

The Impact of Feedback Provision by Grammarly Software and Teachers on Learning Passive Structures by Iranian EFL Learners

Abolfazl Qassemzadeh

Department of English Language, College of Humanity Science, Qom Science and Research Branch, Islamic Azad University, Qom, Iran;

Department of English Language, College of Humanity Science, Qom Branch, Islamic Azad University, Qom, Iran

Hassan Soleimani

Payame Noor University, Iran

Abstract—A major concern in today's world of pedagogy in general and language teaching, in particular, is the application of computer-assisted learning to improve students' achievement. There has been a long time that in the classroom setting only the teacher's feedback in a traditional way has been used in teaching. Due to the fact that this kind of notion can be traced back to a traditional attitude toward feedback, we looked for a new alternative in order to bring some innovation in an educational environment, namely Grammarly Software feedback provision. Therefore, the aim of the present study was to explore the impact of feedback provision by Grammarly Software and teachers on learning passive structures by EFL learners. Through convenience sampling, 70 intermediate male and female EFL learners were selected, then they were randomly assigned to two main groups: the experimental and control group. A grammar pre-test, a post-test, and a delayed post-test were administered to the participants in six sessions. The results of the data gathered from pre-test and post-test reveal that the effect of teacher on learning passive structure, in pre-test and post-test, were more than the effect of Grammarly Software on learning passive structure of the learners, and the effect of Grammarly Software on learning passive structure in delayed post-test scores was more than the effect of teacher on learning passive structure of learners. The results might have implications for language teachers, learners, and materials developers.

Index Terms—grammarly software, software feedback, teacher's feedback, passive structure

I. INTRODUCTION

Technology development in human being's life has brought so many changes around. In traditional view of learning, undoubtedly, the whole teaching and learning activity was done both by the teacher and the learners in the face to face manner. Ellis (2003) states that in traditional language teaching there is a sense of being less active and tedious from the learners. Thus, there would not be left any interest for the learners to take part in learning actively. Regarding the various developments taken place in the human life, nowadays, the way of learning is something away from the traditional pinpoint in which technology has entered the human life to make everything easier than before.

By applying technology to the curriculum, Brown (2002) claims that, now, most of the work which is to be done in the classroom environment is put on the learners' shoulders. Utilizing computers throughout the classes, it gives the learners a sense of autonomous for their learning. As far as CALL-based is concerned, it needs learners' active participation role, and it is believed to be conducive to learner's active participation in his/her own learning.

In CALL environments like the traditional view of teaching and learning, all of the theories of language and teaching are there, but in the former, the presence of technology is something which makes it different from the latter. Historically speaking, the trend of CALL entering the curriculum set out in three different decades from the 1970s, 1980s, and the 21st century. Each of these decades has its own characteristics. To be more specific, what makes these decades different from each other is using some terminologies namely stage, technology, English teaching paradigm, view of language, the principal use of a computer, and principle objective.

Regarding the above-mentioned overview, it is best to remember that computer is not a substitution for the teacher but rather it is an enabler to help both teachers and learners have more chances to experience various innovative methods in teaching and learning. Up to 1990s, the reciprocal concern of the teachers and computer scientists smoothed doing a set of research and to CALL. Yet, the research on the effectiveness of CALL in the language domain has been an ongoing process in the modern societies (Warschauer & Healey, 1998).

II. STATEMENT OF THE PROBLEM

Learning a foreign language has always been a big problem for most of the learners in their educational background. Richards and Renandya (2002) maintain that the role of grammar is perhaps one of the most controversial issues in language teaching. Traditionally speaking, grammar was taught by the teachers in these circumstances, learners have not become involved in learning and the ends of the curriculum were not fulfilled then.

In spite of the fact that there seems to be good outlook in CALL, there are few students interested in this domain. As the matter of fact, this kind of technology, in Iran, has recently entered the educational curriculum, there are not many teachers who use technology in their daily programs. The reason which is left behind this problem is due to being less familiar with the technology. Being less familiar with the multimedia, it provides no motivation, if any, for the users to continue their professional jobs. CALL along with the other teaching materials are used to make use of the instruction delivered to the learners in the most effective way. Because learning through computer software increases the students' confidence, in this case they will become independence of their teachers and they will be responsible for their own learning. Nowadays, English teachers use many English softwares in their professional job to manage their learning in the classroom settings.

Grammarly software which is dealt with throughout this study and used as a tool in class not only helps teachers to assess learners' progress but also raises their awareness and make progress in a course. So for the use of such a software in this kind of environment like traditional face to face teaching and learning, there must be some kinds of reactions for the learners to internalize the learning material in the context of learning. Many studies have been done on the effect of feedback on language grammar. The gap here in the EFL literature is, to the researchers' knowledge and literature review, that few studies have been done on CALL-based software especially no studies on Grammarly Software; therefore, we attempted to investigate whether feedback provision by Grammarly software and teachers dose have any effect on making better the knowledge of the passive structures of the Iranian EFL learners. It goes without saying that each language is consisted a large number of grammatical rules. Therefore, for the sake of the easiness of the study, this study will aim at the instruction of passive structures.

