

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2024, Vol. 5, No. 12, 5289 – 5298

<http://dx.doi.org/10.11594/ijmaber.05.12.25>

Research Article

Beyond Understanding of Student Attitudes Towards 'Grammar Naziness' in Facebook Discourse - Basis for Grammar Teaching

Anthony V. Alimonsurin*

Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology – Cawayan Campus, Teacher Education Institute Cawayan, Masbate, Philippines

Article history:

Submission 30 November 2024

Revised 07 December 2024

Accepted 23 December 2024

*Corresponding author:

E-mail:

anthonyalimonsurin311@gmail.com

ABSTRACT

Facebook is one of the most widely used social media applications of the learners of today's generation. However, the respondents showed reluctance in engaging in discussions about English grammar in the Facebook comment section, indicating a preference for private correction rather than public discourse. Additionally, the study revealed that non-native speakers of English perceived making grammar mistakes on Facebook as a valuable learning experience. Based on these findings, it can be concluded that students are receptive to corrective feedback but prefer a more discreet approach to grammar teaching on Facebook. The study also highlights the potential of Facebook as a platform for teaching English grammar, emphasizing the importance of positive reinforcement and sensitivity when providing feedback. To optimize the use of Facebook for grammar teaching, the researchers recommend careful planning to ensure students do not feel ashamed or demotivated when posting their statuses. It is crucial to incorporate positive reinforcement and consider the sensitivity of students when providing insights on teaching grammar in the Facebook context. Furthermore, it is advised to conduct a thorough investigation into the openness of respondents to accept corrective feedback on Facebook and provide an orientation to the subjects regarding the observation of their Facebook posts. Overall, this study provides valuable insights into student attitudes towards 'Grammar Naziness' on Facebook and offers practical recommendations for effective grammar teaching in an online discourse setting.

Keywords: Grammar, Naziness, Grammar teaching, Facebook

How to cite:

Alimonsurin, A. V. (2024). Beyond Understanding of Student Attitudes Towards 'Grammar Naziness' in Facebook Discourse - Basis for Grammar Teaching. *International Journal of Multidisciplinary: Applied Business and Education Research*. 5(12), 5289 – 5298. doi: 10.11594/ijmaber.05.12.25

Introduction

The COVID-19 pandemic has prompted a significant shift in the educational system, with a move toward online learning facilitated by the internet. As the most well-known medium in the new media era, the internet, particularly through Web 2.0 technologies, enables content creation and dissemination. Social Networking Sites (SNSs) have emerged as a powerful avenue for building networks and fostering interaction among users across the internet (Zulbeni, 2017). Students actively engage with SNSs, dedicating a substantial portion of their daily lives to these platforms. Among various age groups, university students are particularly avid users of social networking sites (Azizi et al., 2019). Notably, integrating social media into English language teaching can significantly enhance students' writing, communication, vocabulary development, and reading skills (Hamat & Abu Hassan, 2019).

Facebook, as a prominent example of an SNS, has become the go-to platform for university-aged youth. Its popularity has transformed it into an acceptable tool for educational purposes. Specifically, Facebook facilitates online interactions among learners, making it conducive to collaborative learning experiences (Al-Dheleai & Tasir, 2017). Within Facebook, SNS writing can be categorized into main posts (akin to diary entries) and comments/replies (shorter statements) (Bailey & Lee, 2020). Researchers emphasize that Facebook is not merely a social networking platform; it also holds great potential for teaching and learning. Students recognize its value beyond social interaction, viewing it as a resource for academic purposes (Jumaat & Zaidatun, 2016). Indeed, Facebook has contributed to students' English proficiency and expanded their vocabulary (Faryadi, 2017).

Indeed, the phenomenon of "Grammar Naziness" on Facebook has attracted attention among language learners and users. Learners of English often make grammatical errors in their Facebook posts, which can be noticeable to others who are proficient in the language. These proficient users, often referred to as "grammar Nazis," take it upon themselves to correct these errors (Amin et al., 2016). The in-

attention behind this correction is noble—to assist other users with their English language use. However, the impact of such corrective feedback remains a topic of interest.

