



SNAP TO READ

EFL LEARNERS' PERCEPTION OF GRAMMAR NAZIS PRACTICE ON SOCIAL MEDIA TWITTER

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Abstract:

This article reviews the EFL perception toward the practices of Grammar Nazi on social media Twitter by outlining the recent activities of Grammar Nazi and the future effect that may use for learning strategy. It aims to discover whether or not the practices of Grammar Nazis have an impact on learners' desire in learning English. It discusses the EFL learners' knowledge about the Grammar nazis phenomenon on social media, their perception toward the phenomenon, and the impact of Grammar Nazis on learners' learning interest. This article indicates that the EFL learners' have a different perception, on one hand, it motivates their learning desire, and on other hand, it demotivated their interest in learning the language. Based on the review, the article also provides some recommendations on what future researchers can do to explore more about this phenomenon and to use the phenomenon as a learning strategy in improving their English skills.

Keywords: *review, Grammar Nazis, EFL learners' perception, Social media*

Nowadays, the pandemic of Covid-19 has forced learners to stay at home, and do teaching and learning online. To support the teaching and learning activities, the learners use online social media. It makes the use of online social media have an important role in teaching and learning activities. Many EFL learners or even native learners use online social media to get more knowledge or practice their English language. EFL learners may use social media to know more about their target language. It has become a part of social, business, and academic discussions (Harmandaoglu, 2012).

Online social media support written interaction among users from different domains, varying knowledge and language are like Facebook, Twitter, and Instagram. Those Online social media are no longer use for entertaining but for learning tools as well. For example, by learning English using Twitter, users will be able to communicate (daily chart), give feedback, sharing information about both their lives, and their professional experiences, or even receive feedback from strangers through comment sections or even in a direct message (Boyd et.al, 2010., Harmandaoglu, 2012).

Furthermore, one of the popular online social media is Twitter. Many users use Twitter for purposes such as updating stories or status, written conversations, promoting products, or even spamming content (Benevenuto, Magno, Rodrigues, & Almeida, 2010 as cited in Raamkumar, et.al., 2018). Twitter is easy to access and allows users to interact without asking to be mutuals or friends. Users are easy to give comments, advice, insult, or even criticize the use of language like grammatical errors. People who purpose to correct someone's language mistakes in public without asking permission are labeled as Grammar Nazis. The term Grammar Nazis may not be known by some users because it not only correcting grammar errors but also orthographic errors.

Moreover, the existence of Grammar Nazis on social media like Twitter or Facebook can contribute to the learning of grammar especially about second language or foreign language. Implicitly can be helpful for learners who need correctives feedback from others, but it may be insulted

or humiliated someone's interest in learning a language if they do not like being corrected in public by strangers. It depends on learners' perception or their purposes in using social media.

So far, some studies have been tended to see the practices of Grammar Nazis on Facebook (Amin, Noraziah Mohd, et.al., 2016., Švelch and Sherman, 2017). For example, Amin, Noraziah Mohd, et.al., (2016) stated that learners are motivated to more update even after giving corrective feedback from Grammar Nazis in the same Facebook group. A study conducted by Baladjay, et al., (2014) stated that Grammar Nazi users feel proud when correcting or criticize others' language errors. However, there is rarely found a study investigating that see the practices of Grammar Nazis on social media Twitter which has the larger and easiest access to do conversation online than Facebook. There are also limited who see the perception of learners toward the practices of Grammar Nazis on Indonesian social media as a learning strategy is proved by the limitation of studies that seek the Grammar Nazis in Indonesian, and also most of them are using Facebook users from a foreign country which already joining in a group and also only focus on grammatical errors.

This article presents the EFL learners' perception of the Grammar Nazis phenomenon on Indonesian social media. It aims to discover whether or not the Grammar Nazis practices/phenomenon has an impact on learners' desire in learning the English language. It also shows the perception of Indonesian EFL learners who use Twitter and are ever being corrected by the Grammar Nazis. It also provides what impact the Grammar Nazis' practices give to the EFL learners that have not been much explored in the literature. Each learner may have a different perception toward Grammar Nazis, in a positive, they may think of Grammar Nazis as motivation in learning English, as a learning strategy, or even as learning tools. Besides, negatively they may think of Grammar Nazis users as humiliated, aggressive, or make them demotivated in learning English.

