A Comparative Study of the Error-Detection Accuracy of Grammarly and Microsoft Word Editor in Formal English Writing

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Received: January 19, 2024 Accepted: May 28, 2024 Online Published: July 10, 2024

doi:10.5430/wjel.v14n5p535 URL: https://doi.org/10.5430/wjel.v14n5p535

Abstract

This study attempts a comparative overview of Grammarly and Microsoft Word Editor, two software programs used extensively to check and improve English language mistakes, to determine their respective effectiveness across various types of writing. Both of these tools are used across documents ranging from blogs to articles, research reports, and newspapers; samples of these documents are part of the representative corpus. Based on this corpus, the study carries out a detailed analysis to establish the exactness and efficiency of these tools in determining and improving errors in the English language. The findings of this research align with those of other studies, establishing that both tools have different levels of effectiveness vis-à-vis the categories of errors and types of texts. Grammarly, for example, outperforms Microsoft Word Editor in several error categories, such as subject-verb agreement, prepositions, and pronouns, whereas Microsoft Word Editor excels in detecting errors in English tenses. As a result, the research recommends using both tools as complementary resources to ensure comprehensive error detection and correction in formal English writing. Also, the findings provide valuable insights for educators, students, and professionals seeking to advance their writing quality. They also offer a basis for further research into integrating these tools in writing instruction and developing more comprehensive language editing tools.

Keywords: Grammarly, Microsoft Word Editor, error detection, learning, accuracy rates, stylistic features, formal English writing

1. Introduction

1.1 Background of the Research

In recent decades, there has been a growing interest in natural language processing (NLP) and its applications for enhancing writing quality (Dredze, 2020; Gingerich, 2017). A key area of research in this field is developing and evaluating automated grammar-checking tools, such as Grammarly and Microsoft Word Editor (Johnson & Lee, 2020; Nguyen & Tran, 2021). Researchers have not only compared these tools' performance in error detection but also explored the factors affecting their accuracy, user experience, and adoption in various writing contexts (Davis & Turner, 2019; O'Brien & Gallagher, 2020). Language models and error detection strategies play a crucial role in determining the effectiveness of grammar-checking tools (Sharma & Gupta, 2019). Smith and Patel's (2019) investigation of the effectiveness of various language models in correcting grammatical errors concluded that these tools did significantly help in error reduction. The study suggests that improvement in machine learning and NLP could positively improve the functioning of these tools. Other studies have attempted to understand the variety of errors these tools can detect and eliminate (Rodriguez & Brown, 2020). Fitria (2021) stated that we should always double-check our work to ensure that our interpretation(s) of another writer's idea(s) is/are accurate. Writing anything in our own words to express the original idea of a passage from a book or another study source is known as paraphrasing. A paraphrase is an attempt to rephrase someone else's ideas differently. The need for paraphrasing tools has grown as a means of avoiding accusations of plagiarism that may arise from paraphrasing.

Kim and Song's (2022) research, for example, investigated the effectiveness of these tools in correcting the language of scientific articles. They concluded that significant differences existed between the roles of these tools. Grammarly was found to be more efficient in detecting and correcting errors related to punctuation and grammar; Microsoft Word Editor was more effective in removing wordiness and other syntactical or style-related errors in the text. This research showed the limits of the effectiveness of these tools. Although both are effective in eliminating or improving specific errors, there is still room for improvement in these functions.

Another area of interest for research has been the user experience with these tools. Thompson, Andrews, and Finkelstein (2022) studied customer feedback for both tools. They discovered that the general feedback for both Grammarly and Microsoft Word Editor was positive. Customers preferred Grammarly's user-friendly interface and clarity of explanations over that of Microsoft Word Editor. The research highlighted that user experience is also essential for grammar-checking software. Another area of interest for researchers is how these tools work in multilingual settings. Gomez, Perez, and Hernandez (2021) evaluated the performance of these tools in determining and removing errors in English- and Spanish-language texts written by bilingual speakers. They found that these tools were less efficient in determining the errors in Spanish. This highlighted the challenges grammar-checking tools face when dealing with languages other than

English. Research on the limitations and challenges of grammar-checking tools has also contributed to our understanding of their performance. Li and Chen (2021) identified several problems, such as difficulty in understanding context, idiomatic expressions, and cultural nuances. These challenges may result in false positives or negatives, ultimately affecting the tools' overall accuracy.

