

Introducing Intertextuality-Aware Instruction as a Novel Approach of Teaching Reading Passages in EFL Context

Mohammad Saber Khaghaninejad
Shiraz University

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This study was an attempt to investigate the possible effect of intertextuality-aware instruction of reading passages on a sample of intermediate EFL learners of both genders. First, the intertextuality deployed through the reading passages of the study's course-book was focused inspired by Fairclough's (1992) framework in terms of genre, text type, vocabulary, and structures as well as the reporting modes and intertextuality types. Moreover, 40 homogeneous female and male students were selected as the participants of the study in order to investigate the effect of intertextuality-aware instruction on their comprehension of reading passages. The findings indicated a significant difference between the performances of two groups on the final reading comprehension post-test in the way that experimental participants who experienced the study's treatment performed remarkably better than their peers in the control group. Furthermore, it was found that gender was not a determining factor for intertextuality-aware instruction in the way that participants of both genders had more or less similar performance on the study's post-test.

Key Words: intertextuality, reporting modes, intertextuality type, intertextuality-aware instruction, gender

1 Introduction

One of the issues considered by many researchers in the domain of education is the issue of socio-cultural content of textbooks. Considering the fact that textbooks series are published by large multi-national companies to be used in a vast variety of cultural and religious contexts; it seems to be crucial that these series be investigated from diverse points of view. Alptekin (1993) and Colebrook (1996) as well as Gray (2002) argued that textbooks are a demanding place for representing the values and worldviews highly culture-specific. Learning a language involves learning all aspects of that language which seem to be impossible for anybody to learn without learning the culture, perspectives, ideologies and other related issues of that language. One of the issues affecting understanding a language is the issue of

intertextuality and the embedded texts and genres in different reading comprehension passages (Fairclough, 1992).

There is no doubt that ELT textbooks aim to raise the critical responses in part of the EFL learners in order to enhance learning through creating a gap between the knowledge and language acquisition (Toni & Fahim, 2012). One of the most distinguishable features of the contemporary reading passages is related to the textual and discursive heterogeneity embedded aiming to represent language use in a comprehensive variety. Therefore, the reading passages embedded in different textbooks seem to resort to a vast variety of different genres and discourse types apparently rooted in communicative paradigm in language teaching, with focus on authenticity and automaticity. Hence, one of the issues not considered as it should be by different teachers and textbooks is the issue of intertextuality used in any text including reading comprehension passages (Chi, 1995).

Intertextuality illustrates the communicative events in relation to the previous ones, e.g. using words and phrases that have been used before by others (Fairclough, 2000). Fairclough (1992) distinguished between two types of intertextuality, namely, *manifest intertextuality* and *interdiscursivity* or *constitutive intertextuality*. Manifest intertextuality, according to Fairclough (1992), refers to the cases "where specific other texts are overtly drawn upon within a text", and "interdiscursivity is a matter of how a discourse type constituted through a combination of elements of orders of discourse" (pp. 117-118). According to him, other types of intertextualities are *sequential*, *embedded*, and *mixed*. Sequential intertextuality refers to the cases in which "different texts or discourse types alternate within a text" (p. 118); embedded intertextuality to the cases "where one text or discourse type is clearly contained within the matrix of another" (p. 118); and finally, mixed intertextuality depicts the cases "where texts or discourse types are merged in a more complex and less easily separable way" (p. 118). Furthermore, in his model, *direct reporting* refers to the "quotations, purportedly the actual words used in quotation marks with a reporting clause". *Indirect reporting* refers to "summary, the content of what was said or written, not the actual words used, no quotation marks, with a reporting clause". *Free indirect reporting* is "intermediate between direct and indirect—it has some of the tense and deixis shifts typical of indirect speech but without a reporting clause" and *narrative report of speech act* "reports the sort of speech act without reporting its content" (Fairclough, 2003, p. 49).

