

Enhancing Iraqi EFL Learners' Use of Confusing Adverbs Through AI Assistance

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Abstract: *The present study provides an experimental investigation into the effectiveness of AI-assisted tools (ChatGPT and Grammarly) in enhancing Iraqi EFL learners' use of confusing adverbs. Adverbs represent a challenging aspect of English grammar that requires considerable practice, as even advanced learners may experience difficulties in using them appropriately. Recent advances in artificial intelligence, particularly AI language applications, have created new opportunities for enhancing language learning and improving grammatical competence. This study aims at examining the impact of AI applications on mastering confusing adverbs and to investigate the participants' attitudes towards the use of "ChatGPT" and "Grammarly" in minimizing errors related to confusing adverbs. To achieve the aims of the study and verify its hypotheses, a total of 40 students from department of English language at the Open Educational College, Jebellah branch in Babylon province, were selected randomly. A between- subject design was employed, whereby the students are divided into two groups: a ChatGPT group and a Grammarly group. To collect data, the researcher designed a two-part test, the first part was intended to measure students' recognition of confusing adverbs, while the second part assessed their production of the adverbs. The collected data were analyzed using (SPSS). The research paper has reached to some significant results, the most important of which is that the students demonstrated weakness in understanding confusing adverbs. However, the use of AI tools contributed to developing students' grammatical performance. The results also reveal that students have positive attitudes towards both AI tools; nevertheless, participants expressed a stronger preference for ChatGPT than Grammarly in improving grammatical competence.*

Keywords: AI-enhanced language learning, ChatGPT, grammarly, confusing adverbs.

INTRODUCTION

Research Problem

As a teacher of the English, I have noticed that students in the department of English language often commit errors across different language skills while developing proficiency in a language other than their native language. Among these errors, the correct use of confusing adverbs represents a particular challenge. Students sometimes use an adjective form when an adverb form is required. For example, they may say "that is a real good idea" instead of "that is a really good idea".

With the dissemination use of AI tools, numerous studies, such as (Liu et al., 2021) have confirmed the appropriateness of these tools in supporting the language- learning process. Therefore, this study seeks to answer the following research questions:

1. Do students demonstrate weakness in using confusing adverbs at both the recognition and production levels?
2. can AI tools minimize students' errors in the use of confusing adverbs?
3. what are the perceptions of students toward the use of AI- application in language learning, and which AI tool is perceived as more effective?

Aims of the study

This study aims to achieve the following objectives:

1. Assess the students' ability to distinguish between adjectives and adverbs.
2. Examine the effectiveness of AI tools in improving English grammar learning.
3. compare the effectiveness of ChatGPT and Grammarly in enhancing students ability to use confusing adverbs correctly.
4. explore students' perceptions of using chat GPT and Grammarly as learning applications.

Hypotheses

It is hypothesized that:

1. Students experience difficulty in Distinguishing between adjective and adverb forms.
2. The use of AI tools improves students' ability to recognize and produce confusing adverbs.
3. there is a statistically significant difference between *ChatGPT* and *Grammarly* in improving students' grammatical competence, especially in the use confusing adverbs.

Significance of the Study:

The significance of this study lies in its investigation of EFL students' ability to distinguish between adjective and adverb forms, as well as to use confusing adverbs correctly in context. Furthermore, it evaluates the effectiveness of using AI tools in enhancing English grammar learning and minimize students' errors in the use of confusing adverbs.

Limits of the study

This study is limited to investigating the ability of students at the Open Educational College/ Jeballah Branch to recognize and produce confusing adverbs. It Focuses on examining the effectiveness of ChatGPT and Grammarly in improving learner's understanding and use of confusing adverbs. furthermore, the findings of this study cannot be generalized beyond the target population since it based on a limited sample size and were collected within a specific educational period.

LITERATURE REVIEW

Types of adverbs

Adverb of manner

These adverbs modify or provide more detail about verbs by indicating how an action is performed. (Bartell &William, 2006)

For example:

- He swims fast (after the main verb)
- She sings the songs beautifully. (after the object)
- An adverb of manner should not be placed between the verb and its object.