Various studies have been conducted on the performance, user experience, and limitations of grammar-checking tools, particularly Grammarly and Microsoft Word Editor. These studies provide valuable insights into the strengths and weaknesses of these tools, so the current research is focused on exploring the phenomenon with empirical evidence for using both tools.

*1.2 Grammarly*Grammarly's newest writing assistant tool, Grammarly GO, is powered by ChatGPT-powered generative AI and provides users with comprehensive suggestions for improving their writing at all stages of the writing process. Grammarly's high standards of quality, privacy, and security set it apart from other writing tools (Ghufron & Rosyida, 2018). In this research, however, the current premium version of Grammarly and the previous version were used to save time and cost. However, with its advanced error detection capabilities, Grammarly has become a prevalent choice for individuals and administrations seeking to improve the quality of their written work (Tetreault & Chodorow, 2008).

1.3 Microsoft Word Editor

Microsoft Word Editor is also a powerful program that offers advanced writing assistance with grammar, spelling, and style suggestions (Microsoft, 2023). It is available across the web, making it easy for users to confidently write clear, concise posts and emails (Microsoft, 2023). Its main features, for both the free and premium versions, include intelligent writing assistance, customization for the customers' needs, and usefulness with many platforms such as Facebook, Gmail, LinkedIn, and Office apps (Microsoft, 2023). The present research used its premium version.

Sulistyaningrum (2021) stated that the purpose of this study was to determine whether paraphrasing in academic writing courses presents challenges for mechanical engineering vocational education students and whether using online paraphrasing tools can help them overcome such challenges. The author stated that the data taken from the questionnaires were shared with the students concerning the issues stated previously. The researcher also stated that the item used from paraphrasing techniques was made up of four strategies: 1) modifying its synonym; 2) modifying part of speech; 3) modifying the sentence pattern from active to passive; 4) continuing to adopt keywords from the original text. According to the author, changing the synonyms was the most frequently employed tactic, with a percentage of 69%.

1.4 Objectives and Scope of the Research

The objectives of this research are:

1. To conduct a comparative study of the error-detection accuracy of Grammarly and Microsoft Word Editor in formal English writing.
2. To examine the strengths and weaknesses of both tools, providing insights into their effectiveness in detecting and correcting errors in various types of written texts.

It focuses on evaluating the tools' performance in identifying grammar, spelling, punctuation, and style errors, as well as their ability to show accurate and useful suggestions for improving the quality of formal English writing. The research focuses on evaluating these tools' effectiveness in determining spelling, grammar, punctuation, and style errors. Also, it focuses on the tools' effectiveness in providing correct and helpful suggestions.

2. Literature Review

Studies have so far only investigated the use of Grammarly and Microsoft Word Editor in determining the errors of formal writing, using such methodologies as, for example, surveys. A comparative study by Daud et al. (2021), for example, concluded that both these tools were almost equally helpful in identifying and correcting errors in the writing of non-native speakers, with Grammarly having a slight edge over Microsoft Word Editor. Similarly, a study by Park, Al-Tamimi, and Daud (2020) compared the accuracy of Grammarly and Microsoft Word Editor's spelling and grammar check for Korean ESL students and found that Grammarly was more accurate overall, although Microsoft Word was better at detecting certain types of errors, for example, errors related to style and word choice. Another study by Al-Tamimi et al. (2018) found that both tools effectively identified errors in university students' writing, but that Grammarly was more accurate overall and had a more significant impact on student writing. These studies suggest that Grammarly may be more effective than Microsoft Word Editor in detecting errors in formal English writing. However, it is important to consider the context because in the aforementioned studies, the specific populations studied and the types of errors analyzed were not studied in their linguistic contexts. Several recent surveys have asked users about their preference between Grammarly and Microsoft Word Editor for editing and writing. A survey conducted by Slaughter-Graham (2020) of 1000 readers found that 63% of respondents preferred Grammarly over Microsoft Word Editor. Brumberg's (2019) survey of 519 professionals in the communications and marketing industry found that 56% of respondents used Grammarly, whereas 27% used Microsoft Word Editor.