It seems that recent policies tend to mandate cultural appropriateness and inclusivity through some issues like intertextuality. Blommaert (2005) argued that, "approaching discourse as discursive practice means that after the analysis of vocabulary, grammar, cohesion, and text structure, attention should be given to speech acts, coherence, and intertextuality—three aspects that link a text to its wider social context" (p. 29).

Blommaert (2005) continued that “manifest intertextuality” involves discourse representation which refers to the way in which “quoted utterances are selected, changed, contextualized (p. 30). He considered discourse-as-social-practice as the third dimension of intertextuality which denotes “the ideological effects and hegemonic processes in which discourse is seen to operate” (p. 30). In effect, he argued that hegemony is related to the power achieved “through constructing alliances and integrating classes and groups through consent, so that ‘the articulation and rearticulating of orders of discourse” (Blommaert, 2005, p. 30).

Considering the very few research conducted on the representation of intertextuality types deployed in reading comprehension passages in reading-based textbooks, this study endeavored to make an investigation on this issue in *Active Skills for Reading* authored by Anderson (2008) whose reading passages are based on authentic content from National Geographic which reflects the needs of learners preparing for standardized tests by adopting a critical discourse analysis model. The study was an attempt to find reasonable answers for the following research questions:

1. Does intertextuality-aware instruction of reading passages have any effect on the comprehension of Iranian EFL learners?
2. Does intertextuality-aware instruction of reading passages have different effects on male and female EFL learners?

2 Literature Review

Van Dijk (1997) considered discourse as encompassing complex social events for communication and also for expressing feelings, ideas, or beliefs to others. He pointed out three dimensions for discourse, i.e. “language use”, “the communication of beliefs (cognition)”, and “interaction in social situation” (p. 2). He discussed that discourse having a multidisciplinary nature seems to be well approached deploying a socio-cognitive approach in which the mental representations as well as the processes language users go through are clearly explicated. In effect, Van Dijk (1997) views discourse as connections among language use, beliefs, and social interactions. Moreover, Cameron (2001) distinguished between two types of discourses—the one used by linguists and the one used by social theorists. He emphasized that the type of discourse which is utilized by linguistics denotes the chunks of language larger than sentence, and the type used by social theorists highlights the social aspect of language.

Discourse analysis, as the science of study of discourse, deals with the study of language and texts regarding the construction of social reality. Wiggins (2009) stressed that discourse analysis is, in fact, an umbrella term with different approaches in explicating the role played by language in different disciplines of psychology, sociology, linguistics, anthropology and

communication studies. Moreover, Wiggins (2009) argued that discourse analysis denotes an interdisciplinary approach which has been "developed from work within speech act theory, ethnomethodology and semiology as well as post-structuralism theorists. Wiggins pointed out that:

Discourse analysis approaches are crucial for understanding human relationships because they focus primarily on interaction: how we talk to each other and the discursive practices (talking, writing) through which relationships develop, fall apart and so on. This entry covers central features of discourse analysis, methodological issues and some of the most commonly used versions of discourse analysis (p. 427).

2.1 Theoretical background of intertextuality

Intertextuality is a critical concept defined variously by different disciplines and researchers (Allen, 2000). Allen argued that different definitions denote the aspect of discourse analysis which seems to be related to the society. He also argued that intertextuality is commonly considered as the dependency of discourse's meaning on a text produced previously. Kristeva (1980) pointed out that conducting intertextuality reveals that any text is in fact a combination of texts within history and society. Barthes (1977), on the other hand, considered the texts as being originated from a vast variety of voices, utterances, and texts. Bakhtin (1984) explicated that any text is dialogical which refers to the fact that any text is interpretable considering previous texts.

The intertextuality studies conducted by using a semiotic perspective are especially performed in the literary semiotics. Kristeva (1980), Riffaterre (1984), Frow (1986), and Culler (1981) are few main figures in the domain of intertextuality with a semiotic perspective. In effect, intertextuality with semiotic perspective attempts to investigate the complicated and heterogeneous nature of literary works. Intertextuality studies with the semiotic perspective range from the studies on the influences or antecedents for a particular literary work to the research on literary conventions and codes as prerequisites for literary communication. Intertextual research with semiotic perspective has recently been extended to studies of mass media communication e.g. advertisements and web pages.

