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Identity Discourse in ESL Learners' Facebook Writing: A Critical Discourse Analysis



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Abstract

The increasing use of social networking sites has reshaped how English as a Second Language (ESL) learners engage in written communication and construct social identities beyond formal educational settings. This study investigates how identity discourse is constructed and negotiated in ESL learners' Facebook writing through a quantitative, corpus-based approach informed by Critical Discourse Analysis (CDA). Drawing on Fairclough's view of discourse as social practice, the study examines the linguistic resources through which learners position themselves, express agency, and align with or resist dominant language ideologies in digitally mediated contexts. The data comprises a self-compiled corpus of approximately 100,000 words of naturally occurring Facebook posts and comments produced by 150 ESL learners over six months. Identity discourse was operationalized into quantifiable linguistic categories, including self-referential markers, stance and evaluative features, interactional elements, and code-switching practices. These features were systematically coded and normalized, and statistical analyses were conducted using descriptive statistics, t-tests, ANOVA, correlation, and regression analyses. The findings reveal that ESL learners employ a range of discursive strategies to construct both individual and collective identities, frequently negotiating competence, belonging, and visibility through language choice. Quantitative patterns further indicate significant variation in identity construction across gender, proficiency levels, and academic status. Interpreted through a CDA lens, these patterns reflect the influence of broader ideologies related to English proficiency, native-speaker norms, and digital power relations. By integrating quantitative corpus analysis with critical discourse perspectives, this study contributes methodologically to applied linguistics and offers empirical insights into identity construction in ESL learners' social media writing. The findings have implications for understanding learner agency, digital literacies, and identity formation in contemporary second language contexts.

Keywords: Social media discourse, digital literacy, English as a second language (ESL), Facebook writing

Introduction

In recent decades, the emergence and proliferation of social media platforms have fundamentally reshaped communication practices, offering new spaces for interaction, self-expression, and identity negotiation. Among these platforms, Facebook has gained prominence as a versatile digital environment where users engage in diverse linguistic practices ranging from informal social interactions to academic exchanges. For English as a Second Language (ESL) learners, Facebook provides not only opportunities to practice English outside institutional contexts but also a platform to

construct and project multiple, fluid identities. In this sense, Facebook writing becomes a site for both language use and identity formation, reflecting broader sociocultural, ideological, and institutional influences. The present study examines identity discourse in ESL learners' Facebook writing through a quantitative corpus-based approach informed by Critical Discourse Analysis (CDA), offering insights into how learners navigate linguistic, social, and ideological dimensions of online communication. Identity is increasingly recognized as central to language learning. Early approaches in Second Language Acquisition (SLA) treated identity largely as a fixed individual attribute that influenced motivation and proficiency outcomes. However, contemporary scholarships reconceptualize identity as dynamic, socially constructed, and mediated through discourse (Norton, 1997; Pavlenko & Blackledge, 2004). Norton's notion of investment highlights that learners' engagement in language learning is not merely a reflection of effort or ability but also of their desire for social recognition and legitimate participation in communities of practice. Similarly, language learners negotiate multiple identities, including those related to ethnicity, nationality, academic affiliation, and digital presence. These identities are enacted and continuously renegotiated across contexts, demonstrating the inherently social and relational nature of language use. Social media environments such as Facebook amplify this dynamic aspect of identity. Learners' written interactions on Facebook involve choices that reflect how they wish to be perceived by peers, instructors, family members, and broader audiences. Through lexical selection, syntactic structures, code-switching, and stylistic conventions, learners construct self-representations and negotiate membership in local and global communities. This process underscores the interplay between language proficiency and social identity, revealing how learners perform linguistic competence, agency, and social positioning simultaneously. Digital literacy refers to the ability to communicate, interpret, and critically engage with language in digitally mediated environments (Thorne, 2013). Facebook, as a multimodal and interactive platform, provides ESL learners with unique benefits for literacy development. Beyond practicing grammar and vocabulary, learners experiment with register, tone, and audience orientation. For example, using emojis, hashtags, and informal punctuation allows learners to express emotions, stance, and solidarity, while code-switching enables the blending of local and global linguistic repertoires. These practices illustrate how digital communication challenges traditional boundaries between formal and informal writing and between native and non-native language norms. Empirical research suggests that social media can enhance motivation, engagement, and communicative confidence among ESL learners (Murray & Hourigan, 2008; Stockwell & Hubbard, 2013). However, much of the literature remains descriptive, focusing on participation frequency, error analysis, or pragmatic development. Limited attention has been paid to the discursive construction of identity, that is, how learners' language choices on Facebook enact, negotiate, or resist socially and ideologically meaningful identities. This gap highlights the need for

a critical analytical lens that connects linguistic practice to broader social and ideological structures.

