An Investigation into the Representation of Intertextuality in the ELT Series Four Corners

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Abstract—The major intent of this study was to investigate the way through which intertextuality has being utilized in the Four Corners series. To this end, Fairclough's (1992) framework in dealing with intertextuality were deployed. Hence, ten reading passages were selected randomly among the passages of the series which were analyzed in terms of intertextuality types and ways of reporting. The results of the investigation revealed that sequential and manifest intertextuality was deployed in the reading passages in which different texts or discourse types were alternated and merged in a more separable way. Furthermore, the results of the study showed that the reading passages relied heavily on direct reporting in some cases on indirect and narrative reporting strategies of intertextuality. Hence, the findings of the study showed that intertextuality were utilized for imposing some particular relationship between a specific text and a genre and also the relationship between a text and its cultural context.

Index Terms—intertextuality, sequential intertextuality, mixed intertextuality, indirect reporting, narrative reporting of speech act

I. INTRODUCTION

Language is a means to reflect as well as challenge social positions of learners (Weatherall, 2002). Gender, social class, age, ethnicity, education etc. are among the factors contributing to the social classification as one of the measures determining the language people use (Muto-Humphrey, 2005). In fact, language is a means to transmit different attitudes, values and norms, though it is considered as neutral communicative instrument; accordingly, it is not unpredictable that language plays a crucial role in reinforcing or even forming attitudes and values of a society.

Hence, language is a crucial factor in communicative events, by which our ideas and feeling about the world around us are conceptualized. It is evident that the relationship between language, thought and reality is not so clear and straightforward (Mineshima, 2008). In this regard, Ansary and Babaii (2003) argue that language plays a crucial role in establishing social relationships with other individuals living in the society. In effect, cultural, political, economic, social and religious factors (Bell et al., 2006) are demanding issues taken into account in designing any language textbook. Customs, law, class, ethnic background, as well as prejudices of a particular society have a certain disposition towards the ideologies presented to the learners; and these issues construct particular attitudes and behaviors.

Whereas linguistic factors consider the grammatical or semantic choices; sociological components deal with cultural, environmental, ethical and social alternatives. In fact, gender, power and opportunity, as the social systems, are interwoven with cultural and historical processes, thus tradition has a determining role on construction of these systems. It is apparent that the way in which tradition develops over time is an essential factor in maintaining or modifying these systems in any society (Gouveia, 2005).

Recently the concept of intertextuality has been introduced which emphasizes that every text is interpretable through the background knowledge of other texts as well as the discourses of other situations which Lemke (1990, 1988, 1985) called general intertextuality. Hence, intertextuality refers to the way through which language is used in social communities. Lemke (1985) argues that making meanings through texts, and the ways through which we achieve them are, in fact, a network of the related texts which have certain definite kinds of relationships with one another. It means that making meanings is possible through a network of texts. Lemke (1990) adds that the discourse practices of a social occasion may build systems of texts which are related through specific ways and particular relationships. It is worth mentioning that a single text may also involve a vast variety of meaning relations existing between its different parts in the same way as exists between different texts. It means that intertextuality is crucial for making meaning within texts (Lemke 1985, 1988, 1990; Thibault, 1994; Threadgold&Kress, 1988.)

One of the main purposes of English language teaching (ELT) textbooks is raising critical responses of the EFL learners in order to achieve a gap in the knowledge and language acquisition to enhance the attention of the learners in the classrooms. In effect, one of the issues not considered as it should be by different teachers and textbooks is the issue of intertextuality. Intertextuality refers to the issue through which the communicative events are represented in connection with the previous ones, e.g. using words and phrases that have been used before by others (Fairclough,

2000). Fairclough (1992) distinguishes 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. 117-18).

Furthermore, Fairclough (1992) argues about other types of intertextualities, namely, sequential, embedded, mixed ones. Sequential' intertextuality refers to the cases in which "different texts or discourse types alternate within a text" (p. 118); embedded intertextuality refers to the cases" where one text or discourse type is clearly contained within the matrix of another, i.e. the relationship between the 'styles' distinguished by Labov and Fanshel for therapeutic discourse" (p. 118); finally, mixed intertextuality depicts the cases "where texts or discourse types are merged in a more complex and less easily separable way" (p. 118).