Intertextuality with the perspective of critical discourse analysis, on the other hand, deals with the non-literary texts. Fairclough (1992, 1995, 2003), Scollon (2004), and Devitt (1991) are among the main figures in the domain of intertextuality with the perspective of critical discourse analysis. Intertextuality with the perspective of critical discourse analysis tries to explore the interrelation and social practice (particular socially regulated ways of producing and interpreting discourse) of the texts in general and discourses in particular (Fairclough, 1992).

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Bazerman (1993) introduced the basic concepts and procedure for conducting intertextuality, namely, "levels of intertextuality", "techniques of intertextual representation", "intertextual distance or reach", and "translation across contexts/recontextualization". Bazerman (2004) suggested that any researcher follows the following steps in conducting any type of intertextuality analysis:

- Identify the purpose for conducting intertextual analysis as well as the questions the researcher aims to answer;
- Identify the specific texts the researcher aims to examine, i.e. the corpus;
- Identify the traces of other texts through examining explicit overt references to other texts, readers, writers, and conventions;
- Identify the reference of the texts or corpus in relation to the context of what the author is saying;
- Identify the clues to cater for the analytical purpose;
- Identify the patterns in order to develop a conclusion.

It seems that intertextuality is a bridge between the context of culture and the text. In other words, intertextuality clarifies the genre rules (i.e. the use of discourse patterns in a culture) which have manipulated the production of a text (i.e. the use of lexico-grammatical resources). Hence, intertextuality studies equip the researchers to have access to a more comprehensive understanding of a text in terms of what the text means along with the way through which diverse meanings are being related in order to produce a particular text. Accordingly, investigating intertextuality paves the way for determining the established patterns of meaning against the larger background of the potential of all the meanings.

The aforementioned issues underscore the fact that analyzing intertextuality demands clarifying the relationship between a specific text and a genre and also the relationship between a text and its cultural context. Lemke (1995), for example, considered intertextuality analysis as a task through which the context of culture is determined. In other words, studies on intertextuality seem to be crucial for determining the meaning of a text in the light that all texts gain their meaning especially through intertextual relatedness to other texts. Malinowski (1935), on the other hand, viewed intertextual analysis as a way for specifying the context of situation as well as the context of culture. Hence, Malinowski (1935) and Hasan (1985) emphasized on culture as crucial for extracting meaning in different situation-types.

In a nutshell, intertextuality is a perspective regarding text analysis in which any text is interacting with prior texts, writers, readers, and conventions. Thibault (1994, p.1751) argued that "all texts, spoken and written, are constructed and have the meanings which text-users assign to

them in and through their relations with other texts in some social formation". Fairclough (1992) has presented a theoretical model in the domain of intertextuality with a critical discourse analysis perspective. He has operationalized his model using the concepts of intertextuality, interdiscursivity, and hegemony.

2.2 Examples of applying discourse analytic frameworks for course-books

Course-books have always been investigated using a vast variety of methods with diverse perspectives. Vellenga (2004), for example, compared EFL and ESL textbooks in terms of amount and quality of pragmatic information included. To this end, she made a comprehensive analysis on the use of metalanguage, explicit treatment of speech acts, and metapragmatic information (i.e. registers, illocutionary force, politeness, appropriacy, and usage). Her study showed that the two groups of textbooks suffer from lack of explicit metapragmatic information. Coles (1977), on the other hand, investigated five sets of adult education materials in terms of gender representation. His study showed that men outnumbered women by a ratio of 3 to 1. In effect, his study revealed that the textbooks depicted the women in just traditional, passive, and stereotyped occupations. Moreover, his investigation indicated 73 different occupations for male characters, ranging from truck driving to medical jobs.

