



Analyzing the role of Facebook-based e-portfolio on motivation and performance in English as a second language learning



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ABSTRACT

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This study investigates the role of Facebook posts as online triggers for English as a Second Language (ESL) learner' motivation and performance. The study explores the motivational dynamics of how Facebook language influences learning in the community by exploring the interconnectedness of emotional linguistic strategies. A mixed-methods approach was adopted to collect Facebook posts and open coding and thematic coding techniques were employed to analyze the data. The participants were administered pre- and post-tests to collect their performance outcomes for t-tests. The findings reveal that Facebook posts about learning English as a second language (L2) provide primary motivation for learners and promote their performance. These posts are triggers for their L2 understanding and enhance their language learning motivation and performance. Their affirmation and agreement, sharing of personal experiences and testimonials, reflection, seeking advice and guidance work as projectors in the motivational strategies of ESL learners. Furthermore, motivation is facilitated by the use of attractive Facebook posts. Additionally, practical implications highlight the importance of creating supportive and engaging language learning environments. Further research is recommended to explore motivational dynamics in different digital contexts and platforms.

Contribution/ Originality: This study contributes to the understanding of motivation in online language learning communities with a specific focus on the role of Facebook posts and provides valuable insights for teachers and practitioners seeking novel ways to enhance students' language learning motivation.

1. INTRODUCTION

The internet is the decisive technology and a valuable resource in this technological age (Wang, Yasmin, & Akbar, 2023). In recent years, social media platforms have become an integral and inseparable part of our lives (Abdelrady & Akram, 2022; Akram, Yingxiu, Al-Adwan, & Alkhalifah, 2021). Among these platforms, Facebook, which features enormously in people's lives in most parts of the world and connects millions of users from all corners of the globe has pervasive influences in various domains including education and language learning. Facebook posts have acted as an online trigger for English as a Second Language (ESL) learners' motivation and performance (Barrot, 2022; Manca, 2020). As Hjelm (2021) observes "discourses are ways of referring to or constructing knowledge about a particular topic of practice; a cluster (or *formation*) of ideas, images and practices

that provide ways of talking about, forms of knowledge and conduct associated with a particular topic, social activity or institutional site in society” (p.6).

Facebook has provided English language learners with a digital space to enhance their language skills and engage in language practice (Slim & Hafedh, 2019). Facebook provides language learners with several opportunities to interact with people speaking English because of its user-friendly interface and extensive reach (Klimova & Pikhart, 2019). Users can join language-specific groups where they can interact with native speakers and fellow learners, ask questions and receive feedback on their language proficiency. This type of virtual community fosters a supportive and collaborative learning environment, enabling learners to practice their English skills in a safe and inclusive space.

One of the most significant advantages of using Facebook for language learning is its abundance of authentic language content. Language learners can follow pages, join groups and subscribe to language-related profiles where they can access a wide range of written and audiovisual materials. This exposure to authentic language usage helps learners develop their vocabulary, grammar and overall language proficiency (Sirivedin, Soopunyo, Srisuantang, & Wongsorthorn, 2018). Moreover, Facebook's algorithmic recommendation system ensures that users are presented with content relevant to their language learning goals making it easier to discover resources tailored to their needs.

Additionally, Facebook's interactive features such as comments, likes and shares enable learners to actively engage with language content. Learners can comment on posts, participate in discussions and share their own thoughts and opinions. This active participation promotes language production and fluency allowing learners to practice their written and spoken English skills in a real-world context (Akram & Abdelrady, 2023). Furthermore, Facebook's messaging and video calling features facilitate one-on-one communication enabling learners to have virtual conversations with native speakers and language exchange partners irrespective of geographical barriers.

Facebook also offers a wealth of educational resources and language learning tools in addition to language practice. Numerous language learning communities and pages provide tutorials, exercises and study materials to support learners in their language journey (Deng & Yu, 2023). Additionally, students can explore a range of learning possibilities and select the ones that best match their unique interests by using Facebook's marketplace which offers tutoring services, online courses and language learning applications. It is also seen as a significant enhancement of motivation with the engagement of participants with the gratitude engagement journal task (Nawa & Yamagishi, 2021).

However, it is important to acknowledge that while Facebook can be a valuable tool for language learning, it should not replace traditional language instruction or comprehensive language learning programs. It should be viewed as a supplement to formal education providing additional opportunities for practice and engagement (Barrot, 2018). Facebook has become an indispensable platform for English language learners seeking to enhance their language skills. Its wide reach, authentic language content, interactive features and supportive virtual communities make it an ideal digital space for language practice and engagement. Language learners can enhance their formal language education and advance their language learning experience by using Facebook's advantages to create a customized and immersive learning environment (Jassim & Dzakiria, 2019).