In looking at the EFL learners' perception of the Grammar Nazis

phenomenon in the new learning environment. There are some aspects which are considered to be discovered, a). The EFL learners' knowledge about the Grammar Nazis phenomenon on social media, b). EFL learners' positive perception toward Grammar Nazis phenomenon., c). EFL learners' negative perception toward the role of Grammar Nazis in learning grammar through social media.

Grammar nazis phenomenon and social media Twitter

Since the early 1990's everything related to the word Nazi, such as food-nazi, health-nazi, and grammar-nazi, have a negative connotation and it has become more popular among American English speakers. In 1991, Grammar-nazi/spelling-nazi has discovered in an article posted by an unknown user and do not provide an actual source (Bahlo, et al). According to an urban dictionary (range from 2002-2014), the word Grammar Nazis means someone who believes their duty to attempt or correct any grammar and spelling mistakes of someone who uses a language. It also defines that Grammar Nazis corrects others' usage and spelling and imposes their point views on them. In 2014, the practices of Grammar Nazis have shown on social media Twitter. Someone who self-proclaimed as Grammar Nazis uses the hashtag #GrammarNazi to ask other users to join and shaming users who have poor grammar whenever and wherever they do grammar errors for fun. This Twitter user is proud of Grammar Nazi and does not tie this to any negative behavior (Raess, 2016).

Furthermore, Nelson (2014) defines the Grammar Nazis as negative connotation or receive negative perceptions from people. She also indicates that Grammar Nazis or language corrector are not tolerated someone's mistakes in using language. Also, the public who criticizes the uses of language that they consider wrong has been associated with the term Grammar Nazis. This term is also meant as an insult that addresses those who engage in excessive language policing (Schaffer, 2010). Most probably has been utilized in online media settings and spread into various language environments worldwide. On other hand, some communities or individuals

proudly identify as Grammar Nazis who labeled themselves as internet helpers in the context of correcting language errors.

So far, the Grammar Nazis phenomenon is discovered on social media, such as Twitter, Facebook, Instagram. Those social media allows members of the public to interact easily with others. People are allowed for sharing and commenting on spelling errors, online or offline, using screenshots, copying, and pasting. Twitter especially allows for self-documentation, information sharing, social interaction, entertainment, daily chat, for reporting news. It also allows the massive public to reply or re-tweeting the message of one user. The power of re-tweeting could be massively monitored (Ebner, M. 2013). In other words, social media Twitter probably has more chance to be used by Grammar Nazis due to easy to access and easy to use. By the end of 2018, there are 321 million people who use Twitter, and in the first quarter (Q1) of 2019, there are 330 million Twitter users (Iqbal, 2020).

The EFL learners' knowledge about Grammar Nazis phenomenon on social media

Language learning on Twitter: Twitter as a new learning medium

In this digital era, social media platforms have become a powerful tool. Many people use social media not only to communicate but also to learning. Due to the easiest access of e-sources, or e-libraries, people prefer social media to use than directly read a book to get information or read literature (Washaly, 2019). On other hand, social media such as Twitter has become self-publishing platforms that facilitate people to write short stories, promoting books, share their opinions, create or even original works. Many authors such as J.K Rowling also use Twitter for sharing their creative thought and interact with readers through a tweet (Erin, 2014; Blossom, 2009; Washaly, 2019).

Furthermore, Language learning through social media is possibly happening. Through interaction with other users, the users are able to share knowledge, build confidence, increase motivation, had a positive attitude toward language learning (Kabilan et al., 2010). One of the largest social media that facilitates many people to communicate and learn a language is

Twitter (Kwak, et.al 2010; Huberman, et. al, 2009), a study conducted by Harmandaoglu (2012) who seek the use of Twitter for language teaching and learning claims that using Twitter in foreign language learning can be very effective and innovative for the teachers and students as long as it is used for education and personal aims. This type of social media allows users to send and receive messages no more than 140 characters in length called “tweets”, even though users still can post a long story on their Twitter walls called “a thread” (Koh, 2014). According to Boyd (2010), the re-tweets features in Twitter play important roles for a social network. He stated that by repeating a message (tweet) this message is offered to another network of followers and it can be distributed further. The power of re-tweeting is massive, for example by the death of Michael Jackson that massively known by others (Kim & Gilbers, 2009).