One of the most distinguishable features of the contemporary ELT textbooks is related to the textual and discursive heterogeneity embedded aiming to represent language use in a comprehensive variety (Khaghaninejad & Roozkhosh, 2014). To this end, the language 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.

Considering the aforementioned issues and by taking the fact into account that few research attempts to make an investigation on the representation of intertextuality in EFL textbooks in general and in reading comprehension passages in particular; this study endeavors to make an investigation on the representation of this issue (intertextuality) in one of the recent published ELT series, namely, Four Corners by adopting a critical discourse analysis model.

II. REVIEW OF LITERATURE

The concept of intertextuality introduced by Kristeva in the 1960's is rooted in the tradition of post- structuralism, and especially in the works of Bakhtin's (1981) notions of heteroglossia and dialogism. Kristeva (1980) argues that any text—written or spoken—is "a permutation of texts, an intertextuality in a space of a given text" (p. 36), in which "several utterances, taken from other texts, intersect and neutralize one another" (Kristeva, 1980, p. 36) which are "lacking in any kind of independent meaning" (Allen, 2000, p. I). Kristeva (1980) emphasizes that the intertextual procedure explicates that the text need to be considered as a combination of texts within history and society.

Thibault (1994, p.1751) explicates 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". Bakhtin (1986) points out that any text—written or spoken—is dialogical, in which any text is interpretable through other texts. Kristeva (1981, p.36), resorting to the concept of intertextuality, mentiones that any text is "a permutation of texts which means that "in the space of a given text, several utterances, taken from other texts, intersect and neutralize one other". Kristeva argues that any text has a complex and heterogeneous nature which their discursive nature intersects in particular textual production.

It is worth emphasizing that different researchers consider the concept of intertextuality from diverse perspectives for different purposes. In effect, different perspectives regarding the concept of intertextuality may be classified into two main groups, i.e. semiotics and (critical) discourse analysis. The first group is, in effect, the researchers from semiotics in general and literary semiotics in particular. The main figures in the domain of semiotics are Kristeva (1981), Riffaterre (1978), Frow (1986), Culler (1981), Meinhof and Smith (2000) and Chandler (2005). Researchers on the domain of semiotics mainly concern to explore the complex and heterogeneous nature of literary works through conducting intertextuality analysis. The studies of the researchers on the domain of semiotics range from the studies in which influences or antecedents for a particular literary work has been investigated to the research on literary conventions and codes as prerequisites for literary communication. It is worth mentioning that the studies on the domain of semiotic intertextuality recently been extended to studies of mass media communication, such as advertisements, TV dramas and web pages.

The second group which was categorized on the domain of discourse analysis and critical discourse analysis is mainly concerned with non-literary works. The main figures on the domain of discourse analysis and critical discourse analysis who have conducted intertextuality are Fairclough (1992, 1995), Scollon (2004), Bazerman (1993, 2004), Devitt (1991), Beaugrande and Dressler (1981), and Lemke (1983, 1985, 1988, 1990).In effect, the (critical) discourse analysts in the domain of intertextuality argue that intertextuality is a concept through which texts are investigated in terms of interrelation, as well as in terms of social practice which refers to the particular socially regulated ways of producing and interpreting discourse (Fairclough, 1992, 1995).

Generally speaking, there is a vast variety of ways for conducting intertextuality approach ranging from focusing on linguistic conventions to social conventions. For example, a rudimentary type of intertextuality analysis is examining the intertextual composition of a single text in which both the explicit (e.g. the direct quotation) and implicit (e.g. mentioning of a belief or issue of the context) are described.

