



Representation Of Social Identity In Terms Of Social Actors And Actions In The Impact Values

Jihad Hasan Azeez

Asst. Prof./ Sameraa University

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Correspondence:

Jehad Hasan Aziz

jihada97@gmail.com

Abstract

The main thrust of the study was to explore the Impact Values in terms of identity construction. To this end, 10 lessons out of the 30 lessons were examined in terms of gender, ethnicity, occupation, religious and culture membership. Analyzing the data, Van Leewen's (2008) framework which involves two main dimensions of social actors and social actions were utilized and adopted. It was illustrated that men were mainly portrayed in association with active social roles wherein they play a more active part comparing their female counterparts who are passivaized through going under the influence of an activity. The results of the study indicated to a hybrid, multiple identities resort to the main strategies of inclusion and exclusion wherein the interaction between the two strategies of inclusion and exclusion resulted into differentiation in which a gender-based identity is expressed; However, the ethnic, religious, and social identities seem to be backgrounded with a few traces if any. Likewise, the most over identification is related to cultural identity in which the western identity is being portrayed and subconsciously penetrate into the minds of language learners which reminds us Skelton's (1997) hidden curriculum. Accordingly, the three variables of content, strategies and realization were resemiotized in order to manifest a hybrid and multiple representation of social identity with its focus on gender representation.

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تمثيل الهوية الاجتماعية فيما يتعلق بالعناصر الاجتماعية الفعالة والاجراءات في قيم التأثير

جهد حسن عزيز*

المستخلص :

كان الدافع الرئيس للدراسة هو استكشاف قيم التأثير من حيث بناء الهوية. ولهذه الغاية، تم فحص 10 دروس من أصل 30 درساً من حيث الجنس والعرق والمهنة والعضوية الدينية والثقافية. عند تحليل البيانات، تم استخدام وتبني إطار عمل Van Leewen (2008)

*استاذ مساعد / جامعة سامراء

الذي يتضمن بعدين رئيسيين للفاعلين الاجتماعيين والإجراءات الاجتماعية. تم توضيح أن الرجال تم تصويرهم بشكل أساسي بالاقتران مع الأدوار الاجتماعية التنشيطية حيث يؤدون دورًا أكثر نشاطًا مقارنة بنظرائهم من الإناث اللاتي تم تخميلهن من خلال التعرض لتأثير نشاط ما. أشارت نتائج الدراسة إلى هويات هجينة ومتعددة تلجأ إلى الاستراتيجيات الرئيسية للإدماج والإقصاء فقد أدى التفاعل بين استراتيجيتي الإدماج والإقصاء إلى تمايز يتم فيه التعبير عن الهوية القائمة على النوع الاجتماعي ؛ ومع ذلك ، يبدو أن الهويات العرقية والدينية والاجتماعية متأصلة مع القليل من الآثار إن وجدت. وبالمثل ، فإن التعريف المفرط يرتبط بالهوية الثقافية التي يتم فيها تصوير الهوية الغربية والتغلغل اللاشعوري في عقول متعلمي اللغة مما يذكرنا بمنهج سكيلتون (1997) الخفي. وفقاً لذلك ، تمت إعادة إحياء المتغيرات الثلاثة للمحتوى والاستراتيجيات والإدراك من أجل إظهار تمثيل مختلط ومتعدد للهوية الاجتماعية مع تركيزها على تمثيل النوع الاجتماعي.

الكلمات المفتاحية: الهوية الاجتماعية، العناصر الاجتماعية الفعالة، قيم التأثير

2.Introduction

Textbooks as a key element in any language course seem to be the locus of ideological and cultural manipulation. Skelton (1997) refers to the ideological and cultural manipulation presented in textbooks as hidden curriculum which indicates the political control over the presented curriculum. The issue of the hidden curriculum seems to be even more complicated which plays a more crucial role in the English textbooks presented to many learners who are learning English as a foreign or second language (EFL/ESL). Elaborating on hidden curriculum, Skelton (1997) argues about four different perspectives, namely, functionalist, liberal, critical and postmodern, in order to develop an eclectic perspective influenced by the purpose and the context of the study.

