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**CYBERBULLYING AMONG EFL STUDENTS' BLOGGING  
ACTIVITIES: MOTIVES AND PROPOSED SOLUTIONS**

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**Abstract**

Cyberbullying during English teaching involving Information Communication Technology (ICT) is an exciting topic to study. Seeing how new language learners share their thoughts and feelings through blogs as alternative learning media and how they engage in cyberbullying in their online interactions may reveal the motives beyond cyberbullying acts. This present study used the mixed method approach to understand the motives to tailor the anti-cyberbullying recommended solutions. The data is extended from a 3-month preliminary study to an 18-month investigation of 711 cyberbullying comments archived in 251 blogs owned and actively used by EFL university students at English Department of Universitas Lancang Kuning (Unilak). The analysis revealed the major students' motive is just to have fun (70%), followed far behind by the motive to fight back (8%), to express upset feelings (7%), and other motives (12%). 16 students with the highest track record of cyberbullying in their blogging activities were interviewed to discuss their motives for cyberbullying other students whom they have known for at least more than 18 months. Results indicate cyberbullying among language learners seems to be an act of *playing with language* or *linguistic wordplay*. Cyberbullying seems to be a sort of *language exaggeration* for EFL students who possess limited competence in English when they interact in the online network. Based on the results, a new definition of cyberbullying was offered to accommodate the linguistic nature of cyberbullying. Using the primary health care framework by the World Health Organization (WHO), this present study designed a practical list of ready-made classroom activities to combat cyberbullying in four different steps, i.e. promotive, preventive, curative and rehabilitative.

**Keywords:** cyberbullying; motives; solutions; linguistic wordplay; blogs

**1. Introduction**

For the last two decades, institutions around the globe have students who are part of a generation with a technological leap (Wekke et al., 2017). Students of the new generation primarily hold

positive perceptions when they learn with technology (Rahman & Weda, 2018). Various social networking sites have been used effectively in educational contexts (Junaidi et al., 2020; Nofita et al., 2019; Susilo, 2019), including blogs as alternative learning media in language teaching (Gachago & Ivala, 2016; Muslem et al., 2018). Blogging offers practicality in students' learning process as they can access all kinds of information (Aljumah, 2012; Jung, 2020) to gain a relevant and comprehensive view of various topics (Hamuddin & Dahler, 2018) anywhere, anytime and with anyone around the globe (Rahman & Asyhari, 2019).

Blogs improve students' skill, motivation and willingness to learn. Amir et al. (2011), Miyazoe & Anderson (2010), and also Lubis & Hamuddin (2019) are some studies that demonstrated blog as one of the most suitable media for teaching English. Echoing the use of other social networking sites (SNS), the rising trend of blogging activities has bred a social media phenomenon of cyberbullying. The feedback in the comment feature in blogs seems to have become the perfect area not only to train one's ability in writing but also to engage the blog content owners in aggressive manners. The content of the commenting feature of blogs was found to hold not only comments, questions, and answers but also critics and bullying activities. Statements that counted as cyberbullying seem to be the cause of the blog's change from a peaceful media of learning English into a 'war zone.'

Researchers tend to see cyberbullying as a form of harassment and have generally described it as an effort to shame or make fun of someone else through their information and communication technology (ICT) (Corcoran et al., 2015). This present study's first stance is quite similar with these studies in seeing cyberbullying as an act intended to harm others (emotionally) using information and communication technology (ICT). However, 'to harm' has become a rather vague descriptor because some adolescents consider posting mean pictures is 'okay' while posting mean videos is not (Hollá et al., 2017), and people who witness cyberbullying incidents often do not recognise the events as cyberbullying at all because they perceive different levels of 'hurt' in an online interaction (Kokkinos & Antoniadou, 2019). It seems that cyberbullying causes different levels of hurt, so this present study sees cyberbullying has a range,. Therefore, this present study defines cyberbullying as anything that makes people feel upset at the least and feel terrorised at the most by text or typographic emoticon messages through information communication technology.

Seeing cyberbullying among university students of English Department of Universitas Lancang Kuning (Unilak) in Indonesia who interact and communicate on their blogs with their

limited knowledge and vocabulary of English raises a question: “Do they (language learners) truly intend to harm their friend?” Finding their motives has become an interesting linguistic topic to be analysed. This present study is also intrigued in how these new language learners are expressing their feelings and thoughts by cyberbullying on social networking sites since online language notoriously allows significant room for creativity in using words (Pavel et al., 2015).