Fairclough (1992) argues that intertextuality "points to how texts can transform prior texts and restructure existing conventions (genres, discourses) to generate new ones" (p.270). In effect, intertextuality, in Fairclough's (1992) view refers to the way texts have been produced in relation to prior texts as well as the way through which texts are able to construct the existing conventions in producing new texts. Fairclough (1995) argues about a three-dimensional model

for analyzing intertextuality in which the 'discourse representation', 'generic analysis of discourse types', and 'analysis of discourses in texts' are investigated.

Fairclough (1992, 1995) adds that 'discourse representation' refers to a form of intertextuality in which some parts of specific texts are incorporated into a text which may be explicitly or implicitly marked with devices such as quotation marks and reporting clauses. Fairclough (1995) continues that 'discourse representation', for example in media, accounts for what news is in terms of representations of what people have said.

Furthermore, Fairclough (1992, 1995) argues about the concept of 'discourse type' in which the concepts of genres and discourses are combined. Fairclough (1995) emphasizes that analyzing 'discourse type' may demand complex configurations of several genres and several discourses. Fairclough (1995, p.76) refers to discourse as "a particular way of constructing a particular (domain of) social practice" (p. 76), and to genre as "a way of using language which corresponds to the nature of the social practice that is engaged in" (p. 76).

Hence, the main purposes of the researchers for analyzing intertextuality, according to Fairclough (1995), are to explicate what fields (i.e. topics or subject-matters) are associated with a genre, and what type of discourses are addressed in constructing the fields. Moreover, Fairclough (1995) points out that analyzing intertextuality need to be considered as an interpretative activity highly dependent on the researcher's personal judgment and experience. It is worth mentioning that Fairclough, in analyzing intertextuality, attempts to deal with the power relations in order to specify power as a locus of contestation and struggle.

Considering the aforementioned issues it is conceivable that exploring intertextuality reveals the relationship between a specific text and a genre as well as the relationship between a text and its cultural context, for example, Lemke (1990) argues that investigating intertextuality in a text determines the context of culture. It means that analyzing intertextuality is crucial in extracting the meaning of a text since, all texts gain their meaning especially through intertextual relationships with other texts. Malinowski (1923, 1935) and Hasan (1985) argue that investigating the intertextuality in a text reveals not only the context of situation but also the context of culture. They added that extracting meaning in different situation-types are related in such a way that the characteristic of a community's culture is determining.

Generally, intertextuality provides a bridge or interface between the context of culture and the text in which the way the genre rules (i.e. the use of discourse patterns in a culture) have influenced the production of a text (i.e. the use of lexico-grammatical resources) are revealed. It means that analyzing intertextuality enable the researchers in order to have access to a 'bigger picture' of a text in terms of what the text means along with the way through which diverse meanings are related in order to produce a particular text. Hence, intertextual analysis may reveal display the established patterns of meaning against the larger background of the potential of all the meanings.

III. METHODOLOGY

In conducting the present study Fairclough's (1992) model was selected and adopted in which the selected reading comprehension passages in the series were analyzed in terms of type of intertextuality along with the utilized strategies in deploying intertextuality. In effect, 10 reading passages were selected randomly from the Four Corners series. Hence, the selected reading passages were explored in terms of the intertextuality types and the intertextual strategies which were utilized. The texts were analyzed in terms of the type of intertextuality (i.e. manifest, interdiscursivity or constitutive, sequential, embedded, and mixed).

The following research questions were posed to be answered:

1. Is intertextuality deployed in the reading comprehension passages of *Four Corners*?
2. Which types of intertextuality are resorted to in representing the reading comprehension passages?

A. Corpus of the Study

A set of ELT series, namely, Four Corners series was selected as the materials of the present study in which ten reading passages were selected randomly among the four volumes. The Four Corners Series are multiple skills general English textbooks authored by Jack C. Richards and David Bohlke which were published by Cambridge University Press in 2012. In effect, ten reading comprehension passages were selected among 48 reading passages in the Four Corners series in order to be analyzed in terms of intertextuality.