In fact, textbooks, according to the tenets of sociocultural theory, may be considered as symbolic or sign artefacts that mediate the processes of language teaching and learning (Lantolf & Poehner, 2014). It means that textbooks as developed by humans under specific cultural (culture specific) and historical conditions denotes that they carry with them the characteristics of the culture in question (Lantolf & Poehner, 2014; Lantolf & Poehner, 2008).

To put it in another way, textbooks are not neutral representations of language in terms of linguistic knowledge, but they also carry the perspectives, cultural values, beliefs or even manipulated ideas which are the indispensable elements of any language. Barrow (1990) reminds that English may transform individuals' way of thinking due to the fact that it involves a vast variety of beliefs, norms, values, perspectives and worldviews which may not be necessarily defined in the native languages of the EFL/ESL learners.

With attention to the fact that textbooks are the locus of interplay between varieties or vast of factors; identity construction seems to be crucial due to the intrinsic nature of ELT textbooks which according to Curdt-Christiansen and Weninger (2015), are ideologically and culturally merged with identity construction and embedded in the textbooks. Hodge and Kress (1993), on the other hand, emphasize on the ideological-driven nature of the ELT textbooks wherein the realities are manipulated in serving the interests of the elites.

Identity, in effect, is a construct which, according to Kroger (2007) influences of processes of decision-making and even the personal and social dimensions of the life of the individuals. Likewise, identity construction seems to be related to the individuals' affiliations as well as the social groups and collectives they are a member of which (Brewer & Hewstone, 2004; Schildkraut, 2007).

As a matter of fact, identity is a multidimensional construct which has been interpreted differently by different researchers. As an illustration, Marcia (1980) or Schwartz (2001) considers identity as an internal meaning system; however, Burkitt (2004) regards it as the social-historical dimension of the belief systems of a society.

It is important to realize that there are several strands in the investigation of identity, namely, national identity (e.g. Schildkraut, 2007), social-historical (e.g. Burkitt, 2004), internal meaning systems (e.g. Schwartz, 2001), group membership (e.g. Brown, 2000), or even social-psychological and sociocultural dimensions of identity (e.g. Hall & Bucholz, 2003).

The point as is demonstrated by Norris (2008) is that personal identity without social identity cannot exist. Henceforth, identity construction may be considered as enjoying three main dimensions of micro - discursive construction like pronouns (e.g. Schiffrin, 2005), social-historical dimension such as national identity construction (e.g. Xiang, 2010) and social-psychological and sociocultural dimension of identity as language using in contexts (e.g. Hall & Bucholz, 2003).

The aforementioned issues clarify the fact that identity is not constructed in its totality but goes through some kind of processes. For this reason, some researchers such as Norris (2008) argues about identity elements which involve different dimensions of identity construction including gender, occupation, ethnicity, culture or religious membership, etc. Under such circumstances, identity may be considered as being constructed under different layers from personal and family interaction to organizational and institutionalized interactions (Norris, 2008).

As can be seen the role played by ELT textbooks is more fundamental than transmitting linguistic knowledge to EFL/ESL students. But, they are artefacts embedded in the symbolic representation of intertwined networks of a vast variety of elements one of which is identity with its intertwined and multilayered elements.

The most compelling evidence can be traced in sociocultural theory and the works done by Vygotsky which considers two planes of interpsychological and intrapsychological where the first plane indicates personal interaction which is especially formed in family and the second plane to the assimilation and internalization mainly happened in social interaction and especially in school interactions wherein textbooks play at least an influential role. Vygotsky indicates that there is a transition from social to personal wherein transformation happens through the processes of interaction and appropriation in which textbooks in general and ELT textbooks in particular play a vital role. Indeed, textbooks influence not only the processes of language learning but also the processes of intellectual development.

There is another equally important strand of identity research which is chiefly followed in the field of discourse analysis, especially with the works done by Van Leeuwen (2008) who has introduced the notions of social actors as well as social actions and processes. In dealing with identity, Van Leeuwen (2008) elaborates on ten micro elements to be considered, that are participants, action, performance modes, eligibility conditions for the participants, presentation styles, times, locations, eligibility conditions for locations, resources (tools and materials) and finally eligibility conditions for resources. In particular, discourse-driven research on the construct of identity is based on the assumption of recontextualization wherein not only the inclusion but also the exclusion, are also considered.