Adverbs of time:

Adverbs of time indicate when an action occurs, the use of these adverbs can particularly affect Verb tenses. (Bartell &William, 2006)

There are three common classes of adverbs of time:

- **Present:** presently, currently, nowadays, now.
- **Past:** yesterday, recently, ago, last year.
- **Future:** tomorrow, next month.

They can be placed in the initial, middle or final position in a sentence:

For example:

- she presently cooks for the family. (before the main verb)
- My father is currently working with the press. (between the auxiliary verb and the main verb)
- I was at the party yesterday. (at the end of the sentence)

Adverbs of place:

These adverbs generally indicate where an event happens or happens, these adverbs usually appear after the main verb or the object.

For example:

- The girl is there. (after the auxiliary verb)
- The students are walking home. (after the main verb)

Adverb of frequency:

Adverbs indicate how often an action occurs, for example, how many, twice, usually. Normally, they are placed between the subject and the verb.

For example:

- We usually have dinner at seven. (Austin, 2008)

Functions of adverbs

The term 'adverb' originates from the Latin adverbium, which entered late middle English and is derived from 'add' to convey add-verbum' word verb (Pearsall & Hanks, 2010). An adverb is used to describe circumstances under which an action occurs or to modify and limit the meaning of other elements in a sentence. This means that an adverb is a word that modifies an adjective, verb, and other adverb. For example, in the sentence "he writes badly" the adverb 'badly' modifies the verb 'writes'. While in the sentence "the book is too long." The adverb 'too' modifies the adjective long (Mason et al., 1891, p. 63).

This shows that adverbs most commonly modify verbs, although they may also modify adjectives and other adverbs. Unlike adjectives, which primarily modify nouns and pronouns, adverbs provide additional information about actions, qualities, and other adverbs. An adverb should be placed as close as possible to the word it modifies. Compare the sentences " I hope you are finding learning grammar not only useful but also enjoyable" and " I hope you are not only finding learning grammar useful but also enjoying it". In the first sentence, "not only" and "but also" modify the adjectives ' useful and enjoyable', whereas in the second sentences they modify the verbs 'finding and enjoying'. Although the overall meaning remains the same, the change in position creates a slight difference in emphasis (Gwynne, 2014).

Another important distinction is that adjectives can function both as predicative complement and as noun modifier, whereas adverbs rarely perform these functions. For example, in the sentence "her performance was impressive" the word "impressive" is an adjective functioning as a predicative complement (Huddleston & Pullum, 2005, p: 123).

Confusion between adjectives and adverbs

The functional similarities between adjectives and adverbs often lead learners to confuse them. Both word classes serve as modifiers that provide additional information about other elements within a sentence. However, some Adverbs are difficult to understand or may cause confusion because their meaning and form are similar to those of adjectives or because they are frequently misused in everyday communications. It should be noted that adjectives modify nouns or pronouns, whereas adverbs modify verbs, adjectives, or other adverbs. (Hornby, 1995).

Furthermore, words ending in 'ly' are not always adverbs; some are adjectives. For instance, in the sentence " She gave me a friendly smile." The word 'friendly' functions as an adjective modifying the noun 'smile'. In contrast, the same idea can be expressed adverbially in the sentence "She smiled in a friendly way", where the phrase "in the friendly way" functions as adverbial expression.

In addition, some adjectives and adverbs share the same form. For instance, in the sentence " A fast car goes fast" the word fast functions as an adjective in the noun phrase a fast car and as an adverb in the verb phrase goes fast. Alternatively, some adverbs have two forms such as late and lately, which differ in both usage and meaning (Swan Michael, 2016).

AI Tools Used in Language Learning

The significant development of Artificial intelligence (AI) has transformed the educational domine, with important implications for learning and teaching practices. In pedagogy, AI tools have the potential to revolutionize conventional instructional methods by offering personalized learning experiences that are tailored to learners' individual needs and academic requirements (Mohammed, 2024).