B. Method

In conducting the present study Fairclough's (1992) model was selected and adopted in which the selected reading comprehension passages in the series were analyzed in terms of type of intertextuality along with the utilized strategies in deploying intertextuality. In effect, 10 reading passages were selected randomly from the Four Corners series. Hence, the selected reading passages were explored in terms of the intertextuality types and the intertextual strategies which were utilized. In effect, the texts were analyzed in terms of the type of intertextuality (i.e. manifest, interdiscursivity or constitutive, sequential, embedded, and mixed). In effect, the selected ten passages were investigated in terms of the way through which the text is related to other texts, voices or discourses. In other words, the texts are investigated to see whether the selected reading passages are laden with any direct quotation, indirect quotation, a mixture of both direct and indirect quotation. In effect, the texts are also investigated in terms of styles—whether they are literary or non-

literary—and also in terms of the text type—whether they are descriptive, expository, persuasive, narrative—and in terms of the vocabularies and structures; however, the focus of the study is given to the intertextuality type.

IV. RESULTS

The descriptive data were presented in this section. As the table shows total numbers of the reporting types were 347 out of which 133 cases—the highest one—manifested the direct reporting. The table also shows that other three types were used very few comparing the direct reporting especially the indirect one.

TABLE 1:
WAYS OF REPORTING OUTSIZED IN THE SELECTED 10 PASSAGES

| Texts | N. of paragraphs | Ways of Reporting | | | | |
		Direct	Indirect	Free indirect	Narrative	total
1	4	4	3	9	9	25
2	21	35	2	2	2	41
3	4	1	1	21	21	44
4	4	3	2	19	19	43
5	3	0	0	15	15	30
6	4	1	7	11	11	30
7	7	32	0	0	0	32
8	4	17	0	0	0	17
9	5	16	0	2	2	50
10	9	24	1	4	4	35
total	65	133	16	81	81	347

Effectively, Table 1 shows the frequency of the four ways of strategies' utilized in intertextuality, i.e. direct reporting, indirect reporting, free indirect reporting and narrative reporting along with the texts and their number of paragraphs. The table shows that the direct reporting is the most dominant reporting strategy utilized in the reading passages. Free indirect reporting as well as narrative reporting are the second most dominant reporting strategies; whereas, the indirect reporting strategy is the least utilized reporting strategy. In order to determine whether this trend in utilizing diverse ways of reporting is significant or not; Chi-square test was run through SPSS 15 and the following results were achieved:

TABLE 2:
CHI-TEST STATISTICS FOR DIVERSE WAYS OF REPORTING

	Direct	Indirect	Free indirect	narative
Chi- Square	0.77	3.78	1.11	1.11
df.	7	4	6	6
Asymp. Sig.	0.99	0.43	0.98	0.98

As table 2 shows the results of the chi-square test among diverse tests indicated to the significant differences between the ways through which intertextuality was reflected; it means that the passages tended to use more direct reporting than the indirect or free indirect reporting or narrative reporting of speech act.Furthermore, the reading passages were investigated in terms of the type of intertextuality. To this end, the number of each type of intertextuality utilized in each sentence or paragraph numerated and tabulated as following:

TABLE 3:
TYPES OF INTERTEXTUALITY

| Texts | N. of paragraphs | Types of Intertextuality | | | | |
		Manifest	Sequential	Embedded	Mixed	total
1	4	2	0	2	2	6
2	21	19	19	2	2	42
3	4	0	0	0	3	3
4	4	0	0	0	4	4
5	3	0	0	3	3	6
6	4	4	0	0	0	4
7	7	7	7	0	0	14
8	4	4	4	0	0	8
9	5	2	0	1	2	5
10	9	7	0	7	2	16
total	65	45	30	15	18	108

As the table (Table 3) shows the manifest and sequential intertextuality were the two highest form of intertextuality utilized in the reading passages—with the frequency of 45 and 30 respectively. In effect, in the investigated reading passages, the trend is toward attributing the embedded passage in order to determine a clear-cut boundary between the embedded text and the embedding one. Considering the fact that the Four corners series are prepared to be used by EFL learners; this issue seems to be rational in order to reduce the complexity of the texts. The following are some examples of the observed data on different types of intertextuality:

They called their program The Elephant Men after reading how elephant families in Africa surrounded and protect their young when they are in danger which is extracted from the first text is an example of mixed intertextuality. Or Hi! I live in Mexico and am planning to visit my uncle in Dallas, Texas, next year is a case of utilizing embedded intertextuality. Moreover, I make Navajo jewelry in my free time. I make rings, bracelets, and necklaces. It's just a hobby, but I really enjoy it which is extracted from the eightieth text is an example of manifest intertextuality.