Introducing the notion of recontextualization chain, Van Leeuwen (2008, p. 12) clarifies that “recontextualization not only makes the recontextualized social practices explicit to a greater or lesser degree, it also makes them pass through the filter of the practices in which they are inserted”. He also reminds of the recursive nature of recontextualization which denotes the repetitive nature of it. Van Leeuwen emphasizes that books including textbooks are a recontextualization embedded into social practice.

Representing social actors, Van Leeuwen (2008, p. 23) explores “the participants of social practices presented in English discourse”, which may be categorized into two main groups of exclusion and inclusion. Elaborating identity construction, Van Leeuwen included social actions with five dual categorizations: Reaction vs. Action; Activation vs. Deactivation; Agentialization vs. Deagentialization; Abstraction vs. Concretization; and Single Determination vs. Overdetermination .

Van Leeuwen’s (2008) framework seems to be applicable to the written texts considers an identity to be multilayered and multidimensional, which is chiefly constructed through interaction between social actors and actions even by being excluded from a social practice. Referring to the review of literature, it demonstrates that identity construction is primarily explored through quantitative-based categorization of social actors in a text, which means that other dimensions such as social actions are ignored unjustifiably. Accordingly, the results of a study in which some dimension is ignored without any justification do not seem to be reliable. Hence, the present study endeavors to explore identity construction in terms of both social actors and social actions in ELT textbooks presented to Iraqi EFL learners. To this end, the Impact Values was selected as the corpus for the study out of which ten units were extracted randomly. In light of the aforementioned issues, the following questions were addressed:

- 1.How are social actors represented in terms of gender, ethnicity, occupation, religious and cultural membership?
- 2.How are social actions distributed and attributed to social actors in terms of gender, ethnicity, occupation, religious and culture membership?
- 3.Is any pattern recognized in the way social actors and their related social actions are included or excluded? If so, how?

3.Review of Related Literature

Presenting the theoretical foundation of the study, the empirical studies need to be elaborated in order to pave the way for conducting the study and supporting the conclusions achieved. Exploring the related studies shows that they are mainly conducted utilizing a critical discourse analysis framework and especially by Van Leeuwen’s (1996) framework with the focus on gender representation. For instance, the studies conducted by Sahragard and Davatgarzadeh (2010), Karimaghaei and Kasmani (2013) or Davari and Moini (2016) whose studies explored gender representation with less or more similar findings.

As a matter of fact, investigating the linguistically gender identities in the Interchange series utilizing Van Leeuwen’s (1996) framework as well as Halliday’s (1985) transitivity model, Sahragard and Davatgarzadeh (2010, p. 67) concluded that the series followed a partial representation wherein females were represented as more prominent, successful, active, independent, expressive and assertive in

comparison with males”. They also argue that the series consciously tries to depict women as significant as men in relation to social actors and social status.

Karimaghaei and Kasmani (2013), in a similar vein, investigated Top Notch 2 in terms of social actors. To this end, they applied Van Leeuwen’s (1996, 2008) framework and Halliday’s (1985) transitivity model. The findings of their study indicated the frequent application of deletion, rearrangement and substitution. They also concluded that the two genders were depicted partially wherein males were depicted as the superior gender.

Davari and Moini (2016) similarly examined gender representation in the Top Notch series in terms of social actors utilizing Van Leeuwen’s (1996) framework and Halliday and Matthiessen’s (2004) transitivity model. Their study showed that the two genders are depicted biasedly with the superiority of the men in terms of doing social action with higher status.

Considering “textbooks in foreign-language education (as) ideological, representing the dominant culture and values”, Wang (2016, p. 1) explored language textbooks in China in terms of national identity. Resorting to a corpus-based study, the researcher concluded that national identity is emphasized in the foreign language textbooks taught in China. It was also found that the national identity is represented in terms of five identity elements, namely, a picture of the country, international Chinese learners, Chinese nation and culture. The researcher argues that the covered textbooks emphasize the moral and civic education representing the national identity.

