



# Demystifying Intertextuality: Mapping a New Pedagogical Framework for ELT Materials

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## Abstract

English Language Teaching (ELT) has been exposed to a variety of models and practices throughout history as the needs of a specific era has been transformed into novel perspectives and critical dimensions. Instructional materials have been shaped by these needs and transformations required by a specific era. Instructional materials hold a pivotal role in shaping language learners' linguistic and sociolinguistic competencies as instructional materials possess the backbone of teaching language processes. However, critical thinking skills and critical literacies do not mostly exist in these instructional materials in that these tools are organized around stake exams and assessment-oriented system, which is an impeding factor to foster critical literacies. To address this gap, this qualitative document analysis scrutinizes 9<sup>th</sup> graders English coursebook utilized in Anatolian high schools in Türkiye. By considering researcher's reflexivity as a credible tool, this study exerts a reflexive document analysis procedure implemented by the researcher by utilizing a checklist consisting of intertextual dimensions categorized by Muhlise Ögeyik (2008) as a proponent of intertextuality in the Türkiye setting. Data analysis procedure comprises unit-based analysis of the coursebook by means of intertextuality checklist. Ultimately, the aim of this study is to scrutinize intertextual elements resided in a specific coursebook and thereby it highlights the significance of coursebooks as instructional materials to enhance stakeholder awareness toward fortifying critical literacies by means of intertextuality. The findings revealed that the analyzed coursebook comprises limited intertextual elements, showing a need to adapt ELT coursebooks to enhance critical literacies and reflective learning processes.

**Keywords:** Intertextuality, ELT materials, Pedagogical framework, Stakeholders, Critical literacy.

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## 1. Introduction

### 1.1. Introduction to the problem

There have been long critiques upon the issue of utilizing coursebooks in language teaching processes throughout years. Instructional resources have been the arteries of teaching and learning process in that these materials have long been served as vital educational resources enhancing teaching contexts with an organized framework and

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guidelines. Coursebooks are of essential features such as practicality, viability, feasibility of use and implementation, which paves the way for their implementation in many practices. These characteristics have paved the way for coursebooks' utilization in language teaching and learning process as an effective tool. On the other hand, a number of studies have pointed out the significance of coursebooks as effective tools to fortify language teaching contexts. However, some scholars have approached this issue from a quixotic perspective questioning the results of heavy dependence on coursebooks, which limits the creativity and flexibility in language classrooms. To exemplify, Amerian and Khaviar (2014) highlight that coursebooks are served as practical and flexible tool with a view to their organization and content presentation. In contrast to this view, Michel and Kouadio (2018) emphasize that each educational setting possesses distinctive needs and dynamics and thereby utilizing merely coursebooks can hinder the adaptational process to meet the needs of a particular setting. For this reason, coursebook adaptation holds a crucial role to determine the needs of a specific setting and this adaptational process helps teachers to guide their classes by having responsibilities of utilizing and adapting coursebooks. In a similar line, Tonawanik and Donavanik (2019) shed light onto the importance of teachers' professional and instructional knowledge to guide the classes as teachers, as forerunners of teaching, ought to develop competencies to adapt instructional materials so as to foster students' participation and learning preferences. Further, educators are of vital importance in adapting and evaluating coursebooks with a view to the setting and the needs of this particular setting.

The importance of coursebooks in ELT as instructional materials can not be disregarded due to their efficiency and feasibility in various teaching setting. Of all teaching resources, coursebooks incorporate effective instructional tools in the language teaching and learning process, enhancing guidance and practicality for instructors, learners and other stakeholders. In line with this, McGrath (2013) points out that coursebooks and courses are in alliance with one another in that coursebooks hold a pivotal role in teaching process. In a similar vein, coursebooks are composed of various usages as they present practical materials to practice the language in a theme-induced way. English as becoming a common language has paved the way for the spread of English coursebooks throughout the world (Seedhouse & Jenks, 2015). With this spread, many authors have written coursebooks including English as a medium of instruction in language teaching process. Further, it could be noted down that EFL teachers have started to employ these coursebooks in a feasible and effective way so as to enhance interaction and dynamism in the educational settings.