III. SIGNIFICANT OF THE STUDY

Feedback is necessary when learners want to expand their learning. The most common complaint of the learners is usually not being well feedback provided by the teachers in their classroom setting. Thus, this research is of much importance because it attempts to fill the gap by examining both feedback provision by CALL-based and teachers on learning passive structures by Iranian EFL learners who carry out their learning activity through CALL-based environments. Therefore, due to the importance role of feedback in our learning and significance of developing heuristic natures of the learners, it is helpful to determine if feedback provision by CALL-based and teachers can improve learning performance of Iranians. (Sadeghi, Biniiaz, & Soleimani, 2016).

A. *History of CALL*

It was in 1920 that computers were utilized by the classroom setting by the teacher. And one thing which was of great importance in this regard was, the number of instructors who could use a computer as a means of their learning activities, only a small number of instructors were able to use computers in their profession. Activities such as recording students' voice by computer and analyze if they made mistakes, used Microsoft Office for teaching the alphabet in different shapes and colors and such simple activities. Historically speaking, the utilization of CALL in educational setting would trace back to the 1960s trends of CALL namely traditional, explorative, multimedia, and web-based CALL.

B. *Definition of CALL*

Levy (1997) provides a brief definition of the CALL as the search for and study of applications of the computer in language teaching and learning. The majority of CALL practitioners have accepted this definition of CALL. The computer itself is a machine that works with a lot of information with high speed and accuracy. It processes information by displaying, storing, recognizing, and communicating information to other computers. Generally speaking, they treat numbers, words. In the 1970s, CALL projects were limited basically to universities, where the use of computer programs extended on huge central computers. For example, the PLATO project, began at the University of Illinois in 1960, is an important discovery in the early development of CALL (Marty, 1981). There are four developmental moving pictures, and sounds. The computer has affected the way people work, learn, communicate, and play. Students, teachers use it as a learning tool all over the world by individuals at home to study, work and entertain as well.

C. *Technology and Language Learning*

Biggs (1996) believed that technology in the delivery of information has shifted the responsibility for learning away from the instructor to the learning. Biggs further maintained that it is the essential ingredient of a constructivist approach to learning where learners construct their knowledge and frames of reference through individual and social activity. The constructivist theory has several characteristics that suited to web-based activities easily. Some of these features include learner construction of meaning, social interaction and student problem-solving in real.

As Technology in the L2 Curriculum is a new subject-matter in Second Language Classroom Instruction. It plants itself firmly in the world where basic familiarity with computers and basic Internet use can deem for both teachers and learners. Today, most of the classroom setting for getting the highest qualification of the educational programs with the approval of the Ministry OF Education are equipped with different kinds of technologies to make better their lessons and incorporate them in their syllabi.

D. Feedback in Curriculum

Richards and Schmidt (2010) maintained that the term feedback is defined as any information or comments that the learners receive concerning their success on learning task or test either from the teacher or another person. Feedback has something to do with the learning activity, about the process of activity and about the learners' management of their learning. There are different forms of feedback such as verbal, written, or can be given through other technological tools.

E. Electronic Feedback

Kukich (2000) believed that the need which is felt to integrate technology into the classroom instruction is due to the rapid pace of the educational technology which plays a crucial role. And this thigh relationship existed between technology and the second language learning move toward on the concept of the electronic feedback. They can be on the different subject-matter, e.g. an email note, or from other fields of study. Interest in automated electronic feedback on essay writing has been blossoming in the last ten years. Ware and Warschauer (2006) said that electronic feedback is a slippery term that is used across a range of often different approaches to the teaching of writing. Just as the purposes of literacy take on different meanings and uses in a range of contexts, so do the uses of technology come to bear in a variety of ways depending on the research lens and pedagogical frame.

F. Teacher's Feedback

Being more effective in teaching profession, it is necessary for the teachers to provide some feedbacks on their teaching careers. Giving feedback to the learners, it enhances their self-confidence to do their best to succeed. Generally every teacher wants to know how he or she is doing throughout his or her teaching; therefore, there must be some clues delivering to the learners to reach the main goal of his or her course. (Prvinchandar & Ayub, 2014) Teacher's feedback is the teacher's verbal reaction to grammatical errors committed by the learners in the process of teaching and learning. (OECD, 2009)