In addition, motivation is a crucial factor in second language acquisition and significantly influences learners' engagement, perseverance and progress (Caldwell-Harris & MacWhinney, 2023). Ramzan, Oteir, Khan, Al-Otaibi, and Malik (2023) also observe that vigilant proficiency in English language learning is determined by English learning motivation. Consequently, comprehending the various factors that shape motivation and performance is of paramount importance to teachers and researchers aiming to enhance language learning environments and instructional approaches. Furthermore, there are demotivating potentials in the discourse within Facebook posts. Negative or discouraging comments, criticisms or unrealistic expectations shared in these posts can adversely affect learners' motivation and performance.

The objective of this research paper is to analyze the use of Facebook posts as a trigger for English language learners' motivation and performance. Thome-Williams (2016) confirms that Facebook provides a great chance for the improvement of ESL learners' communicative competence and it also motivates them to speak for the expression of their views. In addition, Facebook is a beneficial platform for students that can motivate them to use it for better performance (Ucar & Göksel, 2020). The study intends to explore how different types of posts such as instructional materials, motivational messages and peer interactions contribute to learners' motivation and performance in their language learning experiences.

This study aims to shed light on the dynamics of online language communities and the role of social media in language learning by examining the impact of Facebook posts on motivation. It also offers recommendations for fostering positive and empowering learning environments on Facebook by focusing on these research objectives:

- To explore the role of Facebook posts in ESL learners' motivation.
- To examine the performance of ESL learners by using Facebook posts.

1.1. Significance of the Study

Motivation and performance are recognised to be important factors that impact learners' engagement, persistence and advancement in the field of second language learning. This research aims to uncover the potential demotivating aspects inherent in online discourse by probing into the dynamics of motivation within the context of English language learning on Facebook. Negative comments and unrealistic expectations shared in Facebook posts have the capacity to adversely affect learners' motivation and subsequent performance. The study's objective to analyze the diverse types of posts, including instructional materials, motivational messages and peer interactions is a notable endeavor to comprehend how these elements contribute to learners' motivation and performance. The findings of this research will not only enhance the understanding of the interplay between social media and language learning but will also provide practical insights for teachers and curriculum designers. By focusing on the specific objectives of exploring Facebook posts as triggers for ESL learners' motivation and examining their impact on performance, this study aims to contribute valuable knowledge to the enhancement of language learning environments in digital spaces. Ultimately, the research seeks to empower teachers to harness the motivational potential of Facebook thereby fostering positive and empowering language learning communities online.

1.2. Theoretical Framework

1.2.1. Basic Motivational Model

The fundamental motivational model revolves around the course of actions and determinants as described in Figure 1. The model introduces the universal features of motivation in human actions (Heckhausen & Heckhausen, 2018) and Heckhausen (1977) also worked earlier on the organization of constructs taking concepts from different theories to establish a cognitive model of motivation. Furthermore, the model is extended by Heckhausen and Heckhausen (2018) to define the clear boundaries between the phases of volitional and motivational mindset (Achtziger & Gollwitzer, 2018; Gollwitzer, Heckhausen, & Steller, 1990). The phases of models are as follows:

1. Predecisional phase: In this phase, the goals of actions are selected by individuals to keep in mind their desires and goals.
2. Postdecisional phase: It is time to plan and prepare the goals for action.
3. Actional phase: It circulates around the actual course of action.
4. Postactional phase: In this phase, the outcome is evaluated and consequences arise.

This model also suggests that motivational behavior develops from the environment and interaction of a person (Murray, 1938; Urhahne & Wijnia, 2023). The basic motivational model is explained in Figure 1 (Urhahne & Wijnia, 2023).

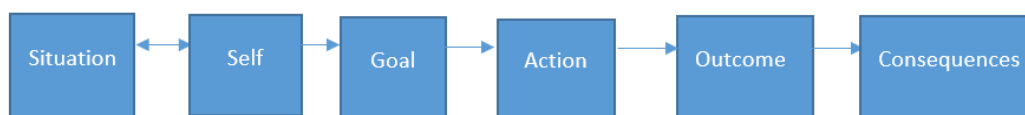


Figure 1. The basic motivational model.

Urhanne and Wijnia (2023) further declare that motives, wishes, emotions and needs are stimulated by opportunities of the situation and the prospect of reward that enter the lives of masses by generating the goals (Dweck, Higgins, & Grant-Pillow, 2003; Roeser & Peck, 2009). A suitable opportunity is helpful to translate one’s goals into action. The action is done and the outcome explains whether the goal is achieved or not. The outcome is required to differentiate from the consequences of actions.