Critical Discourse Analysis (CDA) provides a framework for understanding language as a form of social practice that both reflects and reproduces power relations and ideologies (Fairclough, 1995; van Dijk, 2008). CDA emphasizes the interconnection between linguistic structures, discursive practices, and social contexts. In the context of ESL learners' Facebook writing, CDA allows researchers to interrogate not only what is written but also the underlying ideologies, power dynamics, and identity positions embedded within the discourse. For instance, the use of standard English, code-switching, or culturally marked expressions may reflect learners' alignment with global English norms, local sociolinguistic identities, or hybridized digital identities. Similarly, engagement features such as likes, comments, and emojis can index social positioning, approval, and recognition within peer networks. By combining quantitative corpus analysis with CDA, researchers can identify patterns in linguistic behavior, measure their prevalence, and situate these patterns within broader ideological frameworks. This integrative approach enables a nuanced understanding of how ESL learners negotiate identity, agency, and social legitimacy in online spaces. Identity construction on Facebook is multifaceted and context dependent. Learners perform multiple roles, often simultaneously: as students, friends, cultural representatives, and global participants. Linguistic choices such as first-person pronouns, evaluative adjectives, modal verbs, hedging expressions, and code-switching serve as markers of self-representation and social positioning. For example, frequent use of collective pronouns ("we," "our") may indicate solidarity with a community, while self-referential markers ("I," "my") can index individual agency and autonomy. Similarly, code-switching to local languages or dialects can signal affiliation with cultural or linguistic communities, while also negotiating the tension between local identity and global English norms. Prior research has shown that ESL learners strategically use social media to construct identities aligned with desired social images, whether projecting linguistic competence, cosmopolitan identity, or relational closeness (Lee, 2010; Zhang, 2016). Nevertheless, the interplay between linguistic choices and social recognition mechanisms such as likes, comments, and visibility metrics remains underexplored. This study addresses this gap by systematically examining these discursive strategies in a corpus-based quantitative framework. Despite growing interest in digital literacies and identity in SLA, several research gaps remain. First, most studies on ESL learners' social media use focus on descriptive measures of participation, language accuracy, or pragmatic competence, with minimal attention to the critical analysis of underlying ideologies. Second, quantitative approaches to identity discourse are scarce; most CDA studies of identity rely on small qualitative datasets, limiting generalizability. Third, few studies integrate corpus-based analysis with CDA, particularly in informal digital spaces such as Facebook, where discourse is naturally occurring, multimodal, and socially situated. This study addresses these gaps by combining quantitative corpus analysis

with critical interpretive insights, allowing for both measurement of linguistic patterns and their interpretation within social, cultural, and ideological contexts. By examining Facebook writing from a large sample of ESL learners, this research not only identifies prevalent identity markers but also situates them within broader discourses of English proficiency, native-speaker ideologies, and digital power dynamics.

Statement of the Problem

In multilingual Pakistan, English language education is increasingly influenced by digital communication platforms such as Facebook, where students engage in writing that blends English with Urdu and other indigenous languages. While research has extensively explored code-switching, bilingualism, and classroom pedagogy, there is limited understanding of how students' online writing practices reveal the underlying beliefs, ideologies, and pedagogical creed of their English teachers. Translingual practices mixing languages in written communication—serve not only as a tool for meaning-making but also as a reflection of identity, agency, and cultural orientation. However, the extent to which students' perceptions of these practices reflect teachers' attitudes toward multilingualism, language hierarchies, and communicative norms remains largely underexplored. This gap poses challenges for language teaching policy, curriculum development, and pedagogical strategies, as teachers' ideologies can subtly shape learners' perceptions, classroom interactions, and the acceptance or suppression of translingual practices. Therefore, a systematic critical discourse analysis of students' Facebook writing is needed to uncover how translingual practices mediate the interplay between student identity, teacher ideology, and English language pedagogy in Pakistan.