Nilsen (1977), in his study, explored the words of females and males in a standard dictionary. His study showed a number of inequalities between females and males in which the vocabulary assigned to females was more than five times as large as the vocabulary for things named after men. In other words, the utilized vocabularies for women highlighted a passive role for women using different foods or flowers (e.g. peach, wallflower, etc.) and men by such words as wolf, while women were restricted to names for helpless creatures such as chick and kitten. Hartman (1995) made an investigation on the types of intertextual links that eight proficient readers made reading across multiple texts. To this end, he asked the participants to think-aloud and respond to prompting and debriefing questions. His study revealed that the readers try to enhance their understanding of texts through associating ideas, as well as events, and people. Hartman argued that intertextual attempts of the subjects are not neutral but are internalized social, cultural, political, and historical mechanisms.

Rastegar (1992) studied the dialogs in English textbooks taught in Guidance and High schools of Iran from in terms of dis-preferred seconds and dis-preferred markers using Littlejohn and Windeatt's (1988) model. Rastegar's study showed that only two of the five models proposed by Levinson (1983) have been used in the textbooks. Hence, she argued that lack

of dialogues is a weakness of these materials. Shahedi (2001) investigated one of the leading texts in TPSOL and found that not enough attention has been attached to the four skills of the language in these series. She argued that the manner and amount of the presentation of vocabulary and pronunciation are not in harmony with language learners' proficiency levels. Toolabi (2002) made an investigation on the Iranian high school English textbooks in terms of different possible and available models of structures in conveying different functions. To this end, he applied Ur's (1996) model of Initiation, Follow-up and Response (IRF). His study revealed that the dialogs in the textbooks do not cover all the classes and sub-classifications of Ur's framework. Furthermore, his study showed irregularity in distribution of moves in these books.

Oliveira (2004) made an investigation on different genres within the overarching communication medium represented by newspapers in terms of intertextuality. In effect, his study was an attempt to investigate the way intertextuality has been utilized in different genres in newspapers. Oliveira argued about some pedagogical implications. He emphasized that it is necessary that students practice an alternative way for reading comprehension and pay attention to the multiple voices inside a text. Liu and Le (2013) made an investigation on the intertextual techniques in advertisements. They considered intertextuality as a network of textual relation which is crucial for successful advertisements. They emphasized that interpreting advertisement demands prior knowledge by source texts. Hence, they found that quotation, parody and allusion are commonly-used techniques to maintain the intertextual relation between advertisements and source texts.

2.3 Intertextuality-aware instruction

Intertextuality-aware instruction is the name for the method in teaching reading passages which are composed of three phases of pre-reading, during-reading and post-reading. In the first phase, i.e. pre-reading, the background knowledge of the students is being stimulated in order to raise the motivation, interest, and background knowledge of the learners to comprehend the text better. In the second phase, i.e. during-reading, the students are asked to scan the passage to get a general understanding about the main theme of the text. Furthermore, the students ask the ambiguous vocabulary and structures or sentences which are answered by the instructor in English. Moreover, in during-reading phase, the subjects' consciousness is being raised in terms of the used reporting strategy and the type of intertextuality, throughout the text. In better words, the students would be motivated to read between the lines and get familiar with the fact that the structural/discursive selections the author makes imply the messages he or she does not want to express directly. Finally, the students go through the post-phase in which they would try to

relate their understanding to their real life situation and express their illusions, ideas, and opinions regarding the instructed texts and their themes.

3 Method

3.1 Participants

The participants were 80 intermediate English learners selected among 100 intermediate learners studying English language at a private institute in Shiraz, Iran. They were 40 females and 40 males, who were randomly divided into two groups of experimental and control—each group with 20 females and 20 males. Their ages ranged from 19 to 23.