Furthermore, since going online is a daily part of students’ lives, it is alarming that cyberbullying is an endemic problem to students’ learning and emotional health (Nwufu & Nwoke, 2018). Some researchers see it as an epidemic problem as well due to its widespread nature (Perry, 2019). It is also a pandemic issue because it is a problem that causes emotional distress for students around the world (Kim et al., 2017). The contemporary digital era should make all educational institutions aware of cyberbullying as student that are trapped in a cyberbullying cycle could have destructive emotional and health effects in long term.

When it comes to threats that harm people’s emotional states and <sup>12</sup> health, the World Health Organization (WHO) has proposed a framework that has served as a basis for solution schemes around the world to address them. This present study referred to WHO’s primary health care approach to design a solution scheme for cyberbullying. The approach responds to sharp changes in the economic, technological, and demographic level that impact the health of huge populations (Primary Health Care, 2019). Extending the data from the 3-month preliminary study by Hamuddin et al. (2019) which has identified cyberbullying motives, this present study investigated the cyberbullying acts committed by EFL university students during 18 months to integrate them with the proposed solutions for cyberbullying in the form of practical activities that are ready-made for teaching language. The resulting anti-cyberbullying scheme may contribute to keeping learning using online network stay maximal.

## **2. Background to the study**

### **2.1. Cyberbullying motives**

Motives describe the reasons, usually not noticeable or hidden on purpose, that someone has for doing a particular action (Sheldon & Bryant, 2016). As actions of cyberbullying are high in diversity, the motives are diverse as well. The most common reasons include jealousy, boredom, revenge as well as the non-confrontational and seemingly non-consequential nature of <sup>4</sup> cyberbullying (Hinduja & Patchin, 2010; Slonje et al., 2013). Francisco et al. (2015) found that

merely disliking a person is enough for students to cyberbully another, and some cyberbully just for fun. The latter motive is supported by Farkas (2016), who found the motive of wanting to joke, accompanied by reasons of broken relationships and group affiliation. Caetano et al. (2017) found immaturity, lack of respect, lack of affection, and superiority. Abbasi et al. (2019) prove that social relationship is the foremost motive among male cyberbullies, and anonymity among females. Finally, Tanrikulu & Erdur-Baker (2019) state that <sup>4</sup> **personality traits such as online disinhibition, moral disengagement, narcissism and aggression**, if not addressed, **may** leave students **to** eventually engage in cyberbullying due to such motives as entertainment, revenge, harm and dominance.

These studies identified cyberbullying motives by surveys, interviews, or both. Even though they might seem formidable in their own right, as Nardi (2018) states, relying on only these methods leaves a gap of real understanding because the students surveyed could give false reports of their impressions. For this reason, the present study intends to interview selected students who are true cyberbullies based on their track record of frequent cyberbullying comments in the blog archives in 18 months. With this method, this present study contributes to study on cyberbullying by offering results based on authentic cyberbullying acts that complimented the instrument of interviewing the participants.

## **2.2. Seeking solutions to cyberbullying among EFL university students**

Nowadays, many universities actively direct students to utilise blogs to assist their language learning (Zou et al., 2020). Students' writing skill is best taught in ways that encourage their active and consistent participation, and a blog is a suitable means to achieve it (Miyazoe & Anderson, 2010). Blog-integrated writing instruction puts students in a collaborative learning environment where they get to publish a work as proof of their learning progress (Azodi & Lotfi, 2020). According to Özdemir & Aydın (2020), the process-based writing instruction influences students' motivations to write both digitally and on papers with pens.

Blogs are a practical learning tool due to the diversity of learning objectives that can be accomplished with them. Their interactive features enable students who may be too intimidated to speak in a foreign language to flourish in communicating through written media (Adel et al., 2016). Blogs improve students' knowledge-construction as they explore topics, develop their writing style by framing what they know into a blog post, build their confidence by posting their hard work, and even polish their tact and critical thinking by giving feedback onto others' posts

(Lee & Lin, 2019). The wider blogging community scaffolds not only students' language, but also their cross-cultural awareness (Chen, 2019).