Considering the aforementioned studies denotes the fact that they have been conducted through a CDA lens with its focus on gender representation, but the issue is worth mentioning that Van Leeuwen’s (1996; 2008) is not only about gender representation instead it deals with a vast variety of social actors and actions which are apparently simplistically excluded from the above studies. In clarifying the point, Van Leeuwen’s (2008) theoretical model is presented with some examples in order to show the shortcomings of such studies.

Van Leewen’s (2008) framework is composed of two main dimensions of social actors and social actions for both of them, sociocultural setting seems to be crucial. In dealing with the social actors, Van Leewen (2008) argues about the dichotomy of exclusion and inclusion. In a further step, he classifies the inclusion into a number of categories, i.e. activation vs. passivation (subjection vs. beneficialization), participation vs. circumstantialization vs. possessivation, and personalization vs. Impersonalization (determination vs. indetermination), etc. In fact, there are subcategories for each one, as Figure 1 illustrates, which is apparently beyond the delimitation of the present study.

There is the same situation for the social action argued by Van Leeuwen (2008) who argues about social actions as being either reaction (unspecified, cognitive, affective and perceptive) or action (material—transactive vs. non-transactive—and semiotic—behavioral vs. non-bahavioral), activation vs. deactivation (Objectivation vs. Descriptivization), Agentialization vs. Deagentialization (Evetuation vs. Existentialization vs. naturalization), abstraction (Generalization vs. Distillation) vs concretization and single determination vs. Overdetermination (symbolization vs. inversion).

Table 1

Social Actors & Social Actions Coupled with Examples

Social actors	Examples (extracted from Van Leeuwen, 2008, pp. 32-59)
<u>Activation</u>	Children seek out aspects
<u>Passivation</u>	A racist backlash against ethnic Asians has been unleashed by those who resent the prominent of centrist candidate Aberto
Subjection	Australia was bringing in about 70,000 migrants
Beneficialization	Hong Kong Chinese arrived last year, bringing bulging wallets to cities like Vancouver .
<u>Circumstantialization</u>	People of Asian descent suddenly received a cold-shoulder from neighbors and co-workers
<u>Possessivation</u>	An intake of some 54,000 skilled immigrants is expected this year.
Diffrentiation	And though many of the new migrants are educated high-achievers from places like Singapore and Hong Kong—"uptown" people in American terminology, others are "downtown" people from places like Vietnam, the Philippines, and Lebanon.
Indetermination	Someone had put flowers on the teacher's desk.
Social actions	Examples
<u>Reaction</u>	
Cognitive	He [the prime minister] thinks our current intake is about right.
Affective	A number of critics want to see our intake halved to 70,000 to 80,000.
Perceptive	I heard him walk away.
<u>Action</u>	
Material	Darren resisted the teacher's attempts to settle him.
Transitive	She addressed him.
Nontransitive	She spoke for an hour.
Semiotic	"We don't want to sit down," said Magnus. "We want to go outside."

Behavioral	Mark Kate ran to her and hugged her
nonbehavioral	People of Asian descent . . . have been denied entry to elegant restaurants.

4. Methodology

This part of the study uncovers the details regarding the design of the study, corpus, sampling, analysis and procedures in conducting the study.

4.1. Design of the Study

Following a content analysis, qualitative research design was followed in which the priori variables were enumerated, tabulated and analyzed.

4.2. Corpus of the Study

Impact Values authored by Richards R. Day, Junko Yamanaka, and Joseph Shaules designed and developed by Longman Asia TEFL (2003). The textbooks have composed of 30 discussion topics in order to enable the language learners with appropriate strategies to discuss their values and principles. In effect, the textbook is presented under five headlines—each with six topics—namely, Values of People, Values in Relationships, Values in the Workplace, Values in the Family, and Values in the Society. Table 2 sheds light on the content of the textbook.