G. Empirical Studies on CALL

Alsouki (2001), conducted a study on the impact of using computers in the teaching of L2 composition on the writing performance of learners. The research findings divulged that there were significant differences in using computers as an effective writing tool. Nutta (2001) investigated the effect of computer-based grammar instruction and the teacher-directed grammar instruction. The findings of their study are accordance with the impact of Grammarly Software feedback on retaining passive structure in delayed post-test. Sivapuniam (2001) mentioned in a study carried out by some institutions of higher learning in Malaysia. The results of the study showed that there was an increased use of email for communication purposes. (as cited in Kabilan, Razak, & Embi (2006), p. 177)

Rahimi and Hosseini (2010) carried out a study in order to understand the relationship between Computer Assisted Language Learning (CALL) and listening skill of Iranian EFL learners. The results obtained throughout the study indicated there was a considerable difference between CALL users and nonusers in favor of the experimental group. Mehrgan (2010) study the results of the study through a post-test revealed the fact that the experimental group outperformed the control group. Therefore, CALL appeared to be useful in developing English grammar of the TEFL students.

Bataineh, Ruba, Bani Hani, and Nedal (2011) investigated the potential effect of a computerized instructional program on Jordan sixth-grade students' achievement in English investigated the potential effect of a computerized instructional program on Jordanian sixth-grade students' achievement in English. The results of their findings showed that achievement is notably affected by the medium of instruction, as marked differences are found between the achievements of the medium of instruction, as marked differences are found between the achievements of traditionally and computerized instruction. Parsa (2012) investigated the effect of Web-based discussions on the speaking skill of a group of Iranian female learners of English. The results showed that there is a significant difference between the performances of the students in the experimental group received Web-Based Instruction.

Shyamlee (2012) investigated the role of technology in language teaching and learning. The result of the study showed that technology plays a crucial role in this domain. As a result, technology plays a very important role in English teaching. Talebi and Teimoury (2013) carried out a study to show the impacts of Computer Assisted Language Learning (CALL) on Iranian female students' pronunciation skills. They chose two groups who were homogeneous in terms of their pronunciation skills at the entry level. The performance of the experimental group on pronunciation test showed that the mean score of this group was considerably higher than the control group.

This study was an attempt to investigate the impact of feedback provision through Grammarly software and teacher on learning passive structures by Iranian EFL learners. In effect, the study sets itself the objective of investigating the following hypotheses:

Hypothesis 1: There is not any statistically significant difference between feedback provision by Grammarly Software and teachers on learning, i.e., short-term memory, passive structures by Iranian EFL learners.

Hypothesis 2: There is not any statistically significant difference between feedback provision by Grammarly Software and teachers on retaining, i.e., long-term memory, passive structures by Iranian EFL learners.

IV. METHODOLOGY

A. Research Design

To go through the research hypotheses, the current study pursued the quasi-experimental design in terms of using one experimental group and one control group. These groups were chosen non-randomly from intermediate levels from Karaj Azad University, Iran. In the experimental group, using an on-line grammar software, namely Grammarly, students were required to write passive sentences and the program would notify their problems. At first, they were required only to revise themselves, if they could not, they would be asked to click the Grammarly icon or the tense to learn the correct form. In fact, the feedback was given by the software, not the teacher.

In the control group, participants attended deductive teaching by their instructors. Then they were asked to do some exercises on passive structures taught in the class. They received feedback later by their teachers. That is, their teachers did the corrections for them. A pre-test was administered to check the target structure at the beginning of the study. A post-test was given to test their achievement at the end of the research. Also, a proficiency test (Oxford Solution Test) was taken to homogenize the subjects at the beginning of the study.

B. Participants

Seventy female and male students were selected from 4 available classes through a non-probability convenience sampling technique. These students were in the first semester at Karaj Islamic Azad University, Iran. All the participants were Persian-speaking students learning English as a foreign language. The homogeneity of the participants was ensured by administering an English proficiency test. In order to carry out the experiment, the participants were assigned randomly to two groups namely control group and experimental group. (Experimental group N= 35, Control group N= 35, age range 20 up to 39, and mean age of all participants was 29 years old).

C. Materials and Instruments

1. Grammarly Software

The Grammarly Software type is a kind of Corporation and is founded in 2009 in and its main generating unit is located in San Francisco in the United State of America. The users of this Grammarly have been distributed in all over the world; therefore, its area of served is worldwide one. The founders of this software are Alex Shevchenko and Max Lytvyn, but the key people which have a crucial role are Brad Hoover (CEO). The main product of the Grammarly is Grammar checker, Spell checker and it can do other services such as proofreading, plagiarism detection.

2. Nelson Proficiency Test

The first instrument of this study was a Nelson English language test in the intermediate level. The test (Appendix A) included 35 items multiple choice tests and were graded from simple to more difficult ones. The contents of the tests are related to what an average student can be expected to cover the corresponding number of hours of study. The selected test contained only one section in the form of multiple-choice questions. The allotted time was 25 minutes for 35 items. It was administered to ensure the homogeneity of the participants in terms of their average general English proficiency.