1.2.2. Dörnyei’s Theoretical Framework of Motivation

The L2 motivational model which deals with motivation in language classrooms proposed by Dörnyei (1994) is a concern in this research as given in Table 1. The classification of Dörnyei’s (1994) model is a circumference of three levels: (1) the level of the learner. (2). Level of language. (3) Learning situation level. The most usually considered is the language level in the model which emphasizes “orientations and motives related to various aspects of L2” (p.275) and the most basic learning goals and language studied are determined by orientations and motives. Motivation is identified by Dörnyei (1994) and introduced by Gardner at this level by using the concepts of orientation. Then, the influence of individual traits is involved at the language learners’ level. The learners’ level influences their motivation, self-confidence and need for achievements. The internal and effective traits of learners linked with expectancy are associated with learner level. Furthermore, several intrinsic and extrinsic levels affect motivation at the learning situation level which is oriented towards course, group and teacher -specific factors.

Table 1. Motivation for foreign language learning.

Level	Items
Language level	Integrative motivational subsystem Instrumental motivational subsystem
Learner level	Need for achievement Self-confidence Language use and anxiety Perceived L2 competence Casual attribution Self-efficacy
Learning situation level	
Course -specific motivational components	Interest Relevance Expectancy Satisfaction
Teacher- specific motivational components	Affiliative drive Authority type The direct socialization of motivation Modelling Task presentation Feedback
Group-specific motivational components	Goal-orientation Norm and reward system Group cohesion Classroom goal structure

Note: Dörnyei (1994).

The class syllabus, use of materials, learning tasks and teaching methodologies are related to the motivational-specific components. Dörnyei (1994) has explained the conditions as conveyed by Crookes and Schmidt (1991) for the description of conditions like relevance, expectancy, interest and satisfaction.

2. LITERATURE REVIEW

Motivation has been widely acknowledged as a fundamental element in the process of second language acquisition for quite some time. Scholars such as [Dörnyei \(2009\)](#) have emphasized that motivation plays a crucial role in influencing learners' engagement, effort and persistence in their language-learning endeavors. A multitude of theories also underscore the significance of intrinsic motivation, integrative orientation and autonomy in cultivating learners' motivation to learn a language. Consequently, comprehending the various factors that can either enhance or hinder motivation becomes imperative for teachers and researchers who aim to establish optimal learning environments.

Motivation is considered a significant aspect that affects the learning process ([Valizadeh, 2022](#)). Self-directed learning abilities and successful learning outcomes (performance) can be attained by encouraging learners' motivation ([Al-Adwan, Nofal, Akram, Albelbisi, & Al-Okaily, 2022](#)). [Dörnyei \(1994\)](#) and [Dörnyei \(2009\)](#) work on motivation in SLA provides valuable insights into the different types of motivation that learners may possess. Intrinsic motivation which stems from learners' inherent interest and enjoyment in the language learning process itself is regarded as a highly desirable form of motivation. This type of motivation encourages learners to engage in learning activities for their own sake making them more likely to persist and invest effort in their language learning journey. On the other hand, extrinsic motivation which arises from external factors such as rewards or grades may have a limited impact on learners' long-term commitment to language learning.

In addition, the self-determination theory proposed by [Deci and Ryan \(2012\)](#) emphasizes the important role of autonomy and the fulfillment of psychological needs in promoting learners' motivation. Higher autonomy, more control over language-learning processes and more freedom to make choices in language learning lead to higher motivation and more investment in learning. In a similar way, learners whose psychological needs are satisfied have more sustained learning motivation.

Teachers and researchers need to consider various strategies to enhance motivation in order to create optimal learning environments. Providing learners with meaningful and relevant learning materials, incorporating opportunities for autonomy and choice and fostering a supportive and inclusive classroom environment are some effective approaches ([Yousefi & Mahmoodi, 2022](#)). Additionally, integrating technology such as using social media platforms like Facebook can offer opportunities for authentic language use, collaboration and engagement with diverse language communities which can positively impact learners' motivation.

The advent of social media platforms has significantly transformed language learning practices. Facebook has gained popularity as a digital space where language learners connect, interact and engage in language practice. Previous studies have explored the motivational benefits of social media platforms for language learning. For instance, [Avgousti \(2018\)](#) found that social networking sites, including Facebook provide opportunities for language learners to connect with native speakers, access authentic language materials and receive peer support thereby enhancing their motivation to learn the target language.

Facebook, as a popular social media platform offers a plethora of opportunities for language learners to actively participate in communicative activities, exchange resources and connect with virtual communities ([Kraus, Kanbach, Krysta, Steinhoff, & Tomini, 2022](#)). The motivational benefits of using Facebook for language learning have been extensively explored in various studies. Researchers have sought to investigate the positive effects of Facebook on learners' motivation, engagement, and language proficiency. One notable study conducted by [Wongsa and Son \(2022\)](#) shed light on the motivational advantages of using Facebook groups in the context of English language learning. Their findings revealed that participating in Facebook groups fostered a sense of community among learners, creating a supportive and collaborative learning environment. The virtual communities formed within these groups provided learners with a platform to share resources, seek advice and receive peer support. This sense of belonging and support contributed to an increase in learners' motivation and engagement in the language learning process.