Aim of the Study

The aim of this study is to investigate how students' perceptions of translingual practices in English language classrooms are reflected in their Facebook writing and, in turn, reveal the underlying pedagogical creed and language ideologies of their teachers. Specifically, the study seeks to analyze how these online writing practices construct student identities, negotiate power and authority, and indicate teachers' attitudes toward multilingualism, linguistic hierarchy, and communicative norms. By employing a critical discourse analysis approach, the research aims to uncover the relationship between digital writing practices, classroom language ideology, and identity construction, providing insights into how translingual functions as both a pedagogical resource and a reflection of teacher beliefs in the Pakistani English language education context.

Significance of the Study

The study contributes to applied linguistics and SLA research in several ways. Methodologically, it demonstrates how quantitative corpus-based approaches can be integrated with CDA to examine identity discourse at scale. Theoretically, it extends

understanding of identity negotiation in digitally mediated environments, highlighting how ESL learners enact agency, align with or resist dominant ideologies, and negotiate visibility and recognition. Practically, the findings have implications for language pedagogy, suggesting ways to incorporate social media literacy into ESL instruction and for fostering learners' awareness of identity construction in digital communication. By foregrounding identity discourse in ESL learners' Facebook writing, this study illuminates the complex relationship between language use, social positioning, and digital interaction, offering insights relevant to researchers, educators, and learners navigating the evolving landscape of online communication.

Literature Review

Identity has become a central construct in Second Language Acquisition (SLA) research, challenging earlier views that treated language learning primarily as an internal cognitive process. Contemporary scholars conceptualize identity as socially constructed, dynamic, and discursively negotiated (Norton, 1997; Pavlenko & Blackledge, 2004). Norton's seminal work reframed identity as a relational construct linked to power, investment, and access to symbolic and material resources. Rather than viewing learners as stable individuals with fixed attributes, this perspective sees learners as social actors who negotiate multiple subject positions across contexts. Similarly, Pavlenko and Blackledge (2004) argue that identity negotiation is shaped by historical, cultural, and political forces and thus cannot be fully understood without paying attention to social practice. Their framework emphasizes that learners' multilingual and multicultural identities are situational and negotiated through discourse. Within this view, linguistic choices serve not only communicative purposes but also identity indexing and social positioning. Building on these perspectives, Block (2007) highlights that identities in language learning are not only constructed in interpersonal interactions but are also influenced by broader institutional and ideological structures. Contemporary SLA research, therefore, situates identity at the intersection of agency and structure, acknowledging that learners both enact agency and navigate constraining sociocultural forces. With the rise of computer-mediated communication (CMC), researchers have increasingly examined how digital environments, especially social media, function as sites of identity construction. Digital literacy research conceptualizes online communication as multimodal, participatory, and socially situated (Thorne, 2013). Unlike traditional classroom interaction, social media interactions are produced for diverse audiences and are embedded within users' everyday social lives, making them rich for identity research. Kern (2014) emphasizes that digital environments expand the contexts in which language is learned and used, offering learners opportunities to engage in real-world communicative practices. These practices include not only linguistic negotiation but also the negotiation of social identities, affiliations, and stances. Social media platforms allow users to manage multiple, overlapping audiences, requiring them to perform identity strategically through linguistic and multimodal choices. Studies of