3. Modern English: Parts of speech, part 1

This textbook is a practical reference guide. It provides the learner of English as a second language with carefully controlled and integrated practice in mastering sentence elements. Learning is facilitated through examples and abundant practice rather than through extensive explanations. It concentrates on the correct form and position of words presents detailed information about current English usage. Modern English (Frank, 1993) represents a synthesis of the old and the new. The conceptual framework for the book has been determined by modern grammatical theories (both structural and transformational). The exercises are arranged systematically for ease of location. They progress from the less difficult to the more difficult, from strict control to looser control. In general, American usage is recorded in this book; however, differences between American and British usage have been pointed out. In addition, different levels and varieties of usage have been accounted for. Finally, emphasizing both formal and informal written English, it features a number of examples in natural language.

4. Grammar pre-test, post-test, and delayed post-test

The 30 pretest items in multiple-choice form and the allotted time was 20 minutes and these items were constructed by one of the researchers. The other types of the items which were used for doing complete the purpose of the thesis were post-tests too, reasoning that the time interval (five weeks) was long enough for the participants not to remember the items from the first administration. The focus in this test was on passive structures. The test was administered to two groups in the first and the last sessions of the experimental period and control period. Given that the items were selected and adopted from various sources, there was a need to check the reliability as well as the content validity of the test. In order to estimate the reliability of the tests, the tests were piloted with a group of 20 learners who were similar to the

learners of the main study in terms of age and proficiency level. The reliability of the piloted test, measured through Kuder-Richardson 21 formula, turned out to be Cronbach's Alpha the EFL university professors approved its content validity.

5. *Modern English: A Practical Reference Guide*

This textbook presents detailed information about current English usage. Some of which will not be found in other grammar books. The emphasis of this book is on written English, both formal and informal.

In general, American usage is recorded in this book; however, differences between American and British usage have been pointed out. In addition, different levels and varieties of usage have been accounted for. (Frank, 1993). Emphasizing both formal and informal written English, it features a number of examples in natural language. the researcher utilized chapter three of the above-mentioned book from page 67 up to page 73 to make some multiple choices for the pre-test, post-test, and delayed post-test to be handed to the participants as a sign of their mastery through treatment sessions.

6. *Data Analysis*

For data analysis, we used descriptive statistics, normality tests using both numerical and graphical tests of normality. The scores of the participants on the pre-, post, and delayed post-test were analyzed by using, non-parametric tests such as Mann-Whitely U test and Fried Man Test. The collected data in this particular study consist of the results of researcher-made pre-test, post-test and delayed post-test to determine if there were any significant difference in the mean scores between and within the experimental groups and the control group on the pre, post, and delayed posttest administrations of the passive structure tests. Furthermore, the results of the delayed post-tests were analyzed through Post Hoc Tukey Test to determine any possible significant difference among experimental group and control group. All statistical analyses were carried out using Statistical Package for Social Sciences (SPSS) version 18.

V. RESULTS

The normal distribution is merely an idealization. It is only an idealized pattern which is based on the population of an infinite number of cases to describe individuals' behaviors. The term normal in the normal distribution refers to the fact that the distribution is found frequently to check the normal distribution of population, normality tests were conducted (see Table 1 for descriptive statistics).

TABLE 1.
DESCRIPTIVE STATISTICS FOR PRETEST OF CONTROL GROUP AND EXPERIMENTAL GROUP

		Statistic	Std. Error
CG	Mean	18.80	.85
	Median	20.00	
	Variance	25.81	
	Std. Deviation	5.08	
	Skewness	-.152	.39
	Kurtosis	-.634	.778
EXP.G	Mean	18.03	.99
	Median	18.00	
	Variance	32.40	
	Std. Deviation	5.69	
	Skewness	-.26	.40
	Kurtosis	-.57	.79

TABLE 2.
DESCRIPTIVE STATISTICS FOR POSTTEST' SCORES OF CG AND EXP.G

		Statistic	Std. Error
CG	Mean	24.66	.47
	Median	24.00	
	Variance	6.71	
	Std. Deviation	2.59	
	Skewness	-1.19	.42
	Kurtosis	3.21	.83
EXP.G	Mean	23.46	.90
	Median	25.00	
	Variance	24.32	
	Std. Deviation	4.93	
	Skewness	-.92	.42
	Kurtosis	-.11	.83

TABLE 3.
DESCRIPTIVE STATISTICS FOR DELAYED POST-TEST SCORES OF CG AND EXP.G

		Statistic	Std. Error
CG	Mean	24.61	.74
	Median	25.00	
	Variance	17.11	
	Std. Deviation	4.13	
	Skewness	-.47	.42
	Kurtosis	-.36	.82
EXP.G	Mean	25.12	.77
	Median	19.79	
	Variance	4.44	
	Std. Deviation	15.00	
	Interquartile Range	-.01	.79
	Skewness	25.12	.77
	Kurtosis	23.54	

Based on the results of above descriptive statistics, we concluded to some basic information for each group of this study. The means and standard deviations of three pretests, post-test and delayed post-test of the control group, pre-test (M= 18.80, SD=5.08), post- test (M=24.66, SD= 2.59) and delayed post-test (M=24.61, SD=4.13) were compared (see Table 4 for a summary of descriptive statistics for the control group).