A variety of AI applications for language learning are available via computers and mobile devises, providing significant educational benefits. One of the most recognized tools is ChatGPT, which is increasingly used in educational environment to support students' language learning development. ChatGPT can enhance language learners' achievement by offering relevant input and feedback on different language skills. Its ability to generate well-formed sentences can help students in constructing structured and coherent messages. Moreover, it can understand human questions and provide relevant responses, making it a valuable tool for language learning and practice (Ankit et al., 2026).

METHODOLOGY

Research Design

In order to compare the effectiveness of ChatGPT and Grammarly as AI tools in helping students employ confusing English adverbs correctly, an experimental quantitative design is used in this study.

Participants are administrated a pre- test to assess their ability in recognizing and using confusing adverbs. The test consists of several item types including sentences completion, multiple- choice

questions, error correction tasks, and sentences -writing tasks. The test is constructed based on several grammar references, such as *Practical English Grammar* and *English Grammar in Use*.

After administering the pre-test, the students are divided into two groups. the first group receives training sessions using *Grammarly*, whereas the second group receives training sessions using *ChatGPT*. The training period lasted for two weeks and includes four instructional sessions.

After the training, the participants take a post-test containing the same item types; however different sentences are used to prevent memorization effect. In addition, the researcher administers a questionnaire to investigate learners' attitudes towards the effectiveness of these tools in helping them understand and develop their knowledge of confusing adverbs.

Population

The population of the present study consists of 40 students from the Department of English at the Open Educational College during the academic year 2025–2026. The participants vary in age; however, they share a similar educational background as undergraduate students enrolled in the same department.

The participants were selected because the students as EFL learners may encounter difficulties in recognizing and using confusing English adverbs correctly in both writing and speaking. Therefore, they constitute an appropriate sample for investigating the effectiveness of AI tools in enhancing students' understanding and use of confusing English adverbs.

Pilot Study

According to Eysenck and Flanagan (2000), the pilot study is conducted to assess the clarity, comprehensibility, and the efficiency of the methods used in the study. In addition, it helps measure the difficulty and ambiguity of the test items and examine how students respond to the test.

The pilot test for this study involved five students from the Open Educational College/ Jemelah Branch who didn't participate in the main study sample. It was conducted on Monday, 8th December, 2025, at the Open Educational College/ Jebellah Branch, located in Al-Hilla District, Babil Governate, Iraq.

The results of the pilot study indicated that the research instruments were suitable and clear for use in the main study and could be implemented without any difficulties.

Procedures

To conduct the present study, the researcher first obtained oral consent from the Dean of the Open Educational College / Jeballah Branch. In addition, oral consent was obtained from the participants themselves, who voluntary agreed to take part in this study. The instruments of the study consisted of a pre-test, a post-test, and a questionnaire. Since AI tools have become an important part of students' learning process and are widely used during their educational journey, this research attempted to investigate the effectiveness of ChatGPT and Grammarly, in improving students' ability to use and recognize confusing English adverbs correctly.

The participants were divided into two groups. The first group was trained using ChatGPT, while the second group was trained using Grammarly. The purpose of this division was to compare the effectiveness of the two AI tools in helping students understand and use the target adverbs accurately. The experiment consisted of four sessions. During the first session, all participants were administered a pre-test consisting of multiple-choice questions, fill-in-the-blank items, error correction tasks, and sentence-writing activities. The purpose of the pre-test was to assess the students' ability to distinguish and use confusing adverbs and to ensure the comparability of the two groups before the treatment.

During the second session, the first group received training using ChatGPT to learn the meanings and uses of confusing adverbs and to identify errors in their writing. The students also practiced answering exercises and test items related to the topic. Meanwhile, the second group was trained using Grammarly as a supportive learning tool to complete exercises and identify errors in their written works.

During the third session, all participants were administered a post-test consisting of the same item types as the pre-test, but with different sentences to minimize the effect of memorization. The post-test was designed to assess the extent to which each AI tool contributed to improving students' achievement and ability in using adverbs.

Both the pre-test and post-test were constructed based on the grammar references books English Grammar in Use by Raymond Murphy and Practical English Usage by Michael Swan. Finally, during the fourth session, a questionnaire was administered to both groups to investigate the participants' attitudes toward ChatGPT and Grammarly and to determine which tool was perceived as more beneficial to their learning.

