



Accepted: August, 2025

Published: October, 2025

Research Article

Investigating the Intersection of English Language Acquisition and Sociocultural Identity Formation in Young EFL Learners: A Qualitative Study of Discursive Practices and Identity Negotiation

Samaneh Jafari Mehr

Ph.D. Candidate, Department of English Language, Ke.C., Islamic Azad University, Kerman, Iran,
samanehjafarimehr@iaau.ac.ir, <https://orcid.org/0009-0002-3687-372X>

Abstract

This qualitative case study explores how English language learning shapes the sociocultural identities of young EFL learners in Iran. Drawing on Vygotsky's sociocultural theory, the study investigates how children aged 8–12 negotiate their emerging identities through discursive practices, classroom interactions, and exposure to English as a global language. Data were collected through semi-structured interviews, focus group discussions, classroom observations, and learner diaries over a four-week period. Thematic analysis revealed that learners perceived English as a gateway to modernity and global belonging, while simultaneously experiencing moments of cultural tension within family and community contexts. Classroom interactions played a central role in identity construction, with teacher reinforcement and peer dynamics influencing learners' self-perceptions as competent or insecure English users. Findings also showed that children navigated sociocultural expectations by selectively using English across different contexts, engaging in hybrid language practices, and, at times, avoiding English to maintain cultural harmony. Both verbal expressions and non-verbal behaviors such as posture, gestures, and gaze, contributed to the negotiation of identity during classroom activities. Overall, the study highlights the complex, dynamic, and context-dependent nature of identity formation in young EFL learners and underscores the importance of culturally responsive pedagogies that support positive identity development.

Keywords: Sociocultural Identity; Discursive Practices; Classroom Interaction; Translanguaging; Globalization

1.Introduction

1.1 Background

In recent years, the role of language learning in shaping children's identities has gained increasing attention in the field of language education. As young learners are exposed to English as a foreign language (EFL), their perceptions of self, cultural affiliations, and social identities may evolve in response to the linguistic and cultural practices they encounter. Vygotsky's (1978) sociocultural theory emphasizes the importance of social interaction and cultural tools in cognitive and identity development. This perspective suggests that language acquisition is not just a cognitive process but a social one, deeply intertwined with the formation of a learner's sense of self. In many non-English speaking countries, such as Iran, children are learning English at younger ages than ever before, often within contexts that involve significant exposure to globalized cultures. As a result, these learners' engagement with English may influence their sense of identity in both positive and challenging ways.

Research has shown that the process of learning a foreign language can serve as a tool for exploring new cultural identities and reshaping existing ones (Kramsch, 2009). However, while much has been explored about language learners in adulthood, less attention has been paid to the intricate relationship between language learning and identity formation in young EFL learners. Given the increasing importance of English as a global language and its integration into educational curricula worldwide, this study seeks to fill this gap by examining how young EFL learners in Iran negotiate their sociocultural identities through their experiences with English.

1.2 Statement of the Problem

The intersection of language learning and identity is a complex issue that requires a deeper understanding, particularly in the context of young learners. Despite the significance of English in contemporary education, there is limited research on how English language acquisition influences the sociocultural identities of children in non-native English-speaking environments. This lack of understanding is problematic, as it overlooks how young learners internalize and express their identities in relation to the language they are learning. Furthermore, the social dynamics of the classroom, including interactions with teachers and peers, and the cultural connotations associated with English, may lead to diverse experiences of identity formation, some of which may be empowering while others may be marginalizing. In the Iranian context, where English is viewed as both a tool for global communication and a symbol of Western influence, the impact of English learning on children's identities remains underexplored. This study seeks to address this gap by investigating how young EFL learners in Iran form, negotiate, and express their sociocultural identities through their experiences with English.

1.3 Research Questions

This study will address the following research questions:

RQ1. How do young EFL learners perceive English in relation to their cultural and social identities?

RQ2. In what ways do classroom interactions with teachers and peers influence the identity negotiation process in young EFL learners?

