The Intertextuality in an English as a Foreign Language Textbook: An Analytical Study of Interchange Fourth Edition

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Abstract

This study investigated the utilization of intertextuality in the fourth edition of the Interchange book series for English as Foreign Language (EFL) Learners using Fairclough's (1992) framework. Ten texts were randomly chosen among the reading passages of the Interchange book series and later analyzed regarding intertextuality kinds and methods of reporting. Findings indicated that two types of intertextuality were used in the texts, namely manifest and sequential, by which various sentences or types of discourse were modified and joined in a way that could be separated more easily. Moreover, the findings indicated that the texts included a large number of direct reporting, as well as a smaller number of indirect and narrative techniques of intertextuality. The results of the study, in relation to the use of intertextuality, suggested a specific relationship between the text and a specific genre in addition to relevance between the text and a specific culture.

Keywords: Indirect reporting, Mixed intertextuality, Narrative, Reporting of speech act, Sequential intertextuality
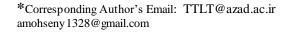
INTRODUCTION

There are some factors contributing to social classification-a tool to measure how people use languages- such as gender, social class, ethnicity, education, and age (Muto-Humphrey, 2005). Language is a way to transfer feelings and values, even though it is sometimes taken as neutral. Thus it is not weird to say that language can form the attitudes and values of the society in which it is used.

Language is a communicative tool through which our ideas of the world surrounding us are conceptually formed. However, the connection between our thinking processes, the language we use and the real world is not totally clear (Mineshima, 2008). It has been claimed that language is considered important in establishing people's relationships in society (Ansary, 2003). Therefore, when it comes to designing language books, some factors such as religion, politics, economy and culture can be considered very influential (Bell, 2006). There are many factors originating from the designers' culture, political stance, education, which result in the construction of particular courses of action.

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While pure linguistics considers grammar and semantics, sociological views are concerned with culture, environment and society and the ways in which they interact with language. In fact power, opportunity and gender, which constitute social systems, are strongly related to history and cultural matters. As a result, tradition can be considered as an effective factor contributing to the aforementioned social systems. Accordingly, traditional development has much impact on the maintenance and modification of the social systems in a given society (Gouveia, 2005).

Intertextuality implies that a text can be only interpreted through the background information of other texts in addition to texts in other settings. Lamke (1985, 1990) refer this to a general intertextuality. This term is used to indicate how language is used in society. It has been argued that meaning construction via texts and the ways of doing it, are done in networks of interwoven texts including specific kinds of connections in between (J .L Lemke, 1985). Thus, the formation of meaning is only achievable through text networks.

A seemingly isolated text may also include a large number of semantic connections, placed among different text parts in the same way that these semantic links are present between this text and other ones. This implies that intertextuality is also noticed when considering meaning formation inside a text itself (J. L Lemke, 1990; Thibault, 1994; Threadgold, 1988).

The concept of intertextuality has not yet received the amount of attention it deserves from teachers and English Language Teaching (ELT) textbook designers. As Fairclough (2000) puts it, intertextuality concerns the case where communicative acts are presented in relation to acts prior to them. There are two types of intertextuality, namely, manifest and constitutive (the second of which is also referred to as interdiscursivity).

The manifest type of intertextuality concerns cases where other texts are somehow seen active in texts, while interdiscursivity concerns how a type of discourse is constituted by the combination of specific elements of discourse (Fair-

clough, 1992). Moreover, other kinds of intertextuality have been mentioned, such as the sequential, mixed and embedded forms (Fairclough, 1992). The sequential type includes instances in which various texts or types of discourse alternate inside a single text. The embedded type is related to places where one type of discourse is clearly included in the realm of another, i.e. the relationship between the styles for therapeutic discourse; and the mixed type is where discourses are combined in a more complicated manner and cannot be separated in an easy way.

Due to variety inclusion, most ELT textbooks, available on bookstore shelves today, benefit from both textual and discursive variety in their texts and reading passages (Khaghaninejad, 2014). Based on this, textbooks have tried to include much variety in both discourse style and genre, while also trying to preserve authenticity and keeping an eye on communicative requirements.

Considering the fact that only a small number of studies aimed to analyze intertextuality in the reading passages of contemporary ELT textbooks, this study investigated intertextuality in the Interchange 4th edition textbook series. The model to be adapted through the study will be a critical type of discourse analysis.