Moreover, the study conducted by Alberth (2019) explored the impact of Facebook on learners' intrinsic motivation and self-efficacy beliefs. Intrinsic motivation refers to the internal drive and enjoyment derived from engaging in an activity for its inherent value. The findings of the study demonstrated that using Facebook as a language learning tool enhanced learners' intrinsic motivation. The interactive and dynamic nature of Facebook combined with exposure to authentic language content stimulated learners' interest and enthusiasm for language learning. Furthermore, the study revealed that learners' self-efficacy beliefs, which refer to their confidence in their ability to succeed in language learning were positively influenced by their experiences on Facebook. The opportunities for active participation such as posting and commenting on language-related content contributed to learners' perceptions of their own language learning abilities leading to improved language proficiency.

These studies highlight the motivational benefits of using Facebook for language learning. The platform's features such as the formation of virtual communities, peer support and exposure to authentic language content contribute to increased motivation, engagement and self-efficacy beliefs among learners. Language learners can develop an engaging and personalized learning environment that improves their language proficiency and develops a positive learning attitude by using Facebook's benefits. It is worth noting that while Facebook can provide valuable motivational benefits, its use should be approached with caution. Teachers and learners should be aware of potential distractions and ensure that Facebook is used in a focused and purposeful manner. Additionally, the privacy and security aspects of using Facebook should be carefully considered to protect learners' personal information and ensure a safe online learning environment. Facebook posts are outstanding ways to motivate ESL learners or are significant for their improvement in performance. According to a post on the Cambridge English blog, online content offers valuable input for genuine conversation, which is the fundamental factor influencing students' motivation in online learning (Manca, 2020). In another study, Frontiers suggested that English as a foreign language (EFL) or ESL students' motivational state can be fostered by social practice as it provides positive encounters and triggers the situations of learners (Meng, 2021). In addition, a study has highlighted the potential for the enhancement of online learning which facilitates self-efficacy, metacognitive strategies and language learning motivation (Teng & Wu, 2023). Another study by Heydarnejad, Tagavipour, Patra, and Farid Khafaga (2022) has discussed the key factors that influence second language learning success and performance which has emphasized the significance of motivation in the L2 learning process and how much it is concerned to the researchers and teachers. Finally, it is recommended that there are three strategies for motivating ESL students: triggering their interest, providing opportunities for success and making English learning personal.

3. RESEARCH METHODOLOGY

The study employed a mixed-methods approach that combines semi-structured interviews with creative writing tasks. The purpose was to collect multiple types of data for better data triangulation. On one hand, semi-structured interviews can help eliminate interviewees' reservations and encourage them to open up. In addition, the open-ended questions in the semi-structured interviews allow the participants to express their perspectives and experiences in depth. On the other hand, creative writing tasks are an innovative method that is effective in eliciting nuanced responses and uncover the subtle aspects of learners' engagement with the language learning content on Facebook. Dörnyei's (1994) L2 motivational model is selected as a theoretical support in this research which deals with motivation in language classrooms. The study involved a class at a private educational institute aiming to guide ESL learners on using Facebook posts as a strategy for motivation and improved online learning performance. The teacher was also a participant in the research and motivated and instructed students in four online learning skills over a three-month period. During the weekly 45-minute sessions, participants were encouraged to engage extensively with Facebook posts, focusing on reading, writing, listening and speaking. Pre- and post-tests were conducted to assess the impact of the guidance on the learners' skills and overall performance. In this research study, 45 participants were registered for the findings of Facebook posts as online triggers for ESL

learners' motivation and performance. All the participants were studying at intermediate levels including 27 males and 18 females but in the post-test, 38 participants appeared among them, 21 males and 17 females, and none of them were part of any previous research. For the exploration of students' perception of Facebook posts as online triggers for ESL learners' motivation, semi-structured interviews were conducted and their performance was examined by a creative writing task through pre- and post-tests. In the writing task, students were required to write an essay of 2000 words on the topic of inflation in Pakistan and the future of the country. The transcription of interviews and pre- and post-test data were checked by the researchers to find out the motivation and performance of Facebook posts of ESL learners and *paired samples t-test to measure pre- and post- scores of English Language Skills (N=20)*. Finally, the reliability of the findings was evaluated by member checking. During the data analysis phase, coding techniques such as open coding and thematic coding were employed to categorize and organize the data from the interviews. These coding techniques help identify key English language learners' motivation. The International English Language Testing System (IELTS) task 2 writing band descriptors were employed to assess students' writing proficiency. This rubric is specifically designed for evaluating writing tasks that involve generating a written argument or presenting a stance on a given topic. It employs nine scores allocated to each of the four aspects of writing performance: task achievement, coherence and cohesion, lexical resource, and grammar range and accuracy.