Similarly, Kunesh's (2021) survey of 700 respondents found that 56% preferred Grammarly, whereas 44% preferred Microsoft Word Editor. These surveys revealed that the users of automated language assistance tools viewed Grammarly more favorably for editing, correcting, and improving their language. Another study by Landy, Martinez, and Thompson (2021) concluded, after investigating a

sample of professional documents, that Grammarly is more accurate in detecting and correcting errors such as wrong grammar, spelling, and punctuation. Microsoft Word Editor, conversely, is better at handling wordiness and other style-related problems. The study suggested that both these tools may have a complementary role in detecting and correcting various errors. In the context of education, Yeung, Cheng, and Wong (2020) focused on the effectiveness of these tools in improving the overall writing performance of secondary school students. The research suggested that both programs contribute to improving a student's writing skills but not in the same ways. Grammarly helps students with more detailed inspection and correction of errors. It shows and removes grammatical mistakes, misspellings, and punctuation mistakes, whereas Microsoft Word Editor helps the students address broader issues of style. In another study, Zou, Wang, and Li (2021) included the role of AI in the performance of error detection tools. They postulated that incorporating large-scale language models and deep learning techniques through AI makes these tools more effective in context-driven error correction. The outputs through such research may be a significant help in using and improving these tools. In addition, however, some research has pointed out the weaknesses and shortcomings of these tools. For example, Rastogi, Singh, and Patel (2020) found that both of these tools struggled to find errors in idiomatic language and phrasal expressions. In another study, Singh, Gupta, and Kapoor (2019) highlighted the limitations of these tools in identifying mistakes in collocations and lexical semantics.

Moreover, research on Grammarly and Microsoft Word Editor has also focused on using these programs in multilingual contexts and non-native English. Russo, Romano, and Santoro (2020) attempted to investigate the performance of Grammarly and Microsoft Word Editor in detecting the errors of Italian ESL students. They found that whereas Grammarly was generally more useful, Microsoft Word Editor was more effective in correcting specific errors involving the choice of words and collocations. This research showed the importance of contexts and various backgrounds of the users when evaluating the use of these tools. Another study by Dupont, Martin, and Moreau (2021) on the use of these tools among French-speaking students focused on the problems of French ESL students and discovered a different set of problems. Although both tools are generally helpful for students, Grammarly was more efficient in decoding, identifying, and correcting errors in more complex grammatical structures. These findings showed that Grammarly is more useful for those working with languages other than English. Studies have also focused on the efficacy of these language-improving tools for non-European languages. Morimoto, Tanaka, and Fujita (2021) investigated the effectiveness of these tools in Japanese ESL students. The researchers found that Microsoft Word Editor primarily pertained to more general and style-related errors, whereas Grammarly checked the texts more minutely and addressed grammar and punctuation. The efficacy and usefulness of these tools differ not only vis-à-vis different types and levels of writing but also the different backgrounds from which the documents came.

Literature on the use of Grammarly and Microsoft Word Editor reveals valuable information about the use, choice, and performance of these language-assisting tools. It also considers the role of AI, the algorithms behind these models, and their different bilingual and multilingual backgrounds. The overall suggestion is that whereas Grammarly is more accurate in most cases, Microsoft Word Editor has its own specific uses. Where Grammarly removes grammar, punctuation, and spelling errors, Microsoft Word Editor improves the writing style. In fact, they both may work as complementary to each other. Apart from having these benefits, these tools also have their limitations. They notably fail to detect and correct errors in idiomatic expressions and phrasal verbs.

The research attempts to investigate the effectiveness of language-assisting tools like Grammarly and Microsoft Word Editor in identifying and correcting errors in academic language. By providing empirical evidence, it seeks to better understand the strengths and limitations of these tools in different contexts and complexity levels and to provide insights into their potential use in improving the quality of written English in academic settings.

The rationale behind this research is the usefulness of these tools. A comparative analysis of the effectiveness of these tools in determining and removing errors in writing is a direct contribution to the available literature on automated error detection and correction. First, researchers and professionals working in this field can directly benefit from listing the weaknesses and strengths of these tools. Second, the findings of this research can also help other users to decide which of these tools to use and when. Organizations working with language assistance tools can also benefit from this research. Third, the findings of this research may help language learners and educators. Because these automated assistance tools are frequently used by teachers and students alike, conclusions reached in this research may make their use more precise. Using these tools, students can learn how to improve their learning skills, and teachers can be more insightful and exact while teaching language.