RQ3. How do young learners navigate the sociocultural influences of English language learning, particularly in a non-English-speaking country like Iran?

RQ4. What role do discursive practices (both verbal and non-verbal) play in the negotiation of identity among young EFL learners?

1.4 Significance of the Study

The significance of this study lies in its potential to contribute to both theoretical and practical understandings of the relationship between language learning and identity, particularly in the context of young EFL learners. From a theoretical perspective, this research will extend Vygotsky's sociocultural theory to the study of identity, showing how language acquisition processes are intertwined with the social and cultural dimensions of selfhood. By examining how young learners negotiate their identities in relation to English, the study will offer new insights into the role of language in the construction of sociocultural identities.

Practically, the findings of this study will be valuable for educators, curriculum developers, and policymakers. Understanding how language learning impacts children's identities can help teachers design more inclusive, culturally sensitive curricula that take into account the complex social dynamics of the classroom. It may also help educators identify strategies to support learners who experience challenges related to identity negotiation, such as feelings of cultural alienation or confusion. In a broader context, this research may have implications for understanding how global languages like English influence local cultures and identities, particularly in countries like Iran, where English learning is gaining prominence but is also perceived with ambivalence due to its cultural associations.

2. Literature Review

2.1 The Relationship Between Language Acquisition and Identity Formation

The connection between language acquisition and identity formation has been a significant focus of research in sociolinguistics and second language acquisition. Studies have consistently shown that learning a second language is not merely a cognitive process but also a socio-cultural one, deeply intertwined with the construction of the learner's identity (Norton, 2013). Norton (2000) proposed that learners do not just internalize linguistic structures; they also negotiate social identities, often influenced by power dynamics and the social contexts in which they learn. This perspective emphasizes that learning a language is a transformative process that shapes and reshapes an individual's self-concept and social identity.

In particular, learning English as a global lingua franca can have a profound effect on the identities of young learners. According to Pavlenko and Lantolf (2000), language learners, especially children, develop multiple identities as they engage with both the language and the social context of language use. For children, acquiring a foreign language like English often entails navigating between different cultural identities—one rooted in their native culture and another in the globalized world of English speakers. This dual identity can be empowering but also challenging, especially when the learner is faced with conflicting cultural norms (Van Lier, L. 2010).

2.2 Sociocultural Theory and Identity

Vygotsky's (1978) sociocultural theory of cognitive development highlights the importance of social interaction and cultural tools in shaping learning processes. Vygotsky argued that cognitive and identity development occurs through interaction with more knowledgeable others in a social context, with language acting as a primary mediator of both. In the context of EFL learning, Vygotsky's framework suggests that children's identities are shaped not only by their cognitive understanding of language but also by their interactions with teachers, peers, and the broader cultural contexts in which they are immersed. This theoretical perspective aligns with study by Cummins (2001), who emphasized the importance of recognizing the role of social practices and cultural tools in language development and identity formation.

Vygotsky's ideas also support the notion that language acquisition is not just about learning vocabulary and grammar but involves the negotiation of meaning in a social context (Vygotsky, 1978). Thus, language learners, particularly children, engage in the process of identity negotiation process that

involves balancing their self-perceptions with external influences and societal expectations (De Fina, 2003).

2.3 Language Learning and Cultural Identity in Young Learners

In recent years, there has been a growing body of research focused on how young learners experience language learning as a means of cultural exploration and identity negotiation. According to Kramsch (2009), language learning is an inherently cultural act, as it involves not only mastering the linguistic aspects of a language but also engaging with the cultural values and beliefs associated with it. As children acquire English, they are exposed to different worldviews, which may challenge or reinforce their existing cultural identities. This exposure can lead to both positive and negative consequences, depending on how the child navigates the new linguistic and cultural landscapes (Kramsch, 2009).