4. FINDINGS

The findings of the study are interpreted in light of the research objectives and the self-determination theory proposed by Deci and Ryan (1985) and Deci and Ryan (2000) is considered a theoretical framework. Students' semi-structured interviews and pre- and post-tests were analyzed for a better understanding of Facebook posts as an online trigger for ESL learners' motivation and performance. The pre- and post-tests and semi-structured interviews were transcribed and coded. First, each researcher evaluates the data for analysis and specifies the themes of the research. Thereafter, the researchers consulted and discussed the specification of themes. Again, the data was scrutinized by every researcher according to the theme's decision. Finally, the researchers initiated the research process and reached a consensus on the findings. Figure 2 demonstrates the major themes and sub-themes of the study that appeared from qualitative data analysis.

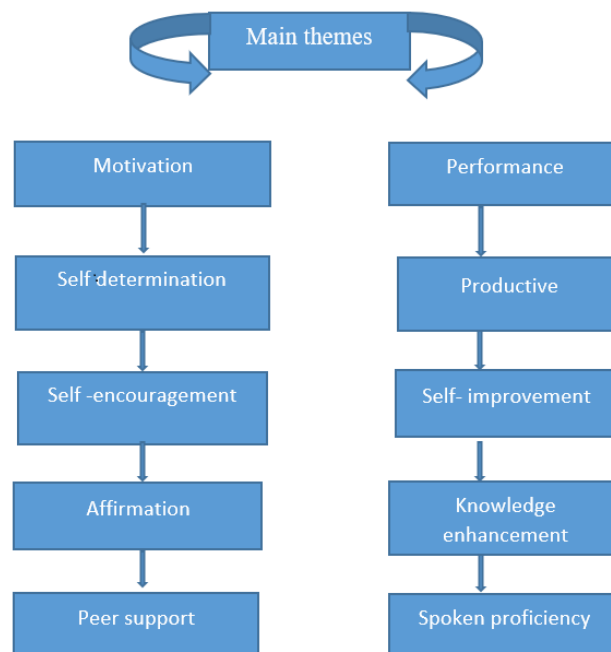


Figure 2. Main themes of the study.

4.1. Self-Determination in Enthusiastic Posts

An enthusiastic post may involve the use of motivational language and positive reinforcement in comments and posts, creating a supportive and encouraging environment for learners. This practice may contribute to increased motivation and engagement in language learning. It was discovered to have an effect on Facebook learners' motivation for English (see Figure 3). Following are some examples.

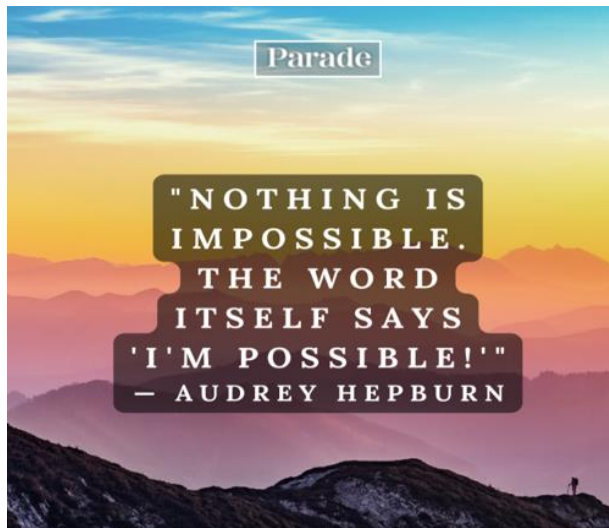


Figure 3. Example of the enthusiastic posts.

Figure 3 illustrates the enthusiastic post seen in the comments of the post informing a motivational quote: Nothing is impossible. The word itself (I'M POSSIBLE) can provide insights into the ways English language learners engage with and respond to motivational content on Facebook. Here are some examples of discursive practices that may emerge in the comments:

4.1.1. Affirmation and Agreement

- Comment 1: "Absolutely true! I believe that with determination and hard work, we can achieve anything we set our minds to."
- Comment 2: "I couldn't agree more! This quote is a great reminder of the power of positive thinking."

These comments reflect an enthusiastic determination of affirmation and agreement. Language learners express their support and alignment with the motivational quote emphasizing their shared belief in the message. Such discursive practices can contribute to a sense of community and reinforce motivation among participants.