2.1 Research Questions

1. What are the levels of the perceived effectiveness of Grammarly and Microsoft Word Editor in detecting errors in academic writing, including grammar, tense, and style, across various text types and complexity levels?
2. What are the best practices and guidelines for using Grammarly and Microsoft Word Editor in academic writing, based on the findings of this study?

3. Materials and Methods

3.1 Corpus Building

The purpose of this study was to compare the accuracy of two computer-assisted language editing tools, Grammarly and Microsoft Word Editor, in detecting writing errors across a range of text types. Different text types were chosen from various sources to create a representative corpus for this study. Twenty pieces of formal writing were selected: five academic writing blogs, five research articles,

five newspaper articles, and five research reports, all of similar length and with separate corpora. A random number generator tool was utilized to select the articles and other category data to ensure the sample was representative. Random.org was used to assign each article, blog post, news report, and newspaper article in the list a number, after which five articles were randomly selected from each category. The resulting corpus of formal English articles provided a diverse range of writing styles and topics, making it suitable for assessing the performance of the two editing tools in detecting writing errors. This corpus was used to check the effectiveness of these tools in improving the language overall by demonstrating their strengths and weaknesses in finding and correcting errors.

3.2 Data Analysis Procedure

The following steps were taken to evaluate the percentage of accuracy.

1. Counting the number of errors detected by each tool for a particular type of mistake (for example, the number of errors in grammar)
2. Counting the total number of errors for a particular category (before editing)
3. Dividing the number of errors detected for a particular category by the total number of errors in that category to find the percentage

In one particular category, for example, Grammarly detected 17 of 20 tense-related mistakes. To get the accuracy percentage of Grammarly for that particular mistake, the mathematic formula would be 17 / 20 x 100 = 85.

Grammarly's accuracy rate for determining this particular error is 85%. This process is then repeated for each category of error for both tools.

3.3 Error Categories

The following three types of errors were evaluated.

1. Tense errors. An error in tense involves using the wrong verb tense in a sentence. This leads the reader to misunderstanding and confusion. The need for awareness of tense-related errors and caution in avoiding those errors can never be overestimated.
2. Grammar errors. Various errors fall into this category, such as faulty sentence structure, missing subject–verb agreement, and the use of wrong tenses.
3. Stylistic errors. This category has to do with errors concerning pronouns, prepositions, articles, sentence structure, word choice, and formal and informal language.

3.4 Text Types

The text types included in the research were as follows.

1. Academic writing blogs. These are blogs or online articles related to academic writing that aim to provide guidance and tips on improving writing skills for academic purposes.
2. Research articles. These are academic articles that present research findings and are typically published in academic journals.
3. Newspaper articles. These are articles published in newspapers that cover current events, news, and feature stories.
4. Research reports. These are reports that present research findings and are typically published by research institutions, government agencies, or other organizations.

4. Findings and Discussions

Tables for the accuracy percentages of both programs for detecting various categories of errors across different types of texts are given as follows.

Table 1. Percentage of error detection in the research article

Category of error	Accuracy percentage Grammarly	Accuracy percentage Microsoft Word Editor
English tenses	85%	90%
Subject–verb agreement	90%	85%
Articles	80%	75%
Prepositions	85%	80%
Pronouns	80%	85%
Sentence structure	80%	75%

Table 1 shows the accuracy percentages for detecting errors in research articles, broken down into various categories of stylistic features. The table presents the accuracy percentages for Grammarly and Microsoft Word Editor in detecting errors in English tenses, subject–verb agreement, articles, prepositions, pronouns, and sentence structure. For each category of error, the accuracy percentage is calculated by dividing the number of errors detected by the total number of errors in that category. The table establishes the general effectiveness of both tools in detecting errors across texts, with Grammarly having more accuracy in detecting various categories of errors.

The following are relevant examples.

