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**The Practice of “Grammar Naziness” on Facebook
in Relation to Generating Grammar Learning:
A Motivation or Demotivation in Updating Statuses
in English on Facebook**

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Abstract

It is common for learners of English to make grammatical errors in their English Facebook posts that can be noticeable on their walls, which this perhaps as a result, influences the other Facebook users who know about the language to perform the unofficial duty as grammar Nazis and correct the errors. Thus, this research aims to examine if Malay learners of English from UiTM are motivated or demotivated to practice their English on Facebook by posting more statuses in English after receiving corrective feedback from their Facebook friends

who act as grammar Nazis. Since the learners are aware that there are other Facebook users who seem to be concerned about their errors, do Malay learners of English welcome such concern and perceive it as a motivational drive that will encourage them to update more statuses in English on Facebook, as a strategy of learning English (through corrective feedback) or not? To find the answer to this question, a questionnaire survey was conducted with 100 UiTM students who are active Facebook users. The findings showed that the respondents in majority welcomed the corrective feedback provided by their Facebook friends who acted as grammar Nazis for the grammatical errors committed by the respondents in writing their Facebook statuses in English.

Keywords: Grammar Nazis, grammar learning, Facebook status, corrective feedback, motivation/demotivation

The term, grammar Nazi may not be favored among internet users. Nevertheless, the existence of grammar Nazis in virtual communication as on social networking sites like Facebook and Twitter can possibly contribute to the learning of grammar especially in relation to second language learners (L2). Actually, both teaching and learning of grammar occur in a rather incidental way where a “teacher” (a grammar Nazi) feels it is his duty to correct the errors made by a “learner.” As for L2 learners of English who are Facebook users, their English posts on their walls perhaps contain some errors, that other Facebook users who perform unofficial duty as grammar Nazis think they have a responsibility to correct. It is undeniable that the grammar Nazis perhaps have a noble intention of assisting other users with their English language use on Facebook in the form of status updates. However, it is still unclear if the L2 learners of English welcome such “assistance” and perceive it as a motivational drive that would encourage them to post more statuses in English on their Facebook

walls as a strategy of learning English (through corrective feedback) since they are aware that there are other users who are concerned about their grammatical errors. Thus, the present study attempts to unravel the real perception of the learners towards being corrected by grammar Nazis for their grammatical errors with respect to certain issues highlighted in the questionnaire.

Problem Statement

It is still unclear whether Malay learners of English are more receptive when grammatical information is provided explicitly or implicitly. For example, according to Cook (2001), in the context of language teaching, whether grammar should be explained to the students has been a classical debate. Besides, Brown (2000) argues that a teacher should not stifle his students' attempts at producing language by smothering them with corrective feedback. Obviously, it is not a definite conclusion that corrective feedback will result in any beneficial effect with regard to learning of the language– for example, by increasing the learners' motivation to practice or learn the language more. Furthermore, Brown (2000) also reveals that the studies of error correction methods have not yet reached a consensus regarding the most effective method or technique for error correction. With respect to the role of grammar Nazis as grammar correctors on social networking sites such as Facebook, it is unclear if their role will benefit L2 learners of English or if it is simply an act of derision. Therefore, the present study was conducted to contribute more data pertaining to this issue apart from the existing literature.

Significance of the Study

Cook (2001) believes that grammar is regarded by many linguists as the fundamental area of language, a language aspect that is closely related to pronunciation and vocabulary. Besides, he also claims that despite the undeniable importance of other components of language, they are connected to one another via grammar. According to Scovel (2001, p. 49), "...because L2 learners have an incomplete

understanding of the target language, they are unable to correct many of their L2 miscues, and these errors thus reveal a lack of competence in the language they are trying to acquire.” Clearly, this study can perhaps contribute some insights towards comprehending learners’ issues with grammar, which is an important element of a language as well as obtaining some ideas in relation to the learners’ motivation in learning a language, especially in terms of practicing using the correct grammar.

Objectives of the Study

A research is never without its purpose(s). This study mainly attempts to understand one component of language, grammar and how Malay Facebook users learn it through corrective feedback obtained from other users and if grammar learning in such a virtual setting is able to generate the learners’ motivation or demotivation in practicing their English through their English status updates on Facebook. In summary, the main objectives of this research are as follows:

1. To discover the Malay learners’ perception towards learning grammar on Facebook.
2. To examine if the Malay learners are motivated or demotivated to practice their English after being given corrective feedback by grammar Nazis for the grammatical errors committed in updating their English Facebook statuses.