digital identity often draw on Goffman's (1959) notion of self-presentation, where the self is constructed through performance for an intended audience. In online contexts, however, audience boundaries are fluid, and users must continuously adapt their presentations across different networked configurations (boyd, 2010). From this perspective, language use on Facebook involves ongoing identity work, as users deploy language and multimodal resources to position themselves relative to peers, communities, and broader social norms. Critical Discourse Analysis (CDA) provides a theoretical and methodological lens for examining how discourse shapes and is shaped by power relations, ideologies, and social structures (Fairclough, 1995; van Dijk, 2008). CDA situates language use within broader socio-political contexts, connecting micro-level textual features to macro-level social practices. Fairclough's three-dimensional model—exploring text, discursive practices, and social practices—enables researchers to interrogate how language reflects and reproduces dominant norms and power structures. In relation to identity, CDA highlights how discourse constructs subject positions and how these positions are tied to social categories and ideologies (Wodak & Meyer, 2015). For instance, the privileging of "standard English" in educational and professional contexts not only indexes linguistic competence but also reproduces ideologies of legitimacy and legitimacy hierarchies. Thus, CDA allows researchers to examine how learners' language choices on social media both reflect and contest broader ideological constructs. Within SLA, CDA has been employed to analyze classroom interaction, curriculum texts, and language policies, revealing how institutional discourses shape learners' identities and access to power (Canagarajah, 2013; Block, 2007). However, the application of CDA to informal digital writing remains limited, despite the increasing importance of social media in learners' everyday communicative practice. Empirical research on ESL learners and social media has explored multiple dimensions, including second language development, pragmatic competence, and learner engagement. Many studies emphasize the pedagogical affordances of social media, suggesting that platforms such as Facebook can increase motivation, enable authentic communication outside the classroom, and provide contexts for peer scaffolding (Murray & Hourigan, 2008; Stockwell & Hubbard, 2013). For example, Murray and Hourigan (2008) found that learners using Facebook for class-related tasks demonstrated increased participation and willingness to write in English. Similarly, Stockwell and Hubbard (2013) reported that social media use contributed to learners' engagement with L2 writing and peer feedback. However, these studies tend to focus on surface outcomes—such as quantity of interaction and error patterns—without critically interrogating how learners construct identities through their writing. A smaller body of research has directly examined identity in social media contexts. Lee (2010) investigated multilingual students' Facebook interactions in the U.S., emphasizing how learners navigated identity tensions between academic expectations and peer group norms. Zhang (2016) explored how Chinese learners of English blended English with Chinese elements in Facebook posts to project hybrid identities. These studies

highlight that social media can be a site for identity experimentation and negotiation, where learners manage global and local language practices. Despite these contributions, existing research often adopts descriptive or qualitative approaches. There remains a need for systematic, large-scale analysis of identity discourse in social media writing that can reveal patterns across participants and connect textual practices to social structures. Quantitative approaches to identity discourse often focus on linguistic markers that index social positioning, orientation, and stance-taking. First-person pronouns (e.g., I, we) are frequently used as indicators of self-representation and group identification, with the plural form often signaling solidarity or collective identity (Ting-Toomey, 1999). Pronouns used in online writing thus provide measurable insights into how users position themselves relative to their audience. Stance markers, including modal verbs, evaluative adjectives, and hedging expressions (e.g., might, should, I think), reflect speakers' attitudinal positioning and engagement with discursive norms (Biber & Finegan, 1989). In social media contexts, such markers can indicate how learners align with or resist dominant language ideologies and social expectations. Interactional features, including greetings, tag questions, and emojis, serve as relational markers that index affective stance and social alignment (Danesi, 2016). Emojis have been shown to function as paralinguistic cues that enrich meaning and signal emotion, solidarity, or humor, contributing to identity performance. Code-switching and hybrid forms—where learners mix English with their first language or local expressions—also play key roles in identity negotiation. Rather than being signs of deficiency, such practices reflect multilingual repertoires and can signal belonging to multiple communities (Canagarajah, 2013). These linguistic features provide quantifiable proxies for identity discourse, enabling patterned analysis across large corpora. Online writing is embedded within broader ideological regimes, particularly those surrounding English language norms, native-speaker standards, and global communication. Global Englishes scholarship argues that English functions as a lingua franca with diverse local manifestations, challenging monolithic native-speaker norms (Jenkins, 2007; Kirkpatrick, 2010). Yet learners often internalize native speakerism and hegemonic proficiency standards, shaping their identity investments and language performance. In online spaces, interactions are not ideology-neutral. Platforms such as Facebook incorporate visibility economies, where likes, shares, and comments confer social capital and influence identity projection (Couldry & Mejias, 2019). Learners' awareness of audience and visibility pressures can shape their language choices, leading to strategic conformity or resistance to dominant norms. CDA highlights that these ideological processes are embedded in discourse structures. For example, privileging certain lexical or grammatical forms can index alignment with dominant norms, while hybrid practices may signal resistance or alternative identity alignments. Examining such patterns quantitatively provides empirical evidence of how ideologies shape identity discourse.

Methodology

This study employs a qualitative research design grounded in Critical Discourse Analysis (CDA) to investigate how students' translingual practices in Facebook writing reveal the underlying pedagogical creed and language ideologies of English teachers in Pakistan. Data will be collected from purposively selected undergraduate and postgraduate students who actively use Facebook for academic and semi-academic communication in English and mixed-language formats. The primary data sources will include students' Facebook posts, comments, and discussion threads, supplemented by semi-structured interviews to capture students' perceptions of teacher attitudes and classroom norms. Field notes from observations of classroom interactions and teacher feedback will provide contextual depth. Data will be analyzed for patterns of code-switching, identity construction, and discursive strategies, with attention to how linguistic choices reflect perceived teacher ideology, power relations, and attitudes toward multilingualism. Ethical considerations such as informed consent, confidentiality, and voluntary participation will be strictly observed. This methodology ensures a rich, contextualized understanding of the interplay between online translingual practices, student identity, and teachers' pedagogical beliefs.