Though blog is perhaps the most academically-inclined social networking kind of sites, cyberbullying still exists in the interaction among the blogging community, including among EFL university students (Hamuddin et al., 2018). Cyberbullying continues to be proven to negatively impacts the classroom social climate as it disturbs the students' sense of belonging, leading to impairment of mental well-being (Kashy-Rosenbaum & Aizenkot, 2020). Cybervictims receive effects from the social attacks and cyberbullies are also at risk as they justify their attacks (Gómez-Guadix & Gini, 2016). However, there is a limited amount of studies on cyberbullying in blogs, especially compared to the sheer amount of studies on cyberbullying in other social networking sites such as *Instagram*, *WhatsApp*, etc. Thus, there is a research gap in terms of solutions to cyberbullying among EFL university students' blogging activities.

As Carter & Wilson (2015) state, cyberbullying is a 21<sup>st</sup> century health care phenomenon. Many researchers agree that no matter how 'normal' cyberbullying may seem in the Internet culture, it cannot be unaddressed. One of the most consistent suggestions to deal with cyberbullying is ignoring and blocking the cyberbullies (Davis et al., 2015). Developing cyberbullying detection programs is also a common recommendation (Kumar & Sachdeva, 2020).

Previous studies recommend these actions with different views on cyberbullying. Some saw it as a prevalent issue, while some did not. Some consider it as linked to personality traits, while some put weight in external influences. This study contributes to the anti-cyberbullying effort in that it sees cyberbullying not in terms of whether or not it is prevalent or an internally-motivated behaviour, but by acknowledging that it is a complex issue that does exist in students' daily lives. Cyberbullying's consistent presence in higher education makes it an endemic problem, its ability to attack multiple people continuously makes it an epidemic problem, while its existence in nearly every country with internet access makes it a pandemic problem (Kim et al., 2017; Perry, 2019). As it is a problem that causes adverse effects on students' daily lives via damaging their emotional well-being and health, this study refers to a primary health care approach proposed by World Health Organisation (WHO) as it is designed to be the basis of solution schemes for problems that are endemic, epidemic and pandemic. The approach consists of five types of care, namely, promotive, preventive, curative, rehabilitative and palliative. By

reviewing existing literature, this present study tries to find studies' tested solutions for cyberbullying and see what type of care they belong in the proposed anti-cyberbullying scheme.

### 3. Method

#### 3.1. Participants and research design

This study aims to see <sup>3</sup> how new language learners share their thoughts and engage in cyberbullying in blogs which they created as their alternative learning media. This study used purposive sampling to determine the subjects this study will examine. For this purpose, one university was found that uses blogs as an alternative learning media as a policy of the courses, namely the English Education Department (PBIG) in the <sup>8</sup> Faculty of Teachers Training and Education (FKIP) in University of Lancang Kuning (Unilak) (henceforth; PBIG FKIP Unilak). Thus, the population encompasses all PBIG students who have followed or are still following the courses that utilise blogs as alternative learning media as part of the curriculum.

This study looked into the archives of 251 students' blogs (N=36 male; 216 female). Out of the total amount of comments in the blog archives, cyberbullying comments were focused on. Then selected students who were proven to have the highest track record of cyberbullying were interviewed to obtain in-depth understanding of their motives. This present study used the phenomenological approach, which is a primary qualitative attempt to understand empirical matters from the perspective of those being studied (Vagle, 2018). The phenomenological approach has been chosen because it sees experience <sup>11</sup> in relation to the phenomenon of interest, so this present study could explain 'cyberbullying' among the university students of PBIG Unilak.

The quantitative data comprise cyberbullying comments, while the qualitative data are interview excerpts illuminating upon the motives of interviewees selected for their frequent cyberbullying acts. This method was used by a preliminary study by Hamuddin et al. (2019) that was focused only on identifying cyberbullying motives and the present study is an extension of this preliminary study. Since foreign language learners in Unilak actively used blogs, it is interesting to examine whether the motives students have for cyberbullying have changed over time. Table 1 compares the data of the preliminary study with this present study.