Research Questions of the Study

The present study has the objective to seek the answers to the following questions:

1. What is the Malay learners’ perception towards learning grammar on Facebook?
2. Are the Malay learners motivated or demotivated to practice their English after being given corrective feedback by grammar Nazis for the grammatical errors committed in updating their English Facebook statuses?

Literature Review

Grammar and Grammar Nazis

Swan (2005) in his interpretation of the term, “grammar” comically proposes some definitions of the word such as, “a collective of arcane terminology”, “a cluster of prohibitions that make people worry whether they speak their own language properly” as well as “a galaxy of apparently arbitrary rules which make foreign languages unnecessarily difficult and seem to get in the way of natural communication.” Formally, Swan (2005) defines “grammar” as, “...a set of devices (word order, inflection, use of function words, intonation contours) needed especially to express certain kinds of necessary meaning that cannot be conveyed by referential vocabulary alone: in particular, relationships between concepts, participant roles and mood. These devices are also widely used to encode other relatively abstract meanings such as time relationships, number or evidentiality” (p. 120).

Nelson (2014) claims that grammar Nazis seem to receive more negative perceptions from people as compared to those showing other skills such as at Mathematics for they are never called the “Nazis.” Such issue of discrimination pointed out by Nelson (2014) apparently indicates that language correctors or grammar Nazis are not as favored (or as tolerated) as “correctors” in other fields. Nelson (2014) also explains her experience of being sarcastically mocked as a grammar Nazi, when she herself accidentally made a grammatical mistake in one of her texts. Obviously, the task of a grammar Nazi is challenging and one should be full of patience, as a person with this label is not much favored by people.

Language learning on Facebook: Facebook as a new communication medium and wall posts on Facebook as a new learning setting

Facebook managed to serve one billion active users monthly almost six years after its birth (Caers, De Feyter, De Couck, Stough, Vigna and Du Bois, 2013). Barker, Barker, Bormann and Neher (2013) present a list of twelve popular social media sites taken from eBiz\MBA

Inc as of December 2011 and it is stated that Facebook had a month 700 million users. The statistics as of August 2016 released by newsroom.fb.com revealed that there were 1.13 billion daily active users on average for June 2016, 1.03 billion mobile daily active users on average for June 2016, and approximately 84.5% of Facebook daily active users are outside the United States and Canada (Facebook Newsroom- Stats, n.d).

According to D'Onofrio (2013), Facebook Data Editor as of December 9, 2013, Facebook users posted various topics that they deemed important to them such as their social relationship statuses, current issues and so on every day. Caers, De Feyter, De Couck, Stough, Vigna and Du Bois (2013) describe Facebook's features as of two main pages: home and profile page. Users present themselves on their profile page which is also known as "the wall." The area for "status updates" is located below a few buttons such as "About", "Photos" and "Friends." Anything can be posted by Facebook users in their status, and they can receive responses to the statements made from their friends either through text comments placed in the comment column or through the "likes" given (Caers, De Feyter, De Couck, Stough, Vigna & Du, 2013). This can result in Facebook being a possibly effective platform for language learning. Suthiwartnarueput and Wasanasomsithi (2012) have the idea that Facebook can be a setting for language learning through its functions such as status updates, comments on other users' posts and chat. Terantino and Graf (2011) also believe that Facebook can stimulate collaborative language learning among its users through the target language discussions, negotiations, comments, questions, and status updates. It is claimed that the employment of Information Communication Technology (ICT) and the Internet that can include social networking sites such as Facebook for the purpose of boosting English language learning, is widely promoted by the Ministry of Education and the Ministry of Higher Education at all educational levels in Malaysia (Kabilan, Ahmad & Zainol Abidin, 2010). Therefore, Facebook should be utilized effectively by English second language learners in Malaysia especially

with respect to improving grammar knowledge for it has the potential to assist them with their language learning.