LITERATURE REVIEW

Intertextuality, as proposed by Kristeva in the 1960's, has its roots in post-structuralism, especially in diagolism (Bakhtin, 1981) and heteroglossia. Kristeva (1980) states that a text is a permutation of texts, an intertextuality in a space of a given text, where "several utterances, taken from other texts, intersect and neutralize one another" (Kristeva, 1980, p. 36) that are "lacking in any kind of independent meaning" (Allen, 2000). It is also believed that intertextuality sees the text as in close ties with history and society.

Thibault (1994) asserts 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. The dialogical relationship

among texts, which leads to the former's being interpretable has also been stated by Bakhtin (1981). Furthermore, in connection with intertextuality, it has been claimed that a given text is a permutation of texts (Kristeva, 1980) This implies that in the space of a given text, several utterances, taken from other texts, intersect and neutralize one other. Therefore, texts can have very complex natures, and that in the production of a single text, it is the part of the text concerning discourse that finally emerges.

The concept of intertextuality has been approached by different viewpoints, each of which has its own aim. These views can be broadly categorized into two parts, i.e. the one concerning semiotics and the one concerning a critical type of discourse analysis. The part concerning semiotics includes general research on semiotics as well as a more particular literary position on semiotics. The most influential researchers in the field of semiotics are Chandler (2005), Frow (1986), Kristeva (1980), Meinhof (2000), Culler (1981) and Riffaterre (1984). These figures have mainly investigated the complexity in the nature of literary texts by analyzing intertextuality. More recently, media, such as radio, television, and internet webpages are considered to further study from a semiotic perspective of intertextuality.

On the other hand, the second group of discourse analysis concerns works that are not of a literary nature. The more famous researchers of this field of discourse and critical discourse analysis who focused on intertextuality are Bazerman (2004), Fairclough (1995), Scollon (2004), Beaugrande and Dressler (1981), Lemke (1990) and Devitt (1991). In fact, these discourse analysts (of the critical type) claim that a text is only understandable if seen in interrelations with other texts, and also if social factors are taken into account, factors which concern regulated ways of using and understanding discourse (Fairclough, 1992, 1995).

Broadly speaking, there are many different ways of analyzing texts with a main focus on intertextuality. These include ways with more linguistics and social-conventional focuses.

Fairclough's Model

According to Fairclough (1992), intertextuality concerns how texts are produced while related to the previous texts, and also how existing conventions are constructed when new texts are produced. He then introduces a three-dimensional model for the analysis of intertextuality. The dimensions are 'discourse representation', 'generic analysis of discourse types' and 'analysis of discourses in texts'.

It is further noted that 'discourse representation' considers a type of intertextuality where elements of other texts have been embedded in a text (Fairclough, 1992, 1995). The way they are marked may be implicit or explicit. On 'discourse representation,' Fairclough further states that what we see and hear in the news, for example, is actually what has been previously said by people.

The next part is where Fairclough (1995) refers to 'the type of discourse'. This is where we can see genre and discourse in a combined manner. Fairclough explains that the analysis of the type of discourse requires complex functional arrangements of various discourses and genres. Discourse is a special way of producing social interaction, while a genre is a method of language use under the dominance of the social practice it is being used in.

To investigate intertextuality, it is important to recognize the fields, which are related to a specific genre, and the kinds of discourses required in the formation of those fields (Fairclough, 1995). He, furthermore, considers intertextuality investigation an interpretive work requiring personal assessment and judgment.

The concept of intertextuality, generally, relates to how context and culture are relevant and connected to any specific text and also how the rules of a specific genre influence the construction and production of a text. In other words, intertextuality helps a reader to take into account a 'higher view' of the text rather than merely focusing on the wording and linguistic features. Intertextual investigation, further, aims to reveal a context-specific understanding of a text, while pointing out that there exists a very large collec-

tion of other possible meanings in the background.

METHODS

In this study, Fairclough's (1992) model of intertextuality was applied. A number of reading passages were chosen and analyzed based on their intertextuality type and also the intertextual strategies used in the passages. In fact, ten passages of the reading comprehension sections were chosen randomly from the Interchange 4th edition, ELT textbook series. The readings were analyzed based on their types of intertextuality and the relevant strategies of intertextuality applied in the passages. A number of the various intertextual types analyzed are as follows: sequential, manifest, mixed, constitutive and embedded.

Manifest intertextuality is when other specific texts can be directly referred to in a text and are overtly mentioned or indicated by features on the text surface, like quotation marks. Constitutive intertextuality is about the configuration of conventions of discourse – how a type of discourse is formed through a merging of discourse orders. Sequential intertextuality can be seen when different kinds of texts change inside a text; when one type of discourse is included in the matrix of another type, intertextuality is believed to be in an embedded kind. Mixed intertextuality concerns cases in which different types of texts are combined in a more complicated manner and are not simply separable. When one type of discourse is clearly included in the matrix of another, the type of intertextuality is said to be embedded.