Table 1. Data extension from preliminary study to this present study

	Preliminary Study	Present Study
Duration	3 months	18 months
Blogs	157	251
Total comments	6,259	13,033
Cyberbullying comments	255	711

The preliminary study examined 255 comments that were related to cyberbullying out of 6,259 comments archived in 157 blogs in the span of three months from January to March 2018. Hamuddin et al. (2019) found three main motives of cyberbullying, which are just to have fun (74%), to fight back (9%) and to express upset feelings (5%). Meanwhile, this present study extended the data to 18 months, from January 2018 to July 2019. Taking 251 blogs under scrutiny, this study found 13,033 comments and identified 711 cyberbullying comments.

While the preliminary study stopped at identifying the motives, this present study confirms whether the motives changed over the period of 18 months and proposes practical solutions based on the primary health care approach of the World Health Organization.

### 3.2. Findings

Data analysis of 251 blogs recorded high cyberbullying activities among EFL university students. Analysis of the textual data indicated the motives of these students to cyberbully their classmates. The interviews of 16 students who were selected for their impressive cyberbullying track record explored the motives. It was surprising that the findings do not echo previous studies that almost always state cyberbullying were motivated by harmful intentions. The three most prominent motives seem to be just for fun (70%), to fight back (10%) and express upset feelings (6%). When these results are compared with the preliminary study by Hamuddin et al. (2019), it can be seen that the motives do not change significantly over time. The motive of having fun remains the dominant motive, followed by the motive of fighting back; the percentages decreased by 4% and 1% respectively. Meanwhile, the motive of expressing upset feelings increased by 3% from what the preliminary study had found. Table 2 shows all the identified motives, including the individual motives that were combined as “others” due to being the less frequent motives.

Table 2. Motives for cyberbullying

Main	Others
Just to have fun (70%)	Easy (3%)
To fight back (8%)	No consequences (3%)

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To express upset feelings (7%)	Disliking others (3%)
	To harm others (2%)
	To provoke others (2%)
	To feel better (1%)
	Boredom (1%)

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The only change found from extending the data from 3 months to 18 months is only quantitatively, and even then it is not significant. Although further study should be conducted to explore the other motives which have increased based on the extended data, this study shows that the three main motives of cyberbullying stayed the same in terms of order as compared to the preliminary study.

### 3.2.1. Motive 1 – ‘Just to have fun’

The analysis of 711 cyberbullying comments revealed that the motive of cyberbullying ‘just to have fun’ is the dominant motive of cyberbullying (70%), and it is dominant by a large margin compared to other motives that were revealed. Excerpts 1, 2, and 3 show how some of the selected students that were interviewed described this entertainment-related motive.

Excerpt 1: *Saya cuman canda kok, gak ada kok saya benci sama orang-orang itu. Ngapain juga benci sama teman sekelas. Beneran hanya sebagai candaan doang kok.*

Translation: *I was **just joking**; I don't hate those people. Why would I hate classmates anyway? I swear, it's just joking.*

(SS.16-01:31)

Excerpt 2: *Disini saya cuman pengen candain, kawan-kawan biar lebih seru di blognya. Kalau isinya nggak ada kek gitu sepi, haha.*

Translation: *I **just want to make jokes** to my friends, so it'll be **more fun in blogs**. If there's no (comments) it would be lonely, haha.*

(SS.14-01:02)

Excerpt 3: *Kalau ngisengin kawan di blog bukan cuman pernah sering malah [...] awalnya iseng sih ,sebagai candaan, trus keasyikan balas-balas nyerangnya.*

Translation: *Playing with friends in blogs doesn't just happen a lot, actually [...] at first it was just playing, then eventually it was **so much fun** to keep replying their attacks.*

(SS.13-02:22)

Excerpts 1, 2, and 3 clearly depict the students' light-hearted attitude in committing cyberbullying without any trace of maliciousness. This result echoes the findings from the

preliminary study, which had found this motive as the dominant one by 74%. Even when extended to 18 months, the vast majority of students still cyberbully as a joke and has no intention to hurt their friends.

### 3.2.2. Motive 2 – ‘To fight back’

The second main motive is to fight back (8%), though it seems to be the minority compared to the first motive. Excerpts 4, 5 and 6 show the students who cyberbullied with this motive.

