

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

---

May 2019

# Usage of Grammarly – Online Grammar and Spelling Checker Tool at the Health Sciences Library, Manipal Academy of Higher Education, Manipal: A Study

Mahabaleshwara Rao

*Manipal Academy of Higher Education, Manipal, m.rao@manipal.edu*

Anita Gain

*Manipal Academy of Higher Education, Manipal*

Shivananda Bhat

*Manipal Academy of Higher Education, Manipal, shiva.bhat@manipal.edu*

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

Part of the [Library and Information Science Commons](#)

---

Rao, Mahabaleshwara; Gain, Anita; and Bhat, Shivananda, "Usage of Grammarly – Online Grammar and Spelling Checker Tool at the Health Sciences Library, Manipal Academy of Higher Education, Manipal: A Study" (2019). *Library Philosophy and Practice (e-journal)*. 2610.

<https://digitalcommons.unl.edu/libphilprac/2610>

# Usage of Grammarly – Online Grammar and Spelling Checker Tool at the Health Sciences Library, Manipal Academy of Higher Education, Manipal: A Study

---

Anita Gain

Master of Library and Information Science (M.Lib.I.Sc) Student  
Department of Library and Information Science  
Manipal Academy of Higher Education  
Manipal

Dr. Mahabaleshwara Rao\*

Associate Professor and Deputy Chief Librarian  
Department of Library & Information Science and Health Sciences Library  
Kasturba Medical College  
Manipal Academy of Higher Education  
Manipal – 576 104, Karnataka, India  
Phone: 0820 2922609 (O); 9964498288 (M)  
E-mail: [m.rao@manipal.edu](mailto:m.rao@manipal.edu)

Dr. Shivananda Bhat K.

Associate Professor and Chief Librarian  
Department of Library & Information Science and Health Sciences Library  
Kasturba Medical College  
Manipal Academy of Higher Education  
Manipal – 576 104, Karnataka, India  
E-mail: [shiva.bhat@manipal.edu](mailto:shiva.bhat@manipal.edu)

\* Corresponding Author

---

## **Abstract**

Accurate use of grammar and writing is an essential aspect of any writing. Today various online grammar spelling checker tools are available for improving writing quality. The popularity of these platforms is increasing among researchers and academicians every day. Aim of the present study is to know the opinion, use and satisfaction level among the users of Grammarly - online grammar and spelling checker tool subscribed by the Health Science Library, Manipal Academy of Higher Education (MAHE), Manipal. Structured questionnaires were distributed among the registered users of Grammarly tool at the Health Sciences Library. The study observed that almost all the users were aware that the Health Science Library is subscribing to Grammarly tool. More than half of the users used this tool because of the limitation of Microsoft word as found in the study. It is also found from the study that the majority of the respondents who participated in the study were using Grammarly for Microsoft Office. The study also observed that users are using Grammarly tool for different purposes like writing research papers, dissertations, theses, books, reports, and course papers. From the present study, it is also observed that most important advantages of Grammarly are - it improves the writing skills, catches contextual spelling and grammar mistakes, integrates with Microsoft Office, shows definitions and synonyms via double-clicks. Grammarly is one of the tools subscribed by the Health Sciences Library to boost up academic writing, research, and publication of students, faculty members, and research scholars of MAHE, Manipal.

**Keywords:** Writing Quality, Language, Scientific Writing, Information Technology

---

## **1. INTRODUCTION**

In the modern world, English has become the universal language of not only scientific communications, but also aviation, computing, diplomacy, and correspondence. Accurate use of grammar and writing is an essential aspect of any writing. However, the use of English as a standard language creates a threat to people who are not a native speaker of English. In scientific writing, it is always suggested that a draft should be verified by a person who is a native speaker of the English language for its grammatical accuracy and editing.

Change in technological advantage offers an online platform for editing, spellchecking, sentence formation and grammatical accuracy service. These types of the online platform are available commercially, and most of the library paid a vast amount to procure it for its users because the information and communication technologies (ICT) have made a high impact on all functions of academic libraries.

Through scientific writing, researchers communicate their finding to the scientific community. In a competitive era, a researcher outcome is counted regarding publications and their impact on scientific society. In the long run, the publication provides a dividend regarding job position, collaboration, and better funding. Scientific writing plays a crucial role in the career growth of a researcher and helps gain recognition for them.