TABLE 4.
SUMMARY OF DESCRIPTIVE STATISTICS FOR CONTROL GROUP

	N	Mean	Std. Deviation
Pre.T	35	18.80	5.08
Post.T	30	24.66	2.59
Delay.T	31	24.61	4.13
Valid N (listwise)	27		

And the results of descriptive statistics of the experimental group revealed the means and standard deviations for pre-test (M= 18.03, SD=5.69) for post-test (M= 23.46, SD= 4.93) and delayed post-test (M= 25.12, SD=4.44) (See Table 5 for a summary of descriptive statistics for experimental group).

TABLE 5.
SUMMARY OF DESCRIPTIVE STATISTICS FOR EXPERIMENTAL GROUP

	N	Mean	Std. Deviation
Pre.T	33	18.03	5.69
Post.T	30	23.46	4.93
Delay.T	33	25.12	4.44
Valid N (listwise)	26		

By comparing the means and standard deviation of both groups, it might be concluded that the effect of teacher on learning passive structure, in pre-test and post-test, are more than the effect of Grammarly Software on learning passive structure of Iranian EFL learners, and the effect of Grammarly software on learning passive structure in delayed post-test scores is more than the effect of teacher on learning passive structure of Iranian EFL learner.

Testing Normality

The most famous numerical ways to test the normality, Kolmogorov-Smirnov, and Shapiro-Wilk tests, were used them for this study (see Table 6 for the result of normality test of the control group and Table 7 for the result of normality test of experimental group).

TABLE 6.
RESULT OF NORMALITY TEST OF CONTROL GROUP

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre.T	.123	27	.200*	.974	27	.715
Post.T	.150	27	.120	.906	27	.018
Delay.T	.112	27	.200*	.933	27	.084

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

TABLE 7.
RESULT OF NORMALITY TEST OF EXPERIMENTAL GROUP

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre.T	.133	26	.200*	.973	26	.707
Post.T	.188	26	.019	.886	26	.008
Delay.T	.140	26	.200*	.898	26	.014

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

The results of normality of tests indicated that the scores of post-test and delayed post-test of both groups didn't distribute normally, (Shapiro-Wilk, sig <.05); therefore, non-parametric tests would be used in future calculations.

VI. DISCUSSION AND CONCLUSION

A. Hypotheses One: The Feedback Provision by Grammarly Software and Teachers on Learning Passive Structure by Iranian EFL Learners

Having collected the results of the passive structure through Grammarly Software and teacher, the researchers analyzed the data by employing Mann-Whitney U Test. The purpose of this analysis was to determine the effect of treatment and examine the first hypotheses. The researcher constructed a posttest for this goal.

TABLE 8.
RESULT OF MANN-WHITNEY U TEST FOR BOTH CG AND EXP.G OF THEIR POST TEST

	Post.T
Mann-Whitney U	426.50
Wilcoxon W	891.50
Z	-.35
Asymp. Sig. (2-tailed)	.72

a. Grouping Variable: Group

A Mann-Whitney U Test was calculated to compare the effect of treatment for both groups at the end of the study by their posttest scores. By the result of Table 4.9, the researcher concluded that there was not a significant difference between the groups after the treatment, he reached to this result because the amount of Sig >.05. The probability value (p=.72) is not less than or equal to .05, so the result is not significant. However, A Mann-Whitney U test revealed no significant difference between feedback provision through Grammarly Software and teacher on learning passive structure at the end of the study.

TABLE 9.
RESULT OF MANN-WHITNEY U TEST FOR BOTH CG AND EXP.G OF THEIR DELAY POST TEST

	Delay.T
Mann-Whitney U	463.50
Wilcoxon W	959.50
Z	-.64
Asymp. Sig. (2-tailed)	.51

a. Grouping Variable: Group

The researcher again used the Mann-Whitney U Test to compare the effect of delay post-test between two groups. By the result of Table 9, the researcher concluded that there was not a significant difference between the groups after the treatment, he reached to this result because the amount of Sig >.05. The probability value (p=.51) is not less than or equal to .05, so the result is not significant. However, A Mann-Whitney U test revealed that there is not any significant difference between the delayed post-test of two groups.

B. Hypotheses Two: The Feedback Provision through Grammarly Software and Teacher on Retaining Passive Structure by Iranian EFL Learners

The researcher conducted delayed post-test to determine the effect of time on retaining the treatment after two weeks and to answer the second null hypotheses of this study. Meanwhile, in order to determine the effect of repeating on the respondents' respond of experimental group or the learner's retaining the treatment, the researcher applied Friedman Test. Table 10 represents the results of this test.