Excerpt 4: [...] *Orang-orang itukan nyerang saya di blog ntah apa-apa yang ditulisnya, macammacam lah [...] yah saya balas aja, biar seri, hahaha!*

Translation: *Those people attacked me first on my blog. Nonsense was what they wrote, like a lot [...] well, I just fight them back, so we're even, hahaha!*

(SS.13- 3:12)

Excerpt 5: *Saya sih awalnya hanya ngebalas ke yang mulai duluan tapi kawan-kawanya ikut ngerecokin yah saya serang aja mereka semua di blog mereka juga [...] trus jadi rame deh akhirnya.*

Translation: *In the beginning, I just fight those who bully me in the first shot, however, when his friend gets involved, well I just fight them all back in their blogs [...] then it just get crowded in the end.*

(SS.7- 7:05)

Excerpt 6: [...] *Jadinya rame! Soalnya sudah banyak yang ikut campur dengan ngata-ngatain gitu deh [...] biasanya sih sambil ketawa-ketawa ngebacanya cuman kadang kalau ada komen yang nyinggung, saya jadi sewot juga tak bales aja biar rame sekalian hahaha.*

Translation: [...] *It became a riot! Cause everybody is getting involved by sending bad things [...] even though, sometimes I am laughing when reading it but when the words irritated me, well I get annoyed so of course, I'll fight everyone too, so it's crowded, hahaha.*

(SS.3- 2:06)

The students explicitly stated that they cyberbullied to fight back their classmates who cyberbullied them first. Excerpts 4 and 6 indicate that even this act is a fun activity. Excerpts 5 and 6 show this motive is not solely directed to one cyberbully because many others join in. This motive shows that cybervictims could easily become cyberbullies.

### 3.2.3. Motive 3 – ‘To express upset feelings’

The third main motive is expressing their feelings (7%). Excerpts 7 and 8 show the students' justifying and reasoning their engagement.

Excerpt 7: [...] Ya, bully itu sebenarnya dilakukan e.. karena bentuk kekesalan [...] emm.. jadi saya, tidak bias mengungkapkan nya langsung e.. jadi saya bully dengan online [...], saya tipikal orang yang nggak bisa mengatakan aku gak suka kamu, tapi kalau misalnya melalui online, mungkin bisa saya utarakan langsung [...], melalui bully inilah saya mengutarakan kekesalan saya

Translation: [...] Yeah, the bullying is actually done emm.. **because of some annoyed feelings** [...] emm.. so I personally cannot express it directly emm.. so I bully online [...], I'm typically a person who cannot say I do not like you directly, but if it's online, it's easier [...], through bullying **I can express my upset** [...].

(SS.11- 6:02)

Excerpt 8: [...] Yah kesel aja digituin terus. [...] yah saya balas aja. Dia nulis-nulis gitu di blog saya, saya balas lebih di blognya biar rasa dia.

Translation: Well, **it's annoying** being treated like that over and over. [...] Well, so I replied. They keep writing that on my blog, so I write that on their blog, let them feel it.

(SS.16- 2:12)

In Excerpt 7, the non-confrontational nature of online interaction might seem like a motive as well, though it was mainly as a factor that makes expressing their feelings more manageable. Excerpt 8 also displays the motive of fighting back but indicates that the student's stronger motive is to express their upset feelings. This proves that students view cyberbullying as an outlet for their feelings.

#### 4. Discussion

Since 2015, students' blog started its debut as an alternative teaching medium in several courses at PBIG FKIP Unilak. Different lecturers made blogs a required tool for students' assignments and exams for *Reading, Writing, Argumentative Writing, Error Analysis, Introduction to Linguistics, Semantics and Pragmatics, and Discourse Analysis* courses. The students were obliged to create personal blogs where they were going to write a short article on a certain theory, essays on a given topic, give feedback on their classmates' post contents, interact with the freedom of choice among posting their opinions, ask questions or give criticism. Without restrictions on how they would post comments in blogs, such as not obliging them to use proper grammar, the students continued to use blogs for months, as evidenced by the considerable increase of comments.

The students used their blogs by posting their essays, pictures of their notes, slideshows of their class presentations, article reviews and multimedia materials to improve their English skills. However, their use of blogs as alternative learning media might not be maximised because

their interaction in blogs included many cyberbullying acts, as seen from the 711 cyberbullying comments. By knowing the reasons behind cyberbullying, the scheme for an anti-cyberbullying campaign can be realized.