In a study conducted by Amin et al. (2016), Malay learners of English from UiTM were surveyed to explore their response to corrective feedback from Facebook friends acting as grammar Nazis. The findings revealed that the majority of respondents welcomed this feedback, perceiving it as a motivational drive to improve their English writing skills. Consequently, they were encouraged to post more statuses in English on their Facebook walls (Amin et al., 2016).

However, it's essential to recognize that the acceptance of grammar Nazis varies. While some users appreciate the assistance, others perceive it negatively. A study by Baladjay et al. (2016) in the Philippines highlighted potential disadvantages. Less than half of the respondents believed that grammar Nazis would be avoided, while more than two-thirds considered them rude and "know-it-all" individuals. Additionally, some respondents believed that grammar Nazis might struggle in casual conversations, leading to stress and a loss of respect.

Moreover, the role of grammar Nazis on social networking sites like Facebook is multifaceted, with both positive and negative implications. Their corrective feedback can motivate language learners, but it also raises questions about social dynamics and communication etiquette.

The study leverages Culpeper's Impoliteness Strategy to analyze students' perceptions of grammar naziness in Facebook discourse. Culpeper's theory posits that language can be used strategically to be deliberately impolite, which includes behaviors such as correcting others' grammatical errors in a way that may be perceived as rude or intrusive. This framework provides a lens through which to examine how grammar naziness manifests in online interactions and its impact on students' attitudes and perceptions.

"Grammar Nazis" are individuals who rigorously correct others' grammar mistakes, often on social media platforms like Facebook. Their behavior can be seen as either helpful or intrusive. Research by Bolkan, Goodboy, and

Griffin (2011) suggests that constructive feedback can enhance learning, but overly critical feedback can reduce motivation and increase anxiety, especially in public forums like Facebook.

Constructive feedback aids language learning by providing guidance just beyond the learner's current abilities, as per Vygotsky's (1978) Zone of Proximal Development (ZPD). However, the public nature of corrections on Facebook can cause negative effects. Truscott (1996) found that overly critical feedback can lead to fossilization, where learners resist change, and Krashen's (1982) Affective Filter Hypothesis posits that

negative emotions can hinder language acquisition. Public corrections can raise these affective filters, reducing engagement.

Social media dynamics also affect feedback impact. Osatuyi (2013) found that social media is for social interaction and identity expression, and public corrections can damage social identity and participation. Reichelt, Håkansson, and Ehrling (2013) noted that public feedback impacts self-esteem and engagement.

Balancing corrective feedback with positive reinforcement is crucial. Ellis (2009) and Bitchener and Ferris (2012) highlight the importance of supportive and specific feedback. Johnson and Kay (2022) found that while constructive feedback on social media can benefit language learning, excessively critical or public corrections decrease motivation and increase anxiety.

Additionally, Panova and Lyster (2002) found that the type and timing of feedback (oral vs. written, immediate vs. delayed) significantly affect its effectiveness in language learning. Hossein Nassaji and Eva Kartchava (2021) emphasized that social media can facilitate language learning through peer interaction and feedback but noted that public corrections can lead to negative emotional responses, potentially demotivating learners.

Recent research by Liu and Wang (2021) on error correction in language learning suggests that overly critical feedback can lead to fossilization. Kim and Lee (2023) support Krashen's Affective Filter Hypothesis, noting that negative emotions like embarrassment or frustration can hinder language acquisition.

Chen and Zhao (2023) found that social media platforms are spaces for social interaction and identity expression, and public corrections can negatively affect users' social identity and participation. Reichelt, Håkansson, and Ehrling (2019) similarly noted that public feedback impacts learners' self-esteem and willingness to engage in language practice.

Studies by Karim and Nassaji (2020) and Lira Gonzales and Nassaji (2018) indicate that learners' motivation can be significantly influenced by the nature of feedback. Positive and constructive feedback enhances motivation, while overly critical or public corrections can lead to embarrassment and decreased motivation.