The research questions sought to be answered, in this study, were as follows:

> 1- Was intertextuality applied in the reading passages of the Interchange 4th edition textbook series?
>
> 2- Which of the intertextual types were used in the reading passages of the Interchange 4th edition textbook series?

Materials used in the study

The researchers used the fourth edition of the Interchange book series designed to teach English as Foreign Language (EFL) learners by Jack C. Richards, Jonathan Hull, Susan Proctor. Ten reading comprehension passages were extracted randomly (from the four textbooks of the series). Each textbook provides materials on the four skills, as well as materials on grammar, vocabulary, and pronunciation. The fourth edition of the series was published by Cambridge University Press in the year 2014. In fact ten reading passages were chosen from the 60 passages in the Interchange fourth edition series, and were then checked through intertextual analysis. The lengths of the texts ranged from 160 to 250 words with a variety of almost magazine-type topics of general English, which were, in most cases, simplified to match the proficiency level of the students.

Procedure

The investigation process of this study included the random selection of ten readings and their analyses for recognizing intertextuality type and intertextual strategies applied in them based on a model proposed by Fairclough (1992). The analysis on types included the embedded, manifest, sequential, mixed and constitutive types of intertextuality. The texts were investigated in a way that indicated how they were related to other texts or discourses. The analyses attempted to recognize whether the texts included direct or indirect quotations, or even a mixture of the two. The analyses also aimed to see whether the selected passages were literary or not – and also to indicate the text types – whether they were persuasive, descriptive, narrative or expository – and also to check the lexical items and structural forms. The major focus of the analyses was, however, to consider the types of intertextuality.

RESULTS

In this section, the descriptive data has been provided. As indicated in Table 1, the number of all types of reporting was 265, from which 93 cases indicated cases of reporting directly. It is also shown that the other three methods of reporting were much less frequently used in comparison with methods of reporting directly.

Table 1 also indicates the frequencies of the intertextuality strategies, namely, direct, indirect, free indirect and narrative reporting in addition to text numbers and the number of paragraphs in them. It is shown that direct ways of reporting are most dominant in the selected texts of the Interchange fourth edition series. The narrative and free indirect styles of reporting are in the second place, while the indirect strategy of reporting has been used the least.

Table 1
Different Reporting Methods in the Ten Chosen Texts

Text No.	N. of Paragraphs	Direct	Indirect	Free Indirect	Narrative	Total
1	5	10	2	7	7	26
2	4	8	1	2	2	13
3	18	20	3	14	14	51
4	4	9	0	5	5	19
5	5	2	4	3	3	12
6	3	1	7	7	7	22
7	9	21	4	15	15	55
8	4	6	3	5	5	19
9	3	5	1	5	5	16
10	4	10	4	9	9	32
Total	59	93	29	65	65	265

For determining the significance of using such diverse reporting methods a Chi-square test was done with SPSS 16. The results are shown in Table 2. As can be seen in Table 2, the chi-square test results revealed considerable differences among methods by which intertextuality is applied. To further expand, the texts included more direct methods of reporting than indirect, free indirect or narrative ones.

Table 2
Chi-Test Results for Different Reporting Methods

	Direct	Indirect	Free Indirect	Narrative
Chi-Square	.80	2.00	2.60	2.60
Df.	8	5	6	6
Asymp. Sig	.99	.84	.85	.85

Moreover, the texts were analyzed in terms of intertextuality type. The numbers of the types of intertextuality found in the sentences and paragraphs have been presented in the Table 3.

As shown in Table 3, two types of intertextuality, namely, manifest and sequential, were the most frequently used ones in the texts. In effect, through the analyzed reading comprehension texts, there seems to be a trend toward ascribing the embedded reading text for demonstrating a clean-cut boundary between the embedded and embedding texts. Since the Interchange fourth edition series has been designed for EFL students, this fact seems to be quite rational when considering matters of text simplification.

Although the manifest and sequential types of intertextuality are more frequent throughout the texts, the embedded and mixed types have also been occasionally used. For the purpose of increasing dependability of the results, a Chi-square test was run in SPSS 16 for intertextuality types.

Table 3
Intertextuality Types

Text No.	N. of Paragraphs	Manifest	Sequential	Embedded	Mixed	Total
1	5	8	1	5	4	18
2	4	6	0	0	1	7
3	18	16	5	8	10	39
4	4	7	1	0	0	8
5	5	2	5	1	2	10
6	3	1	0	4	6	11
7	9	14	4	0	1	19
8	4	5	2	0	0	7
9	3	4	1	4	2	11
10	4	9	3	5	7	24
Total	59	72	22	27	33	154

As demonstrated in Table 4, there was significant difference among intertextuality types. The Interchange series seemed to have applied an intentional trend of applying sequential and manifest intertextuality in order for the texts to have more authenticity.