The library and information center not only plays an essential role in enhancing the quality of academic growth, but it also enhances the research environment for academic activity. The library helps the user to identify and access the knowledge resources in an academic institution. The rapid changes in the ICT influencing the libraries of today should fit themselves and shift the tune with the times and technology. The library also supports the users in their academic activity by providing access to research support tools to its users. It also poses a responsibility to evaluate its services periodically.

## **2. DIFFERENT ONLINE GRAMMAR AND SPELLING CHECKER TOOLS**

Now a day's grammar accuracy is crucial for any kind of academic writing, presentation, and publication. Various online grammar and spelling checker platforms provide facilities for grammar corrections and spelling check option online. Among those platforms few are free, some have both free and paid options, and others are only available by paid subscription. The popularity of those platforms increasing among researchers and academician. All these online spelling and grammar checker tool presently available are as follows:

- After the Deadline
- Ginger
- Grammar Check
- Grammarly
- Hemingway App
- Language Tool
- Online Correction
- Paper Rater
- Spellcheck Plus
- WhiteSmoke

### 3. GRAMMARLY - ONLINE GRAMMAR & SPELLING CHECKER TOOL

Grammarly is the world's leading writing support tool for researchers. Grammarly offers extensive reporting on grammatical and other writing issues. Grammarly's grammar checker scans text for hundreds of types of English grammar mistakes. Grammarly helps academic, research, scholarly staff and students write better. The tool will tackle the issue of writing at grass root level directly, impacting output on the national scale. Grammarly is used by researchers, scholars, authors, bloggers, students, business professional's, etc.; to ensure that their article is impeccably correct in Form, Style, Structure. Grammarly checks 250+ types of errors in writing, structure, format, sentences, vocabulary, and wordiness. Grammarly does not limit itself to giving a report but helps generate automatic citations. Grammarly helps to get aligned with APA, Chicago of the MLA style which is globally accepted by international publishers.

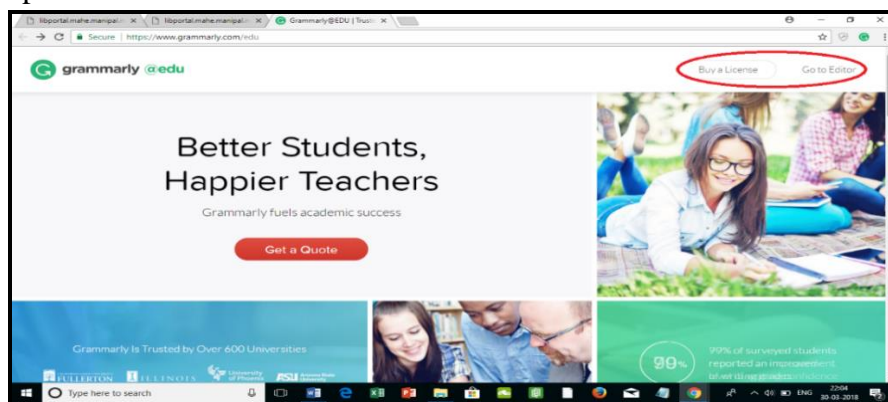


Fig. 1: Opening page of Grammarly

### 4. REVIEW OF LITERATURE

According to the study conducted by Paul Daniels and Davey Leslie (2015)<sup>1</sup> entitled "Grammar Software Ready for EFL Writers, Japan.", Grammarly was able to identify the missing spaces after the periods and the spelling mistakes, including the proper noun and provide several alternative possibilities for the misspelled words. It also helps to identified fragments and offered advice about verb form, although often no suggested corrections were presented and explanations were complex.

Michael Schraudner (2013)<sup>2</sup> conducted a study entitled "The Online Teacher's Assistant: Using Automated Correction Programs to Supplement Learning and Lesson Planning." This study focused on the use of several online software programs that streamline the process of finding and correcting student errors, helping educators pinpoint critical areas for instruction. Using smartphones or computers, student input assignments into an online form and sent as a spreadsheet. The teacher can then quickly assess assignments manually as well as by using a variety of automated grammar/language tools.

Abdul Shamim (2017)<sup>3</sup> in his study entitled "Techno Tools Made Teaching, Learning Engrossing And Entertaining." found that LLS assists the learners in speaking a foreign language with the correct pronunciation. Users can also record their own voice and check their pronunciation and sentence formation. The students can do the practice independently sitting in the language lab according to their convenience. The teacher can also record his lecture on any topic and assignments can also be given to the students to solve. The teacher

can check the assignment of the students during the class in the Language Lab and can provide feedback to the students if they have any. The students really enjoy learning the English Language with the help of Language Learning Software.