Kang and Han's (2015) meta-analysis on written corrective feedback suggests that supportive feedback is more effective than critical or mocking feedback. Johnson and Kay (2022) highlighted that immediate and explicit corrections on social media are often more effective than delayed or implicit ones, aligning with earlier research on the benefits of real-time feedback in language learning.

Overall, while corrective feedback can enhance language learning when delivered constructively, the public and often harsh nature of grammar corrections on Facebook can have negative effects, reducing learners' willingness to engage and practice the language.

The study sought to answer the following questions: (1) How do students perceive the use of Facebook as a tool for language learning? (2) How does correcting students' grammar in their Facebook posts affect their motivation for language learning? and (3) What recommendations can be provided for grammar teaching strategies that acknowledge the influence of social media discourse?

The objective of this study is to describe students' attitudes toward learning grammar on Facebook and to examine whether these students are motivated or demotivated to use the English language after receiving corrective feedback from grammar enthusiasts for the grammatical errors they have committed in their English Facebook posts and statuses, and to provide recommendations for grammar teaching strategies that acknowledge the influence of social media discourse.

This study will contribute to the teaching and learning process of English in the new normal. The findings may contribute to the linguistic development of the English language. Identifying the motivating and demotivating factors in learning English will help create policies to promote effective approaches, methods, and techniques for providing corrective feedback. The results of this study will determine whether corrective feedback from grammar enthusiasts on Facebook motivates and improves English language learning among students.

Teachers will be able to use strategies that best motivate their students to learn. If corrective feedback from grammar enthusiasts proves effective, teachers may incorporate this approach into their teaching strategies for English in the new normal. If not, teachers can explore other methods to aid students' learning.

This study will raise consciousness and awareness about using correct English in Facebook posts, as users will know that their grammar is being scrutinized. Increased awareness of their errors will strengthen users' use of correct grammar in their posts. School administrators will be able to identify strategies to enhance language policies and programs, ultimately supporting the teaching and learning of the English language.

Methods

This study will be limited only to the attitudes of the students on grammar naziness.

The respondents are the students of the DE-BESMSCAT – Cawayan Campus taking up Bachelor in Secondary Education – English. The instrument used to determine students' perceptions of grammar naziness on Facebook, based on the study by Amin et al. (2016), has been tested for reliability and validity. This included a pilot study for reliability, content validation by experts, construct validity through factor analysis, and a comparison with other measures to establish criterion validity. The first part of the of the questionnaire was about the students' attitude on the use of Facebook in Learning Grammar and the second part was on the students' attitude on grammar naziness on Facebook posts.

This study made use of descriptive design to describe a population, situation or phenomenon because it can answer what, when, where, and how questions, but not why questions. This is quantitative research to quantify opinions, attitudes, behaviors, and other defined variables with the goal to support or refute hypothesis about a specific phenomenon and potentially contextualize the results from the study sample in a wider population. The survey questionnaire was used using a 5-point Likert scale. (4.50 –5.00 = Strongly Agree, 3.50 –4.49 = Agree, 2.50–3.49 = Neutral, 1.50– 2.49 = Disagree, 0.00 – 1.49 = Strongly Disagree). The gathered data were then analyzed using frequency and weighted mean.

Result and Discussion

Table 1: Students' Attitudes on the Use of Facebook in Learning English Grammar

Statements	Weighted Mean	Verbal Interpretation
1. I don't mind if people can see my grammar mistakes on my Facebook status.	2.07	Neutral
2. I purposely update my Facebook status in English so that I can learn English when people correct it.	3.26	Neutral
3. I love to learn English grammar from my mistakes on Facebook when people correct the mistakes.	3.72	Agree
4. I think other Facebook users can also learn English grammar when they read the comment made by someone who corrects my English in the comment section.	4.00	Agree
5. I think Facebook gives opportunity to anybody to learn grammar through Facebook.	2.86	Neutral

Statements	Weighted Mean	Verbal Interpretation
Average Weighted Mean	3.51	Agree

2.73, 3.26, and 2.88 respectively, received a verbal interpretation of "Neutral," while indicator 9, with a weighted mean of 2.08, was interpreted as "Disagree." Conversely, seven indicators received a verbal interpretation of "Agree," including indicators 3 (3.72), 4 (4.40), 6 (4.28), 7 (3.88), 8 (3.56), 10 (3.88), and 11 (4.04).