TABLE 10.
RESULTS OF FRIEDMAN TEST FOR CONTROL GROUP

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre.T	27	19.29	4.71	10.00	29.00	15.00	20.00	23.00
Post.T	27	24.74	2.72	16.00	29.00	23.00	25.00	27.00
Delayed.T	27	25.00	4.07	16.00	30.00	22.00	25.00	29.00

RANKS	
	Mean Rank
Pre.T	1.17
Post.T	2.30
Delayed.T	2.54

TEST STATISTICS	
N	27
Chi-square	29.45
df	2
Asymp. Sig.	.00

a. Friedman Test

The result of the Friedman Test indicated that there was a statistically significant difference in the mean scores of the control group in three pretests, post-test, and delayed test. This is indicated by a Sig. the level of.00 (which really means less than .0005). Comparing the Mean Rank for the three tests, for pretest (MR=1.25), for Post Test (MR= 2.33) and for Delay Post Test (MR=2.42) showed the increase in the mean scores of CON.G in three tests.

TABLE 11.
RESULTS OF FRIEDMAN TEST FOR EXPERIMENTAL GROUP

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Pre.T	26	18.42	5.74	6.00	28.00	14.00	18.00	23.00
Post.T	26	24.19	4.41	15.00	30.00	22.00	25.50	27.25
Delay.T	26	25.11	4.51	15.00	30.00	22.00	26.00	29.25

N	26
Chi-square	22.71
Df	2
Asymp. Sig.	.00

a. Friedman Test

The result of the Friedman Test indicated that there was a statistically significant difference in the mean scores of the experimental group in three pretests, post-test, and delayed test. This is indicated by a Sig. the level of.00 (which really means less than .0005). Comparing the Mean Rank for the three tests, for pretest (MR=1.25), for Post Test (MR= 2.33) and for Delay Post Test (MR=2.42) showed the increase in the mean scores of EXP.G in three tests.

VII. DISCUSSION AND CONCLUSION

In order to achieve the purpose of this study two hypotheses were posed. Regarding findings of the research, it was declared that in the phase of pre-test and post-test of both groups, i.e., the control group and the experimental group, there was not any significant difference between the impact of feedback provision through Grammarly Software and teacher's feedback on learning passive structures by the EFL learners. And also, the impact of the teacher's feedback was more than the impact of feedback provision through Grammarly Software. Also, regarding the above- mentioned hypothesis, it was made known that the impact in the phase of the delayed- post- tests, the impact of feedback provided through Grammarly software was more than the impact of the teacher's feedback on retaining passive structures by EFL learners. In other words, there was a significant difference between feedback provision through Grammarly software and teachers on retaining passive structures by EFL learners.

By comparing the means and standard deviation of both groups, the researcher came to this conclusion that the impact of teacher's feedback on learning passive structure was more than the impact of feedback provision Grammarly Software on learning passive structure of Iranian EFL learners, and the impact of Grammarly software on learning passive structures in delayed post-test scores is more than the impact of teacher's feedback on learning passive structures of Iranian EFL learners. We again used the Mann-Whitney U Test to compare the effect of delay post-test between two groups. The researcher concluded that there was not a significant difference between the groups after the treatment.

The results of the present study indicated that feedback provision has statistically significant impact on learning passive structures by Iranian EFL learners through Grammarly software and teacher. In other words, the question was answered negatively. In addition, it was found that feedback provision has statistically significant impact on retaining passive structures by Iranian EFL learners through Grammarly software and teacher there is not any statistically significant difference between feedback provision through Grammarly software and teacher on retaining passive structures by Iranian EFL learners.

Discussion of the Research Hypothesis

1. The first research hypothesis.

H01: There is not any statistically significant difference between feedback provision through Grammarly Software and teacher on learning, i.e., short-term memory, passive structures by Iranian EFL learners. There is not any

statistically significant difference between feedback provision through Grammarly Software and teacher on learning passive structures by Iranian EFL learners. There for the above mentioned was answered positively. Because the impact of the teacher's feedback was more than the impact of feedback provision through Grammarly Software in the phase of the pre- test and post- test of both groups.

2. The second research hypothesis

HO2: There is not any statistically significant difference between feedback provision through Grammarly Software and teacher on retaining, long-term memory, passive structures by Iranian EFL learners.

Unlike the present study (the second null hypothesis), Alsouki (2001), in Jordan, conducted a study on the impact of using computers in the teaching of L2 composition on the writing performance of learners. The research findings divulged that there were significant differences in using computers as an effective writing tool. Therefore, finding of the second part of this study goes with the second question of the present study posed.