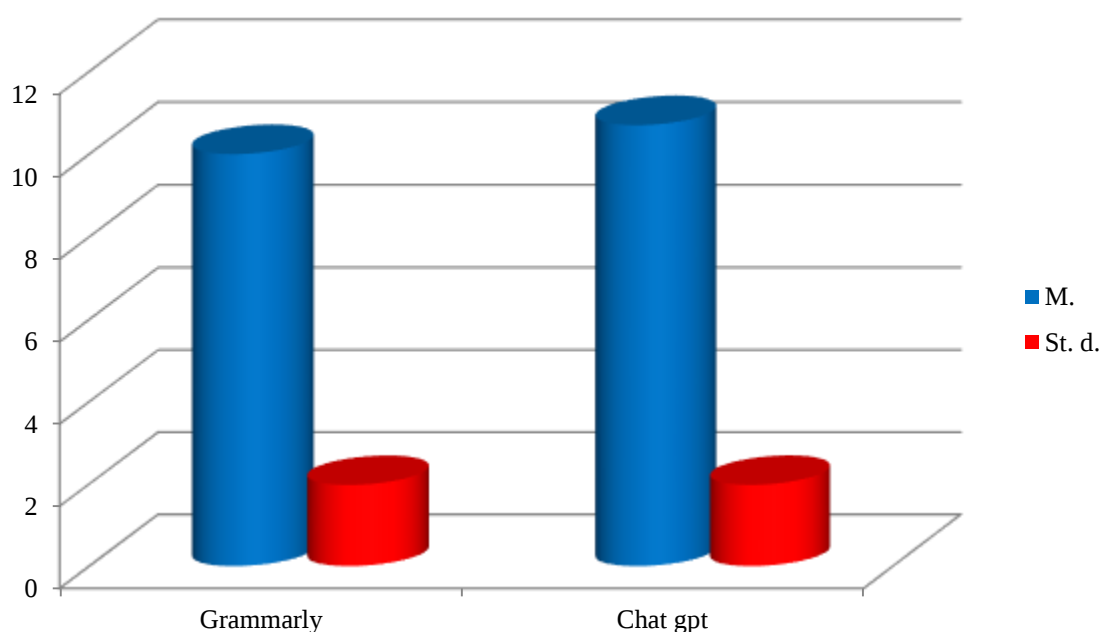
RESULTS AND ANALYSIS

Pre-test results

Table (1) Pre- test Results

group	M.	St. d.	T- test	Sig.
Grammarly	10.0000	1.97351	1.121	0.269
ChatGPT	10.7000	1.97617		

The pre- test results revealed that the two groups were homogenous prior to the treatment. indicating that there are no statistically significant differences between the first group and second group before conducting this research. It worth noting that the pre-test was administrated during the first instructional session under identical testing conditions.

**Figure (1) Pre- test Results****Pre- post test results Grammarly****Table (2) Grammarly Group: Pre- and Post -test Results**

group	Pre test		post test		T- test	Sig.
	M.	St. d.	M.	St. d.		
grammarly	10.0000	1.97351	19.2500	1.71295	-15.830	0.133

Pre- post test results Chat gpt**Table (3) Chat GPT Group: Pre- and Post -test Results**

group	Pre test		post test		T- test	Sig.
	M.	St. d.	M.	St. d.		
Chat gpt	10.7000	1.97617	26.6500	1.08942	-31.610	0.026

The value of t-test of the chat GPT group is (-31.610) and sig. is (0.026) which reflect that there is significant development during the treatment In comparison to their state in the pre-test , as well as it shows that there is a significant differences between both groups in which the t-test value of post-test of Grammarly is (-15.830) and sig. is (0.133).