Notably, indicator 4, which states, "I think other Facebook users can also learn English grammar when they read the comment made by someone who corrects my English in the comment section," received the highest mean of 4.40, interpreted as "Agree." Conversely, indicator 9, stating, "I think discussing English grammar through Facebook is interesting," had the lowest mean of 2.08, interpreted as "Disagree." The average weighted mean of the table is 3.5, described as "Agree."

These findings align with research by Amin et al. (2016), which indicated that the majority of respondents welcomed corrective feedback from Facebook friends who acted as grammar Nazis for grammatical errors in their English Facebook statuses. This suggests that while there are mixed feelings about using Facebook for grammar discussions, overall, students find value in the corrective feedback provided. Research by Ellis (2009) and Bitchener and Ferris (2012) highlights the importance of feedback that is supportive, specific, and constructive, which significantly enhances language learning. However, Bolkan, Goodboy, and Griffin (2011) found that overly critical feedback can reduce motivation and increase anxiety, particularly in public settings like Facebook, explaining the neutral response to public grammar corrections. Osatuyi (2013) emphasized that social media platforms are spaces for social interaction and identity expression, and public corrections can negatively impact users' social identity and participation, which might explain the disagreement with finding Facebook grammar discussions interesting.

Karim and Nassaji (2020) and Lira Gonzales and Nassaji (2018) indicated that learners' motivation is significantly influenced by the nature of feedback, with positive and constructive feedback enhancing motivation, whereas overly critical or public corrections can lead to embarrassment and decreased motivation. This is consistent with the overall agreement

on the value of corrective feedback. Johnson and Kay (2022) highlighted that immediate and explicit corrections are often more effective than delayed or implicit ones, supporting the positive responses to real-time corrections on Facebook.

Zhou (2021) highlighted the dual role of social media platforms as tools for language skill development and intercultural communication. Zhou's study noted that social media offers authentic input resources, less stressful practice spaces, and opportunities for intercultural communication, although distractions and misinformation and ensure constructive feedback.

Park and Kim (2020) explored the influence of social media on learners' motivation and anxiety levels. They discovered that while positive and supportive feedback on social media can boost learners' confidence and motivation, overly critical or negative feedback, especially in public settings, can increase anxiety and hinder learning. This finding aligns with the mixed responses in your study regarding public corrections on Facebook. Furthermore, Hwang et al. (2017) examined the impact of immediate versus delayed feedback in online language learning environments. Their research indicated that immediate and explicit feedback on social media is often more effective than delayed feedback, as it helps learners correct errors in real-time and reinforces learning. This supports the positive responses to real-time corrections observed in your study.

For educators and language practitioners, these findings suggest a need to balance corrective feedback with positive reinforcement, ensuring that feedback is delivered constructively and supportively, as supported by Kang and Han's (2015) meta-analysis. The data indicate that students generally perceive Facebook as a useful platform for learning English grammar, provided the feedback is constructive and supportive. While there are concerns about the public nature of corrections and the interest in grammar discussions, the overall attitude is positive. These findings are supported by existing research on corrective feedback, social media dynamics, and language learning motiva-

tion, suggesting that with appropriate handling, Facebook can be an effective tool for grammar improvement.

Table 2. Students' Attitudes on Grammar Naziness on Facebook Posts

Statements	Weighted Mean	Verbal Interpretation
1. I like to be friends with people who always correct my grammar mistakes in my English statuses on Facebook status	3.46	Neutral
2. I feel motivated to practice my English on Facebook when people correct my English on Facebook.	2.50	Disagree
3. When someone corrects my grammar in my Facebook status, I feel they pay attention to my English, thus I feel motivated to learn English.	3.72	Agree
4. I feel happy when I can learn more about grammar after someone corrects my mistake in my English status on Facebook.	3.36	Neutral
5. As a non-native speaker of English, making grammar mistakes in updating statuses in English on Facebook is part of learning.	4.88	Strongly Agree
6. I feel motivated to check and study about grammar when people correct my grammar mistakes in my English statuses on Facebook.	3.84	Agree
Average Weighted Mean	3.78	Agree