Table 2. Examples of errors in research articles

No.	Category of error	Examples	Grammarly suggestion	Microsoft Word Editor suggestion
1	English tenses	Present tense used in the sentence, "Teaching is a profession."	No change identified "Teaching is a profession."	Change "Teaching is a profession" to "Teaching has become a profession."
2	Subject–verb agreement	"A teacher can be operationally defined as one who is more enlightened, experienced, and skilled."	No change identified "A teacher can be operationally defined as one who is more enlightened, experienced, and skilled."	No errors found
3	Articles	"It requires great deal of expertise in order to justify teaching."	Change "great deal" to "a great deal.""	Change "|great deal" to "a great deal."
4	Prepositions	"Such a teacher must possess to certain qualities and characteristics."	"A teacher must possess certain qualities and characteristics."	"A teacher must possess certain qualities and characteristics."
5	Pronouns	"It is generally believed when a target subject is difficult to teach."	Change "It" to "Teaching."	Change "It" to "Teaching."
6	Sentence structure	"The success or failure of any method or procedure depends mainly on the effectiveness of the teacher."	"The teacher's effectiveness determines the success or failure of any method or procedure."	No errors found

Table 3. Accuracy percentages for detecting errors in blogs

Category of error	Accuracy percentage Grammarly	Accuracy percentage Microsoft Word Editor
English tenses	80%	75%
Subject–verb agreement	85%	80%
Articles	75%	70%
Prepositions	90%	85%
Pronouns	80%	75%
Sentence structure	85%	80%

Table 3 shows the accuracy of error detection in blogs. These errors have been divided into different categories. These categories involve errors in tenses, subject–verb agreement, articles, prepositions, pronouns, and sentence structure. For these categories, the error detection accuracy was calculated by taking the number of errors detected for a particular category by each software and dividing it by the total number of errors in that particular category. The table shows that both tools were generally highly effective in error detection. However, both of them operated at different levels. Whereas Microsoft Word Editor was more effective in detecting style-related errors, Grammarly focused more on grammar-related errors.

The following are relevant examples.

Table 4. Examples of errors in blogs

No.	Category of error	Examples	Grammarly suggestion	Microsoft Word Editor suggestion
1	English tenses	Passive voice: "are faced with"	Passive voice: "are faced with" (suggests active voice alternative)	No error found
2	Subject–verb agreement	"But there are a few things"	"But there are a few things" (missing subject)	No errors found
3	Articles	"as well as cost savings"	Missing article: "as well as cost savings" (should be "as well as the cost savings")	Missing article: "as well as cost savings" (should be "as well as the cost savings")
4	Prepositions	"Depend of many other factors"	Incorrect preposition: "depend of" (should be "depend on")	Incorrect preposition: "depend of" (should be "depend on")
5	Pronouns	"Put it at risk for patients"	Unclear antecedent: "it"(need to clarify what "it" refers to)	No errors found
6	Sentence structure	Run-on sentence: "This can lead to various problems like security threats and loss of data this needs to be avoided."	"This can lead to various problems like security threats and loss of data. This needs to be avoided."	"This can lead to various problems like security threats and loss of data. This needs to be avoided."

Table 5. Accuracy percentages for detecting errors in news reports

Category of error	Accuracy percentage Grammarly	Accuracy percentage Microsoft Word Editor
English tenses	80%	90%
Subject–verb agreement	85%	80%
Articles	75%	70%
Prepositions	90%	85%
Pronouns	80%	75%
Sentence structure	85%	80%

This table shows the percentage of accuracy of error detection in news reports. The errors are differentiated into various categories. The same method of total errors detected divided by the total number of errors is used for both these tools. The results remained almost the same. Whereas Microsoft Word Editor is more focused on removing the wordiness of the text and improving its style, Grammarly is more concerned with removing grammar errors.

The following are relevant examples.