Besides, In terms of the relationship among users, the Twitter features unlike Facebook, users do not need two-way following relationship “friends” to communicate, they can do conversations, commenting, or follow the tweet without being friends on Twitter (Java et al.,2007). This kind of activity can be done in Twitter’s features such as Re-tweet (RT), @, Hashtag (#), and Mention. Retweet uses to share somebody else’s tweet that users’ have seen in their feed, and it then goes to all of their followers, which shows others that this was not originally their tweet. The @ uses in tweets when users want to mention another user and every Twitter user name. The Mention uses to check users’ mention area to see when others mention their username in a tweet. The hashtag (#) uses to categorize tweets. The more users tweet use a hashtag it will be popular and every user can use it or even comment on it. this is the reason why Twitter is easier and accessible social media (Mollett et al, 2011).

In this new learning environment, many studies appeared asking how Twitter can be used for learning (Grosseck, & Holostescu, 2008.; Costa et al., 2008). A study conducted by Grosseck and Holostecu (2008), showed that Twitter has the potential to use in education, especially for learning outside the

classroom. It uses as an educational tool, such as for classroom community, exploring collaborative writing (promotes writing as a fun activity like foster editing skills and develop literacy skills), reader response (students can use a tweet to send out questions or comment), explore the potential of microblogging in formal and informal settings (offers opportunities to discuss voice, purpose, audience, to organize ideas, reflect, send notes, manage meet-ups, etc), and collaboration across school, countries (students can leave phone-tweets as they come across real-world examples of what they are studying in class).

Besides, a study conducted by Costa et al (2008) Claimed that in general terms Twitter was accepted and regarded as a useful tool for spontaneous and immediate communication. It helped and promote the sharing of ideas and prompt unplanned discussion about relevant topics. It also can be helpful to capture the atmosphere of a given event and enable individuals to participate actively and input their ideas as they occur. It also claimed that microblogging like Twitter can be used as an interesting discussion and sharing back-channel in learning events. In other words, it possible to use Twitter for learning. Twitter can be used as a medium for mass learning, it allows instant feedback during face-to-face learning with more than 100 students can participate. Twitter also can be used as a tool for discussing beyond Face-to-face lectures, it allows to post status updates of activities concerning the lectures outside the classroom. Also, Twitter can be used as a tool for academic conferences, it allows the audience to comment about the presentation, for discussion, for collection of additional hyperlinks, and for allowing participants to give personal statements or reaction about the speakers' presentation, feelings, thoughts, and opinions (Ebner, 2009).

Moreover, social media such as Twitter has massive users, easy to access, possibly allows users to do something rude, triggers sedition, or divisiveness. It may display content that contains aggressive sentences, pictures, or something that can harm people through posts (Washaly, 2019). Everything in Twitter such a story, pictures, or video is easy to spread through

the hashtag (#) or re-tweeted by users that can go viral over the internet, and some people seem fervent, and even happy to share, retweet, and comment on the contents that are regarded immoral or offensive. However, the activities of learning a language on Twitter, such as learners' want to improve their English skills through tweet a story or commenting on someone's tweets in English may be criticized by others who think their English is better than theirs. For example, they are correcting learners' spelling mistakes, grammar mistakes, words written, directly without concern that they are strangers on social media, and this activity is called "Grammar Nazis Phenomenon".

Grammar Nazis practices on Social Media Twitter

Social networks or online media environments give opportunities to promote, enforce linguistics norms but also rebel against them (Danet, 2011 as cited in Sherman and Švelch, 2017). Written communication and spelling have become part of an online environment. Through social media, people are able to share or even commenting on the spelling errors of others. Many users who comment and criticize someone's mistakes in using language such as spelling errors, grammatical errors, orthographic mistakes are called or labeled as Grammar Nazis. They stated that they are doing so for purposes of entertainment, and humor. Most of them are proudly called Grammar Nazis (Sherman and Švelch, 2017).

The label of Grammar Nazis was described as a memetic phrase that spread through the Internet discussion forums and social media. People use the "Grammar Nazis" label for someone as an insult. They criticize Grammar Nazis for being rude, arrogant, and annoying for focusing on form (sentence) rather than the content (Sorrow, 2003). Grammar Nazis can be individuals or communities who purposively correct someone's mistakes in writing English. Some of them dedicate themselves to correct users' with poor grammar or accidentally make spelling errors. Due to Twitter that has the largest number of users make Grammar Nazis has the easiest access to correct others' mistakes. They do not care if they correcting public figures, politicians, or strangers as long as they make mistakes in using English they

should be corrected.