Nivedita S. Bhirud, R.P. Bhavsar, B.V. Pawar (2017)<sup>4</sup> conducted a study on “Grammar Checkers for Natural Languages: A Review, India.” The aim of the survey was to study various Grammar Checkers on the scale of their features such as types of grammar errors, weaknesses, and evaluation. The Survey concludes with a study of various features of grammar checkers thus leading to the future scope for developing grammar checkers for uncovering languages with a feasible approach. It is observed that most of the professionally available grammar checkers are available for the English language, while for most other languages.

Raphael Mudge (2010)<sup>5</sup> in his study on “The Design of a Proofreading Software Service, Washington, DC” observes that grammar and style checker being used is similar to language tool with the exception that it uses the language model to filter suggestions that don’t fit the context of the text they replace, similar to work from Microsoft Research.

Alia Nur Dodgson Bt Tariq, Masdinah Alauyah Md. Yusof (2016)<sup>6</sup> conducted a study on “The Secondary School Students’ Usage of English Learning Websites to Self-Correct Writing Errors, Malaysia.” According to this study using English Language Learning Websites use as a material to assist students when dealing with indirect corrective feedback have proven to fill the gap of where students may have no reference to addressing indirect corrective feedback and self-correction. It implies that technology has given a vast opportunity for students to identify what they want to learn and obtain the knowledge that they personally need, leading students to be able to fulfill their own learning needs and learn by themselves, in other words, becoming autonomous learners.

The study conducted by Abolfazl Qassemzadeh, Hassan Soleimani (2016)<sup>7</sup> on “The Impact of Feedback Provision by Grammarly Software and Teachers on Learning Passive Structures by Iranian EFL Learners, Iran.” indicated that feedback provision has a statistically significant impact on learning passive structures by Iranian EFL learners through Grammarly software and teacher. In other words, the question was answered negatively. Also, it was found that feedback provision had a statistically significant impact on retaining passive structures by Iranian EFL learners through Grammarly software and teacher.

Michelle Cavaleri, Saib Dianati (2016)<sup>8</sup> in their study on “You want me to check your grammar again? The usefulness of an online grammar checker as perceived by students, Australia” states the usefulness and perception of Grammarly, a popular online grammar checker. Student evaluations of Grammarly were generally in agreement that it is useful and easy to use, and students stated that Grammarly increased their confidence in writing and their understanding of grammatical concepts. The findings suggest that students can benefit from Grammarly’s individual instruction and the self-access nature of the tool.

The study conducted by Brendan O’Regan, Annick Rivens Mompean, Piet Desmet (2010)<sup>9</sup> “From Spell, Grammar and Style Checkers to Writing Aids for English and French as a Foreign Language: Challenges and Opportunities.” focused on spelling, grammar and style checkers which have been specifically designed for learners of French and English, some of them evolving towards real writing aids. They examined the features of the programs on the market, which characterize this evolution towards real writing aids. This paper examined the

capabilities of different writing tools when faced with a corpus of learner written production and looks the opportunities. The findings present the challenges that lay ahead for an efficient integration within a foreign language learning environment focusing on written expression.

Reva Potter and Dorothy Fuller (2008)<sup>10</sup> in their study on “My New Teaching Partner? Using the Grammar Checker in Writing Instruction” found the use of grammar checker tool, grammar beyond the textbook to the individual student’s writing experience. As per their findings, students became more particular about the influence of the grammar checker. They were more engaged and more motivated to apply the learning of the specific grammar units.

Alex Vernon (2000)<sup>11</sup> conducted a study on “Computerized Grammar Checkers 2000: Capabilities, Limitations, and Pedagogical Possibilities, University of North Carolina–Chapel Hill”. This study found that Word Perfect’s grammar checker is more aggressive. It detects more errors, suggests changes for more detected errors, wrongly flags more no errors, and finds more problematic sentences but improperly identifies the problem.

The study conducted by Debela Tesfaye (2011)<sup>12</sup> entitled “A rule-based Afan Oromo Grammar Checker, Jimma, Ethiopia” indicated that Afan Oromo grammar checker had been developed and tested on real-world errors. Grammar and style checking software has involved measuring the program's error detection capacity regarding precision (i.e., error detection correctness) and recall.

Patricia J. McAlexander<sup>13</sup> (2000) conducted a study on “Checking the grammar checker: integrating grammar instruction with writing, Georgia.” This study found grammar checker project had increased the students' understanding not only of the grammar checker but of grammar in general.