4.1.2. Personal Experiences and Testimonials

- Comment 3: "This quote speaks to me on a personal level. I faced numerous challenges while learning English but I never gave up. Today, I can confidently say that I've achieved the impossible!"
- Comment 4: "I remember when I started learning English, I felt overwhelmed but seeing quotes like this motivated me to keep pushing forward. It's amazing how the right mindset can make a difference."

These comments exemplify a discursive practice of sharing personal experiences and testimonials. Language learners recount their own challenges, victories and growth in their language-learning experience. They contribute to a discourse of resilience and determination, inspiring others to persist and overcome obstacles by sharing these stories.

4.1.3. Reflection and Self-Reflection

- Comment 5: "This quote really makes me think about my own limitations. Sometimes, we impose barriers on ourselves that aren't truly there. It's a powerful reminder to challenge our own beliefs and push beyond what we think is possible."
- Comment 6: "I often doubt my abilities but this quote serves as a reminder to shift my mindset. It's a great motivator to reframe my thinking and approach challenges with a 'can-do' attitude."

These comments showcase a discursive practice of reflection and self-reflection. Language learners engage in introspection and contemplate the implications of the quote based on their own beliefs and limitations. This discursive practice encourages critical thinking, self-awareness and fosters motivation.

4.1.4. Peer Support and Encouragement

- Comment 7: "To all my fellow language learners, let's remember this quote whenever we feel discouraged. We're in this together and we can support each other through the ups and downs."
- Comment 8: "Thank you for sharing this quote! It's just what I needed today. Let's keep motivating each other and cheering for every small victory!"

These comments exemplify a discursive practice of peer support and encouragement. Language learners acknowledge the shared journey and express solidarity with their peers. They encourage each other by emphasizing their group's goals and stressing the value of celebrating accomplished goals.

These examples demonstrate various discursive practices that emerge in the comments of the post. The affirmation and agreement, personal experiences and testimonials, reflection and self-reflection as well as peer support and encouragement reflect the ways in which language learners engage with motivational content on Facebook. These discursive practices contribute to creating a supportive and motivating environment within the language learning community fostering motivation and resilience among participants.

4.2. Linguistic Strategies

Linguistic strategies may involve the use of vivid imagery and descriptive language in posts about language-learning achievements may evoke positive emotions and inspire learners to persist in their language-learning journey. This practice may contribute to increased motivation and engagement in language learning. Several linguistic strategies on Facebook were discovered to significantly influence the motivation of English language learners. Following are some examples:

Figure 3 illustrates how linguistic strategies used in the post's comments that depict a picture of getting excellent honours at a prestigious university due to strong English language ability can provide insight into how English language learners react and communicate. Here are some examples of linguistic strategies that may emerge in the comments:

4.2.1. Expressing Congratulations and Admiration

Comment 1: "Wow, congratulations on your outstanding achievement! Your hard work and English proficiency have truly paid off."

Comment 2: "I'm in awe of your accomplishment! Your high grades at such a prestigious university are a testament to your dedication and language skills."

These comments exemplify a linguistic strategy of expressing congratulations and admiration. Language learners use positive language and words of praise to acknowledge and celebrate the academic success of the individual in the picture. This linguistic strategy not only conveys positive sentiments but also reinforces the connection between English proficiency and academic achievements.

4.2.2. *Highlighting the Role of English Language Proficiency*

Comment 3: "Your excellent grades speak volumes about the importance of English proficiency in academic success. It's evident that your language skills have been instrumental in your achievements."

Comment 4: "This is a prime example of how mastering English can open doors to incredible opportunities in higher education. Your accomplishment is inspiring!"

These comments demonstrate a linguistic strategy for highlighting the role of English language proficiency. Language learners explicitly mention the relationship between language skills and academic success emphasizing the significance of English proficiency for achieving high grades at a top university. This linguistic strategy underscores the importance of language learning and motivates others to invest in improving their English skills.

4.2.3. *Sharing Personal Aspirations and Goals*

Comment 5: "Seeing this picture motivates me to work harder on my English. I dream of attending a top university someday and achieving academic excellence like you."

Comment 6: "This inspires me to aim higher in my language learning journey. I hope to achieve the same level of language proficiency and academic success one day."

These comments exemplify a linguistic strategy of sharing personal aspirations and goals. Language learners express their own ambitions and aspirations in response to the picture indicating how it serves as a source of inspiration for their own language learning and academic pursuits. This linguistic strategy fosters a sense of determination and goal-setting among participants.

4.2.4. *Seeking Advice and Guidance*

Comment 7: "Congratulations! Can you share any tips or strategies that helped you excel in your English language proficiency? I'd love to learn from your experience."

Comment 8: "Your achievement is remarkable! If you have any advice on how to improve English language skills effectively, please do share."