Table 2
Impact Values: Contents

Headlines	Topics
Values of People	<ul style="list-style-type: none"> • Pierced • TV or Not TV? • Beautiful Men • Cosmetic Surgery • Compare and Contrast • I Can't Say No • Embarrassing Mother
Values in Relationships	<ul style="list-style-type: none"> • Newlyweds • Stanley in Love • Always Late! • The Computer Nut • A Secret Romance • Staying Together
Values in Workplace	<ul style="list-style-type: none"> • Shen's Boss • Naomi's Dilemma • Drinking Workers • Dress for Success

	<ul style="list-style-type: none"> • A Chocolate Lover’s Nightmare • Career Choice
Values in the Family	<ul style="list-style-type: none"> • Following Him • A Mother’s Worry • A good Parent • Losing Touch • A Daughter’s Decision • Whose Child?
Values in Society	<ul style="list-style-type: none"> • Saving Mother Earth • Aging Parent • Can War Make Peace • Do Animals Have Rights? • A Way to Escape • Adult Children

4.3 Sampling Procedure

Following the purposive sampling Impact Values was selected as the locus for gathering data due to the fact that it is presented at the advanced levels, especially in Chat classes or before presenting the Summit Series at some language institute around Iraq. Another main reason for selecting the textbook is due to the fact that it is the locus of interplay between a vast variety of social actor roles along with their social actions.

Hence, 10 topics were randomly selected as data for the study which were explored in terms of social actor roles and social actions in order to give a pictures of the way through which identity is reconstructed. The following table (Table 3) illustrates the selected topics.

Table 3

Selected Passages

	Topics
1	Pierced
2	Cosmetic Surgery
3	Newlyweds
4	The Computer Nut
5	A Secret Romance
6	Drinking Workers
7	A Chocolate Lover’s Nightmare
8	A Daughter’s Decision
9	A Good Parent
10	Adult Children

4.4. Model Of Analysis

In analyzing the data, two variables of Social Actor Representation and Social Action Roles were examined resorting to van Leeuwen’s (2008) framework which was theoretically discussed in the previous section.

Generally, Van Leewen's (2008) framework is composed of two main variables of Social Actors and Social Actions. As Van Leewen (2008) argues, Social Actors are composed of a vast variety of types, namely, Activation vs, Passivation; Generalization vs. Specification; Visualization vs. Assimilation; Association vs. Disassociation; Indetermination vs. Differentiation; Nomination vs. Categorization; Functionalization vs. Identification; Personalization vs. Impersonalization; and Overdetermination vs. Symbolization.

Social Actions, on the other hand, may be action or reaction. The reaction type may be divided into three types of cognitive, affective and perceptive. Action type, on the other hand, is composed of two types of material (transitive vs. nontransitive) and semiotic (behavioral vs. non-behavioral).

4.5. Procedures

Collecting the data from the selected 10 topics presented in the Impact Values, the lessons were explored in terms of the two variables of Social Actors and Social Actions discussed in section two. The extracted data are analyzed quantitatively in terms of percentage, followed by qualitative exploration presented along with some examples.

5.Results & Discussion

The materials presented in a textbook may be a representation and reengagement of social actors which also shed light on the social actions among the involved participants. Considering the Impact Values, which is apparently highly cultural in which the social actors are allocated especially to the notion of gender is paramount. In effect, the textbook is portraying the real-life interaction and conversation among people. However the selected topics seem to be special and controversial. Here are some examples from the textbook:

- 5.1. but mom, boys don't see what you see in me
- 5.2. she said it was her right to express herself
- 5.3. Okay, okay, I believe you, I'm sorry...

Considering the above three examples, shows that they are solely presenting the processes of affective (example 4.3) and perceptive (examples 4.1 & 4.2). Furthermore, the first two examples, demonstrate the social actions which are either semiotic or behavioral (example 4.4) or material (example 4.5).

- 5.4. Our boss came back from Europe.
- 5.5. I pretended to go for coffee.
- 5.6. The chocolates were for a client.

Considering example 4.6 illustrates that the word client which is passivation, beneficialization, and indetermination. Some parasite singles or some parents in the following examples show an illustration of indetermination social actor.

- 5.7. some parasite singles simply want to make careful choices

5.8. some parents actually enjoy having their children at home

The aforementioned issues showed just a few examples of other examples presented different social actors and actions. In providing a better picture, the extracted data were numerated, tabulated and presented in terms of percentage. Table 4 sheds light on the role allocation in terms of gender in the textbook.