## **5. NEED OF THE STUDY**

Research has been given due importance in Manipal Academy of Higher Education (MAHE), Manipal, India. Health Sciences Library is providing a number of research support tools and services to its users to support research publication activities. Access to Grammarly - an online grammar and spelling checker is provided by the library to help the users to find and correct writing mistakes publishing manuscripts, writing theses, dissertations, projects, etc.

It is very much essential to know the opinion, satisfaction level and problems of the users, who use Grammarly subscribed by the Health Science Library. Further, it is essential to understand whether users are using various editorial features of Grammarly and also whether they are facing any problems in using the Grammarly. The Health Sciences Library is subscribing Grammarly online Grammar and Spelling checker tool for its users since December 2016. So, there is a need to find out to what extent Grammarly is being used by its users. The study will also help to find out the usefulness of Grammarly as grammar check and editing among academicians, researchers, and students too.

## **6. STATEMENT OF THE PROBLEM**

The problem is entitled “Usage of Grammarly – Online Grammar and Spelling Checker Tool at the Health Sciences Library, Manipal Academy of Higher Education, Manipal: A Study.”

## **7. OBJECTIVES OF THE STUDY**

The specific objectives of the study were:

- To find out the users of Grammarly subscribed by the Health Sciences Library, MAHE, Manipal.
- To understand the features, facilities, and services available at Grammarly.
- To know the usage of Grammarly by the registered users.
- To find out the satisfaction level about Grammarly by the registered users.
- To recognize the problems faced by users while using Grammarly.

## 8. SCOPE OF THE STUDY

Health Sciences Library is the central library for all health sciences institutions of Manipal Academy of Higher Education at Manipal campus. The library has provided access to Grammarly online grammar and spelling checker tool to the faculty members, postgraduate students, and researchers of the health sciences institutions. The scope of this study is limited to cover the registered users of Grammarly at the Health Sciences Library, Manipal Academy of Higher Education, Manipal.

## 9. METHODOLOGY

For a collection of the data structured questionnaire was distributed among the registered users of Grammarly online and the spelling checker tool at Health Sciences Library, Manipal Academy of Higher Education, Manipal. “Google form” tool was used for the distribution and collection of data.

## 10. DATA ANALYSIS

### 10.1 Survey Population

Total population consisted of users of Grammarly in Health Sciences Library. The total study population consisted of registered 565 users of Grammarly at the Health Science Library. The questionnaire was distributed to their email addresses. Out of 565 registered users of Grammarly, e-mail addresses were available for 542 active users. Hence questionnaire was sent to all 542 active users. Out of 542 users, 22 users mail bounced back. Hence total questionnaire was sent to 520 users, of which 134 were responded. The total sample size of this study was 25.76%. The study was conducted during the period from 17<sup>th</sup> March to 26 April 2018.

Table 1: Population and sample size

| No. of Register users | E-mail address available | No. of Questionnaire distributed | E-mail bounce back | Total No. of a questionnaire distributed | Total No. of filled-in questionnaire received | Percentage of responses (%) |
|-----------------------|--------------------------|----------------------------------|--------------------|--|---|-----------------------------|
| 565                   | 542                      | 542                              | 22                 | 520                                      | 134   | 25.76%                      |

### 10.2 Gender-Wise Distribution of Questionnaire

Table 2 depicts that the majority of the respondents are male, i.e., 63.4 % (85) where as 35% (47) respondents are female.

Table 2: Response rate – Gender-wise

| Gender | Total No. of Respondents | Percentage (%) |
|--------|--------------------------|----------------|
| Male   | 85                       | 63.40%         |
| Female | 47                       | 35%            |

|               |     |        |
|---------------|-----|--------|
| Not responded | 2   | 1.49%  |
| Total         | 134 | 100.0% |

### 10.3 The Position of the User

Data presented in Table 3 indicates that out of the total respondents who participated in the study, 79.10% (105) of them were faculty members whereas 12% (16) of respondents are researchers, and 6% (8) of respondents are postgraduate students and others 3% (4). So the majority of respondents using Grammarly are faculty members.

Table 3: Response rate – Position-wise

| Designation           | Total No. of Respondents | Percentage (%) |
|-----------------------|--------------------------|----------------|
| Faculty               | 106                      | 79.10%         |
| Researcher            | 16                       | 12%            |
| Postgraduate students | 8                        | 6%             |
| Others                | 4                        | 3%             |
| Total                 | 134                      | 100.0%         |

### 10.4 Awareness about the Subscription of Grammarly

Data presented in Table 4 indicates that 96% (128) of respondents are aware of Grammarly facility which is subscribed by the Health Sciences Library.