3.2 Materials

Active Skills for Reading Series is selected as the source of the materials for the study. *Active Skills for Reading Series* is a mono-skill reading-based English series authored by Anderson in 2008. Hence, the term "active" is in fact an acronym in which A stands for activate prior knowledge, C for cultivate vocabulary, T for teach for comprehension, I for increase reading fluency, V for verify strategies, and E for evaluate progress. Apparently, *Active Skills for Reading* is one of the most "active" reading series in which thematically organized non-fiction reading passages are designed in order to integrate both proficiency and passion together. Hence, the series attempts to modify and develop the reading skills of the learners through pre-reading activities, vocabulary development exercises, timed readings, and opportunities to increase students' reading rate. The series are composed of a vast variety of topics like sports, culture, and technology enabling the students to make a relationship between the material and their lives outside the classroom. In effect, the passages have been ranging from charts to interviews soliciting the diverse skills of scanning, predicting, and summarizing. In selecting the passages, simple random sampling has been utilized through which the topics of the reading passages were being listed on a piece of paper and 10 topics were being selected by chance. Accordingly, all the passages had the same probability of being selected for the analysis.

3.3 Procedure

Intertextuality as the dependency of discourse's meaning on a text produced previously, demands on the relationship between a specific text and a genre and also the relationship between a text and its cultural context. Hence, intertextuality analysis paves the ways for determining the meaning of a text on the light that all texts gain their meaning through textual relationships with other texts.

In conducting the present study, participants of both groups went through ten sessions of two-hour instruction where texts were being instructed on the selected ten reading passages. In effect, 10 reading passages were selected randomly from *Active Skills for Reading Series*; the extracted reading passages were analyzed in terms of the type of vocabulary, structures, discourses and genres, and the texts were also being analyzed in terms of the type of intertextuality (i.e. manifest, interdiscursivity or constitutive, sequential, embedded, and mixed). Furthermore, the extracted texts were explained in order to get access to the dominant type of intertextuality and dominant discourses through which the passages have been designed. Hence, in teaching the experimental groups the students' consciousness was being raised in terms of the type of intertextuality and the reporting ways utilized in reflecting intertextuality while this was not the case for control participants.

The both groups went under a pre-test, i.e. Interchange placement test designed and developed by Richards and Lasley (2007) and a post-test developed by the researcher to investigate the possible effects of intertextuality-aware instruction of reading passages on Iranian EFL learners of both genders.

3.4 A sample of intertextuality-aware instruction of a reading passage

There is no doubt that "any particular text or type of text is loaded with a set of other texts and a set of voices which are potentially relevant and potentially incorporated into the text" (Fairclough, 2003, p. 47). Hence, this study following Fairclough's suggestions attempted to trace the texts and voices which were included and the ones which were excluded in the selected reading passages. As an example, consider a reading passage entitled "Zorro: A Review" which is composed of six paragraphs in the following lines.

When I heard that Isabel Allende had written a new book called Zorro, my first thought was "oh, no! Not another Zorro.

As the above example illustrates, the sentence is directly pointed out to another story with the same theme. Hence, the writer has incorporated the voices of another attributed discourse. It is worth mentioning that this seemingly simple sentence is composed of assertion followed by denial in expressing the writer's astonishment. In effect, denial—negative clause—implies assertion—i.e. Isabel Allende had written a new book called Zorro. The writer continued the passage expressing that he respected Allende as a writer. Consider the following sentence extracted from the passage:

Though I respect Allende highly as a writer, I wonder what she could possibly do with the character that hadn't already be done. Since the character of Zorro debuted in Johnston McCully's story "The Curse of

Capistrano" nearly 90 years ago, Zorro has appeared in more than 60 stories and books, several movies, two TV series, cartoons and comic strips in various languages and even a recent London play.

In this extract as in the previous one, the writer uses assertion-negation order of clauses. In effect, using this type of structure, in fact, accentuates the absurdness of the new story written. Furthermore, the writer attempts to justify his assertions using some examples and even through addressing McCully's story "The Curse of Capistrano". Hence, in the mentioned two examples extracted from the passage, the writer has resorted to free indirect reporting as well as narrative report of speech act in utilizing intertextuality. The writer continued his story mentioning "actor Guy Williams' version in the Disney TV series in the 1950s. In this part, as the previous ones, the writer mentioned another character which needs to be interpreted in order for a learner to comprehend the text. It is worth mentioning that in this passage, the writer especially resorted to free indirect reporting along with narrative report of speech act in utilizing intertextuality. Hence, the writer intentionally included some particular types of voices or texts which seem to be attributed and excluded the other ones.