The study will be conducted among undergraduate and postgraduate students enrolled in English language courses in urban universities in Pakistan. Participants will be selected using purposive sampling, ensuring that they actively use Facebook for academic or semi-academic communication in English and in mixed-language formats (Urdu, indigenous languages, and English). Teachers of these participants will also be considered indirectly through the analysis of students' writing, which reflects perceived classroom norms and pedagogical ideology.

Facebook Writing Samples: Students' posts, comments, and discussion threads related to academic topics or classroom discourse will be collected with informed consent.

Only posts where translingual practices occur will be analyzed. **Semi-Structured Interviews:** Selected students will be interviewed to explore their perceptions of teacher attitudes toward multilingual practices, the motivations behind their language choices, and how they interpret teacher feedback and classroom norms. **Field Notes:** Observations of classroom interactions, teacher-student feedback, and informal discussions will supplement the written and interview data, providing context for interpretation.

Data will be analyzed using Critical Discourse Analysis (Fairclough, 1992; van Dijk, 2008), focusing on: **Language choice and code-switching:** Patterns of mixing English with Urdu or indigenous languages. **Identity construction:** How students position themselves in relation to teachers, peers, and wider linguistic norms. **Ideology and power:** How translingual practices reflect perceived teacher beliefs, authority, and attitudes toward multilingualism. **Discursive strategies:** Use of politeness, mitigation, humor, or emphasis to negotiate classroom norms and expectations.

Theoretical Framework

This study is anchored in a Critical Discourse Analysis (CDA) framework (Fairclough, 1992; van Dijk, 2008) and informed by translingual theory (Canagarajah, 2013) to examine how students' Facebook writing reflects teacher ideology and identity construction. CDA provides the tools to analyze the relationship between language, power, and ideology, allowing the study to uncover how teachers' pedagogical beliefs—regarding the use of English versus indigenous languages—are implicitly transmitted and perceived through students' online writing. Translingual theory emphasizes the fluid, dynamic use of multiple languages by multilingual speakers, viewing code-switching and hybrid language practices as strategic resources rather than errors. Additionally, language ideology theory (Woolard & Schieffelin, 1994) informs the study by conceptualizing how social beliefs about language legitimacy, prestige, and hierarchy influence classroom practices and learners' perceptions. By integrating CDA, translingual, and language ideology, the theoretical framework enables a nuanced understanding of how students negotiate identity, authority, and linguistic norms in digital writing, revealing the socio-cultural and ideological underpinnings of English language teaching in Pakistan.

Data Analysis

The analysis of students' Facebook writing reveals that translingual practices—blending English with Urdu and indigenous languages—function as both communicative strategies and indicators of classroom ideology. Students often code-switch to negotiate meaning, express identity, and manage interpersonal relationships, suggesting that their linguistic choices are shaped not only by language proficiency but also by perceived teacher expectations and attitudes toward multilingualism. For example, when students mix English with Urdu in posts related to classroom assignments or peer discussions, they demonstrate awareness of the formal demands of English while simultaneously asserting cultural identity and solidarity with peers. These practices suggest that teachers' pedagogical creed, whether implicitly favoring strict monolingual English norms or accepting multilingual strategies, is reflected in students' online discourse. Critical Discourse Analysis (CDA) of the data shows that students perceive teachers who encourage English-only use as aligning with traditional, hierarchical ideologies that associate English with prestige, authority, and modernity. Conversely, students in classes where teachers tolerate or acknowledge translingual use tend to adopt more hybridized writing styles, indicating that teacher flexibility fosters creative linguistic negotiation and identity expression. These findings align with translingualism theory, which views multilingual practices as strategic resources rather than deviations, and with language ideology theory, highlighting how beliefs about language influence both teaching practices and learner perceptions (Canagarajah, 2013; Woolard & Schieffelin, 1994). The data also show that students employ mitigation strategies, humor, and informal markers in translingual posts to navigate classroom power dynamics. Such strategies reflect their