Table 4: Awareness about the subscription of Grammarly

| Variables     | Total No. of Respondents | Percentage (%) |
|---------------|--------------------------|----------------|
| Yes           | 128                      | 96%            |
| No            | 4                        | 3%             |
| Not Responded | 2                        | 1.49%          |
| Total         | 134                      | 100%           |

Further, it is understood from the Table 5 that majority of the respondents (68%) are aware of Grammarly through the library website, whereas 27.3% users are aware of Grammarly through the department, 25.8 % of users are aware from their colleagues, and 14.8% users are aware through other sources.

Table 5: Sources of awareness of Grammarly

| Sources                 | Total No. of Respondents | Percentage (%) |
|-------------------------|--------------------------|----------------|
| Through library website | 87                       | 68%            |
| From the colleagues     | 33                       | 25.8%          |
| Through the department  | 35                       | 27.3%          |
| From others             | 19                       | 14.8%          |

### 10.5 Use of Grammarly Functions/Apps

Data presented in Table 6 indicated the user's response on which Grammarly functions/apps they are using. The table shows that majority of the respondents 64.9% were using Grammarly for Microsoft Office. Further, it is understood from the study that the online platform on Grammarly.com is used by 37.4% of respondents whereas Windows desktop app is used by 29% of users.

Table 6: Using of Grammarly functions/apps by the users

| Functions/Apps                       | Total No. of Respondents | Percentage (%) |
|--------------------------------------|--------------------------|----------------|
| The online platform on Grammarly.com | 49                       | 37.4%          |
| Grammarly for Windows desktop app    | 32                       | 29%            |
| Grammarly for Microsoft Office       | 85                       | 64.9%          |
| Grammarly for Chrome                 | 42                       | 32.1%          |
| Others                               | 2                        | 1.6%           |



## 10.6 The opinion of the Users about the Use Grammarly

In this study, respondents were asked to indicate whether the Grammarly tool is easy to use. It is observed from the study that the majority of respondents, i.e., 55.3% (73) are agreed that Grammarly is easy to use whereas, 37.1% (49) of respondents strongly agreed that Grammarly is easy to use.

Table 7: Opinion of the users about the user of Grammarly

| Opinion – Easy to Use | Total No. of Respondents | Percentage (%) |
|-----------------------|--------------------------|----------------|
| Strongly agree        | 49                       | 37.1%          |
| Agree                 | 73                       | 55.3%          |
| Uncertain             | 9                        | 6.8%           |
| Disagree              | 1                        | 0.8%           |
| Strongly disagree     | 2                        | 1.49%          |

## 10.7 Purposes of Using Grammarly by the Users

Table 8 shows that 88.6 % (117) of respondents are using Grammarly for writing research paper, 29.5% (39) of respondents are using Grammarly for writing dissertations, 36.4% (48) of respondents are using Grammarly for thesis writing, 9.8% (13) are using the same for writing books, 53% (70) respondents are using it for writing reports, 14.4% (19) respondents are using Grammarly for writing course papers, 22.7% (30) are using Grammarly for preparing presentation, 45.5% (60) are using Grammarly for mailing purpose. It is further observed that 5.8% (5) of respondents are using Grammarly for other purpose.

Table 8: Purpose of using Grammarly by the users

| Purpose                            | Total No. of Respondents | Percentage (%) |
|------------------------------------|--------------------------|----------------|
| Writing a research paper           | 117                      | 88.6%          |
| Writing dissertations              | 39                       | 29.5%          |
| Thesis writing                     | 48                       | 36.4%          |
| Writing books                      | 13                       | 9.8%           |
| Writing reports                    | 70                       | 53%            |
| Writing course papers              | 19                       | 14.4%          |
| Preparing presentation             | 30                       | 22.7%          |
| Writing blogs                      | 7                        | 5.3%           |
| Writing on social networking sites | 12                       | 9.1%           |
| Making correspondence              | 33                       | 25%            |
| Mailing                            | 60                       | 45.5%          |
| Other                              | 5                        | 5.8%           |

## 10.8 Advantages of Grammarly

Table 9 shows that 78.8% (104) respondents agree that Grammarly helps improves the writing skill, 84.1% (111) respondents agree that it helps in catching contextual spelling and grammar mistakes, 19.7% (26) respondents agree that it helps access documents on multiple devices, 49.2% (65) respondents agree that it helps Integrate with Microsoft® Office (Windows only), 37.1% (49) respondents are agree that it helps to see definitions and synonyms via double-clicks, 22% (29) respondents agree that it helps to add words to the personal dictionary.