In the second paragraph, the writer provided a brief background about Zorro followed by the third paragraph in which the writer deals with what he mentioned in the first paragraph, i.e. Allende's story. The second paragraph illustrates free indirect reporting. In the third paragraph, the writer tries to justify Allende's attempt in writing another story about Zorro. Hence, this paragraph has utilized free indirect reporting along with narrative report of speech act. Other paragraphs are also devoted to admiration of Allende's story and justifying Allende's work resorting to some intertextuality in the forms of free indirect reporting as well as narrative report of speech act.

In terms of styles, the discussed passage was a mixture of expository, descriptive and persuasive styles. Furthermore, the text is loaded with dependent clauses, vocabulary specific to adventure and media articles (e.g. debuted, updating, etc.) and in some cases with vernacular vocabulary (e.g. feels sorry for, self-affecting, etc.) as well as the vocabulary attributed to adventure and criminals (e.g. committed, injustice, etc.). In many cases, the writer has used relative clauses, reduced forms, conjunctions and adverbial clauses.

In teaching the above text, the experimental participants were asked the following questions:

- Think of a movie you saw recently; what was its title? What was its main theme? What was its setting? Who were its characters? What is your opinion about this movie?

The students answered the above questions in a discussion mode. Hence, the students were asked to skim the text to answer the following questions:

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1. When the author first heard about the Allende's new book, he.....
a) wasn't optimistic b) was thrilled c) was overwhelmed
2. The author's favorite actor in the role of Zorro is.....
a) Johnston McCully b) Guy Williams c)Walt Disney
3. The author feels that Allende uses the outline of the story.....
a) to motivate the reader b) in an interesting way c) as in previous tales
4. The author's reaction to the pilot of the story is.....
a) positive b) negative c) undecided

The students answered the above questions based on the text and check them out with their classmates. Furthermore, the students in this phase were asked some questions about the meaning of some vocabulary and structures. The experimental group received some instructions in the way the texts were analyzed, for example, the teacher asked:

Do you think the text is formal or informal?

Students: *a mixture of formal and informal based on the context*

Teacher: *suppose the following excerpt:*

"The Curse of Capistrano" nearly 90 years ago, Zorro has appeared in more than 60 stories and books, several movies, two TV series, cartoons and comic strips in various languages and even a recent London play.

Teacher: *Is it a direct reporting?*

Students: *direct..... indirect..... both*

Teacher: *The Curse of Capistrano" is a direct reporting but the rest of the text is neither direct nor indirect but something between them.*

Students: *yes, it just a review.*

Teacher: *Exactly, do you think that understanding this passage needs some knowledge about Zorro? Why did the writer use a covert insertion of other texts in this passage? Does inserting other texts in a passage make a text more complicated?*

After that the students in both groups went through the post-reading phase and answered the following questions: Do you think that the author of this passage has enjoyed Zorro? Who was Zorro's son? Was he landowner? Was

he Spanish? Were the characters in Allnde's story more complicated or the previous ones? Do you like the character of Zorro? Why?

4 Data Analysis and Discussion

4.1 Results

Through the following lines a picture of utilized intertextuality patterns of the selected texts is presented. As Table 1 shows, most of the investigated reading passages tended to utilize a mixture of free indirect reporting and narrative ones. Furthermore, indirect reporting seems to be the least reporting ways utilized by the reading passages. As it is discernible, the texts one, two, three, five, eight and nine are solely dependent on the free indirect reporting and the narrative reporting of speech act whereas texts four and six are heavily dependent on direct reporting strategy in depicting intertextuality. Furthermore, texts seven and ten are also dependent on the free indirect reporting along with the narrative reporting of speech act strategies in representing intertextuality.