In the context of EFL learning, children's experiences with English often involve negotiating their cultural identities. Research by Sercu (2006) suggests that the process of acquiring English can lead to an increased awareness of both the learner's native culture and the global cultures associated with the target language. However, this experience is not always unidirectional; learners can also internalize aspects of the target language's culture, which can sometimes lead to feelings of alienation or cultural confusion (Lantolf & Pavlenko, 1995).

2.4 Globalization, English, and Identity

The role of English as a global language has further complicated the relationship between language learning and identity. With English becoming a dominant global lingua franca, many children around the world are learning English as a way to access opportunities for social mobility and global participation. However, this global status also brings with it complex cultural dynamics. Studies have shown that young learners, especially in non-native English-speaking contexts, can experience conflicting feelings about their cultural identity when learning English (Piller, 2011). For example, English is often associated with Western values, which can sometimes be perceived as threatening to local cultural identities. According to Holliday (2005), the global spread of English has led to a situation where learners in non-English speaking countries are faced with the tension between embracing English for its economic and social benefits and maintaining their own cultural heritage.

In countries like Iran, where there is a significant emphasis on learning English, young learners may simultaneously experience pride in mastering the language while also feeling a sense of cultural dissonance as they encounter Western cultural norms embedded in English-language materials (Norton, 2013). This situation highlights the need for a nuanced understanding of how EFL learners negotiate their identities in a globalized, English-dominant world.

2.5 The Role of Classroom Interactions in Identity Negotiation

Classroom interactions play a pivotal role in the process of identity formation for young language learners. Teachers, peers, and classroom environments serve as significant social contexts in which identity negotiation takes place (Holland et al., 1998). For example, the power dynamics between teachers and students can influence how children perceive themselves as language learners and how they align themselves with or resist certain cultural identities (Norton, 2000). Classroom discourse, including the way in which students are asked to perform their identities through language, can either support or hinder their development of a positive self-concept as English speakers.

Research by Wenger (1998) suggests that language learners develop their identities through their participation in communities of practice within the classroom, where they engage in social practices that shape their self-perceptions. Through interactions with peers and teachers, students co-construct their identities as language learners. In this context, the study of classroom discourse provides

valuable insights into how learners navigate the intersection of language acquisition and identity development.

3. Method

3.1 Design

This study will adopt a qualitative case study design, which allows for an in-depth exploration of the intersection between English language acquisition and sociocultural identity formation in young EFL learners. A case study approach is particularly suited for exploring the lived experiences of learners, focusing on their discursive practices and identity negotiation processes in the context of foreign language learning (Yin, 2018).

3.2 Participants

The participants will consist of 15 young learners (ages 8-12) from a private language school in Kerman, Iran. Participants will be selected using purposive sampling, ensuring that they are currently enrolled in an EFL program and have varying levels of proficiency in English, as measured by their most recent language test scores. This sampling method will allow for the inclusion of children who are experiencing different levels of sociocultural exposure to English and who have distinct backgrounds in terms of family, ethnicity, and prior exposure to foreign languages. The participants will be informed about the purpose of the study, and consent will be obtained from both the learners and their parents or guardians. The children will also be asked for assent to participate in the study.

3.3 Instruments

The primary instruments for this study will include:

3.3.1 Semi-structured Interviews

Interviews will be conducted with both the students and their language teachers. The semi-structured nature of these interviews will allow for flexibility in exploring the participants' thoughts, feelings, and experiences related to English language learning and identity negotiation.

3.3.2 Focus Group Discussions

These will be conducted with small groups of learners (4-5 participants per group) to explore collective views on English learning and identity. These discussions will encourage peer interaction, providing insights into how children negotiate their identities in relation to others.

3.3.3 Observational Field Notes

Classroom observations will be carried out to examine the participants' interactions during English lessons, paying particular attention to how they engage with peers and teachers, and how language is used to negotiate social identities. Observation will focus on verbal and non-verbal communication during lessons, group activities, and informal interactions.