Nutta (2001) investigated the effect of computer-based grammar instruction and the teacher-directed grammar instruction. The results indicate that computer-based instruction can be an effective method of teaching L2 grammar. The results of their study are accordance with the impact of Grammarly Software feedback on retaining passive structure in delayed post-test.

Sivapuniam (2001) mentioned in a study carried out by some institutions of higher learning in Malaysia. The results of the study showed that there was an increased use of email for communication purposes. (as cited in Kabilan, Razak, & Embi (2006), p. 177); therefore, the impact of feedback provision through Grammarly Software was highlighted in this study.

Rahimi and Hosseini (2010) carried out study in order to understand the relationship between Computer Assisted Language Learning (CALL) and listening skill of Iranian EFL learners. The results obtained throughout the study indicated there was a considerable difference between CALL users and nonusers in favor of the experimental group; therefore, the impact of feedback provision through Grammarly Software was highlighted in this study.

Mehrgan (2010) study the results of the study through a post-test revealed the fact that the experimental group outperformed the control group. Therefore, CALL appeared to be useful in developing English grammar of the TEFL students. Therefore, CALL appeared to be useful in developing English grammar of the TEFL students. And the results are in accordance with the second question of the present study.

Bataineh, Ruba, Bani Hani, and Nedal (2011) conducted study in order to understand the relationship between Computer Assisted Language Learning (CALL) and listening skill of Iranian EFL learners. The results obtained throughout the study indicated there was a considerable difference between CALL users and nonusers in favor of the experimental group. Therefore, the findings of this study are in accordance with the second question posed.

Parsa (2012) investigated the effect of Web-based discussions on the speaking skill of a group of Iranian female learners of English. The results showed that there is a significant difference between the performances of the students in the experimental group received Web-Based Instruction. It was declared that the feedback received from the subjects indicates that in spite of all authenticity, attraction, novelty, and fruitful learning environment provided by the Internet for the language learners, autonomous learning will better pay off providing that it is postponed to more advanced levels. The results of their study are accordance with the impact of Grammarly Software feedback on retaining passive structure in delayed post-test.

Shyamlee (2012) investigated the role of technology in language teaching and learning. The result of the study showed that technology plays a crucial role in this domain. As a result, technology plays a very important role in English teaching; therefore, the results of this study are accordance with the effect of Grammarly provision in language learning.

Talebi and Teimoury (2013) carried out a study to show the impacts of CALL on Iranian female students' pronunciation skills. The performance of a pronunciation test showed that the two groups were homogeneous in the case of their pronunciation skills at the entry level. While both groups had the same instructor during eight sessions. Just the experimental group received the materials by using a computer. The administration of the experimental group on pronunciation test held at the end of the end of the course showed that the mean score of this group was remarkably higher than the control group. As a consequence, the students' learning based on CALL can increase the motivation and interest of learning among the learners and have a profound effect on the students' achievement of pronunciation.

Prvinchandar and Ayub (2014) compared the effectiveness of two types of computer software for improving the English writing skills of pupils in a Malaysian primary school. The findings indicated that the students who were exposed to StyleWriter had significantly better scores in all the writing components compared to the control group using Microsoft Word in both pen-and-paper and computer-based essay writing assessments. This study showed that StyleWriter enhanced the students' writing skills even when computer assistance was no longer available; therefore, the impact of feedback provision through Grammarly Software was highlighted in this study.

On the whole, it seems that both the feedback provision by Grammarly Software and teachers can influence the learning of passive structures learning, but in the role of the Grammarly Software in retaining the passive structures is more highlighted than the teacher's feedback.

ACKNOWLEDGMENT

The present thesis would not have been possible without the support of many people namely Dr. Hassan Soleimani who read my numerous revisions patiently and faithfully and helped me a great deal to complete this project with his insightful comments. In addition, I am deeply grateful to Dr. Tabatabaeei, Dr. Narjess Ashari Tabar, and Dr. Sarkeshikian, Dr. Mehrdad Moloudi. I would heartedly like thanking my wife, Meral, who has tolerated my way of life, simultaneously offering support in her scientific suggestions and love and to my daughter, Fatemeh, to whom I owe lots of play time while I was studying at university. Also, Mrs. Qassemzadeh, Haqjoo, Baqeri, and Mrs. Nikoo Baqeri and the students in Karaj Azad University, Iran as the participants of the study for their great cooperation, help, and consultation.