Table 4
Role Allocation in terms of Gender

Gender	Activated (%)	Passivated (%)	
		Subjected	Beneficialized
Male	51.13	48.83	59.63
Female	48.87	51.17	40.37
Total	87	9	4

Table 4 demonstrates that a higher portion of the presented social actors are activated one for both genders, however the males have a higher share comparing to their counterparts females. The table also shows that males are more presented even in the topics allocated to females such as the topic A Daughter’s Decision—a conversation between a daughter and her mother—boys and men play a crucial role. In a further step, some other discursive features utilized in representing social actors were also explored as table 5 shows

Table 5
Role Allocation in terms of discursive features to both genders

Social actors	Male	Female	total
Personalization	49.9	50.1	100
Circumstantialization	60.3	39.7	100
Possessivation	58.7	41.3	100
Differentiation	48.6	51.4	100
indifferentiation	49.9	50.1	100
Total	51.1	48.9	100

Table 5, on the other hand, shows the other discursive features in terms of gender which shows that the two genders have also similar presentation in terms of the explored discursive features. Table 6 sheds light on the social actions in terms of gender.

Table 6
Role Allocation in terms of Social Actions between the Two Genders

Reaction	Male (%)	Female (%)	Total
Cognitive	51.63	48.37	100
Affective	50.14	49.86	100
Perceptive	49.07	50.93	100
Total	51.7	48.3	100
<u>Action</u>			
Material	56.7	43.3	100
Semiotic	54.6	45.4	100
Total	54.1	45.9	100

Table 6, in effect, shows that males contribute a higher portion to the both action and reaction processes of social actions, which may be rooted in the higher presentation of the male characters.

One paramount feature of the textbook is related to the exclusion in which no trace is left of representation of either social actors or social actions. Due to the fact that no trace was found in terms of social actors in the investigated textbook, the categorization of exclusion emphasized by Van Leeuwen (2008) cannot be examined only through resorting to this textbook and needs to be explored in comparison with other comparable textbooks which seem to be beyond the limit of the present study.

Another equally important feature of the Impact Values is rooted in the cultural boundedness of the texts it presents in which the western culture seems to be dominant. This issue is apparent by considering the 30 topics. As an illustration the first topic of the textbook—Pierced—seems to be not only anti-Islamic values but also against the cultural background of our society. Another example may be A Good Parent in which it talks about the notion of gay which does not seem to be appropriate in many cultures or even religions.

It is important to realize that the textbook is highly presenting the minorities rather than the majorities. Likewise, wired and non-ethical issues—apparently dominant and problematic in western countries—are covered and represented by the textbook.

Another key point is related to the fact that no religious tendency is mentioned directly in the textbook; however, Christianity is denoted through the traces left by the exclusion strategy. Likewise, the textbook is mainly portraying the pastime and non-serious problems as a trigger for discussion such as a girl who is worried about her eyelid and is ready to go under cosmetic surgery in order to get the approve and attention from the opposite gender. In another case, the only concern of a girl—pierced—is getting piercing to express her beauty, as it is illustrated in the first lesson of the textbook:

5.9 Phil: she said it was her right to express her beauty

Or in another example, in lesson 4, the girl insists on getting a cosmetic surgery as it is illustrated in following:

5.10 Ayu: but mom, boys don't see what you see in me. If, I look beautiful, then, you know I'll be approached by more boys.

By all means, the textbook follows a sexist perspective through which women are mainly considered play a passive and subjected social actor roles coupled mainly with social reaction roles which are searching for entertaining, trivial and worthless activities which are not productive and effective for the society. In other words, women are portrayed as a burden on the society which is employed by the capitalist policy through manipulating their perspectives and ideology. Markedly sexual identity is clearly addressed in the textbook.

At the same time, men are being portrayed as active social actors whose responsibility is reduce the burden on the society as when in lesson 25, men are depicted encouraging others to save mother earth as example 4.11 shows

5.11 Not at all. To change this, everyone and I mean EVERYONE, needs to give up some convenience from their lives. Start simple. No more plastic bottle. Refuse to drink from anything except glass. Until you give something up, nothing will change.