There are many studies conducted on coursebook evaluation and adaptation procedures. Whereas some focus on pros of utilizing coursebooks, other studies are organized around cons of utilizing coursebooks in teaching settings. Upon lacking points in the field of English Language Teaching (ELT), it is observed that there are major gaps concerning meticulous attention allocated to critical reading skills and critical literacies in coursebook evaluation and adaptation. Despite being served as vital materials in many educational settings, coursebooks still remain as instructional sources prioritizing linguistic achievement and exam-induced systems over the improvement of critical literacies. In this vein, learners are observed as passive recipients of language rather than being critical learners and active meaning-makers searching for subtle meanings resided in texts. In line

with this perspective, Freire (2006) points out that learners should be regarded as active meaning makers in the literacy path. When learners become active bodies in language teaching process, their critical literacies are enhanced by means of active participation and meaning reconstruction. Similarly, Lee (2017) emphasizes that critical learners are those who are aware of ideological and cultural issues, which enhances their horizon to observe the world. However, critical engagement and active meaning making processes are disregarded in many ELT coursebooks and this gap is an obstacle to build a teaching context oriented towards reflection, reconstruction and deconstruction of meanings. Hereby, the need to transform coursebooks is needed in many educational settings to surpass traditional activities and techniques utilized in coursebooks.

The aim of this study is to present a new framework by employing an adaptational checklist with a view to intertextuality as a theoretical basis. Coursebooks are generally evaluated on the basis of limited representation of authentic constructions and thereby coursebooks are not assessed and adapted with a view to improve critical literacies. As it is signaled by Yan et al. (2023), context-sensitive materials have the capacity to enhance learners' critical thinking skills by giving a room to build learning experiences. For this reason, intertextuality is a path to offer practical implications for coursebook evaluation and adaptation processes. The integration of intertextual dimensions into literary texts will improve critical engagement and negotiation among learners. Further, classroom settings enhanced with intertextual elements will pave the way for broadening learners' horizons and stakeholders to develop novel frameworks in ELT. This study will enlighten the field in terms of coursebook evaluation and adaptation procedures in ELT in that the paper comprises a new checklist adapted to evaluate an English coursebook employed in high schools in Türkiye.

## 1.2. *Describe relevant scholarship*

Language teaching comprises a dynamic path in which learners exercise a number of competencies such as linguistic, socio-linguistic and discourse. An effective teaching context should encompass these competencies and dynamics to foster learners' schemata and activate their background skills. In this vein, meaningful learning experiences occur when teaching is spiced up with the integration of cognitive and emotional skills (Kumar & Chellamani, 2020). Teachers, as forerunners of teaching procedures, have the responsibility to utilize materials suitable for learners' dynamics and needs. Such meaningful language learning paves the way for constructing new knowledge in an active manner by means of activated schemata. Yet, English Language Teaching settings are donated with coursebooks based on standardized language instruction relying on linguistic accuracy and exam-induced systems. However, there is a need to transform educational settings by means of coursebook adaptations and evaluation. When coursebooks address learners' needs and interests, language teaching contexts will turn into dynamic and engaging platforms in which learners negotiate meanings reformulated and reactivated. Further, teachers have the ability to activate learners' background knowledge in

educational contexts. For this reason, as a theoretical basis, constructivism and meaningful learning will be the underlying theories of this study.

Meaningful learning exists where learners' cognition and affective dimensions are activated by means of various tasks. David Ausubel, a well-known figure associated with meaningful learning, signified that there is a vital relationship between previously learnt structures and newly learnt materials. According to his theory, meaningful learning occurs when the newly learnt material exists in the learner's pre-learnt schemata (Ausubel & Robinson, 1969). With the help of meaningful learning, learners retain knowledge by linking new language structures with previously learnt forms. For this reason, meaningful learning and language teaching go hand in hand in that meaningful learning enhances critical thinking skills and deep comprehension skills with the help of learner engagement as active agents of language teaching procedure.

Constructivism, on the other hand, is a broad term and framework highlighting the importance of educational research in both qualitative and quantitative studies. Constructivism encompasses learning processes prioritizing learners as active agents to construct knowledge rather than receive information. The world is embodied differently by means of different receivers viewing the world in various ways and interacting the world accordingly (Kaufmann, 2004). For this reason, language development takes its base from interaction and negotiation existed within educational settings and this interaction fortifies the learning process in a dynamic way. This view is significant on the grounds that there should be appropriate instructional tools to enhance language teaching process, which addresses the need to adapt coursebooks and revise them according to situational needs and voids to achieve a meaningful learning path. By possessing a constructivist view, educators have the competencies to spice up their settings by means of interactive and learner-induced activities motivating students to construct their own learning experiences. Teachers, as knowledgeable other, enhance the learning process with their guidance and scaffolding. From Vygotsky's perspective, the concept of Zone of Proximal Development (ZPD) deals with the learners' current abilities and their competence to achieve higher level when guided effectively (Maxim, 2010). Further, linguistic proficiency could be achieved through adaptation of coursebooks and coursebook activities as effective language teaching tools.