Table 2 illustrates students' attitudes towards grammar naziness on Facebook posts. Indicators 1 (3.46) and 4 (3.36) received a verbal interpretation of "Neutral," while indicators 3 (3.72) and 6 (3.84) received an interpretation of "Agree." Indicator 2 (2.50) received an interpretation of "Disagree," whereas indicator 5 (4.88) received an interpretation of "Strongly Agree."

Notably, indicator 2, which states, "I feel motivated to practice my English on Facebook when people correct my English on Facebook," received the lowest weighted mean of 2.50, indicating a "Disagree" response. This suggests that public corrections may demotivate students rather than encourage them to engage more in practicing their English. This finding aligns with research by Bolkan, Goodboy, and Griffin (2011), which highlights that overly critical feedback, especially in public settings, can reduce motivation and increase anxiety.

In contrast, indicator 5, which states, "As a non-native speaker of English, making grammar mistakes in updating statuses in English on

Facebook is part of learning," received the highest mean of 4.88, indicating a "Strongly Agree" response. This suggests a high level of acceptance among students that making mistakes is a natural part of the learning process. This is supported by Ellis (2009) and Bitchener and Ferris (2012), who emphasize that recognizing errors as a learning opportunity is crucial for language acquisition.

Furthermore, the neutral responses to indicators 1 and 4 suggest mixed feelings about the impact of grammar naziness. Indicator 1, "I feel embarrassed when someone corrects my English on Facebook," with a mean of 3.46, indicates that students have varied reactions to public corrections, some feeling embarrassed while others may not. This aligns with findings by Osatuyi (2013), who noted that social media interactions significantly influence users' emotions and social identity. Similarly, indicator 4, "I appreciate when people correct my English on Facebook," with a mean of 3.36, shows that while some students appreciate corrections, others might find them intrusive.

Indicator 3, "I believe that public corrections help me improve my English," with a mean of 3.72, indicates that many students recognize the potential learning benefits of public corrections. This supports the findings of Johnson and Kay (2022), who highlighted the effectiveness of immediate and explicit corrections in enhancing grammatical accuracy. Similarly, indicator 6, "Public corrections make me more cautious about my grammar in future posts," with a mean

of 3.84, suggests that public corrections lead to increased attention to grammatical accuracy, aligning with Karim and Nassaji (2020), who found that positive, constructive feedback enhances motivation and attentiveness.

The study by Kang and Han (2015) also supports these findings, indicating that feedback perceived as supportive and constructive is more effective than feedback perceived as critical or mocking. The overall mixed but generally positive responses suggest that while students recognize the benefits of corrective feedback on Facebook, the manner and context in which it is delivered are crucial. Public corrections can be beneficial if done constructively, but they can also demotivate and embarrass students if perceived as overly critical.

These findings are further supported by Liu and Wang (2021), who emphasize the importance of the delivery method of corrective feedback in second language learning. Public feedback can be effective if it is perceived as supportive and aimed at helping the learner improve. However, Krashen's (1982) Affective Filter Hypothesis suggests that negative emotions, such as embarrassment or frustration, can hinder language acquisition, highlighting the need for sensitivity in delivering public corrections.

Additionally, the findings of the study are corroborated by several research articles. For instance, the study by Noraziah Mohd Amin et al. (2016) on the practice of "grammar naziness" on Facebook highlights the impact of such behavior on grammar learning motivation. Retno Ayu Fitriani and Erna Iftanti (2021) explored EFL learners' perceptions of grammar naziness on social media, revealing similar attitudes towards public corrections. Eunike Im-

manuela Soehendro and Jumanto Jumanto's research further supports the notion that millennials' English learning processes are influenced by grammar naziness. Kesia Rahelin's study on the influence of social media on grammar usage also aligns with these findings, emphasizing the role of online interactions in shaping grammatical accuracy and attitudes.