It seems that manifest and sequential intertextualities are the most dominant; however, other types of intertextualities, i.e. mixed and the embedded ones are` also utilized sporadically. In order to have more dependable results, let have a comparison though running Chi-square test regarding the type of intertextuality

TABLE 4:
T-TEST ON THE RESULTS OF THE POST-SPEAKING TEST: EXPERIMENTAL VS. CONTROL GROUPS

	manifest	sequential	Embedded	mixed
Chi-Square(a,b)	1.000	10.800	6.000	2.000
Df	4	3	4	3
Asymp. Sig.	.910	.013	.199	.572

As the table illustrates the observed differences between diverse types of intertextuality is significant. It means that the series intentionally tended to utilized manifest and sequential intertextuality which seems to be more appropriate for real-like and authentic contexts. Fairclough (1992) argues that

text analysis can be organized under four main headings: 'vocabulary', 'grammar', 'cohesion', and 'text structure'. These can be thought of as ascending in scale: vocabulary deals mainly with individual words, grammar deals with words combined into clauses and sentences, cohesion deals with how clauses and sentences are linked together, and text structure deals with large-scale organizational properties of texts. In addition, I distinguish a further three main headings which will be used in analysis of discursive practices rather than text analysis, though they certainly involve formal features of texts: the 'force' of utterances, i.e. what sorts of speech acts (promises, requests, threats, etc.) they constitute; the 'coherence' of texts; and the 'intertextuality' of texts. (Fairclough 1992, p. 75).

In effect, it is alluding that

There is always a context in which any act of meaning comes into being. But the intertextual thematic system, or the genre in Martin's work (Martin 1986), is in principle timeless. It is a network of semiotic relationships within which given text, or a given act of meaning, is positioned and displays its proportionalities — shared features, resonances, dissonances, polysemies and the like (Halliday, 2003, p. 360).

In a nutshell, the obtained results of the present study indicated that, the series has utilized diverse types of intertextuality, i.e. manifest, sequential, mixed and embedded ones. It seems that there are some particular pattern in utilizing the intertextuality in which the weight is put on the manifest one which makes the process of reading comprehension much easier since the learners can understand the border between the main text and the quoted or embedded ones. Hence, one of the main findings of the present study was related to the tendency of the series heavily in using the manifest one.

The obtained results of the present study showed that, the texts have applied a diverse of reporting strategies and intertextuality types. It seems that the texts prefer to utilize the direct and free indirect reporting strategies which highlight utilizing the embedded and manifest intertextuality. Hence, the first question of the present study was "Is intertextuality deployed in the reading comprehension passages of Four Corners?" Which the results of the study indicated a positive answer. In effect, the findings of the present study showed that the texts are utilizing the four types of intertextuality in which the preferences were given to the sequential and manifest ones along with the embedded intertextuality. Accordingly, the next questions which asked "Which types of intertextuality are resorted to in representing the reading comprehension passages?" were answered.

In a nutshell, the texts seem to be failed in utilizing the more complex and less recognizable types of reporting strategies and intertextuality types. The findings revealed that the direct reporting and the free indirect reporting strategies are the most common utilized reporting strategies and manifest and sequential types the most common types of intertextuality.

V. FINDINGS AND IMPLICATIONS

Intertextuality, according to Lemke (1998, 1985. 1993), refers to the way through which language is used in social communities. In other words, making meanings through texts, and the ways through which we achieve them are in fact a network of the related texts which have certain definite kinds of relationships with one another (Lemke, 1998, 1985. 1993). Hence, intertextuality is not only as a way through which texts are interrelated, but also as a social practice demanding particular social ways of producing and interpreting discourse (Fairclough, 1992, 1995).