As a surprisingly huge majority of the students engage in cyberbullying just having fun, this study felt that most students do not truly intend to hurt other's feelings in a 'bad' way. Moreover, this phenomenon might be a discursive practice for EFL students' social networking sites' activities. This hypothesis is corroborated by the significant content of the comments showing the students' limited knowledge and vocabulary of English, which are notorious as barriers for ideal communication.

Nevertheless, the students are not entirely on *the right track* in learning English through blogs as some students indicated that cyberbullying made their online learning 'unproductive.' Whether or not the majority of students are cyberbullying because they just want to have fun may not matter, because in the end the people who receive the comments are feeling hurt, as indicated by Excerpts 4, 5, 6, 7 and 8. If cyberbullying is left to continue for the long term, it may cause conflict among the students themselves, ruin the e-learning course and cause students to feel disengaged during lessons and their education as a whole.

For this reason, the practical solution proposed here is based on <sup>10</sup> **World Health Organization's primary health care approach**, which is used as a basis for other threats that are similarly as widespread as the phenomenon of cyberbullying due its flexibility to be applied to deal with phenomena that harm and endanger individuals' lives. This approach has universal coverage, which means it includes five types of care. Promotive care encourages individuals to spread positive influence, prevention care includes stopping acts that threaten people, curative care treats individuals that have been compromised, rehabilitation care supports their recovery while palliative care relieves individuals' suffering at the end of their lives. The proposed anti-cyberbullying scheme includes only the first four types because there seems to be no palliative solutions that could be recommended. This may be due to the shortage of studies of cyberbullying among elderlies, and the limited evidence indicating that cyberbullying affects people who are in their last years of life. However, cyberbullying definitely affects students both online and offline because for most students of this generation internet is not just part of their lives but it is their entire life. The first thing that any educator must do to combat cyberbullying is to take cyberbullying seriously and not dismiss it as 'kids being kids.' With this mindset, educators can implement this list of practical classroom activities to fight against cyberbullying.

Table 3. Practical activities based on the primary health care framework

Type of Care	Activities
Promotive	<ul style="list-style-type: none"> <li>• Teach the students about netiquette to create a culture of online responsibility</li> <li>• Teach the students on ways to avoid victimisation</li> <li>• Make it clear that the students' technology rights will not simply be taken away as punishment</li> <li>• Establish a regular presence of authority in the e-learning platform</li> <li>• Give examples of constructive comments for students to emulate and surpass</li> </ul>
Preventive	<ul style="list-style-type: none"> <li>• 2 Redirect students' from cyberbullying by encouraging them to post positive comments</li> <li>• Remind students of the acceptable online behaviour/netiquette when they are engaging in cyberbullying</li> <li>• Show students that their teachers and lecturers will not let cyberbullying slide</li> <li>• Proactively let students know that they are able to alert other and future incidents to the authority</li> <li>• Bring up the incidents and guide students to talk to each other about it and reflect on their behaviour</li> </ul>
Curative	<ul style="list-style-type: none"> <li>• Give short story and art prompts revolving themes of cyberbullying and any other aggressive online or offline behaviour</li> <li>• Involve the parents to be sympathetic and supportive</li> <li>• Explain that careless and harmful online behaviour can affect their reputation and career</li> </ul>
Rehabilitative	<ul style="list-style-type: none"> <li>• Sharing posters on anti-cyberbullying or supporting cybervictims</li> <li>• Use novels or movies about cyberbullying as part of the lesson plan or assignments</li> <li>• Consistently build students' reflective thinking</li> </ul>

#### 4.1. Promotive care

Several studies have tested and recommended promotive solutions that aimed to get individuals, organisations and society as a whole to take action against cyberbullying. Promotive efforts are a combination of educational, organizational, policy and regulatory support for positive behaviours. For EFL university students who are cyberbullying in their blogging activities, promotion effort is an important first step in directing current students toward the right track in using e-learning-based alternative media. In the e-learning context, promotive care should be designed as a process to improve the students' ability to maintain and improve internet ethics. Promotive strategies include posting comment on a student's blog about their article or essay establishes authorities' presence on the online forum, encouraging students to post more constructive comments, ensuring that students are aware of acceptable online behaviour (netiquette) to emphasise a culture of online responsibility, warning students not to put anything sensitive onto internet, be it to the public or privately to an online friend, and explicitly telling

them that the teachers and lecturers will not simply punish them and take away their technology rights. Instead, informing them of the clear consequences of engaging in online behaviours that are not tolerated would be the most useful strategy.