REFERENCES

- [1] Alsouki, S. (2001). The effect of using computers in the teaching of L2 composition on the writing performance of tenth-grade students Alsouki, in Amman private schools: Unpublished MA thesis. The university of Jordan. Amman, Jordan.
- [2] Bataineh, R. & Bani Hani, N. (2011). The effect of A CALL program on Jordanian sixth- grade students' achievement: *Teaching English with Technology*. 11(3), 3-24.
- [3] Biggs, J. (1996). Enhancing teaching through constructive alignment: *Higher Education*. 32, 347- 364.
- [4] Brown, H. (2002). *Strategies for Success. A practical guide to learning English*. New York: Addison Wesley Longman Inc.
- [5] Ellis, R. (2003). *Task-based language learning and teaching*. New York: Oxford University press.
- [6] Frank, M. (1993). *Modern English; A practical reference guide*. New York: Prentice Hall Regents, Englewood Cliffs, NJ 07632.
- [7] Kabilan, M.K., Razak, N.A., Embi, M.A. (2006). *Online teaching and learning: Malaysia*. Penerbit University Malaysia.
- [8] Kukich, K. (2000). Beyond automated essay scoring: IEEE intelligent systems, 15 (5), 22-27. Available online at <http://www.knowledgetechnologies.com/papers/IEEEdebate.pdf>. (accessed 20/06/2004).
- [9] Levy, M. (1997). *CALL: Context and conceptualization*. Oxford: Oxford University Press.
- [10] Marty F. (1981). Reflections on the use of computers in second language acquisition. *System* 9(2), 85–98.
- [11] Mehrgan, K. (2010). Computer-assisted language learning: A panacea for grammar development. *Advances in English Linguistics*, 1(2), 25-29.
- [12] Nutta, J. (2001). Is computer- based grammar instruction as effective as teacher - directed grammar instruction for teaching L2 structures? University of South Florida: USA.
- [13] OECD, (2009). *Creating Effective Teaching and Learning Environments: First Results from TALIS*. OECD Publishing: Netherlands
- [14] Parsa. M.J. (2012). The effect of the web- based and face- to- face discussions in the speaking skills of Iranian students. *IJBPAS*, 4(5), 2835-2854.
- [15] Prvinchandar, S. and Ayub, A. F. M. (2014). Comparison of the Effectiveness of StyleWriter and Microsoft Word Software to Improve English Writing Skill. *English Language Teaching*; 7 (1), 93-100.
- [16] Rahimi, M, Hosseini K. (2010). The impact of computer-based activities on Iranian high-school students' attitudes towards computer-assisted language learning. *Procedia Computer Science*, 3, 183–190.
- [17] Richards and Renandya. (2002). *Methodology in language learning. An Anthology of Current Practice*. New York: Cambridge University press.
- [18] Richards, J., C., & Schmidt, R. (2010). *Longman dictionary language teaching & applied linguistics*. Great Britain: Pearson education limited.
- [19] Shyamlee1, S.D. (2012). Use of technology in English language teaching and learning. An analysis. 2012 International Conference on Language, Medias and Culture. *IPEDR*, Singapore, IACSIT Press, 33, 150- 156.
- [20] Talebi. F and Teimoury. N. (2013). The effect of computer- assisted language learning on improving EFL learners' pronunciation ability. *World Journal of English Language*, 3(2), 52.
- [21] Ware, P., and Warschauer, M. (in press) (2006). Electronic feedback and second language writing. In K. Hyland and F. Hyland (Eds.) *Feedback and second language writing*. Cambridge: Cambridge University Press.
- [22] Warschauer, M & Healey, D. (1998). Computers and language learning. *An Overview: Language Teaching*, 31, 57-71. <http://www.gse.uci.edu/markw/overview.html> Language Learning & Technology .<http://llt.msu.edu/issues/october2011/Nielsen> (accessed 21/07/2015).



Abolfazl Qassemzadeh is a student at Qom Azad University. He was born in Khorasan, Iran in 1975. His educational backgrounds are as follows: First, 2013 M.A. Applied Linguistics, Qom Azad University, and 1999 B.A., English Translation, Qochan Azad University, Iran. Second, his **academic position background:** 1991-present tutoring, 1975-present, doing as a translator, 2013-present, doing as a researcher in EFL, 2014 -present, material development. His major field of study is applied linguistics. Most of the time, he does as a SPORTSMAN, RESEARCHER, TUTOR, TRANSLATOR, INTERPERATOR, RESEARCHER, COACH, and CLIENT. The author has not published any book on his major field of study. He likes to study some reference books, articles on methodology in language teaching and learning.



Hassan Soleimani was born in Qom, Iran in 1970. His educational backgrounds are as follows: First, **educational background:** 2008 Ph.D. Applied Linguistics, Isfahan University, Iran. 1996 M.A. Applied Linguistics, Isfahan University, Iran. And 1993 B.A., English Translation, Qom Azad University, Iran. Second, His **academic position background:** He is currently an Editorial Board member of International Journal of Applied Linguistics & English Literature, an Editorial Board member of International Journal of English Linguistics, an editorial Board member of Linguistic Online, 2011-present, Head of the Faculty of Foreign Languages, the head of the English Department, an Assistant Professor Department of Applied Linguistics, Payame Noor University, Research Office Manager, Instructor in Department of English Literature and Translation, Qom Azad University, Iran.