The present study was an attempt to explore the way through which intertextuality was exploited in the reading passages of the Four corners Series. The results and the related data analysis concerning the questions were discussed in which the manifest and sequential intertextuality were the ones utilized heavily in the reading passages which were heavily relied on direct reporting.

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 specifically through manifest intertextuality in which "specific other texts are overtly drawn upon within a text" (Fairclough, 1992. pp. 117-18).

Furthermore, it was shown that the intertextuality was specifically attributed and this issue has made the comprehension of the incorporated text easier. Fairclough (2003) argues that intertextuality is, in fact, other "texts and voices which are included, or excluded in a text" (p. 47). About the investigated materials; it was found that the passages were oriented to authentic, everyday-life and non-non-fiction texts which were basically descriptive, expository and in some cases narrative or persuasive. Furthermore, the results of the study indicated to the informal and vernacular representation of lexis and structures which were heavily relied on simple, active sentences as well as relative clauses and reduced forms. Blommaert (2005) argues 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. Fairclough distinguishes between 'manifest intertextuality' (i.e. overtly drawing upon other texts) and 'constitutive intertextuality' or 'interdiscursivity' (i.e. texts are made up of heterogeneous elements: generic conventions, discourse types, register, style) (p. 29).

Hence, Fairclough in dealing with intertextuality argues that:

Hegemonies change and this process can be witnessed in discursive change when the latter is viewed from the angle of intertextuality. The way in which discourse is represented, re-spoken, or re-written sheds light on the emergence of new orders of discourse, struggles over normativity, attempts at control, and resistance against regimes of power" (cited in Blommaert, 2005, p. 30).

Conducting the present study revealed some ways through which intertextuality were 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).

It is worth mentioning that the current study, following the trends of Fairclough (1992), dealt with the concept of intertextuality as way to relate the texts with the prior texts as well as a way for representing the existing conventions in producing new texts. Accordingly, the present study support Thibault (1994, p.1751) which 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."

In a nutshell, intertextuality may provide a bridge between the context of culture and the text through specifying 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), through the different meanings related.

The results of the investigation indicated that manifest and sequential intertextuality were deployed widely in which different texts or discourse types were alternated and merged in a more separable way. Moreover, it was found that the reading passages relied heavily on direst reporting of utilizing intertextuality. In effect, the reading passages of the series were organized in such a way in which other texts and voices have deployed specifically through manifest and embedded intertextuality which.

The study showed that intertextuality has utilized for imposing some particular relationship between a specific text and a genre and also the relationship between a text and its cultural context. In effect, the results of study as Lemke (1990) considered intertextuality as a strategy for determining the context of culture. It means that intertextuality may imposes complexity on a text which may provide some challenges for gaining the meaning of a text on the light that all texts gain their meaning especially through intertextual relatedness to other texts.

The results of this study shows that any teacher including the language teachers needs to consider intertextuality as a factor on the complexity and comprehension of reading passages. In effect, the teachers need to consider this issue to equip the students to help them to improve their reading comprehension.

Moreover, the findings of this study suggests that the teachers considering the principles of intertextuality improve consciousness raising of the students to enable them to handle the complexities and challenges of the texts they had to read through.

The implications for the policy makers should not be ignored since intertextuality influence the level of complexity and the rate of reading comprehension. Accordingly, policy makers need to present some courses or materials to improve the reading comprehension on the part of learners.

VI. CONCLUSIONS

The results of this study showed that the series has deployed sequential and manifest intertextuality in the reading passages. Furthermore, it was found that different texts are incorporated and utilized in a more separable way.Moreover, this study concluded that the series has deployed different types of direct reporting, indirect and narrative reporting strategies of utilizing intertextuality. It seems that intertextuality has deployed based on the types of the texts, genres as well as cultural context.

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