Table 1. Reporting Modes Employed in the Selected Texts

Texts	N. of paragraphs	Modes of Reporting				Total
		Direct	Indirect	Free indirect	Narrative	
1	5	0	0	25	25	50
2	9	0	0	35	35	70
3	5	0	0	31	31	62
4	6	24	0	5	5	34
5	5	0	0	25	25	50
6	6	19	1	30	30	80
7	7	2	3	27	27	59
8	6	0	0	19	19	38
9	8	0	0	25	25	50
10	7	3	1	23	23	50
Total	64	68	5	245	245	543

Table 2 illustrates the types of intertextuality employed in the selected texts. As Table 2 shows, most of the investigated reading passages tended to utilize a mixture of embedded and mixed type of intertextuality. Hence, mixed and embedded types of intertextuality are apparently most frequent type of intertextuality utilized by the reading passages and the manifest and sequential the least one.

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Table 2. Intertextuality Types Employed in the Selected Texts

Texts	N. of paragraphs	Types of Intertextuality				Total
		Manifest	Sequential	Embedded	Mixed	
1	5	0	0	5	5	10
2	9	0	0	9	9	18
3	5	0	0	5	5	10
4	6	4	4	2	2	12
5	5	0	0	5	5	10
6	6	4	4	2	2	12
7	7	2	2	5	5	14
8	6	0	0	6	6	12
9	8	0	0	8	8	16
10	7	2	2	5	5	14
Total	64	12	12	52	52	128

In the study's commencement, in order to determine the homogeneity of the experimental and control participants an independent-samples t-test was run. As Table 3 shows, the results of t-test indicated that the both groups of experimental and control are homogenous in which the differences observed in terms of their performance are non-significant. It means that the selected participants are homogenous. Table 3 depicts the mean-comparison of participants of both groups on the reading comprehension pre-test. As Table 3 shows, both experimental and control participants have had a similar behavior and proficiency ($p = 0.1 > 0.05$). The means of the experimental and control were 64.15 and 67.15, respectively; experimental groups had the minimum score of 53 and control group had the minimum score of 57. Moreover, the both groups had the maximum score of 78.

Table 3. Mean-comparison of Participants of Both Groups on the Reading Comprehension Pre-test

	N	Mean	SD	t	df	Sig.
Experimental	40	64.15	.962	1.71	39	.10
Control	40	67.15	1.04			

During the course of study, both experimental and control groups went under instruction on the selected ten reading comprehension texts introduced previously. They both were being instructed through three phases of pre-reading, during-reading and post-reading along with clarifying the complicated vocabulary and structures; however, the experimental group received some instruction on intertextuality through which they were being consciously raised in terms of the types of texts, ways of reporting or even the type of intertextuality. After ten sessions of instruction the both groups

took a reading comprehension post-test based on the instructed passages. In order to see possible differences between the groups on the reading comprehension post-test, another independent-samples t-test was run.

Table 4. Mean-comparison of Participants of Both Groups on the Reading Comprehension Post-test

	N	Mean	SD	t	df	Sig.
Experimental	40	16.55	1.31	2.76	39	.012
Control	40	15.20	1.64			

As Table 4 depicts, the difference observed among the performances of the both groups of experimental and control on the post-test was significant and determining ($p=0.012<0.05$). In other words, the experimental group who received additional instruction on intertextuality performed remarkably better than their peers in the control group.

In order to investigate the role of gender in improving reading comprehension under intertextuality-aware instruction, the performance of male and female learners of the experimental group was compared with the aid of another independent-samples t-test. The employed t-test implied a non-significant difference between the performance of male and female experimental participants ($p=0.74>0.05$). In better words, both male and female participants responded similarly to intertextuality-aware instruction during the course of the study.

Table 5. Mean-comparison of Male and Female Performances on the Reading Comprehension Post-test

	N	Mean	SD	t	df	Sig.
Male	20	16.55	1.31	-2.07	19	.074
Female	20	16.25	1.34			

4.2 Discussion

In effect, the selected 10 reading passages were investigated in terms of intertextuality in four groups of direct reporting, indirect reporting, free indirect reporting and narrative report of speech act. It was revealed that the textbook inclined utilizing heavily free indirect reporting which in some cases was mixed with the narrative reporting of speech act. In terms of the classification of the intertextuality suggested by Fairclough (1992), it was found that the reading passages tended to utilize other texts and voices vaguely through interdiscursivity which "is a matter of how a discourse type constituted through a combination of elements of orders of discourse" (Fairclough, 1992, pp. 117-118).