These comments demonstrate a linguistic strategy of seeking advice and guidance. Language learners express a desire to learn from the successful individual in the picture, seeking practical suggestions or strategies to enhance their English language proficiency. This linguistic strategy facilitates knowledge sharing and community engagement creating opportunities for peer learning and mentorship.

These examples demonstrate various linguistic strategies that emerge in the comments of the post. Expressing congratulations and admiration highlighting the role of English language proficiency, sharing personal aspirations and goals as well as seeking advice and guidance are linguistic strategies that language learners employ when discussing academic achievements and their connection to English language skills. These strategies contribute to a supportive and collaborative environment within the language learning community, fostering motivation and facilitating knowledge exchange.

4.2.5. *Self-Encouragement*

ESL learners mentioned that they often post their language learning progress and achievements on Facebook as a way to motivate themselves. Sharing their accomplishments with their online communities serves as positive reinforcement. Learners found that receiving supportive comments and likes on their posts boosted their self-esteem and encouraged them to continue their language learning journey.

4.2.6. *Socialization*

ESL learners described how interacting with peers and language partners on Facebook created a sense of belonging to a global learning community. They found this sense of community to be motivating. Participants

emphasized that engaging in conversations, sharing language resources and seeking help on Facebook helped them develop better language skills as it provided them with real-world language practice.

4.2.7. Gamification

Many ESL learners expressed that gamification elements such as language challenges, quizzes or rewards for completing language tasks motivated them to engage actively with language learning content on Facebook. Learners mentioned that turning language learning into a fun and competitive activity through gamification encouraged them to set and achieve language learning goals.

These examples demonstrate various linguistic strategies that emerge in the comments of the post. Expressing congratulations and admiration highlighting the role of English language proficiency, sharing personal aspirations and goals as well as seeking advice and guidance are linguistic strategies that language learners employ when discussing academic achievements and the connection to English language skills. These strategies contribute to a supportive and collaborative environment within the language learning community, fostering motivation and facilitating knowledge exchange.

Table 2. Population and its description.

Test	Total population	Gender- wise population		Percentage	
		Male	Female	Male	Female
Pre-tests	45	27	18	60%	40%
Post-tests	38	21	17	55.26%	44.73%

The presentation of the population and its description are given in Table 1 along with the differences in gender-wise distribution of the population.

According to Table 2, the total number of participants in the pre-tests was 45 and among them, 27 were male which was 60% of the total population and 18 were female which was 40% of the total population. Furthermore, in the post-test, the total number of participants was 38 and among them, 21 were male which was 55.26 % of the total post-test population and 17 were female which was 44.73% of the total population. There was a difference of 7 members in the pre-and post-test population which showed a variation in the presentation of the population of 15.55%.

All the participants were motivated by the Facebook posts in the post-test results but they were not motivated previously by ESL learning Facebook posts at the time of pre-test results. In Table 2, there are results of the pre- and post-tests of the study that show a definite variation in the outcome of both results.

Table 3. Paired samples t-test to measure pre-and post-scores of English language skills (N=20).

Constructs	Mean	SD	SE	95% CI		t	df	Sig. (2-tailed)	
				LL	UL				
Pair	ENG_pre	60.45	39.55	0.244	34.66	44.87	35.55	19	0.04*
	ENG_post	78.76	21.24	1.452					

Note: ENG = Language skills, SD = Standard deviation, SE = Standard error, LL = Lower limit, UL = Upper limit, df = Degree of freedom.
* $p \leq 0.05$

Table 3 shows that there is a significant difference in pre- and post-test scores of participants across language skills which shows the positive effects of Facebook posts on the performance of ESL learners as the performance was enhanced in post-test results as compared to pre-test results of the experimental study. Based on the results, we can conclude that Facebook posts are effective in increasing the level of English language learning performance by providing insights and motivation.

5. DISCUSSION

The main goals of the study were to explore whether Facebook posts are a trigger for ESL learners' motivation and to examine the performance of ESL learners by using Facebook posts. Therefore, the findings of this study reveal a strong interconnectedness between practices and linguistic strategies in shaping English language learners' motivation on Facebook which enhances performance as observed in the comments of motivational posts and provides a framework for language learners to engage with and respond to motivational content for ESL language learning performance. On the other hand, linguistic strategies serve as the communicative tools through which motivation is enacted and performance reinforced. These components work together to create a dynamic interaction that affects learners' motivation for performance within the Facebook language learning group. One aspect of this interconnectedness is the affirmation and agreement in motivational strategies for enhancing performance which is often expressed through positive language and words of support in the comments. Linguistic strategies such as expressing congratulations and admiration contribute to this practice by reinforcing the motivational content and acknowledging the achievements and performance of others. English language learners' motivation is bolstered, fostering a sense of belonging and encouragement within the community by receiving affirmations and positive feedback from peers (Fang, Yeh, Luo, & Chen, 2021).