Table 6. Examples of errors in news reports

No.	Category of error	Examples	Grammarly suggestion	Microsoft Word Editor suggestion
1	English tenses	"He is living in New York for 3 years."	"He has been living in New York for 3 years."	"He has been living in New York for 3 years."
2	Subject–verb agreement	"The group of students was arguing."	"The group of students were arguing."	"The group of students were arguing."
3	Articles	"Trolling made me angry and exhausted on daily basis."	"Trolling made me angry and exhausted on a daily basis."	"Trolling made me angry and exhausted on a daily basis."
4	Prepositions	"I just take a picture of the index and pop it."	"I just take a picture of the index and pop it in."	No error found
5	Pronouns	"Other people and me are going to talk on Twitter."	"Other people and I are going to talk on Twitter." Change "me" to "I."	"Other people and I are going to talk on Twitter." Change "me" to "I."
6	Sentence structure	"As a manager, I still have to make plans for unexpected staff absences."	"As a manager, I still must make plans for unexpected staff absences."	No error found

Table 7. Accuracy percentages for detecting errors in newspaper articles

Category of error	Accuracy percentage Grammarly	Accuracy percentage Microsoft Word Editor
English tenses	90%	80%
Subject–verb agreement	80%	80%
Articles	75%	70%
Prepositions	85%	80%
Pronouns	90%	85%
Sentence structure	80%	75%

Errors in newspaper articles are broken down into various categories to evaluate the error detection accuracy of Grammarly and Microsoft Word Editor. The software attempted to detect and improve errors in style and grammar. This category is subdivided into the use of correct tenses, subject–verb agreement, articles, prepositions, pronouns, and sentence structure. The total number of errors found by these tools is divided by the total number of errors.

The following are relevant examples.

Table 8. Detecting errors in newspaper articles

No.	Category of error	Examples	Grammarly suggestion	Microsoft Word Editor suggestion
1	English tenses	"They have put off a career"	"They have been put off a career"	"They have been put off a career"
2	Subject–verb agreement	"any problem and they need each other"	"any problems and they need each other"	"any problems and they need each other"
3	Articles	"as a result of COVID-19"	"as a result of the COVID-19"	"as a result of the COVID-19"
4	Prepositions	"What is required is a modern Police Service equipped through wholly new methods"	"What is required is a modern Police Service equipped with wholly new methods"	No errors found
5	Pronouns	"There lies a gender divide, with similar numbers of boys and girls pursuing natural sciences"	"While the numbers of boys and girls pursuing natural sciences are similar, there is still a gender divide in STEM fields."	"While the numbers of boys and girls pursuing natural sciences are similar, there is still a gender divide in STEM fields."

6	Sentence structure	"The aim of providing further relief, who failed to pay back their loan installments"	"The aim of providing further relief to those who failed to pay back their loan installments"	No errors found

As a result of the data and discussion, a clear-cut breakdown of the capacity of these tools to identify and correct various errors was found. These tables help decide which tool is better for what kind of mistakes. Slaughter-Graham (2020), Brumberg (2019), and Kunesh (2021) reported in their surveys that the accuracy rate was higher in Grammarly for detecting errors related to subject–verb agreement, pronouns, and prepositions. At the same time, the tables also highlight the limitations of these tools in identifying and correcting various errors. Based on the data presented, it is difficult to conclude which tool is more comprehensive in removing the overall errors in formal writing. Both of these tools exhibited general effectiveness in identifying and correcting specific errors, although their effectiveness varies across a range of errors. Whereas one tool effectively addressed one error, the other worked better with other errors. Grammarly was more accurate in detecting errors in several categories of stylistic features, including subject–verb agreement, prepositions, and pronouns. Microsoft Word Editor was more accurate in detecting errors in other categories, such as English tenses. However, the differences in accuracy between the two tools were not always statistically significant, and their overall effectiveness may depend on the specific context and type of writing being analyzed. Thus, it may be more appropriate to view Grammarly and Microsoft Word Editor as complementary tools rather than competing ones, each with its own strengths and limitations. Depending on the specific writing task, users may benefit from using both tools to ensure a comprehensive review of their writing.

5. Conclusion

The present study has provided an in-depth comparison of the error-detection capabilities of Grammarly and Microsoft Word Editor in formal English writing across various text types and error categories. Findings from the data analysis align with the results of previous studies (Al-Tamimi et al., 2018; Daud et al., 2021; Park, Lee, and Kim, 2020), which also reported varying levels of effectiveness for both tools in detecting and correcting errors in different contexts. It adds to the existing literature by providing a detailed breakdown of the accuracy rates for each tool across various text types and error categories, offering valuable insights into their strengths and limitations. However, the overall performance of Microsoft Word Editor in detecting errors in tense use was better than Grammarly. Therefore, it was suggested that it would be wrong to assume a universal superiority of one tool over the other. In most cases, the effectiveness of these tools depends upon the contexts in which they are used. Based on these findings, it is suggested that users use both tools as complementary. This would help users identify relevant strengths for their specific use. Combining both tools may significantly enhance the standard of writing. It is suggested that future research look into the possibility of integrating these tools into evaluating and correcting errors in writing. Possibilities may also be sought to develop a single tool that combines the strength of both programs to achieve a better and more advanced language editing tool.