Table 4
Chi-Test Results for Intertextuality Types

	Manifest	Sequential	Embedded	Mixed
Chi-Square	.00	2.00	3.60	1.00
Df.	9	5	4	5
Asymp. Sig	1.00	.84	.55	.96

DISCUSSION AND CONCLUSIONS

Fairclough (1992) believes that the process of analyzing a text can be done through the following headings: cohesion, grammar, text structure and vocabulary. While vocabulary deals mainly with words alone, grammar is concerned with words in combination with others, which takes it to the sentence and clause level. Cohesion, however, concerns how these sentences are combined while text structure is about the more macro levels of the organizational features of texts. Moreover, Fairclough (1992) adds three further headings for use in discursive practices, but not the analysis of texts, even though they do include some of the formal properties of textual discourses. First, is the utterance force, which concerns the speech act types they have. Second and third are the texts coherence and intertextuality, respectively.

In fact, without context, no meaning practice can exist. However, it is the thematic and intertextual background, or genre, that is omnipresent in principle.

The results of this study indicated that different types of intertextuality have been used in the Interchange series' reading passages, i.e. sequential, manifest, embedded and mixed. There seems to be a trend by which the manifest type of intertextuality is used much more frequently than the others. This seems to be because the authors had aimed to simplify the understanding process through creating an invisible but imaginable line between the main text and the parts which were embedded or quoted. Therefore, a major finding of this study was an observable tendency in the series towards the implementation of manifest intertextuality.

The findings of the study also showed that the passages include both intertextuality types and strategies of reporting. The tendency was towards the use of direct reporting strategies as well as free indirect ones, a fact that in turn emphasizes the use of manifest and embedded intertextuality.

The answer to the first research question of this study, which sought for the intertextuality in the passages of the Interchange fourth edition series, was yes. In fact, four different types of intertextuality were, at least, found in the texts. Two types of intertextuality were found to be much more frequent than the other two. Consequently, the second research question, which addressed the types of intertextuality, was discussed as well.

It can be said that in the investigated passages there was no tendency towards using more complex types of reporting and intertextuality. Free indirect and direct strategies of reporting, as well as sequential and manifest types of intertextuality were used most commonly in the passages.

As mentioned earlier in the study, Lemke (1990) considers that intertextuality relates to how a language is used in society. The notion of intertextuality does not merely mean the ways texts are related, but it can also be seen as a social practice, which requires specific social methods of producing and understanding discourse (Fairclough, 1992, 1995).

The findings of this study indicated that the texts of the Interchange fourth edition textbook series had a tendency towards utilizing other texts by the manifest type of intertextuality.

The attribution of intertextuality, in the texts, also included a kind of specificity. This was most probably done to make the comprehension process easier for the EFL learners. Fairclough (2003) asserts that intertextuality refers to the inclusion and exclusion of other voices in a given text. The Interchange texts were derived from authentic, routine-life texts, which were, in most cases, expository, descriptive and in some less frequent cases persuasive or narrative. In addition, based on the findings of this study, the lexical items and structures used in the passages were mostly informal and simple types, plus active sentences, reduced forms and relative clauses.

The present study indicated a number of ways that intertextuality can be implemented through. This in turn, as Fairclough (1995) believes, was indicative of the interrelations and social interac-

tions (socially regulated ways of generating and understanding discourse in particular) implemented in the texts. The results also supported Fairclough (1992) idea of how other previous texts can be reformed and reformulated, and how existing forms can be reorganized to produce new discourses. The study investigation also gives support to Thibault (1994), who believes that texts only have meanings when their users give bring meanings to them in relation to other texts and in specific social settings. There are also some implications of the study as follows:

Firstly, intertextuality inserts a load of complexity into reading comprehension passages (in particular in EFL classes). Thus language teachers need to be aware of this factor if they are to work on reading texts.

Secondly, the knowledge of intertextuality can help to modify the text difficulty and interpretability at class.

In general, this study indicated that the ten selected reading passages of the Interchange fourth edition textbook series included manifest and sequential intertextuality. Different kinds of texts were involved and implemented in the passages. Furthermore, the Interchange fourth edition textbook series included different types of intertextual reporting strategies such as narrative, direct and direct and this was implemented in connection with text types, genres and the cultural background of the texts under study.

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Biodata

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