Similarly, motivation for sharing personal experiences and testimonials is intimately connected to linguistic strategies that involve personal reflections and self-reflection. Language learners use language to recount their own challenges, victories and growth, showcasing linguistic strategies such as storytelling and self-expression. Learners inspire others and create a discourse of resilience, determination and motivation through this sharing. The linguistic strategies employed in these comments serve to elicit empathy, identification and encouragement from fellow community members ultimately fueling motivation through shared experiences (De Barba, Kennedy, & Ainley, 2016).

Moreover, linguistic strategies that highlight the role of English language proficiency in academic achievements are deeply connected to the discursive practice of emphasizing the importance of language skills. Language learners use language to explicitly recognize and promote the link between English proficiency and academic success. These strategies reinforce the motivation of learners by underlining the relevance and significance of language learning, encouraging them to invest time and effort in improving their language skills (Infante & Licona, 2021).

The interconnectedness between discursive practices and linguistic strategies is also evident in the seeking of advice and guidance from successful individuals within the Facebook language learning community. Language learners employ linguistic strategies to express their admiration and request practical tips or strategies. This engages them in an active dialogue that contributes to a discursive practice of knowledge sharing and mentorship. The linguistic strategies employed in these comments not only demonstrate a desire for improvement but also create a supportive environment where learners can seek guidance from experienced peers. This interaction reinforces learners' motivation by providing them with valuable insights and actionable advice.

The interconnectedness of these elements highlights the complexity and richness of the motivational dynamics within the Facebook language learning community. Discursive practices and linguistic strategies intertwine, creating a reciprocal relationship that amplifies motivation and fosters a supportive learning environment. The use of linguistic strategies enables language learners to actively engage with motivational content while discursive practices shape the shared understanding and norms within the community. Together, they contribute to a collective sense of motivation, encouragement and goal-setting among English language learners on Facebook (Siregar, Rahmadiyah, & Siregar, 2021).

Understanding the interconnectedness of these elements has implications for both theory and practice. The findings emphasize the importance of considering the social and linguistic aspects of motivation in language learning contexts particularly within online communities. Teachers and practitioners can leverage these insights

by designing and facilitating language-learning environments that foster motivation and performance and employ effective linguistic strategies to enhance motivation (Esra & Sevilen, 2021). Additionally, the findings call for further research to explore the interplay of these elements in different language-learning contexts and across various social media platforms.

In a nutshell, the interconnectedness of discursive practices and linguistic strategies plays a vital role in shaping English language learners' motivation on Facebook. The dynamic relationship between these elements highlights the multifaceted nature of motivation and the importance of fostering a supportive and engaging language-learning community. Teachers and other practitioners can establish motivating environments that empower language learners and improve their language learning experiences by recognizing and using this interconnection. On the other hand, the students' performance revealed satisfactory results suggesting that they are content and have adapted well to the use of Facebook posts as a motivator for online language learning techniques. The findings are parallel to those of Aurpa, Sadik, and Ahmed (2022) who have already confirmed that Facebook is a supportive learning tool. Next, according to Aubry (2013), Facebook enhances learners' motivation. Naghdipour (2017) asserts that Facebook is known as a rewarding platform that can keep the interest of learners in functional ways. Moreover, De Barba et al. (2016) confirmed that motivation at the learning time functions as a bridge. Finally, Chugh and Ruhi (2018) have claimed that Facebook can engage ESL learners' motivation, performance and attention. The findings of this research are relevant to the previous research so it can be inferred that Facebook posts are relevant to enhance ESL learners' motivation and performance. Therefore, it needs to investigate the relevancy of other social networking sites in the future. The data obtained in the present research suggests that Facebook posts are interconnected with ESL learners' motivational performance. Self-improvement, spoken proficiency and enhanced knowledge were the main visible constructs in the performance of ESL learners' productive consistency.

6. CONCLUSION

The present study underscores the interconnectedness of motivation and performance that is shaped by linguistic strategies for English language learners' motivation on Facebook as a trigger. The findings highlight the importance of creating supportive and engaging language learning environments that foster interaction, reflection, and knowledge sharing which consequently causes good performance. Teachers and practitioners can improve motivation and create meaningful language learning experiences in the digital age by using Facebook's power as a discourse and language use platform. Furthermore, the study calls for continued research in the fields of online language learning and motivation. Future studies could explore the interplay of discursive practices and linguistic strategies in different digital contexts and across various social media platforms. Additionally, investigations into the influence of other factors such as community norms, language proficiency levels and cultural backgrounds could provide further insights into the complexities of motivation in online language learning communities.

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