Motivation or demotivation in grammar learning through the roles of grammar Nazis and possible Malay learners' perceptions towards this

VanPatten and Benati (2010) in relating motivation to language learning suggest that motivation refers to the degree and type of “desire to learn” and it is also a fundamental indicator that explains a learner’s success or failure in a language. Gardner and Lambert (1972) who can be considered as the pioneers in the area of motivation, classified motivation into “integrative” and “instrumental” motivation where the former is related to identifying with or integrating into L2 culture, while the latter refers to learning an L2 for purposeful use of it such as for one’s career opportunities or academic advancement. Another popular dichotomous motivational terms are the ones introduced by Brown (2000) which are “intrinsic motivation” and “extrinsic motivation” to refer to the source of motivation, either internal (comes from within an individual) or external (comes from other people).

In terms of psychological perspective, according to Bernstein, Penner, Clarke-Stewart and Roy (2006), cognitive factors are one of the sources of motivation which explains why people behave differently is partly due to cognitive reasons such as their perceptions of the world, their beliefs about what they can do or cannot do, and their expectations about how others will react to them.

Russell (2009) in discussing Natural Approach to language learning elaborates this issue by quoting Terrell (1977) who considers affective aspect in learning a language as more important compared to cognitive one and correcting students’ error is viewed “negative in terms of motivation, attitude, {and} embarrassment” (p.330). Thus, no matter how noble the reason for correcting a learner’s grammatical error can be, such action is possible to be considered unnecessary or impolite, thus demotivating the learner especially when the error highlighted is made public like in the status comment section on

Facebook and when the correction is explicitly shown, thus clearly identifying the learner's incompetency in the language. According to Noor and Azaham (2000, p. 72), "The Malay cultural personality is traditionally reputed to be genteel, polite or well-bred." Adam (2005) claims that saving one's face is one of the important elements in the value system of the Malays because humiliating a person is frowned upon in the Malay community. Hence, it is not impossible for the role played by grammar Nazis in correcting Malay learners' errors to be unwelcomed for some cultural or social reasons or positively accepted perhaps for some other reasons.

Methodology

Research Instrument

A questionnaire was designed with respect to the variables investigated. The questionnaire was composed of 37 items that were divided into two sections based on the constructs examined: 1) Grammar learning on Facebook, 2) Feeling motivated or demotivated towards being corrected by grammar Nazis. Each item in the questionnaire was measured in terms of the respondents' level of agreement or disagreement or neutral state with regard to how they believed the statements were applicable or not applicable to them, using 5-point Likert scale: Strongly Disagree (SD)= 1, Disagree (D)= 2, Uncertain (U)= 3, Agree (A)= 4, and Strongly Agree (SA)= 5.

Participants

100 Malay undergraduate students (65 males and 35 females), aged 18-21 from Universiti Teknologi MARA (UiTM) participated in the research. The respondents were diploma students of Electrical Engineering, Mechanical Engineering, Civil Engineering and, Hotel and Tourism Management program who were discovered in an informal interview survey to be active users of Facebook who frequently updated their statuses in English. They were also completing some compulsory English language proficiency courses as required by their programs at the university.

Data Collection Method

The questionnaire administered was completed within the duration of one hour with the presence of the researchers, just in case some clarification regarding the items in the questionnaire was needed to be done with the participants. A briefing concerning answering the questionnaire was held with the respondents prior to the administration of the questionnaire to ensure the respondents were prepared for the data collection. The data was obtained in one stage only. This means there was no test-retest evaluation involved in this study.

Data Analysis

The data collected was computed into the Statistical Package for Social Sciences (SPSS) version 21 for quantitative analysis. Numerical data such as frequencies and percentages, mean scores and standard deviation scores were generated from this software for a detailed statistical analysis of the data.

Findings and Analysis

Research Question 1: What is the Malay learners' perception towards learning grammar on Facebook?

Table 1: Cronbach's Alpha Coefficient for the reliability of the items regarding perception towards learning grammar on Facebook

Cronbach's Alpha	No. of Items
.774	22

N= 100

The results revealed that the reliability of the 22 items in the questionnaire that were related to the variable, grammar learning on Facebook at a satisfactory level as the Cronbach's alpha value obtained

was 0.774. This value indicates that the items in the questionnaire were basically related to the variable examined and were able to be comprehended by the respondents.