However, despite Grammar Nazis seems rude, aggressive, and annoying, sometimes view as helpers of the Internet. The activities of Grammar Nazis could be seen as examples of media participation. They are voluntary to help someone correcting their language errors, and as someone who cares about language and literacy (Carpentier. 2011). They also help someone to realize how to use a language correctly without even being paid. Furthermore, On social media Twitter, Grammar Nazis could be easy to find someone with language errors, because usually Twitter users post a comment in a large forum that can be read by all users around the world. Grammar Nazis can comment directly on the comment section or re-tweet then giving critic without asking permission. It does not matter who is being corrected, even famous user @MarineAFC is corrected by Grammar Nazis. This Grammar Nazis phenomenon has a positive and negative impact depends on who is being corrected.

Moreover, the Grammar Nazis practices on Twitter may have two impacts on the users who have been corrected. The first is a positive impact, for some people the existences of Grammar Nazis give them a positive impact, for example, generating motivation to improve English skills, motivated to more often write a status on social media using English, as a learning strategy, it means when someone corrected their grammar and orthographic mistakes, users will know their mistakes and it can be their new learning strategy (Amin, et al, 2016). The second is a negative impact, when someone learning English on social media and being corrected by strangers may give negative impacts on others, so do the existences of Grammar Nazis. The negative impact such as damages the users' confidence in learning English, humiliated someone, it may because some Grammar Nazis correct someone's grammar errors use harms words like "stupid or moron". It may cause anxiety such as low self-esteem, stress, and make users lose respect to use English and towards Grammar Nazis users (Baladjay, et al, 2014).

Indonesian EFL learners' positive perceptions towards grammar nazis phenomenon

Grammar Nazis' corrective feedback as motivation in learning English

The existence of Grammar Nazis on social media may give some benefits to others. The social networking sites like Twitter which allow people to comments on someone's language mistakes in public may give chance to help others in easily checking their language errors because they do not need to ask for being a friend before helping them. People who try to correct others' language mistakes can indicate that they may want to help and save someone's face from the public. It also indicates that they give chance to share knowledge with others. Some users who have been corrected for their grammatical mistakes in public consider it as part of learning the language (Amin, et al, 2016). In terms of corrective feedback, in generating language learning like grammar learning or orthographic learning this can be subjected to disputes. Carroll (2001) states that feedback can only contribute to language acquisition if learners recognize the corrective intentions of the feedback. It means when someone aware and welcomes corrective feedback they can contribute to language acquisitions.

Besides, this new learning environment makes people start to use online media in a learning activity. This situation gives chance the learners to use social media in learning the English language. For learners who use English as a second language or Foreign language, this is the chance for them to learn from foreign people or experts about their English skills. Social media like Twitter is a microblogging social network site and has massive users from around the world (Davenport, et al, 2014) offers a chance to share knowledge about language learning. Learners can start post a tweet using English in a forum and wait for a response from others. When Grammar Nazis give corrective feedback, learners should welcome and accept the feedback. It is a big chance for non-native speakers to be corrected by native speakers, even though through social media.

So far, a study conducted by Amin et al (2014) shows that learners

have a positive view towards the Grammar Nazis who are perceived to be the ones who are concerned about other's language acquisition for the benefits of the learners. The learners also think that correction from Grammar Nazis has good intentions. The roles of Grammar Nazis in sharing and giving grammar knowledge by providing corrective feedback becomes a motivation for some learners. When learners find out that they make mistakes may immediately change the words to correct one. This will motivate them to be more careful and select correct grammar before posting or write something on social media. It also may make learners comparing or sharing their grammar knowledge with Grammar Nazis. It will motivate them to check and learn more about grammatical patterns or structures so that they will not be corrected by others.

Moreover, the motivation in learning English that establishes after being corrected by Grammar Nazis especially a foreigner who is a stranger on social media will affect the use of learners' English skills in real life. According to VanPatten and Benati (2010), motivation in language learning refers to the degree and type of learning desire and it becomes fundamental indicators to learners' successful or failure in learning a language. They may have a different point of view in learning a language such as to get suggestions from Grammar Nazis in absorbing a language or new learning style. Learning grammar through social media can give a different experience to receive and give corrective feedback if there are grammatical errors in the post or comments detected.

Grammar Nazis' corrective feedback as a learning strategy

The views of Grammar Nazis as helpers of the Internet relate to the power relations in online communication. Learners may use Grammar Nazis as a corrector and may become a new learning strategy. Nowadays, there is much application that use to check grammar errors on online media platforms such as Grammarly and Ginger (Daniels & Leslie, 2013). These applications usually use by English learners to check their grammatical errors. The practices of Grammar Nazis are similar to Grammarly's application that is intended to correct grammar and orthographic errors. The differences of

Grammar Nazis and Grammarly is in terms of the corrector, Grammar Nazis are done by human who is volunteering to help and correct someone language errors on social media, and it can be done by everyone. While Grammarly is an online proofreading website that can be used to scan documents for grammar mistakes (Schraudner, 2013).

