

Grammarly-Based Automated Writing Evaluation Lifts EFL Writing Scores in a 190-Student RCT in Tangshan, China

AI in Education · Good practice · China

Quality score: 53/100

Evidence strength: Moderate

Summary

A 12-week RCT with 190 Chinese university EFL students found Grammarly-based automated writing evaluation significantly improved task achievement, coherence, lexicon and grammar versus standard instruction, with the largest gains for lower-proficiency writers.

Key dimensions

Dimension	Score
Evidence of learning impact	3/3
Equity & inclusion	2/3
Transparency, ethics & data protection	1/3
Teacher capability & pedagogy	0/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-08-25

[Tangshan Normal University, School of Foreign Languages](#) — accessed 2026-08-25

[Frontiers in Psychology](#) — accessed 2026-08-25

[PubMed](#) — accessed 2026-08-25

Cite this — Evidoria. *Grammarly-Based Automated Writing Evaluation Lifts EFL Writing Scores in a 190-Student RCT in Tangshan, China*. Persistent ID: c21eb002-88bb-4048-9d34-9538d718c980.