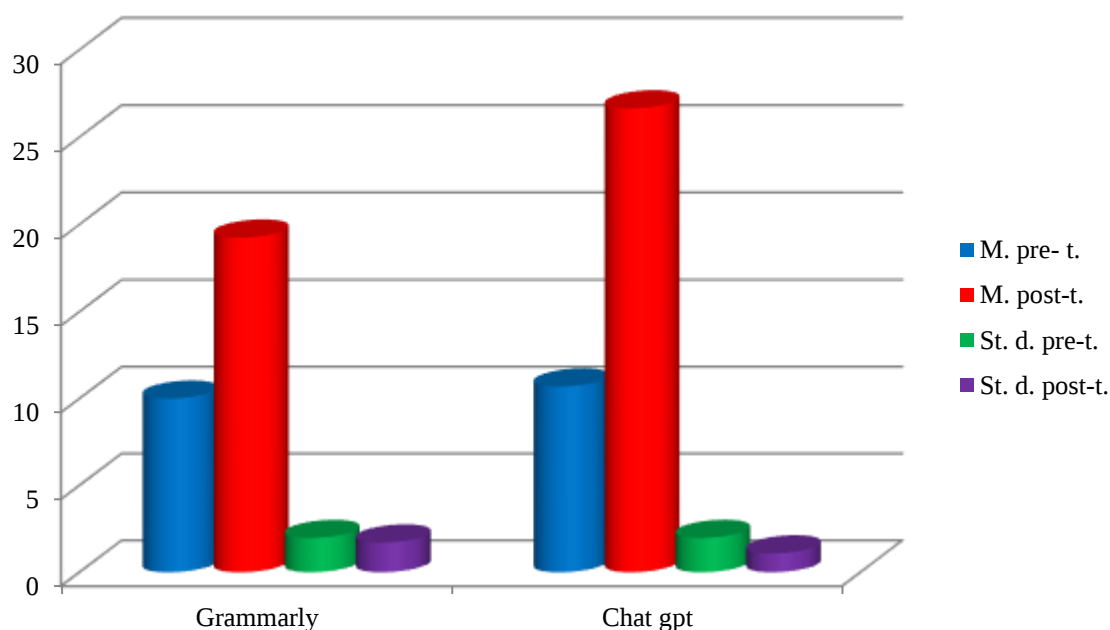


Figure (2) Grammarly Group: Pre- and Post -test Results

Comparison of Grammarly and Chat gpt groups at the post- test

Table (4) Post- test Comparison between the Grammarly and Chat GPT Groups

group	M.	St. d.	T- test	Sig.
Grammarly	19.2500	1.71295	16.302	0.345
Chat gpt	26.6500	1.08942		

This table sums up the results of Grammarly group and chat Gpt group , in which the (19.25 M, 1.71295St.d) represent the result of post test of the first group, and (26.6500M, 1.08942St.d) represent the results of the second group . according to these results and the results of (sig) it shows that there is a significant differences between the group of Grammarly and the group of Chat GPT.