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Conducting the present study revealed some ways through which intertextuality was utilized which according to Fairclough (1992, 1995) revealed the interrelation and social practice (particular socially regulated ways of producing and interpreting discourse) of the texts deployed. The results of the study indicated to the points emphasized by Fairclough (1992) in which intertextuality has been deployed in order to "point to how texts can transform prior texts and restructure existing conventions (genres, discourses) to generate new ones" (p. 270).

Furthermore, 80 homogeneous female and male students were selected as the subjects of the present study in order to investigate the presentation of intertextuality on their reading comprehension. To this end, the subjects were divided into the experimental and control group—each group with 20 females and 20 males. Both groups went through ten sessions of instruction in which the experimental group received some instruction on the type of intertextuality and the way of reporting utilized in the selected reading passages besides the usual instruction the control group went through. The results indicated a significant difference between the experimental group and the control group: the experimental group performed remarkably better than the control group. It was also found that both male and female participants responded similarly to intertextuality-aware instruction during the course of the study; there was a non-significant difference in gender under intertextuality-aware instruction.

5 Conclusion

The major intent of this study was to investigate the way through which intertextuality has been utilized through the reading passages selected randomly from *Active Skills for Reading Series* and employed during the course of study. To this end, Fairclough's (1992) framework in dealing with intertextuality was deployed and the texts were analyzed in terms of genre, text type, vocabulary and structures as well as the intertextuality strategy. The results of the investigation implied that a mixture of sequential and mixed intertextuality has been deployed in the reading passages in which different texts or discourse types are alternated and merged in a more complex and less easily separable way. Furthermore, the results of the study showed that the reading passages relied heavily on free indirect reporting blended with the narrative reporting of speech act and in some cases on direct reporting strategies of utilizing intertextuality. Hence, the findings of the study showed that intertextuality has been utilized for imposing some particular relationship between a specific text and a genre and also the relationship between a text and its cultural context.

Moreover, 40 homogeneous female and male students were selected as the participants of the study in order to investigate the effect of the presentation of intertextuality on their reading comprehension. To this end,

participants were divided into the experimental and control group—each group with 20 females and 20 males. Both groups went through ten sessions of instruction in which the experimental group received some instruction on the type of intertextuality and the way of reporting utilized in the selected reading passages besides the usual instruction. The findings indicated a significant difference between the performances of two groups on the final reading comprehension post-test: experimental participants performed remarkably better than their peers in the control group. Furthermore, it was found that participants of both genders had more or less similar performance under intertextuality-aware instruction of reading passages.

The findings of this research suggest that a good language teacher needs to be conscious regarding the role played by intertextuality in different reading passages in order to improve learners' reading comprehension and help the learners to cope with the potential challenges the intertextuality impose in the text. In better words, this study insists on the fact that teachers should develop professional knowledge and expertise using the tenets of intertextuality in order to raise the consciousness of learners so that students can get access to a deeper meaning of the text.

The findings of this study may also be of interest for policy makers since the effects of intertextuality on the reading comprehension and on the complexity added to the texts through deploying intertextuality cannot be ignored. Considering the inevitable transformation of political/cultural implications through the instructional course-books, policy makers need to get a good command of indirect connotations of the text they put in the instructional materials through consulting the due specialists.

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Mohammad Saber Khaghaninezhad
Department of Foreign Languages and Linguistics
Shiraz University, Iran
74, Imam Hasan-e-Askari alley
Ghasroddasht-e-gharbi, Shiraz, Iran. 7196663769

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Email address: saber.khaghani@yahoo.com/mshkhaghani@shirazu.ac.ir

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