Besides, Grammar Nazis activities is an online form of media participation. A phenomenon where learners or online users and Grammar Nazis are discussed and share ideas about language errors through online social networks. Thus, can use as a new learning strategy in terms of discussing grammar mistakes with strangers. Since Grammar Nazis purposively dedicate to care about language and take their time to correct mistakes and educate others by creating comments and sharing knowledge, it will give learners a chance to accept knowledge from others and get a new perspective in learning a language. In the school environment, learners usually get corrective feedback from teachers that is done manually through students' papers. Teachers will give some comments and notes dealing with the learners' writing (Gufron & Rosyida, 2018). So, if learners receive corrective feedback from Grammar Nazis, they will get various sources of feedback from others, and possibly get corrective feedback from native speakers through social media.

Moreover, Users from social media Twitter has the highest chance to use Grammar Nazis corrective feedback as a learning strategy. For example, when learners who afraid of being corrected by the teachers, can take this phenomenon to practice their English skills before they show it to their teachers. Some learners think that mastery a grammar gives them the confidence to use English for communication (Baladjay et.al, 2014). It is strengthened by Perez et al (2012), who stated that strategic competence is composed of mastery of verbal and non-verbal communication strategies, and grammar is an important aspect of communication. Learners might confident in speaking English based on their grammar because they have a sense of mastery in strategic competence.

So, the activities of sharing ideas, discuss and being corrected by strangers on social media may make learners more confident and motivate them to more practice their English skills. Someone who corrects others' grammar may be linguistically competent (Tale, 2013). The competence here is in which people would consider the situation properly, for competence areas should be considered in communication such as linguistic, socio-linguistic, discourse, and strategic. For example, People who fast grasp of what grammar is and what it plays role in writing means they have linguistic competence because grammar is a set of standards upon a linguistic group. Those make up a person communicatively competent. This is the reason why learners should not miss the chance to learn English with Grammar Nazis someone who mastery of verbal and non-verbal communication.

Besides, to support Grammar Nazis as a new learning strategy, learners can join a group, or follow a famous account that intended to correct and give feedback to grammar errors. Learners can follow a famous account such as @Thelanguageners, @GrammarNazi, and so on. They also can ask to be corrected by Grammar Nazis. The Grammar Nazis users very welcome and proud when they give corrective feedback about grammar errors, punctuation errors, spelling errors, anything that deals with language errors, especially the English language (Baladjay, 2014). Aside from that, they are the ones who think have the responsibility to correct the grammar error that someone has done for their goodness.

Indonesian learners' negative perception toward the role of Grammar Nazi in learning grammar through social media

Learners' feel demotivated after being corrected by Grammar Nazis

Online social media offer opportunities to do social interactions, allow people to give a comment, suggestions, critics, or even hate towards others. Learners who use social media for learning may find out some people give critic towards them, especially if they make mistakes in using the English language. When someone accidentally makes mistakes in forming a sentence, Grammar Nazis who feel sentences must build with correct grammar may

automatically give a critic and correct it even without asking permission. Some learners who unaware of being corrected in public may think that Grammar Nazis users Nazi users are rude, insulted, and humiliated towards someone they do not know, just because they make mistakes in using a language. It will make learners demotivated instead of motivating them in learning a language.

However, some people said that they feel offended by Grammar Nazis (Baladjay et.al, 2014). They feel like being bullied and insulted by the way Grammar Nazis corrected their failure in using a language. They feel irritated for these people and have negative thoughts toward them and labeled them as grammar police. On other hand, people use it as an insult. They criticize the Grammar Nazis for being arrogant and annoying for focusing on form rather than content (Sorrow, 2003). This behavior may make learners lost interest in practice a language or even in the learning activity.

So far, the activities of Grammar Nazis mostly happen on social media. The online environment is surrounded by many users with different characters, mind, and kind of knowledge may benefit or drawback others in terms of sharing information or ability to absorb information. There must be existed users who have sensitive when it comes to the words, and sometimes the activities of Grammar Nazis affect them, usually with their feelings and thoughts towards someone who corrected them. So that Grammar Nazis should be aware and watch out for their behavior.