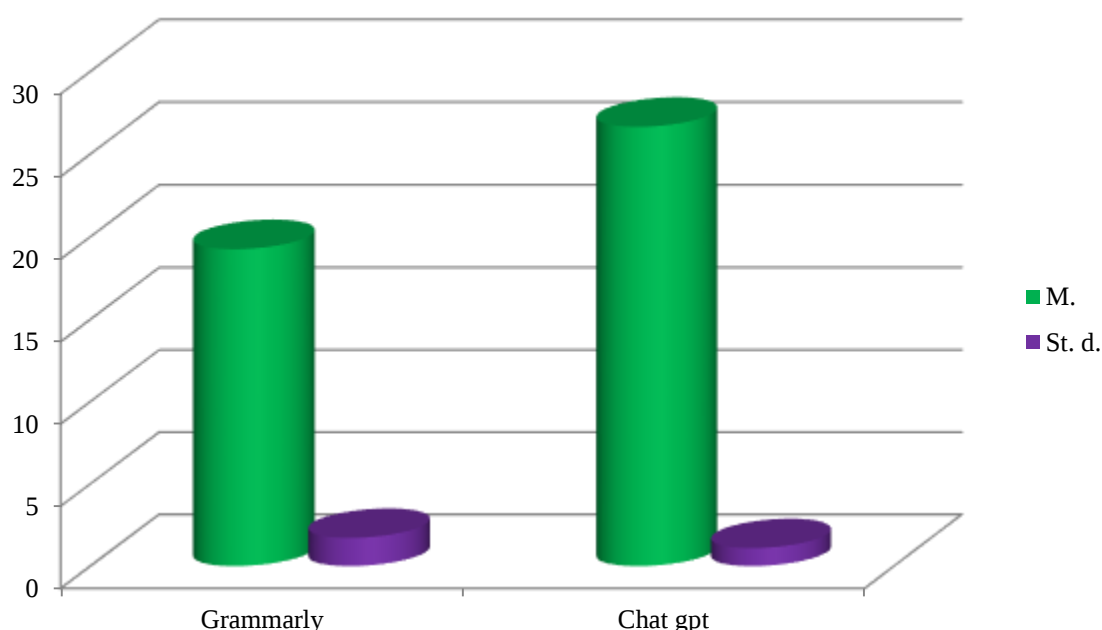


Figure (3) Post- test Comparison between the Grammarly and Chat GPT Groups

Analysis of Questionnaire Responses

Since confusing adverbs present a real difficulty for students, many researchers conduct study and work on overcome tools to help students enhance their information. This study attempts to minimize this problem by using AI- tools such as chat GPT and Grammarly. This study confirms the positive impact of these tools on learners' performance, with learners display a positive attitude towards these applications. In order to evaluate the participants opinion , a questionnaire was disseminated to the learners, in which each group received a questionnaire about the application use during the training period. The questionnaire contains 10 items for each group included the strength and weakness of each tool. The items of the questionnaire based on UTAUT model, it is used " to understand the users' intentions and acceptance of technology" (Farazmand , 2022). The variables comprise social influence, performance expectancy, effort expectancy, behavioral condition, and facilitating conditions. The researcher employs a Likert scale to highlights the students' responses, based on the following codes: **Strongly Disagree**, **Disagree**, **Average**, **Agree**, and **Strongly Agree**.

Analysis of Questionnaire Responses

No.	Items	ChatGPT							Grammarly						
		Strongly agree	agree	Average,	disagree	Strongly disagree	m.	St.d	Strongly agree	agree	Average,	disagree	Strongly disagree	m.	St.d
1	Chat gpt / Grammarly help participants reducing errors of confusing adverbs.	7	10	2	1	0	4.15	0.81	6	9	3	1	1	3.90	1.07
2	Using chat gpt/ Grammarly improve students get high scores in testing.	9	8	3	0	0	4.30	0.73	7	8	4	1	0	4.05	0.89
3	The use of chat gpt/ Grammarly has no effect on my academic performance.	0	2	2	7	9	4.15	0.99	1	3	5	6	5	3.55	1.19
4	Using chat gpt / Grammarly provide a detailed explanation for any questions.	10	8	2	0	0	4.40	0.68	2	2	1	9	6	2.25	1.29
5	Chat gpt/ Grammarly give more examples and help me ask a follow-up questions.	11	7	2	0	0	4.45	0.69	0	1	1	9	9	1.65	0.81
6	Grammarly/ chatgpt give immediate feedback	9	7	3	1	0	4.20	0.89	8	8	3	1	0	4.15	0.88
7	Grammarly / chat gpt applications are easy to use.	12	7	1	0	0	4.55	0.60	6	9	2	2	1	3.85	1.14
8	I become skillful of using chat gpt/Grammarly.	6	8	6	0	0	4.00	0.79	5	7	5	2	1	3.65	1.14
9	The interaction with chat gpt/Grammarly was understandable and clear.	8	9	1	1	1	4.10	1.07	6	8	2	2	2	3.70	1.30
10	Using chat gpt/ Grammarly was quite complex, as a result, I found it difficult to use.	0	1	4	7	8	4.10	0.91	3	5	9	2	1	2.65	1.04