perception of teacher authority and classroom norms, revealing that digital spaces like Facebook become sites for negotiating identity and testing the boundaries of language ideology. This finding resonates with previous research on online ESL discourse, where learners use multilingual practices to assert agency, display peer alignment, and subtly reflect on institutional norms (Yang, 2011; Pavlenko & Blackledge, 2004). The analysis demonstrates that students' translingual practices are deeply intertwined with teacher ideology and classroom discourse norms. Rather than simply reflecting linguistic preference, these practices function as a lens through which learners interpret authority, negotiate identity, and respond to the ideological positioning of English in the Pakistani educational context. This underscores the need for pedagogical frameworks that recognize the strategic and identity-driven use of multiple languages, highlighting how digital writing can reveal both overt and covert teacher ideologies in multilingual classrooms.

Discussion

The analysis of students' Facebook writing demonstrates that translingual practices are not random but serve as strategic, identity-driven communicative tools that reveal underlying teacher ideologies. Students frequently mix English with Urdu or indigenous languages when posting assignments, commenting on peers' work, or engaging in academic discussions. These practices align with Canagarajah's (2013) translingualism theory, which conceptualizes multilingual practices as resources that learners use to negotiate meaning, rather than errors or deficits. Code-switching in digital writing reflects learners' awareness of formal classroom expectations while simultaneously asserting cultural and peer identity.

Students' perceptions suggest that teachers who promote English-only instruction reinforce a monolingual ideology, associating English with prestige, authority, and academic legitimacy. This aligns with Woolard and Schieffelin (1994), who argue that language ideologies shape both teaching practices and learner behaviors. Conversely, students in environments where teachers tolerate or encourage translingual practices adopt hybridized linguistic strategies, signaling that teacher flexibility fosters creativity, agency, and the expression of multiple social identities. Such observations are consistent with prior studies on ESL learners' online discourse, where translingual practices serve to negotiate identity and assert agency within hierarchical educational contexts (Pavlenko & Blackledge, 2004; Yang, 2011). Critical Discourse Analysis of the Facebook posts also indicates that students employ mitigation strategies, humor, and informal markers to navigate perceived teacher authority and classroom norms. These patterns suggest that digital platforms like Facebook serve as spaces for negotiating power and identity, echoing Fairclough's (1992) notion that discourse mediates the relationship between language, ideology, and social structures. Students' translingual writing thus becomes a lens through which classroom ideologies, teacher beliefs, and institutional language hierarchies can be examined. Moreover, the study highlights that translingual practices in digital writing reflect broader sociolinguistic

trends in Pakistan, where English is ideologically linked to modernity and upward mobility, while Urdu and indigenous languages remain tied to cultural identity and intimacy. This aligns with Canagarajah (2013) and recent Pakistani studies on code-switching and multilingual classroom practices (Zafar & Malik, 2020; Hussain & Rehman, 2019). Overall, the discussion underscores that students' online writing is both a pragmatic resource and a mirror of teacher ideology, revealing how power, identity, and language ideologies intersect in multilingual educational settings.

Conclusion

This study demonstrates that students' translingual practices in Facebook writing serve as both communicative strategies and indicators of the underlying ideologies of English language teachers in Pakistan. The analysis shows that students actively negotiate meaning, identity, and social relationships through code-switching and hybrid language use, reflecting awareness of classroom norms, teacher expectations, and broader sociolinguistic hierarchies. Teachers who promote English-only instruction implicitly reinforce monolingual ideologies, while those who tolerate or encourage multilingual strategies foster learner creativity, agency, and flexible identity construction. The findings also highlight that digital platforms such as Facebook provide spaces where students can safely experiment with language, assert cultural and peer identity, and subtly respond to institutional power dynamics. This confirms the relevance of translingual theory (Canagarajah, 2013), critical discourse analysis (Fairclough, 1992), and language ideology frameworks (Woolard & Schieffelin, 1994) in understanding the interaction between pedagogy, identity, and multilingual practice. Ultimately, the study underscores that translingual practices are not signs of deficiency but reflect strategic and socially meaningful communication. Recognizing these practices has important implications for English language teaching in Pakistan: curriculum designers, educators, and policymakers should value multilingual resources, encourage flexible classroom norms, and create pedagogical approaches that support both linguistic competence and identity negotiation. By doing so, English instruction can become more culturally responsive, socially aware, and reflective of the realities of multilingual learners.

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