The aforementioned issues clarified to some extent the direction and trend of the textbook in depicting social actors and social actions in which the male were depicted as active, productive and effective for the society who at the same time are beneficialized. Here, the role played by power and manipulative procedures through which the materials are depicted in a particular way in which not only the ideological tendency is followed but also the division between the two genders and the perspectives regarding the role played by each gender are also manifested.

In addition, it was illustrated that men were mainly portrayed in association with Activation social roles where they play active part comparing to their counterparts who passivation social role through going under the influence of an activity. It is also worth mentioning that in most cases, activations roles were foregrounded especially through participation.

Contrary to Sahragard and Davatgarzadeh (2010, p. 67) whose findings showed females as more prominent, successful, active, independent, expressive and assertive in comparison with males; the present study found males as being dominant and active social actors associated mainly with reaction type of social actions.

Meanwhile, the results of the present study may be in line with Karimaghaei and Kasmani (2013, p. 27) whose study resulted in various discursive features wherein "Female social actors were represented as less successful and intellectual than males. In addition, they were represented as belonging to more ordinary jobs and did not play more central roles in society".

In this regard, Wodak Cillia, Reisigl and Liebhart (2009) argue that linguistic resources in dialogic interaction may reconstruct the semiotic practices which in its turn affect the social interaction mainly influenced by the power manipulation in which social, gender, national, ethnic, political, cultural and even religious identity construction may be influenced. in other words, it is discursal interaction through which, "social actors constitute objects of knowledge, situations and social roles as well as identities and interpersonal relations between different social groups and those who interact with them" (Wodak et al., 2009, p. 8).

In a nutshell, the results of the study may indicate a hybrid, multiple identities resorting to the main strategies of inclusion and exclusion wherein the interaction between the two strategies of inclusion and exclusion resulted into differentiation in which a gender-based identity is expressed; However, the ethnic, religious, and social identities seem to be backgrounded with a few traces if anyone. Likewise, the most overidentification is related to cultural identity in which the western identity is being portrayed and subconsciously penetrates into the minds of language learners which reminds us of Skelton's (1997) hidden curriculum.

Accordingly, it should not be overlooked that, as Saner (1986, p. 50) argues, it is fundamental “to gain distance from identity in order not to make it into a ridiculous and damaging phantom and to remain a real person” (as cited in Wodak et al., 2009, p. 8). It means that contrary to the mentioned negative sides of the textbook, it may be beneficial in helping students to broaden the horizon of their understanding in terms of developing socially realistic and constituted linguistics in order to improve their cultural understanding.

6. Conclusions & Pedagogical Implications

Resmiotizing the three variables of content, strategies and realization, the textbook tried to manifest a hybrid and multiple representation of social identity with its focus on gender representation. Interaction and counter-interaction between the two main social actor's strategies—exclusion and inclusion—lead to the overidentification in which western culture is foregrounded and overshadows different cultural, ethnic, religious, collective and social representation. Hence, a mixture of thematic content, social actor roles and social action representation apparently manipulated by power have depicted a particular sociocultural setting in which mixed genres provide an appropriate setting for the way social and collective identity is represented. By all means, analyzing the textbook showed a semiotic construction of common cultural, political and collective manifestation of western ideology displaying capitalism in a hidden and manipulated way. In achieving the addressed objectives, the textbook resorted to a vast variety of challenging and controversial topics which seem to be politicized and manipulated by the hegemony which may be considered as the ELT Mafia, which is consciously or unconsciously guiding and manipulating the process of textbook designing and developing.

The results of the study seem to be pedagogically significant for not only language learners but also for teachers, teacher's trainers and even curriculum developers to be aware of the hidden curriculum ingrained in any textbook. However, the results of the study may equip the learners to increase their critical thinking as well as their intellectuality and awareness regarding different cultural issues they may face. By the same token, the results consider revising the learners to enhance their cultural understanding, boost their intellectuality and organize their symbolic language appropriately.

The teachers and teacher' trainers, on the other hand, may be equipped with appropriate strategies to be aware of the way through which meaning is attributed to political, cultural and collective representation of identity by which enable the students of elaborating, relating and extending their own cultural and national identities.

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