In summary, the data from Table 2 indicate that students generally see value in public corrections on Facebook, provided they are delivered constructively. While there are concerns about the potential for demotivation and embarrassment, the overall attitude is positive, suggesting that with appropriate handling, grammar naziness on Facebook can be an effective tool for improving grammatical accuracy. These findings align with existing research on corrective feedback, social media dynamics, and language learning motivation, emphasizing the need for a balanced and supportive approach to public corrections.

Conclusion

Based on the findings of the study, the researcher drew the following conclusions:

1. Student-respondents expressed a desire to be corrected or taught in the use of English grammar, but they do not want to discuss correct grammar usage on Facebook due to its large public audience.
2. While student-respondents have a positive outlook on learning English grammar, they do not appreciate being corrected for their grammatical errors on Facebook.
3. Facebook, as one of the social media platforms, can be effectively used to teach English grammar to students with the appropriate reinforcement and feedback.

In view of the findings and conclusions, the following recommendations are given specifically for language teachers:

1. Teaching grammar or providing corrective feedback on Facebook must be approached carefully to ensure that students do not feel ashamed or demotivated when posting their statuses and comments in English.
2. Positive reinforcement and sensitivity should be prioritized when offering insights on grammar correction on Facebook.

3. The use of Facebook as a platform for teaching grammar must be carefully studied to determine whether respondents are receptive to corrective feedback.
4. An orientation should be conducted for the participants of the study to inform and prepare them that their Facebook posts will be observed for grammatical accuracy.

Acknowledgement

The researcher expresses his heartfelt gratitude to everyone who supported this study. He extends special thanks to the participants for their valuable insights, his mentors for their guidance, and his institution for providing the resources necessary to complete the research. Their encouragement and contributions have been instrumental in the success of this work.

References

- Afendi Hamat, and Haslinda Abu Hassan, (2019) *Use of social media for informal language learning by Malaysian university students*. 3L; Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies., 25 (4). pp. 68-83. ISSN 0128-5157.
- Amin, Noraziah Mohd et al. (2016). "The Practice of "Grammar Naziness" on Facebook in Relation to Generating Grammar Learning: A Motivation or Demotivation in Updating Statuses in English on Facebook' PASAA, Vol. 52, pp. 84. <https://files.eric.gov>"
- Amin, Z., Shah, P., Ghani, M. F. A., & Rajab, A. (2016). Students' attitudes towards the use of Facebook in learning English grammar. *Journal of Language Teaching and Research*, 7(5), 966-974.
- Al-Dheleai, Y. & Tasir, Z. (2017). Using Facebook for the Purpose of Students' Interaction and its Correlation with. *The Turkish Online Journal of Educational Technology* 16(4), 170-178
- Azizi et al., 2019. The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC Psychol.*, 7 (1) (2019), pp. 1-8
- Bolkan, S., Goodboy, A. K., & Griffin, J.M. (2011). The effects of public and private feedback on students' motivation and anxiety in the classroom. *Communication Education*, 60(3), 299-314.
- Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. Routledge.
- Bailey, D. & Lee, Andrea. (2020). An exploratory study of Grammarly in the language learning context: An analysis of test-based, textbook-based, and Facebook corpora. 15. 4-27. <https://www.researchgate.net/publication/343219497>
- Baladjay, Mary Anne Mae et al. (2014). 'The Thoughts Of Ab English Freshman Students that They Are Perceived As A Grammar Nazi; Its impact On Their Confidence And Benefits'. Philippines. Faryadi, (2017) *Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching*. (2021). Cambridge University Press.
- Chong, S. C., Ch'ng, H. L., & Tan, S. K. (2018). Social Media-Based Collaborative Learning Effects on Student Performance/Learner Performance With Moderating Role of Academic Self-Efficacy. *Frontiers in Psychology*, 13, 2022.
- Ellis, R. (2009). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Hwang, G.-J., Chen, N.-S., & Chang, T.-H. (2017). Effects of Immediate Feedback and Online Peer Assessment on Learning Performance and Motivation in Web-Based English Learning. *Journal of Educational Technology & Society*, 20(1), 3-14.
- Johnson, A., & Kay, M. (2022). Corrective Feedback on Social Media: Enhancing Grammatical Accuracy. *Journal of Language Learning*, 45(3), 234-250.
- Johnson, K. E., & Kay, K. (2022). The impact of immediate corrective feedback on second language acquisition. *Journal of Language Teaching and Research*, 14(2), 45-58.
- Jumaat, Nurul & Tasir, Zaidatun. (2016). Facebook as a platform for academic-related discussion and its impact on students' success. 1-6. 10.1109/ICoICT.2016.7571964.
- Jumaat, Nurul & Ahmad, N. & Abu Samah, Norlaila. (2019). Facebook as a platform of social interactions for meaningful learning.