Table 9: Advantages of Grammarly

| Advantages                                     | Total No. of Respondents | Percentage (%) |
|--|--------------------------|----------------|
| Improves the writing skills                    | 104                      | 78.8%          |
| Catch contextual spelling and grammar mistakes | 111                      | 84.1%          |
| Access documents on multiple devices           | 26                       | 19.7%          |

|   |    |       |
|---|----|-------|
| Integrate with Microsoft® Office (Windows only) | 65 | 49.2% |
| See definitions and synonyms via double-clicks  | 49 | 37.1% |
| Add words to the personal dictionary            | 29 | 22%   |
| Other   | 1  | 0.8%  |

### 10.9 Use of Grammarly Editorial Features

Table 10 shows that 54.47% (73) of respondents are using Grammarly editorial features and 43.28% (58) respondents are not using the same.

Table 10: Use of Grammarly editorial features

| Editorial Features | Total No. of Respondents | Percentage (%) |
|--------------------|--------------------------|----------------|
| Yes                | 73                       | 54.47%         |
| No                 | 58                       | 43.28%         |
| Others             | 3                        | 2.23%          |
| <b>Total</b>       | <b>134</b>               | <b>100%</b>    |

Further, Table No. 11 shows that 41.9% (36) of respondents are using ‘Document type’ in Grammarly editorial features. Further it is observed from the study that 96.5% (83) of respondents are using ‘spelling’, 97.7% (84) of respondents are using ‘grammar’, 83.7% (72) of respondents are using ‘Punctuation’ 45.3% (39) of respondents are using ‘syntax’, 48.8% (42) of respondents are using ‘style’, 70.9% (61) of respondents using ‘Plagiarism’ and 59.3% (51) of respondents using ‘Vocabulary enhancement’.

Table 11: Using of Grammarly editorial features

| Types of Editorial Features | Total No. of Respondents | Percentages (%) |
|-----------------------------|--------------------------|-----------------|
| Document type               | 36                       | 41.9%           |
| Spelling                    | 83                       | 96.5%           |
| Grammar                     | 84                       | 97.7%           |
| Punctuation                 | 72                       | 83.7%           |
| Syntax                      | 39                       | 45.3%           |
| Style                       | 42                       | 48.8%           |
| Plagiarism                  | 61                       | 70.9%           |
| Vocabulary enhancement      | 51                       | 59.3%           |

### 10.10 Use of Other Editorial Features of Grammarly

With regard to the ‘other’ Grammarly editorial features, it is observed from the study that majority of the respondent are using “editing” (77.4%), “making a correction” (77.4%), and “grammar check” (88.7%) this feature during writing an article and study purpose. Other features like “exporting documents” (15.1%), “document statistics” (9.4%), “professional proofreading” (25.5%), documents and desktop setting were also used by respondents during Grammarly use.

Table 12: Use of other editorial features of Grammarly

| Editorial Features             | Total No. of respondents | Percentages (%) |
|--------------------------------|--------------------------|-----------------|
| Editing text                   | 82                       | 77.4%           |
| Exporting document             | 16                       | 15.1%           |
| Making corrections             | 82                       | 77.4%           |
| Grammarly checks               | 94                       | 88.7%           |
| Document Statistics            | 10                       | 9.4%            |
| Professional proofreading      | 27                       | 25.5%           |
| Documents and desktop settings | 11                       | 10.4%           |
| Other                          | 1                        | 0.9%            |

### 10.11 Problems Faced by the Users While Using Grammarly

Table 13 shows that users are facing different problems while using Grammarly. Majority of the users, i.e., 40.9% (18) stated that they are unfamiliar with its use and services followed by 25% (11) of users are facing a lack of awareness about Grammarly. 15.9% (7) of them are mentioned that they do not understand correctly Grammarly platform and some of 6.8% (3) of users are mentioned that they are not sure how to register Grammarly for their day to day's work. Further, 20.3% (20) users are mentioned other problem which they are facing while using Grammarly.