3.3.4 Learner Diaries

The children will be asked to keep a reflective diary for two weeks, documenting their thoughts and feelings about their English learning experiences. This instrument will provide a personal perspective on their evolving identities as EFL learners.

3.4 Data Collection Procedure

Data will be collected over a period of four weeks, involving various methods to ensure a comprehensive understanding of the participants' experiences. Initially, semi-structured interviews will be conducted with the learners and their teachers to gather insights into their perceptions of English

language learning and its connection to their identity. These interviews will provide foundational qualitative data regarding the individual experiences of learners and the role of language in their identity formation. Alongside the interviews, focus group discussions will be scheduled to encourage peer interaction and collective reflections on the themes of language acquisition and identity. These group discussions will allow participants to share and negotiate their views in a social context, which is essential for understanding the discursive practices surrounding language learning and identity.

Classroom observations will also be an essential part of the data collection process. The researcher will observe the participants' interactions during English lessons, paying particular attention to how the learners communicate with their peers and teachers, and how they engage with the language in relation to their developing sense of self. These observations will focus on both verbal and non-verbal behaviors, providing insight into the subtleties of identity negotiation within the classroom. In addition to these methods, the learners will be asked to keep reflective diaries throughout the study. These diaries will provide a personal and introspective perspective on their language learning experiences, offering a deeper understanding of how they perceive their evolving identities as English language learners. By combining these different data collection methods, the study aims to obtain a rich, multifaceted view of how young EFL learners navigate language acquisition and its impact on their sociocultural identities.

3.5 Data Analysis

The collected data will be analyzed using thematic analysis, a widely used method for identifying patterns within qualitative data. The first step in the analysis will involve transcribing all interviews, focus group discussions, and observational notes verbatim. The researcher will also transcribe the learners' reflective diaries, if necessary. Once the data is transcribed, the researcher will immerse themselves in the data by reading through it multiple times to become thoroughly familiar with the content. This step will allow for the identification of key phrases, words, and passages that are relevant to the research questions, particularly those related to the negotiation of identity and the role of English language acquisition in this process.

The next phase will involve coding the data, which means organizing the data into meaningful segments that reflect significant themes or patterns. These codes will be developed inductively, based on the recurring ideas and concepts found within the data. After coding the data, the researcher will group the codes into broader themes, focusing on aspects of sociocultural identity formation and language learning experiences. The thematic categories will be refined through an iterative process, revisiting the data to ensure that the identified themes accurately reflect the participants' experiences. Finally, the researcher will interpret the themes in light of the theoretical framework, particularly Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction and cultural tools in cognitive and identity development. By connecting the themes to existing literature on language acquisition and identity, the researcher will be able to provide a nuanced understanding of how English language learning shapes the sociocultural identities of young learners.

4. Results

4.1 Results of the First Research Question

RQ1. How do young EFL learners perceive English in relation to their cultural and social identities?

To address the first research question, all interview transcripts, focus group discussions, and learner diaries were subjected to iterative thematic coding. The analysis revealed three major patterns in learners' perceptions of the role of English in their emerging identities. The findings suggest that although learners approached English with enthusiasm, their identity construction involved both aspirational and tension-filled dimensions.

Theme 1: English as a Marker of Modernity and Global Belonging

Learners consistently positioned English as connected to global youth culture. Several children associated English with technology, gaming, and global media. One participant explained, *"When I speak English, I feel like I'm part of the world outside Iran."* Such statements indicate that English functioned as a symbolic link to a broader imagined community beyond the local environment.

Theme 2: English as a Source of Personal Empowerment

Many learners described English proficiency as contributing to their confidence and academic identity. Expressions such as *"My friends ask me how to say things in English, and it makes me feel good"* reflected a developing sense of competence. This empowerment was reinforced through teacher feedback and peer recognition, suggesting that English supported the construction of a "capable learner" identity for several participants.