No.	Items	ChatGPT							Grammarly						
		Strongly agree	agree	Average,	disagree	Strongly disagree	m.	St.d	Strongly agree	agree	Average,	disagree	Strongly disagree	m.	St.d
11	The teacher encourages us to use chatgpt/ Grammarly during sessions.	12	8	0	0	0	4.60	0.50	11	9	0	0	0	4.55	0.51
12	People who influence me support the use of chatgpt/ Grammarly in learning.	14	5	1	0	0	4.70	0.57	3	7	4	4	2	3.25	1.25
13	I don't have knowledge of how to use Grammarly/ chatgpt correctly.	3	4	5	4	4	3.10	1.37	6	6	4	3	1	2.35	1.23
14	Educational environment facilitates my use of chat gpt/ Grammarly for enhancing confusing adverbs.	10	9	1	0	0	4.45	0.60	9	10	1	0	0	4.40	0.60
15	It is good idea to employ chatgpt/Grammarly to minimize confusing adverbs errors.	13	7	0	0	0	4.65	0.49	8	7	3	1	1	4.00	1.12
16	I will continue using chatgpt/ Grammarly in learning and developing English grammar.	13	6	1	0	0	4.60	0.60	2	3	5	7	3	2.70	1.22
17	Chat gpt/ Grammarly fit my style learning.	6	7	5	2	0	3.85	0.99	0	3	7	6	4	2.45	1.00
18	Grammarly / chat gpt can understand my input even when I make spelling mistakes.	15	5	0	0	0	4.75	0.44	10	7	3	0	0	4.35	0.75

Table (5) Likert scale interpretation

Interpretation	Mean range
Strongly agree	5.00- 4.21
Agree	4.20 – 3.41
Average	3.40 – 2.61
Disagree	2.60 – 1.81
Strongly disagree	1.80 – 1.00

Tables (5) summarize the participants' perceptions of the effectiveness of AI tools in improving their ability to use confusing adverbs. Based on the analysis of the questionnaire items and the mean scores of both groups, the researcher found that participants hold positive attitudes toward AI tools, particularly regarding their role in minimizing errors related to confusing adverbs. This is evident from the high mean scores for the positive items, which ranged from (4.21-5.00), indicating strong agreement among participants. These findings suggest that both tools are perceived as effective learning aids rather than merely additional applications.

Regarding performance expectancy, participants in both groups agreed that using Grammarly and ChatGPT can help them achieve higher scores and enhance their English language proficiency, particularly in grammar-related topics. However, noticeable differences were observed between the two applications. Participants perceived ChatGPT as more beneficial because it provides explanation, offers additional examples and practice questions, and delivers immediate feedback with detailed clarification of errors. In contrast, Grammarly mainly focuses on identifying and correcting mistakes. These findings suggest that students use the applications not only for error correction, but also for learning and understanding the reasons behind these errors, which contributes to a deeper understanding of English language structures.

In terms of effort expectancy, participants reported that both applications are easy to use and that interaction with them is clear and understandable. This reduces the difficulties often associated with using technological tools in education and allow students to focus on learning rather than on operating the applications themselves.

Concerning social influence, participants agreed that their teacher and other influential individuals encourage and support the use of AI application in educational activities. With regard to facilitating condition, participants indicated that they possess the necessary knowledge and skills to use AI tools effectively. They also agreed that their learning environment provides adequate support and resources for using these applications.

Regarding behavioral intention, participants express their willingness to continue using AI applications in their learning. **ChatGPT**, in particular, received slightly more favourable responses because of its interactive features and its ability to understand students' instructions even when spelling and grammatical errors are present.

On the other hand, the negative statement "The use of ChatGPT/ Grammarly has no effect on my academic performance" received a low level of agreement, further confirming the positive attitudes of participants toward the use of ChatGPT and Grammarly in learning. The results of both groups reveal similarly positive trends. Nevertheless, minor differences were observed based on the type of support provided by each application. Grammarly was primarily associated with error detection and

correction, whereas ChatGPT was more closely associated with explanation, feedback, and interactive learning.

The questionnaire results demonstrate the positive influence of AI tools on learner's ability to deal with confusing adverbs. The findings support the view that using AI applications can improve learner's grammatical accuracy, confidence, and overall learning experience.

