42%	0%	100%
I have received feedback when writing in English.	75%	17%	8%	100%

*Note.* This table represents students' perceptions of learning English and receiving feedback.

**Appendix D Observation sheet**

**OBSERVATION SHEET**

<b>NAME:</b>		<b>LAST NAME:</b>	
<b>DATE:</b>		<b>CLASS #.</b>	
<b>CLASS:</b>		<b>PROFESSOR:</b>	

	CLASSROOM OBSERVATION	YES	NO	OBSERVATIONS
PREPOSITIONS	Students know what prepositions are.			
	Students identify the types of prepositions.			
	Students understand in what context prepositions are used.			
	The student recognizes what propositions of time are.			
	The student recognizes what propositions of place are.			
ATTITUDES	Students actively participate in classes			
	Students are attentive and interested			
	Students cooperate and respond when asked questions			
	Students ask questions when they do not understand the topic.			
ACTIVITIES	Students organize their ideas before describing the images.			
	Students organize their ideas before writing sentences.			
	Students complete the activities in the time allotted.			
	Students perform the activities according to the directions given by the teacher.			

GRAMMARLY	Students know what the Grammarly application is for			
	Students understand what the Grammarly application is for			
	Students use the Grammarly application correctly			
	Students understand the feedback given by the Grammarly app			
	Students learn the correct use of prepositions after using the Grammarly app			
	Students learn with the Grammarly application			
USE	Correct use of the preposition "in"			
	Correct use of the preposition "on"			
	Correct use of the preposition "at"			
	Correctly uses the preposition "in front of".			
	Correctly uses the preposition "next to".			
	Correctly uses the preposition "between"			
	Correctly uses the preposition "near"			
	Correctly uses the preposition "above"			
	Correctly uses the preposition "below"			
	Correct use of the preposition "under"			
	Correct use of the preposition "beside"			
	Correctly uses the preposition "behind"			