Overall, coursebooks are significant educational tools assisting teaching process with a wide range of activities and content organized around topics. Similarly, coursebooks present structure in a systematic way to guide teachers and learners. On the other hand, an effective coursebook is the coursebook well revised and adapted for the integration of broader curriculum. As educational needs transform, an increasing need is observed towards transforming educational setting with the help of curriculum design promoting learners' needs and context-specific practices. In this vein, coursebooks ought to integrate critical thinking skills, interaction, meaningful engagement and authentic language use. In line with this, Jenkins et al. (2006) point out that authentic contexts are representative of adaptations and revisions employed in designing instructional materials. Stakeholders, hereby, need to be aware of these adaptational needs and organize coursebooks according to these needs aforementioned. In this study, the aim is to present a new adaptational checklist utilized for the evaluation of 9<sup>th</sup> grade English coursebooks employed in Türkiye setting. The coursebook is analyzed by pointing out intertextual dimensions resided in

checklist in that intertextuality is considered a critical theory and practice that could be used in language teaching processes to foster critical literacies. Research questions are formulated as followed:

1. To what extent do the activities in 9<sup>th</sup> grade English coursebook used in Türkiye Anatolian high schools present intertextual features?
2. If yes, which dimensions of intertextuality are present in this coursebook?
3. If no, how can the coursebook be revised to incorporate intertextual dimensions?

## 2. Method

### 2.1. Research design

As for methodological dimensions, this study is of characteristic of qualitative study because it seeks for exploring data resided in coursebooks by means of reflexive document analysis. Document analysis was utilized as the primary data collection and analysis method in this study. As it is highlighted by Bowen (2009), document analysis incorporates features of qualitative study in that this method presents data systematically organized around themes and research questions. Similarly, this method enhances the codes, patterns and meanings resided within many written documents. It is a practical method utilized in educational science in that documents are data that could be scrutinized in a reflexive manner by the researchers. To exemplify, İlin (2020) employed document analysis method as a way to reach the level of reflection in EFL students teachers' practicum reports. The study demonstrated that participants used a descriptive tone rather than a reflective manner upon analyzing their written reflections. In a similar line, this study uses document analysis to scrutinize 9<sup>th</sup> grade English coursebook and activities resided in this coursebook with the help of an adaptational checklist and reflexive document analysis procedures conducted by the researcher.

### 2.2. Participants

9<sup>th</sup> grade English Anatolian high school coursebook is selected on the basis Flick's (2018) criteria for document analysis: authenticity, credibility, representativeness, and meaning. This criterion is selected to reach a credible analysis and finding. As coursebooks are considered as major instructional tools in educational settings, their reliable selection is the key to ensure authenticity in the study. Further, scrutinizing of coursebooks with a view to intertextual activities is in alliance with document analysis steps as both methods try to reveal hidden meanings, cues and representations resided within texts. For this reason, it must be noted down that document analysis presents an effective guideline followed for the analysis of the selected coursebook and interpretations of activities resided in it.

Muhlise Ögeyik (2008) is a well known figure regarding intertextuality and intertextual dimensions in Türkiye setting. The checklist is adapted from Ögeyik's (2008) intertextual dimensions in that the checklist incorporates intertextual dimensions in a systematic way.

In the checklist, five dimensions of intertextuality are utilized as inter-author, inter-genre, inter-work, explicit and implicit dimensions. According to the checklist, 9<sup>th</sup> grade English coursebook is analyzed on the basis of five dimensions. Unit-based analysis is carried out to observe activities resided in each unit. After the analysis, suggestions for each unit is presented to provide a rationale for the intertextual dimensions as a way to surpass existed activities. This is also a way to enhance stakeholders' awareness towards the topic of intertextuality and intertextual cues in coursebooks. Table 1 shows the checklist utilized in the coursebook analysis process.

Table 1. Intertextuality Checklist

| Intertextuality Checklist |                    |
|---------------------------|--------------------|
| Intertextual dimensions   | Comments & Remarks |
| Inter author              |                    |
| Inter genre               |                    |
| Inter work                |                    |
| Explicit                  |                    |
| Implicit                  |                    |

\*The checklist is adapted from Ögeyik 's (2008) intertextual framework.

