**Negotiating an Academic Identity**

**in Research Article Bios: A Systematic Functional Perspective**

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**Abstract**

While the construct of identity is now well integrated into a wider body of the second language written discourse, studies focusing on the enactment of the writer identity in the genre of article bios have been relatively limited in number. To fill this gap, the present study sought to explore how Iranian senior and junior researchers made use of textual features to project the kind of academic identity, they may wish to present in scientific milieu. The corpus consisted of 200 research articles bios, 100 bios written by senior researchers and 100 bios written by junior researchers in the field of applied linguistics. Firstly, the attempt was made to examine how the bios were organized in terms of moves through the Hyland’s (2012) framework of genre analysis. Then, in order to show how writers portrayed their scholastic self, the researchers drew on Michael Halliday’s (1978) notion of transitivity which is a core basis in the theory of Systemic functional linguistics. The findings indicated that experienced academicians developed a scientific identity by making use of their experiences which includes research, publication, employment, and achievement. Moreover, novice academicians tried to establish scientific identity which were more concerned with their institutional affiliations and qualifications. Further, it seems that gender exerted relatively little influence on identity portrayal although males drew on their publications, service, and achievements rather more and women emphasized on their research interests and education.

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