Theme 3: Cultural Ambivalence and Identity Tension

Despite positive engagement, some learners expressed discomfort about how English contrasted with family norms. A student noted, *"My mom says I shouldn't use English too much at home; it sounds strange."* This indicates an early awareness of cultural boundaries and competing identity expectations from home versus school.

4.2 Results of the Second Research Question**RQ2. In what ways do classroom interactions with teachers and peers influence the identity negotiation process in young EFL learners?**

To answer the second research question, classroom observations were triangulated with interview accounts to examine how identity emerged through social interaction. Two broad interactional structures were identified: teacher–learner positioning and peer-mediated identity construction.

Theme 1: Teacher Positioning and Identity Confirmation

Teachers played a central role in shaping learners' sense of competence. Positive reinforcement helped learners construct an identity as successful English users. For example, after receiving praise for pronunciation, one learner recalled, *"When my teacher said 'Excellent!', I felt like I can really speak English."* Conversely, moments of public correction occasionally reduced learner participation and contributed to identity insecurity.

Theme 2: Peer Dynamics and Social Alignment

Peer groups exerted significant influence on identity. Learners with higher proficiency gained leadership roles in group tasks, while less confident students adopted observer identities. During one activity, a child whispered, *"I don't want to read; the others are better than me."* This illustrates how perceived proficiency shaped classroom social hierarchies. Group work further revealed processes of alignment, where children imitated peers' accents, phrases, or gestures to signal belonging.

4.3 Results of the Third Research Question**RQ3. How do young learners navigate the sociocultural influences of English language learning in a non-English-speaking country like Iran?**

To address the third research question, interview and diary data were analyzed to understand how children managed the contrast between English exposure at school and the sociocultural expectations of home. Three distinct navigational patterns emerged.

Theme 1: Selective Contextual Use of English

Learners tended to use English only in environments where they felt socially and culturally supported, notably in school or with peers who were also learning English. As one learner stated, *"I only speak English with my classmates, not with cousins or family."*

Theme 2: Cultural Bridging and Hybrid Identity Practices

Some participants actively blended English with Persian expressions in informal settings, demonstrating hybrid identity construction. One child shared, *"Sometimes we play games and mix English and Farsi. It's fun, not serious."* This suggests that learners negotiated cultural compatibility through playful linguistic creativity.

Theme 3: Resistance and Cultural Protection

A smaller number of learners expressed discomfort using English in culturally traditional spaces. A participant explained, *"My grandfather doesn't like it when I say English words. So I don't use them."* Such behaviors indicate identity protection strategies grounded in cultural respect and familial expectations.

4.4 Results of the Fourth Research Question

RQ4. What role do verbal and non-verbal discursive practices play in young learners' identity negotiation?

To answer the fourth research question, patterns of verbal and non-verbal behavior across observations and interviews were analyzed. The findings show that identity was constructed not only through spoken language but also through embodied and interactional behaviors.

Theme 1: Verbal Practices as Identity Claims

Learners used explicit self-positioning statements such as *"I'm good at English"* or *"I can't say this word"* to assert or downplay their identity. Code-switching was also used strategically: some children shifted to English to signal competence, while others used Persian to avoid exposure.

Theme 2: Non-Verbal Practices as Social Signals

Confidence was often visible through posture, gestures, and eye contact. Learners who identified as competent participated with upright posture and volunteered answers. In contrast, hesitant learners displayed downward gaze, minimal gestures, and quiet voices. One observer note recorded a child *"turning her body away when asked to read aloud."*

Theme 3: Discursive Alignment Through Interaction

Children aligned themselves to peers by imitating pronunciation, adopting repeated phrases, or synchronizing gestures during group tasks. These subtle patterns indicated efforts to join particular identity groups. A learner noted, *"I try to speak like my friend because she speaks English well."*

5. Discussion

Regarding the first research question, the analysis shows that young EFL learners view English as both a tool for global belonging and a source of cultural tension. Many participants associated English with modernity, global youth culture, and media, which reflect their sense of connection to a wider world. This aligns with the concept of "imagined identities" (Norton, 2000), where learners see themselves as part of a global community, despite being geographically distant. For example, some learners expressed that speaking English made them feel like they were part of a world outside of Iran, which demonstrates how English functions as a symbol of global belonging.