### 2.3. Sampling procedures

As it is a qualitative document analysis study, 9th grade English coursebook utilized in Anatolian high schools in Türkiye setting is used. Sampling does not cover a group of population and human beings. Rather, it consists of a coursebook selected on the basis of representativeness and validity across country so as to ensure validity and reliability of coursebook selection process. For this reason, aforementioned coursebook is exerted to carry out analysis of intertextual dimensions resided in it.

### 2.4. Measures and covariates

The primary measure in this study is an intertextuality analysis checklist adapted from Ögeyik (2008) and this categorization encompasses explicit, implicit, inter-work, inter-genre and inter-author dimensions. The checklist is presented as a systematic tool to ensure measurement validity and trustworthiness. Units existed within the coursebook are analysed on the basis of all reading texts, dialogues and supplementary tasks included. Upon the analysis process, emerging codes were formulated through a meticulous coding process. Subsequently, initial codes were formulated and turned into the second coding to provide a comprehensive representation of intertextuality within the coursebook.

### 2.5. Data Analysis

In the data analysis section, document analysis is presented within the format of checklist and unit-based analysis. 9<sup>th</sup> grade English coursebook is analyzed around units resided in

coursebooks and each unit subsequently is scrutinized by touching on intertextual elements. If there is no intertextual elements existed within the units and activities, the researcher suggested an extra intertextual activity in alliance with themes and other activities resided in units. The information regarding coursebook is represented in Table 2. The table shows the name of the book, the name of the publishing, the year the coursebook was published in, and validation of the date.

Table 2. Information concerning the coursebook

| The name of the book | The name of the publishing | The year it was published | Validation of the date | Publishers & Editors                                                                                                                                                                                                                                                             |
|----------------------|----------------------------|---------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Grade 9      | Erkad Publishing           | 28.12.2022                | 2028                   | <b>Editor:</b> Mualla UYGUR<br><b>Language Expert:</b> Pınar DEMİRERİDEN ÇALIŞ<br><b>Graphic Designer:</b> Burcu GÜRCAN<br><b>Assessment and Testing Expert:</b> Burcu ÖZBEK<br><b>Program Development Specialist:</b> Nadire DEMİR<br><b>Consultation Expert:</b> Raşide YILMAZ |

Table 3. The analysis of the coursebook

| UNITS                   | Intertextual elements                                                                                                                                       | Suggested Activities                                                                                                                                           | The number of intertextual activities |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Unit 1: Studying Abroad | There is no implicit or explicit intertextual dimension.                                                                                                    | Songs presenting new countries would be added and cultural stories about other countries would be added.                                                       | 0                                     |
| Unit 2: My Environment  | There is a reading activity about New-York city. There is an explicit intertextuality as a reference to New York city and associations concerning the city. | Harry Potter stories would be added to all units as a part of inter-genre. Also, there would be a song related to New York city as in English man in New York. | 1                                     |
| Unit 3: Movies          | There is a reading text concerning Harry Potter movie and there is an inter-genre dimension as a reference to the movie.                                    | The songs and dialogues resided in Harry Potter movies would be added to the unit as a reference to inter-work and inter-genre dimension.                      | 1                                     |

|                                       |                                                                                                                                                                                    |                                                                                                                                                         |   |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Unit 4: Human in Nature               | There is no dimension of intertextuality.                                                                                                                                          | Songs and news related to natural events might have been added to the unit.                                                                             | 0 |
| Unit 5: Inspirational People          | There is no dimension of intertextuality.                                                                                                                                          | There would have been dialogues and interviews carried out with sports person and other celebrities.                                                    | 0 |
| Unit 6: Bridging Cultures             | There is no dimension of intertextuality.                                                                                                                                          | Cultural corners would be added to the unit as a reference to inter-work and inter-genre.                                                               | 0 |
| Unit 7: World Heritage                | There is no dimension of intertextuality.                                                                                                                                          | References from old books would have been utilized as inter-genre, inter-work and inter-work references.                                                | 0 |
| Unit 8: Emergency and Health Problems | There is no dimension of intertextuality.                                                                                                                                          | There would have been old and modern stories and overcoming strategies for diseases and illnesses. That would be suitable for explicit intertextuality. | 0 |
| Unit 9: Invitations & Celebrations    | There is a reading text incorporating Eid and celebrations performed in countries. There is a reference to a real event which falls into the category of explicit intertextuality. | There would have been different vlogs and blogs concerning invitations and celebrations as a reference to inter-genre.                                  | 0 |
| Unit 10: Television and Social Media  | There is no dimension of intertextuality.                                                                                                                                          | The language employed in social media and television would be added as a corner and as a reference to inter-genre dimension.                            | 0 |

### 3. Results

As for findings of this study, the findings are presented in the format of themes and categories emerged from document analysis of units and the coursebook. Emerging codes are utilized in this study so as to yield findings which are fresh and suitable for the analysis of the findings. Then, second coding is utilized to ensure validity and reliability of the findings. Codings are created manually by the researcher. Tables will be employed to demonstrate results in an embodied manner. Table 4 demonstrates the codes emerged from unit-based document analysis of 9<sup>th</sup> grade English coursebook.

