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Sociocultural Identity in TEFL Textbooks: A Systemic Functional Analysis

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Abstract: This study aimed at investigating shades of identity in TEFL textbooks. Most identity studies have focused on authors as knowledge producers. They have neglected authors' roles in constructing identity. Further, few scholars have considered disciplinary specific textbooks in their analyses of identity. Trying to bridge these gaps, we applied Halliday's *Systemic Functional Linguistics* to investigate identity through the lens of sociocultural theory. The study corpus consisted of nine commonly used textbooks on language testing, language teaching, and linguistics in Iranian EFL context. The textual analysis revealed various levels of self and other-regulation mediated by interpersonal, textual, and ideational metafunctions. These findings suggested that studying their disciplinary specific texts, students of TEFL may develop not only their academic knowledge but also their ideological positions and academic voices.

Keywords: Sociocultural Theory; Systemic Functional Linguistics; Meaning Making; Ideological Identity.

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