However, a sense of cultural ambivalence also emerged. Several learners noted that their families discouraged the frequent use of English at home, feeling that it sounded foreign or out of place. This tension between global and local identities is consistent with Block's (2007) concept of "identity conflict in multilingual environments," where learners face conflicting social and cultural expectations. These findings suggest that even young learners are actively negotiating complex identity dynamics and that their engagement with English is not culturally neutral.

The analysis of the second research question highlights the role of classroom interactions in shaping learners' identities as English users. Teacher feedback, particularly praise, reinforced learners' sense of competence, supporting Mercer and Dörnyei's (2020) argument that teacher-student interactions significantly contribute to shaping learners' self-concept as competent language users. Positive reinforcement helped some students feel more confident in their English abilities, while public correction often led to withdrawal and insecurity, reinforcing hierarchical structures within the classroom. These interactions demonstrate how classroom discourse can create divides between "competent" and "less competent" learners.

Peer interactions also played a crucial role in shaping identity. More proficient students often assumed leadership roles in group activities, which influenced the participation and identity of less confident learners. This pattern aligns with the work of Copland and Garton (2014), who observed that peer dynamics in young learners' classrooms shape their language use and identity performance. Additionally, learners' tendency to imitate the accents and phrases of their peers reflects "identity alignment" (Li Wei, 2018), where learners strategically adapt their linguistic behavior to affiliate with desired peer groups.

The third research question reveals how learners navigate sociocultural expectations in a non-English-speaking country like Iran. Many learners used English primarily in school settings or with peers, indicating a selective approach to using the language depending on the social context. This aligns with the concept of "contextual identity regulation" (Duff, 2012), where learners adjust their linguistic identity according to the context in which they are situated. Learners showed an awareness of the cultural boundaries between different environments and adapted their use of English accordingly.

Some learners also engaged in hybrid linguistic practices, mixing English with Persian in playful, informal settings. This reflects the concept of "translanguaging" (García & Wei, 2014), where bilingualism is seen as a creative expression of identity rather than a barrier. These hybrid behaviors demonstrate how learners merge elements of both local and global cultures to form fluid bilingual identities. However, other learners avoided using English in more traditional or conservative family environments, suggesting that they were making efforts to maintain cultural harmony. This finding is consistent with Duff's (2002) seminal work on language socialization, which highlights how learners appropriate or resist language practices to align with the socio-cultural norms and expectations of their communities.

The final research question addresses how verbal and non-verbal practices function in identity negotiation. Learners used statements like "I'm good at English" or "I can't say this" to assert their position in the classroom hierarchy. These verbal self-positioning acts reflect "identity claims" as explored in Preece (2016), where learners assert their competence or limitations in relation to their language abilities. Non-verbal behaviors, such as posture, eye contact, and gestures, also played a significant role in expressing confidence or insecurity. For example, learners who felt confident often exhibited open body language and maintained eye contact, while hesitant learners avoided eye contact and adopted closed postures. These embodied actions are in line with Toohey's (2018) assertion that non-verbal cues are integral to understanding participation and identity in early language learning contexts.

6. Conclusion and Implications of the Study

The findings of this study demonstrate that English language learning among young EFL learners in Iran is deeply intertwined with their sociocultural identity development. Rather than being a neutral or purely academic endeavor, learning English functioned as a social practice through which children constructed global aspirations, negotiated local cultural boundaries, and positioned themselves within classroom hierarchies. The study showed that young learners perceive English as both an empowering resource and a site of cultural tension, reflecting the complex interplay between global influences and local expectations. Their identities emerged as fluid, context-dependent, and continuously negotiated through interactions with teachers, peers, and family environments.