Table 2: Frequency (f) distribution (in percentage) for the respondents' perceptions towards learning grammar on Facebook

No.	Items	Mean	Std. Dev	Skewness		Kurtosis		Response options				
				Stat	Std. Error	Stat	Std. Error	SD %	D %	U %	A %	SA %
2	I don't mind if people can see my grammar mistakes in my Facebook status.	3.23	1.072	-.424	.241	-.577	.478	7	19	26	40	8
4	I purposely update my Facebook status in English so that I can learn English when people correct it.	3.55	.914	-.596	.241	.453	.478	3	8	32	45	12
5	I love to learn English grammar from my mistakes on Facebook when people correct the mistakes.	3.78	.848	-.575	.241	.422	.478	1	6	25	50	18
8	I think other Facebook users can also learn English grammar when they read the comment made by someone that corrects my English in the comment section.	4.23	.709	-.710	.241	.546	.478	0	2	10	51	37
10	I think Facebook gives opportunity to anybody to correct someone's English in	3.88	.715	-.328	.241	.118	.478	0	3	23	57	17

	his/her status on Facebook.											
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No.	Items	Mean	Std. Dev	Skewness		Kurtosis		Response options				
				Stat	Std. Error	Stat	Std. Error	SD %	D %	U %	A %	SA %
12	I think Facebook should provide a grammar checker to help users correct their English in updating their statuses on Facebook.	4.33	.726	-.761	.241	-.112	.478	0	1	12	40	47
14	Learning English grammar on Facebook is more challenging when anybody can comment about my grammar mistakes.	3.72	.780	-.767	.241	1.080	.478	1	6	24	58	11
15	I prefer people to leave their comment about my English in the comment section when I update my status in English.	3.55	.892	-1.069	.241	1.160	.478	4	8	24	57	7
17	I think discussing English grammar through Facebook is interesting.	3.68	.839	-1.111	.241	1.889	.478	3	5	23	59	10
18	I think all Facebook users should help each other in learning English grammar through Facebook.	4.08	.677	-.496	.241	.641	.478	0	2	13	60	25
21	I prefer people to correct my English	3.86	.697	-.901	.241	1.454	.478	0	6	14	68	12

	grammar thoroughly so that I can learn grammar.											
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N=100

Table 2 above presents the responses provided by the participants regarding their perception towards learning English as well as its grammar on Facebook. Overall, the values of skewness and kurtosis for the evaluation of the normality or abnormality of the data distribution for the variable studied (perception towards learning grammar on Facebook) revealed acceptable values (Skewness: -.150 to -1.111 and Kurtosis: -.112 to 1.889) as the recommended values are within the range of -2 to 2.

Basically, the respondents in majority presented positive feedback towards utilizing Facebook for English language learning, particularly grammatical aspect of this language. For example, item 8, 12, and 18, each was discovered to comprise a huge combined percentage of both “agree” and “strongly agree” response options which was more than 80%. Specifically, the percentages for the items were 88% (mean= 4.23, SD= .709), 87% (mean= 4.33, SD= .726), and 85% (mean= 4.08, SD= .677) respectively. With the mean value or more than 4.00 for item 8, 12 and 18, this obviously indicates that a large number of the respondents agreed that grammatical error correction for their English statuses on Facebook in the form of corrective feedback given in the comment section can benefit other users too (item 8), and that Facebook should provide a grammar checker to assist users in updating their English statuses grammatically (item 12), as well as Facebook users should help each other in learning English grammar (item 18).

57% of the respondents selected the response option, “agree” for both item 10 and 15 respectively. This shows that more than half of the total respondents had the idea that Facebook can be a medium for anybody to share his or her knowledge about English grammar by correcting other users’ English usage in their Facebook statuses (item 10), and it was more preferable for the grammar Nazis to leave their

grammatical comments about the respondents' English practice in their statuses in the comment section on Facebook (item 15).

A quite small mean value of 3.23 was discovered for item 2 ("I don't mind if people can see my grammar mistakes in my Facebook status" as the total percentage for the combination of the percentages for the response options, "agree" (40%) and "strongly agree" (8%) was only 48%. The biggest percentage, 32% for the response option, "undecided" belonged to item 4 ("I purposely update my Facebook status in English so that I can learn English when people correct it") which this implies that of all the items, the respondents mostly were not certain about their view on this one. Despite this result, 57% of the respondents agreed and strongly agreed with this item. In terms of learning grammar from grammatical errors committed in English status updates, the respondents in majority expressed positive view towards being corrected (item 5: agree= 57%, mean= 3.55, SD= .892), and discussing English grammar through Facebook as something interesting (item 17: agree= 59, mean= 3.68, SD= .839).