#### 4.2. Preventive care

In a comprehensive sense, prevention is defined as a deliberate attempt to stop any disturbance, damage or harm to a person or society. A comprehensive preventive effort comes in three layers. Primary prevention takes place when people act on themselves or the environment to stop the threat. <sup>6</sup> Secondary prevention occurs when the problem is identified and treated as early as possible. Tertiary prevention involves treating people to prevent their conditions from worsening.

<sup>2</sup> In the cyberbullying context, preventive care entails monitoring the condition of individuals or the online forum, providing 'creative' or 'tailored' strategies to prevent cyberbullying, giving incentives for students to produce positive comments, reminding students of the netiquette, <sup>2</sup> asking bystanders to alert them of any other cyberbullying incidents, steering students to a more sympathetic mindset by guiding them to understand the impact of such actions instead of outright simply punishing them, as well as letting them reflect on their behaviours to make them a part of the solution.

#### 4.3. Curative care

Curative care is an activity or a series of activities meant to make people better. Curative efforts aim to heal or at least minimize the effect of the problem that has inflicted individuals. Curative solutions come in the form of minimizing the presence of cyberbullies, controlling the intensity of cyberbullying, and bettering the cyber victims' emotional states. Practical curative solutions can be done by providing creative and expressive outlets for students that may attract them better than cyberbullying in their blogging activities, prompting students to post stories or create art about topics related to bullying or other social aggressive behaviours, reaching out to the students' parents to remind them to similarly take on a supportive stance for the students and to not lead them toward giving punishment, and reminding the students that cyberbullying does not reflect their identity and has the possibility of affecting their reputation, even career.

#### 4.4. Rehabilitative care

Rehabilitative care aims to empower individuals to maintain the quality of their lives. <sup>2</sup> Rehabilitative efforts cover activities to stabilize, improve and restore individuals' well-being. In general, rehabilitation tries to return the cyberbullies and cybervictims into the regular rhythm as students, where they can gain maximal learning from their students' blogs. A standard strategy is spreading institution-issued anti-cyberbullying and cybervictim-supportive posters and brochures. A better strategy is for teachers and lecturers to give students the assignment to write a review, make a review video or create art on popular bullying novels such as Robin York's *Deeper* or movies such as Nelson Greaves' *Unfriended*. Other rehabilitative activities are using similar story-based material than a dry and objective text about cyberbullying to emotionally involve the students or building empathy by making reflective thinking become an ingrained habit.

#### 5. Conclusion

The present study defines cyberbullying as anything that makes people feel upset at the least and feel terrorised at the most by text or typographic emoticon messages through Information and Communication Technology. It is interesting that new language learners engage very frequently in cyberbullying on blogs they initially created to learn and exchange academic feedback. Extending the investigation of cyberbullying motives from 3 months to 18 months also proves that the motive of cyberbullying 'just for fun' remains the dominant reason behind cyberbullying, at least in the online discourse in student blogs. Nevertheless, even if some students were *playing with language*, there are others whose emotional health and well-being are being threatened by cyberbullying acts. Therefore, this present study used the primary health care approach proposed by the World Health Organization because it systematically addressed people's essential needs for optimal human development. This study proposed an anti-cyberbullying scheme covering promotive, preventive, curative and rehabilitative ready-made practical classroom activities to teach students to become good digital citizens during their e-learning process. This scheme fosters students' reflective thinking and is not exclusive for university lecturers; it can also be implemented by teachers of secondary-level schools.

Future studies may contribute to the development of this anti-cyberbullying scheme by tailoring it for elementary-level students because young children are also exposed to the same

unacceptable and dangerous online behaviours. One aspect worth noting is the huge majority of female EFL bloggers compared to the male EFL bloggers in this study, indicating the possibility of gender influencing the type of cyberbullying acts and language that they use online (Cooper, 2006), as well as the motives revealed in both this study and Hamuddin et al. (2019). Moreover, future studies are needed that would reveal more insight into the motives behind cyberbullying from students in more competitive majors or organisations, and tailor the anti-cyberbullying scheme for the related institutions.

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