DISCUSSION OF FINDINGS

The present study investigated the effectiveness of ChatGPT and Grammarly in improving learners' ability in recognizing and producing confusing adverbs. It also explored participants' perceptions toward the use of AI- tools in grammar learning. In light of the first research question, namely " Do students have a weakness in dealing with confusing adverbs at both the recognition and production levels?", the results show that students demonstrated a relatively low level of performance in the pre-test. The mean scores obtained by both groups suggest that participants experienced difficulties in distinguishing between confusing adverbs and using them appropriately in different context. This finding supports previous study, which indicates that EFL learners encounter difficulties in mastering adverbs due to ambiguity in meaning, challenges related to adverbs placement within sentences, as well as variation in contextual usage. (Al-Khalil, 2021).

With respect to the second research question, namely " Do AI tools have the ability to minimize the participants' error concerning confusing adverbs?", the findings revealed that the use of AI tools contributed positively to enhancing learners' performance and reducing error related to confusing adverbs in the post-test. The significant increase in the mean scores of both groups indicates that AI-application can assist students and foreign language learners throughout the language-learning process. This finding is consistent with the perspective of Living stone (2012), who argues that AI-tools help reduce second language learners' errors by providing immediate feedback, tailored support, thereby facilitating English language learning. consequently, the findings of this study present another evidence for the educational value of AI- assisted language learning tools.

In relation to the third research question, " what are the perceptions of each group toward using AI-application in learning, and which tool is more effective?", the questionnaire results indicated that participants held generally positive perceptions toward the use of AI- applications in learning English grammar. The majority of students agreed that both applications assisted them reduce grammatical errors, improve their academic performance, and enhance their understanding of confusing adverbs. The findings suggest that learners are receptive to innovative technology methods in language learning, considering AI tools as valuable pedagogical resources that complement traditional classroom instruction.

The second aspect of this question focused on determining which application was perceived as more effective in facilitating the learning of confusing adverbs. The questionnaire results also revealed that ChatGPT appeared to be particularly more effective than Grammarly for the participants involved in this study. ChatGPT provided students with immediate feedback, translated difficult words, explained instructions clearly, and offered simplified explanations tailored to students' academic levels. In addition, it supplies extra examples and practice exercises related to the target topic. these features contribute positively to learners' understanding and greater engagement. In contrast, Grammarly primarily focuses on identifying and correcting grammatical errors in text and sentences, providing

limited educational support. Although Grammarly provides valuable assistance in proofreading and editing, its instructional role is relatively limited, as it doesn't provide detailed explanation, interactive communication, or personalized learning opportunities identical to ChatGPT. For these reasons, participants viewed Grammarly as an editing tool rather than a comprehensive learning resource.

As mentioned earlier, students considered both applications effective for English grammar learning; however, ChatGPT was regarded as a more comprehensive learning and instructional tool that better supported learners' understanding of confusing adverbs.

It should be noted that despite the positive attitudes reported by the participants, the results of this study should be interpreted with caution due to small sample size and the limited duration of the experimental treatment.

CONCLUSIONS

In sum, after analyzing the findings of the study, the following conclusions were reached:

1. Students demonstrated weakness in mastering confusing adverbs, making errors particularly at the production level.
2. Both ChatGPT and Grammarly contributed positively to improving students' grammatical performance.
3. Following the AI- based instruction, the post-test results demonstrated a substantial improvement in the learners' ability to recognize and use confusing English adverbs correctly.
4. Compared with Grammarly, ChatGPT proved to be more effective. this is evidence by the higher post-test scores achieved by the ChatGPT group.
5. The questionnaire findings showed that the participants express positive attitudes towards the use of AI tools in learning English grammar, thereby supporting the experimental results.
6. The preference for ChatGPT can be associated with its interactive communication style, personalized feedback, detailed explanation, and its ability to provide more example that facilitate a better understanding of grammatical concepts.
7. Although Grammarly was appreciated for its ability to identify and correct grammatical errors, participants consider it primarily as an editing and correcting tool rather than a comprehensive language learning application, as it provides only limited instructional explanations.

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