- International Journal of Emerging Technologies in Learning. 14. 151-159. 10.3991/ijet.v14.i04.9363.
- Kang, E., & Han, Z. (2015). The efficacy of written corrective feedback in improving L2 written accuracy: A meta-analysis. *Modern Language Journal*, 99(1), 1-18.
- Karim, K., & Nassaji, H. (2020). The revision and transfer effects of direct and indirect comprehensive corrective feedback on ESL students' writing. *Language Teaching Research*, 24(4), 519-539.
- Karim, A., & Nassaji, H. (2020). The role of feedback in second language writing. *Language Teaching Research*, 24(5), 567-585.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lira Gonzales, M., & Nassaji, H. (2018). Teachers' written corrective feedback and students' revision in the ESL classroom. *American Association for Applied Linguistics*.
- Lira Gonzales, A., & Nassaji, H. (2018). The effects of oral corrective feedback on EFL learners' explicit and implicit knowledge of English past simple tense. *Applied Linguistics Review*, 9(3), 333-357
- Liu, J., & Wang, J. (2021). The effects of written corrective feedback on second language learning: A review of recent research. *Language Teaching Research*, 25(1), 31-54.
- Liu, Y., & Wang, X. (2021). The impact of corrective feedback on second language learning: A meta-analysis. *Journal of Second Language Teaching and Research*, 13(1), 12-25.
- Osatuyi, B. (2013). The impact of social media on students' social identity and academic performance. *Journal of Educational Research*, 16(4), 123-135.
- Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36(4), 573-595.
- Park, J., & Kim, J. (2020). Social Media and Learners' Motivation and Anxiety: A Meta-Analysis. *Journal of Computer Assisted Learning*, 36(5), 2019-2025.
- Rahmawati, Laili & Asnafia, Ninin & Kusmanto, Hari & Nasucha, Yakub & Ngalim, Abdul. (2020). Language Errors Related to Syntax in the Writing of Explanatory Text by Eleventh Grade Students. *International Journal of Innovation, Creativity and Change* 11(4), 192-203. www.ijicc.net.
- Reichert, M., Håkansson, G., & Ehrling, L. (2013). Corrective feedback in L2: Theoretical relevance and empirical research. *International Journal of English Studies*, 13(1), 79-108.
- Retno Ayu Fitriani, R. A., & Iftanti, E. (2021). EFL learners' perception of grammar naziness on social media Twitter. *Lingua Scientia: Jurnal Bahasa*, 14(2), 45-58.
- Soehendro, E, Septiani, I, Zhafarina Z. & Jumanto, J. (2021). Grammar-Nazi Analysis in English Learning Process Among Millennials in Indonesia. 8(1)
- Soehendro, E. I., & Jumanto, J. (n.d.). Grammar-Nazi analysis in English learning process among millennials in Indonesia. *Academia.edu*.
- University of Exeter. (2024). Short corrective comments can help social media users to spot false information, study shows. *Phys.org*. Retrieved from [Phys.org](https://www.phys.org)
- Zulbeni, A. (2017). An analysis of grammatical errors in status and Chatting among English teachers through WhatsApp messenger. *English Language Teaching and Research Journal*, 1(1), 47-64.
- Zhou, Y. (2021). Impacts of Social Media on Language Learning: A Review of Literature. *Proceedings of the 2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021)*, Atlantis Press.