Despite being positive towards learning grammatical rules on Facebook, the respondents in majority, 58% agreed that learning grammar on this social networking site can be challenging. Also, based on Table 2, a combination of 68% (agree) and 12% (strongly agree) that made up the sum of 80% was contributed by the respondents to item 21 ("I prefer people to correct my English grammar thoroughly so that I can learn grammar") that apparently shows how the respondents desired their grammar to be corrected which was through a holistic approach.

Research Question 2: Are the Malay learners motivated or demotivated to practice their English after being given corrective feedback by grammar Nazis for the grammatical errors committed in updating their English Facebook statuses?

Table 3: Cronbach's Alpha Coefficient for the reliability of the items regarding perceptions towards feeling motivated or demotivated to practice their English

Cronbach's Alpha	No. of Items
.886	15

N= 100

The table above shows that the reliability of the 15 items in the questionnaire pertaining to the variable, feeling motivated or demotivated to practice English with the feedback given by grammar Nazis is at a reliable or acceptable level as the Cronbach's alpha value obtained was 0.886. This number indicates that the items in the questionnaire managed to measure what they were supposed to measure and that the participants principally had no difficulty understanding the items.

Table 4: Frequency (f) distribution (in percentage) for the respondents' perceptions towards feeling motivated or demotivated to practice their English

No.	Items	Mean	Std. Dev	Skewness		Kurtosis		Response options				
				Stat	Std. Error	Stat	Std. Error	SD	D	U	A	SA
								%	%	%	%	%
24	I like to be friends with people who always correct my grammar mistakes in my English statuses on Facebook status.	3.91	.753	-.862	.241	1.884	.478	1	3	18	60	18
25	I feel motivated to practice my English on Facebook when people correct my English on Facebook.	3.98	.778	-1.015	.241	2.000	.478	1	4	13	60	22
27	When someone corrects my grammar in my Facebook status, I feel they pay attention to	4.00	.667	-.209	.241	-.051	.478	0	1	19	59	21

	my English, thus I feel motivated to learn English.											
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No.	Items	Mean	Std. Dev	Skewness		Kurtosis		Response options				
				Stat	Std. Error	Stat	Std. Error	SD %	D %	U %	A %	SA %
28	I feel happy when I can learn more about grammar after someone corrects my mistake in my English status on Facebook.	3.94	.750	-.342	.241	-.122	.478	0	3	22	53	22
35	As a non-native speaker of English, making grammar mistakes in updating statuses in English on Facebook is part of learning.	4.08	.677	-.496	.241	.641	.478	0	2	13	60	25
36	I feel motivated to check and study about grammar when people correct my grammar mistakes in my English statuses on Facebook.	3.99	.674	-.190	.241	-.144	.478	0	1	20	58	21

N= 100

Based on Table 4 above, basically, the values of skewness and kurtosis for the evaluation of the normality or abnormality of the data distribution for the variable studied (perception towards feeling motivated or demotivated to practice English) revealed acceptable values (Skewness: -.190 to -1.015 and Kurtosis: -.051 to 2.000) as the

recommended values are within the range of -2 to 2. It was also discovered that only a very small number of respondents who disagreed with item 24, 25, 27, 28, 35 and 36, while the percentages of those who were uncertain (undecided) about their views towards these items were between 13% to 22%. Item 24 indicates that the respondents in majority, 78% (mean= 3.91, SD= .753) welcomed the role as grammar Nazis played by Facebook users and did not dislike being friends with them as they agreed (60%) and strongly agreed (18%) with the item. Next, the results for item 25 clearly revealed that more than half of the total participants, 60% selected the response option, “agree”, while 22% of them chose to strongly agree with the statement (“I feel motivated to practice my English on Facebook when people correct my English on Facebook”). This seems to imply that the participants perceived being corrected by other Facebook users as a positive effort made by them and that this could be a source of motivation for more English practices using such a networking site. Again, 60% (mean= 4.08, SD= .677) of the respondents decided to agree with item 35 which this indicates that the participants in majority believed that making grammatical errors in using English on Facebook is normal for non-native speakers of this language. Besides, most of the respondents claimed that they felt delighted when they could learn more about grammar after someone corrected their mistake in their English statuses on Facebook as 75% (mean= 3.94, SD= .750) which shows their positive opinion towards people who gave them corrective feedback.