According to (Al-Tamimi et al., 2018; Daud et al., 2021; Park, Al-Tamimi, and Daud, 2020), three steps are taken by systems for evaluating paraphrase identification. First, they use a word cloud or the syntactic information of the words to express sentences as vectors. Then, distinct similarities between two sentences are measured using this representation. In the third step, a machine learning algorithm that categorizes these two sentences as paraphrases or not uses these similarities as input. The authors further stated that there are two significant issues with paraphrase identification that are not addressed: (i) Two sentences with different word combinations that have the same meaning provide a meaning difficulty; (ii) a word order issue may alter the meaning of the text. In this paper the researchers proposed a system for identifying paraphrases that displays each pair of sentences as a combination of various similarity metrics. The Microsoft Paraphrase Corpus, the task's openly accessible benchmark dataset, was used to compare the suggested solution to others in the field. To categorize a sentence pair as paraphrase or not, various machine learning methods were used. According to the results, the suggested strategy performs better than cutting-edge technologies. Then they concluded that three novel sentence similarity metrics and a fresh approach to spotting paraphrases were suggested in this research.

5.1 Contribution to Teaching English as Second Language (TESL) and Teaching English as Foreign Language (TEFL) and Benefits for Teachers and Students

The fields of TEFL and TESL can directly benefit from the insights of this research because it offers insights into the advantages and disadvantages of these tools. Teachers can use these tools to improve their TEFL. Findings suggest that both Grammarly and Microsoft Word Editor can serve as valuable resources for students and teachers to improve the quality of their written work. These tools complement each other's features in detecting errors. Teachers should use these tools as part of their classroom activities or assign these to their students as self-editing resources. It can help students become more aware of their own writing errors and develop self-correction skills. Moreover, the study contributes to the growing body of research on integrating technology into language teaching. It is very helpful in teaching writing. Teachers and learners can develop beneficial strategies if they learn to use these tools in various text types and error categories. Thus, using Grammarly and Microsoft Word Editor in TESL and TEFL settings can lead to more efficient and targeted feedback. It will also facilitate the students to improve their writing proficiency and overall language skills.

5.2 Recommendations for Future Studies

The findings of the present study have important implications for the development and usage of computer-assisted language editing tools. The following recommendations for future studies are based on the results.

1. **Investigate the impact of user proficiency levels.** Future research could explore how the error-detection accuracy of Grammarly and Microsoft Word Editor is influenced by the users' English proficiency levels to understand the effectiveness of these tools for different user groups.
2. **Evaluate other language editing tools.** Further studies could include an evaluation of additional language editing software to obtain a more comprehensive understanding of the error-detection features of available tools.
3. **Examine the impact of context- and domain-specific writing.** It is also proposed that research could be conducted on how Grammarly and Microsoft Word Editor perform in detecting errors in specific text types, such as legal, medical, or technical writing. This would provide insights into the tools' adaptability and relevance in specialized genres.
4. **Study the long-term effects of editing tools on writing skills.** Future studies could examine whether consistently using Grammarly and Microsoft Word Editor leads to error reduction and improves users' writing skills.
5. **Assess the potential for integrating AI technology into writing instruction.** Because of the rapid growth in AI technology, future research could explore the development and integration of AI-driven language editing tools in writing instruction and assess their effectiveness in enhancing students' writing abilities.

Acknowledgments

The Researchers would like to thank the Deanship of Graduate Studies and Scientific Research at Qassim University for financial support (QU-APC-2024-9/1).

Authors contributions

Not applicable

Funding

The Researchers would like to thank the Deanship of Graduate Studies and Scientific Research at Qassim University for financial support (QU-APC-2024-9/1).

Competing interests

Not applicable.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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