Besides, the learners who are trying their best and feel confident in writing the English language with correct grammar then suddenly being corrected by strangers may feel insulted. Since social media like Twitter that usually in public mode, other users may see that they are being corrected by someone they do not know. Even small errors like the use of “your” and “you’re” is being corrected and it will make learners who have sensitive mind will feel ashamed, or the worst thing can affect their desire in learning a language, and unmotivated them to practice or write English on social media.

Learners' Perception on Grammar Nazis' aggressive behaviors

The activities of commenting and correcting someone's mistakes on social media may indicate verbal aggression. Accordingly, verbal aggression may be defined as behavior that resorts to words to harm others intentionally (Rösner et al., 2016). In online interaction, it is common that users use aggressive language and may give others a harmful situation, such as cyberbullying, which may depend on how individuals communicate verbally (Veiga Simão et al., 2017). Sometimes, Grammar Nazi users use words that will interpret as aggressive like ridiculous, moron, stupid, or sentences like "And here is one of the ugliest word crimes ever! Offense" (Baladjay, et al, 2014). Since verbal aggression within cyberbullying functions as a means to harm others. This type of verbal aggression may remain online for extended periods (Dooley et al., 2009).

However, In terms of psychological perspective, according to Bernstein, Penner, Clarke-Stewart, and Roy (2006), cognitive factors such as learners' perceptions of the world, their beliefs about what they can do or cannot do, and their expectations about how others will react to them. So, if someone who has a sensitive mind receives critic or comments with such words, it may affect their desire in learning on social media, and may also give them anxiety. In other words, the various activities in the language learning process which happened inside or outside the classroom can influence students' condition related to their feeling of anxiety (Herwanto, 2013). The anxiety will be an effect on learners' confidence and self-esteem to show up or practice language in a public forum or social media.

Moreover, the way Grammar Nazis correct someone's language errors may seem impolite, because when they correct others indicate that others' may not as smart as oneself, which consequentially is not a polite action. It is thus shown that corrections can also be used to annoy other users unnecessarily. Even though Grammar Nazis may use a meme or humor in correcting someone's grammar errors, it still possible to make people feel annoyed or insulted by them. Thus, because users may unable to read the

humorous intentions of trolls or memes in online forums which can lead to impolite exchanges.

Also, the practices of Grammar Nazis towards others' mistakes may give a negative effect on learners' desire in practices, even though they are doing it in purpose to help others, it may affect in a different way towards others. Grammar Nazis' aggression toward learners in online media can have a detrimental influence on the mental health of those involved. Aggression is defined as 'an unprovoked act; the first attack in a quarrel; an assault' (South African Oxford Dictionary, 1986 as cited in Naicker, et al 2014). So, If learners are not aware or ready to be corrected by others, they must be prepared to feel insulted or annoyed by them.

CONCLUSION

As one of the new learning environments, social networking sites need more attention and must be knowledgable about the phenomenon that might be useful for learning strategy, for example, the existence of Grammar Nazi in social media. This phenomenon gives a significant effect on EFL learners, especially Indonesian EFL learners who use social media for practicing their language skills. In social networking sites like Twitter which allow massive users will give benefit for EFL learners, for example in giving corrective feedback, critic, suggestions, just like what Grammar Nazis do. Some learners may have different points of view about the phenomenon. In one hand, the Grammar Nazis' practice is meaningful for EFL learners to build students' motivation and arouse positive impression. In the other hand, it demotivates them in learning English on social media, and thought that Grammar Nazi users have aggressive behavior.

The writer has attempted to review the EFL perception about the practices of Grammar Nazi on social media that give an effect on EFL learners' desire in language learning. The review indicates that the practices of Grammar nazi have a various impression on EFL learners. The practices like giving comments, feedback, criticize, judging, insulting have influenced

the EFL learners' perceptions towards them. For learners who aware and open about critic will take this as a source of knowledge, new learning tools, or strategy, but it also possibly make learners feel demotivated, insecure, and less interested to show their skills on social media.

Since there has been no study that seeks the Grammar Nazi practices and how the Indonesian EFL learners' perception toward this phenomenon in two different social networking sites like Twitter and Facebook, future researchers can take this chance to be used in their study. They also can explore the reason of Grammar Nazi in correcting others' grammar errors. This phenomenon could be used for learning strategies such as teaching writing or reading through social media. The writer hopes it will be useful for future researcher, readers, and teachers.

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