A total of 80% (59% + 21%) for the response options, “agree” and “strongly agree” was discovered to belong to item 27. This huge number of participants obviously had a positive view towards grammar Nazis who corrected their grammar on Facebook as they had the idea that these language correctors were concerned about their English that this could be a motivational drive for them to learn English. As for item 36 (“I feel motivated to check and study about grammar when people correct my grammar mistakes in my English statuses on Facebook”), its combined percentage for the percentages of the

response options, “agree” (58%) and “strongly agree” (21%) was only 1% less than that of item 27. This clearly shows that most of the respondents felt motivated to check and study about grammar perhaps as a result of having people who observed their grammar usage on Facebook.

Discussion and Conclusion

Based on the data collected, it is obvious that learning English grammar on social networking site, Facebook through the reaction given by other Facebook users with respect to the use of English in updating statuses, is seen as a positive action that can contribute to generating motivation in the learners in their attempts to improve their English. Instead of feeling humiliated by the corrections made about their English usage, the respondents mostly prefer to welcome comprehensive explanations of grammar rules and think that explanations of the rules should be made public for other Facebook users to view which this indicates the participants have very high confidence in themselves and value knowledge sharing. The findings indicated a welcoming response of the respondents towards utilizing Facebook for grammar learning as they in majority are positive about having their grammatical errors in writing statuses in English visible to other Facebook users and being corrected for their grammatical errors even to the extent that the corrections are made public, since they consider these as part of learning the language.

Also, the role of grammar Nazis in correcting people’s grammatical errors is not perceived negatively by most of the respondents. However, in terms of the role of feedback in generating language learning like grammar learning, this can be subjected to disputes. For instance, the autonomous induction theory of Carroll (2001) suggests that feedback can only contribute to language acquisition if learners recognize the corrective intentions of the feedback. As most of the respondents have a positive view towards the grammar Nazis who are perceived to be the ones who are concerned about other people’s language acquisition for the benefits of the

learners, the respondents perhaps view corrections performed by grammar Nazis for their grammatical errors are generated from good intentions.

As the majority of the respondents of the present study believe that Facebook users should help each other in learning grammar through this social networking site, obviously they have a positive perception towards the roles of grammar Nazis in sharing and supplying grammar knowledge by providing corrective feedback for grammatical errors committed in updating English statuses. The respondents of the present study mostly view positively the function of Facebook as a tool for generating grammar learning as they admit that this social networking site offers the opportunity to Facebook users to correct someone's grammatical errors in their English statuses on Facebook, which this indicates a collaborative learning of grammar can be promoted probably through the functions of Facebook such as comment box, emoticons and so on. These ideas can be related to the study conducted by Suthiwartnarueput and Wasanasomsithi (2012). In the study conducted by these two researchers on 83 first-year undergraduate students in Thailand, the researchers, discovered that Facebook managed to improve their grammatical knowledge via the communicative functions of this site as they mention, "Based on the results of the present study, the enhancement of the students grammatical and writing competence resulted from various functions of Facebook that allow the students to discuss, negotiate, collaborate, and share their thoughts with the teacher, their friends, or even other Facebook users" (p. 208).

Apart from admitting that Facebook can generate a grammar discussion among its users, the respondents in majority consider this to be interesting which indicates their acknowledgment of this social networking site's potential to promote collaborative learning of English grammar as compared to autonomous learning. Besides, the respondent mostly believe that learning grammar on Facebook can give a different experience which is a challenging one with respect to this social networking site makes the English statuses posted visible for the

users' friends to view and give corrective feedback if there are grammatical errors in the statuses detected.

In highlighting the vitality of grammar, Azar (2007) asserts that without grammar in language, speakers would simply have individual words or sounds, pictures and gestures to convey meanings. It was discovered in her studies that the Generation 1.5 students who possessed poor knowledge of grammar faced problems in academic writing despite being fluent in speaking and listening. Thus, grammar learning should be encouraged in any possible settings available such as virtual ones like Facebook due to the fact that grammar knowledge is crucial in language acquisition. In addition, according to Oxford (2011), grammar learning strategies are not as extensively researched as the strategies of learning other language components. Grammar learning strategies in reality have received the least interest and concern in the field of L2 learning strategies. Therefore, the present study can perhaps supply some information with respect to the utilization of a social networking site, Facebook as a platform and one of the strategies in learning English grammar.

The Authors

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