Moreover, classroom discourse played a significant mediating role in shaping how children saw themselves as English users. Teacher praise and corrective feedback contributed directly to learners' self-concepts, while peer dynamics created informal hierarchies that defined who was perceived as competent. These micro-interactions revealed that identity construction was not merely an internal psychological process but a socially situated one, deeply embedded in everyday classroom practices. The significance of embodied behaviors—such as gaze, gestures, and posture—further highlighted that identity negotiation occurred not only through words but also through subtle nonverbal cues that signaled confidence, insecurity, or alignment with peers.

At a broader sociocultural level, learners navigated home and school contexts by selectively using English, engaging in hybrid linguistic practices, or withholding English altogether to maintain harmony with family expectations. These patterns illustrate that children actively managed cultural boundaries and negotiated multiple identities depending on the social space they occupied. The presence of translanguaging practices and playful mixing of English and Persian further showed that young learners were not merely absorbing linguistic input but creatively reshaping language to fit their evolving sense of self. This highlights the agency of children in forming bilingual identities that incorporate both global and local cultural elements.

The implications of the study emphasize the need for educators, curriculum developers, and policymakers to recognize identity as a central component of language learning. Teachers should cultivate supportive classroom environments that validate diverse identity expressions and minimize practices that unintentionally reinforce hierarchies. Curriculum designers should integrate culturally responsive materials that acknowledge learners' local identities while also engaging them with global content in meaningful ways. Finally, policymakers should consider the sociocultural realities surrounding English learning in Iran, ensuring that educational reforms promote not only linguistic proficiency but also healthy identity development. Overall, this study underscores that fostering positive identity trajectories is essential for supporting young learners' engagement, confidence, and long-term success in learning English.

References

- Block, D. (2007). *Second Language Identities*. Continuum.
- Copland, F., & Garton, S. (2014). *Key themes and future directions in teaching English to young learners*. *ELT Journal*, 68(3), 223–230. <https://doi.org/10.1093/elt/ccu030>
- Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education? *Sprogforum*, 7(19), 15–20.
- De Fina, A. (2003). *Identity in narrative: A study of immigrant discourse*. John Benjamins Publishing. <https://doi.org/10.1075/sin.3>
- Duff, P. A. (2002). The discursive co-construction of knowledge, identity, and difference: Ethnography of communication in the high school mainstream. *Applied Linguistics*, 23(3), 289–322. <https://doi.org/10.1093/applin/23.3.289>
- Duff, P. A. (2012). Identity, agency, and second language acquisition. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition*. Routledge.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Holland, D., Lachicotte, W., Jr., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Harvard University Press.
- Holliday, A. (2005). *The struggle to teach English as an international language*. Oxford University Press.
- Kramsch, C. (2009). *The multilingual subject: What foreign language learners say about their experience and why it matters*. Oxford University Press.
- Lantolf, J. P., & Pavlenko, A. (1995). Sociocultural Theory and Second Language Acquisition. *Annual Review of Applied Linguistics*, 15, 108–124. <https://doi.org/10.1017/S0267190500002646>
- Li Wei. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
- Mercer, S., & Dörnyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms*. Cambridge University Press.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Longman.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4).
- Pavlenko, A., & Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 155–177). Oxford University Press.
- Piller, I. (2011). *Intercultural communication: A critical introduction*. Edinburgh University Press.
- Preece, S. (2016). *The Routledge Handbook of Language and Identity*. Routledge.

- Sercu, L. (2006). The foreign language and intercultural competence teacher: The acquisition of a new professional identity. *Intercultural Education*, 17(1), 55-72. <https://doi.org/10.1080/14675980500502321>
- Toohy, K. (2018). *Learning English at school: Identity, social relations and classroom practice* (2nd ed.). Multilingual Matters.
- Van Lier, L. (2010). The ecology of language learning: Practice to theory, theory to practice. *Procedia-Social and Behavioral Sciences*, 3, 2-6. <https://doi.org/10.1016/j.sbspro.2010.07.005>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.