Table 13: Problems faced by the users while using Grammarly

| Types of Problems                              | Total No. of Respondents | Percentages (%) |
|--|--------------------------|-----------------|
| Lack of awareness about Grammarly              | 11                       | 25%             |
| Unfamiliar with its use and services           | 18                       | 40.9%           |
| Difficulty in understanding Grammarly platform | 7                        | 15.9%           |
| Not sure how to do registration in Grammarly   | 3                        | 6.8%            |
| Other problems                                 | 18                       | 41.4%           |

### 10.12 The Requirement of the Training in Using Grammarly

The study question asked to the users to understand the requirement of training to know and use Grammarly platform. Table 14 shows that the majority of the respondents, i.e., 63% (85) expressed that they don't require training whereas 33% (44) of respondents disclosed that they required training and 4% (5) respondent are not disclosed their opinion.

Table 14: Requirement of the training in using Grammarly

| Variables | Total No. of Respondents | Percentages (%) |
|-----------|--------------------------|-----------------|
| Yes       | 44                       | 33%             |
| No        | 85                       | 63%             |
| Others    | 5                        | 4%              |
| Total     | 134                      | 100%            |

### 10.13 Recommendation of Grammarly to Others

Table 15 clearly reveals answers to the survey query, i.e., the recommendation of Grammarly to others. 96% (128) participants have recommended Grammarly to others, only 3% (4) declared that they do not recommend Grammarly to others.

Table 15: Recommendation of Grammarly to others

| Variables | Total No. of Respondents | Percentages (%) |
|-----------|--------------------------|-----------------|
| Yes       | 128                      | 96%             |
| No        | 4                        | 3%              |
| Others    | 2                        | 1.49%           |
| Total     | 134                      | 100%            |

## 11 FINDINGS OF THE STUDY

Based on survey results, the following are the few significant findings of usage of Grammarly – Online Grammar and Spelling Checker Tool at the Health Sciences Library, Manipal Academy of Higher Education, Manipal.

- The study found that more than half of the Grammarly tool users were male (63.4%) and remaining were female.
- From the data analysis, it is found that more than three fourth users who participated in the study were faculty members (79.10%) who use Grammarly. At the same time, the

study revealed that postgraduate students who participated in the study are less in number (6%).

- It is observed from the study that almost all registered users (96%) were aware that the Health Science Library subscribed Grammarly Tool. It is further observed from the study that more than half of the respondents (68%) aware of Grammarly tool through the library website. Other two sources through which users are aware of Grammarly were from their colleague and department.
- The present study revealed that the majority of users (73.4%) are using Grammarly due to the limitation of Microsoft word build-in spell check. It is further found from the study that about 29% of the user were using Grammarly because of recommendation from colleague/student/staff.
- The study revealed that majority of the respondents (64.9%) were using Grammarly for Microsoft Office. Further, it is understood from the study that the online platform on Grammarly.com is used by 37.4% of respondents whereas Windows desktop app is used by 29% of users.
- It is noted from the study that almost every registered user of the Grammarly was agreed that Grammarly tool is easy to use.
- The present study on Grammarly indicated that 88.6% of respondents are using Grammarly for writing a research paper, 53% of respondents are using it for writing reports and 45.5% of users using Grammarly for mailing purpose. Further study also observed that registered users of Grammarly are also using the same for writing dissertations, theses, books; preparing a presentation and writing blog
- Grammarly tool has a lot of advantages which were noticed in the study. The present study observed from the opinion of the users that most important advantages of Grammarly are - Grammarly improves the writing skill, catch contextual spelling and grammar mistakes, integrate with Microsoft Office, shows definitions and synonyms via double-clicks.
- Grammarly tool has many editorial features. From the study, it is understood that respondents have used many editorial features like Punctuation, syntax, style, Plagiarism, etc. in correcting their manuscripts. It is found from the study that 41.9% of respondents are using 'Document type' in Grammarly editorial features. It is further observed that 96.5% of respondents are using 'spelling,' 97.7% of respondents are using 'grammar,' and 83.7% of respondents are using 'Punctuation' features of Grammarly editorial. Other features of Grammarly editorial are being used by the users are 'syntax,' 'style,' 'Plagiarism' and 'Vocabulary enhancement.'
- More than two-third of users of Grammarly disclosed in this study that they are not facing any problem while using Grammarly. However, 28% of users disclosed that they are facing problems like unfamiliarity in using its features and functionality with its use and services, lack of awareness about Grammarly, not understand the registration process to access Grammarly tool.
- Finding on the requirement of training for using Grammarly revealed that more than half of respondents do not require any training for using Grammarly.

- Almost all respondents who participated in the study revealed that they would like to recommend Grammarly for others.

## 12 SUGGESTIONS

Based on the findings of the study, a few suggestions have been drawn, and they are as follows:

- From the study, it is noted that more number of faculty members have registered themselves for using Grammarly than postgraduate students. Considering the huge strength of postgraduate students at Manipal Academy of Higher Education at Manipal, very few of them have registered to Grammarly to use the same though the Grammarly tool link and instruction are available in the Health Sciences Library portal/web site. This indicates there is a need for orientation programme about Grammarly use and benefits among postgraduate students in regular interval. The online information brochure also needs to circulate through group mail regarding Grammarly tool and its utility and advantages.
- Though Grammarly is easy to use, the study observed that there is a training requirement for a small group of users. This indicates the requirement of physical guidance. Health Science Library can have some provision for demonstration whenever users approach the library for help.

## 13 CONCLUSION

The University library is regarded as the backbone of education and research. It plays an important role in the lives of young students, researchers as well as faculty members. It provides a number of online and offline resources and services to its users. Hence there is a need to evaluate the resources and services provided by the library from time to time. Study on the usage of Grammarly by the registered users of the Health Science Library, Manipal Academy of Higher Education (MAHE) indicates that only a limited number of potential users are using Grammarly at present. The library needs to address this issue and take possible steps to increase its use. Although Grammarly is quite sophisticated and supports a lot in correcting the writings, users need to take their own decision in incorporating the changes suggested by the tool in their manuscripts.

## REFERENCES

1. Daniels, P., & Leslie, D. (2013). @ CUE Grammar Software Ready for EFL Writers ? 391–401.
2. Schraudner, M. (2014). The online teachers assistant: using automated correction programs to supplement learning and lesson planning. *CELE Journal*, 22, 128–140
3. Shamim, Abdul (2017). Techno tools made teaching-learning engrossing and entertaining. *Vidyabharti International Interdisciplinary Research Journal (Special Proceeding Issue)*, (28-31). Retrieved from [http://www.viirj.org/\(April\)](http://www.viirj.org/(April)).
4. Bhirud, N. S., Bhavsar, R. P., & Pawar, B. V. (2017). Grammar Checkers for Natural Languages: a Review. *International Journal on Natural Language Computing (IJNLC)*, 6(4). <http://doi.org/10.5121/ijnlc.2017.6401>
5. Mudge, R. (2010). The Design of a Proofreading Software Service. *Computational Linguistics*, (June), 24–32. <http://doi.org/10.1016/j.dss.2012.05.030>
6. Dodgson, A. N., Tariq, B., Alauyah, M., & Yusof, M. (2016). The Secondary School Students' Usage of English Learning Websites to Self-Correct Writing Errors. *Asian TEFL*, 1(11), 2503–2569. <http://doi.org/10.21462/asiantefl.v1i1.3>
7. Qassemzadeh, A., & Soleimani, H. (2016). The Impact of Feedback Provision by Grammarly Software and Teachers on Learning Passive Structures by Iranian EFL Learners. *Theory and Practice in Language Studies*, 6(9), 1884. <http://doi.org/10.17507/tpls.0609.23>

8. Cavaleri, M., & Dianati, S. (2016). You want me to check your grammar again? The usefulness of an online grammar checker as perceived by students. *Journal of Academic Language & Learning*, 10(1), 223–236. Retrieved from <http://www.journal.aall.org.au/index.php/jall/article/viewFile/393/246>
9. Regan, B. O., Mompean, A. R., Desmet, P., Leuven, U. C. L. K. U., & O'Regan, B. (2010). From spell, grammar and style checkers to writing aids for English and French as a foreign language: challenges and opportunities. *Revue Française de Linguistique Appliquée*, 15(2), 67–84.
10. Potter, R., & Fuller, D. (2008). My New Teaching Partner? Using the Grammar Checker in Writing Instruction. *The English Journal*, 98(1), 36–41. Retrieved from <http://www.jstor.org/stable/40503205>.
11. Vernon, A. (2000). Computerized Grammar Checkers 2000: Capabilities, Limitations, and Pedagogical Possibilities. *Computers and Composition*, 17(3), 329–349. [http://doi.org/10.1016/S8755-4615\(00\)00038-4](http://doi.org/10.1016/S8755-4615(00)00038-4)
12. Tesfaye, D. (2011). A rule-based Afan Oromo Grammar Checker. *IJACSA - International Journal of Advanced Computer Science and Applications*, 2(8), 126–130. Retrieved from [www.ijacsa.thesai.org](http://www.ijacsa.thesai.org)
13. McAlexander, P. J. (2000). Checking the Grammar Checker : Integrating Grammar Instruction. *Journal of Basic Writing*, 19(2), 124–140.