Table 4. Codes emerged from document analysis

| Initial (emerging) coding                                                                                                                                   | Second coding                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Presence of intertextuality <ul style="list-style-type: none"> <li>• presence vs absence</li> </ul>                                                      | 1. Type of intertextuality <ul style="list-style-type: none"> <li>• frequencies of intertextuality type</li> </ul>                                        |
| 2. Forms of intertextuality <ul style="list-style-type: none"> <li>• explicit</li> <li>• implicit</li> <li>• inter-genre</li> <li>• inter-author</li> </ul> | 2. Distribution of intertextuality <ul style="list-style-type: none"> <li>• Genre-based</li> <li>• Author-based</li> </ul>                                |
| 3. Coursebook effectiveness <ul style="list-style-type: none"> <li>• cultural values</li> <li>• well-known figures</li> <li>• cultural practices</li> </ul> | 3. Pedagogical value <ul style="list-style-type: none"> <li>• cultural awareness</li> <li>• motivation</li> <li>• critical literacies</li> </ul>          |
| 4. Lacking points <ul style="list-style-type: none"> <li>• authentic materials</li> <li>• weak integrated skills</li> </ul>                                 | 4. Missed opportunities <ul style="list-style-type: none"> <li>• lack of authentic materials</li> <li>• limited multimodality and multi-genres</li> </ul> |

As it is observed in Table 4, there is limited intertextual elements across ten units of coursebooks. Of all the units observed, Unit 2,3, and 9 incorporate identifiable intertextual dimensions. while the other units are based on basic activities organized around the units' themes and grammatical forms. From these findings onwards, it could be noted down that intertextuality is not observed as a pedagogical practice in 9<sup>th</sup> grade English coursebook utilized in Türkiye. To exemplify, in Unit 2, there is a reading text regarding New York city, which is a global city known by students. This knowledge activates students' prior experiences with a view to this specific city and it is considered as an intertextual reference with the outside world. However, this is a limited expansion of intertextuality as this activity does not go beyond of the existed activity. The activity would activate students' experience by means of various songs, texts and news concerning New York city. Further, this activity presents a limited version of intertextuality instead of being a rich intertextual network.

In unit 3, Harry Potter, as a well-known global figure, refers to a literary figure and subsequently an inter-genre intertextuality as the coursebook incorporates literary figures into texts by means of cinema. However, it is still superficial for including expansion of intertextuality in that there is no extra references of Harry Potter such as songs, dialogues and soundtrack lyrics existed in the movie. Therefore, the intertextual reference does not surpass basic levels and this is a limited activity to stimulate students' critical literacies.

In a similar line, Unit 9 includes some references to Eid celebrations and cultural traditions in various countries. These remarks are connected to explicit intertextual dimension with real-life references. Similarly, the unit covers cultural texts by presenting traditions exhibited in various cultures. However, the unit does not encompass texts, blogs, vlogs and other social contents to enhance students' awareness in a critical way.

As for remaining units, it could be noted down that there is no explicit intertextual references. The activities and reading texts are highly isolated from real life contents and critical contents. Critical discourse is disregarded in aforementioned units and activities as the coursebooks contain activities oriented towards accuracy and linguistic production, which impedes critical understandings and productions.

Regarding coding process, initial coding consists of emerging code category whereas second coding is related to coding processes conducted meticulously after the first phase. As it is presented in Table 4, codes and categories are organized around intertextuality and its dimensions. Among these dimensions, explicit dimension is the visible code as the coursebook includes limited dimension of intertextuality falling into the category of explicit reference. There is no observed implicit dimension of intertextuality, which is a route enhance higher order skills. This presents a traditional approach employed in the coursebook analyzed.

#### **4. Discussion**

The findings unveil that 9th grade coursebook is abstained from implicit intertextual dimensions, which is a need for learners to achieve critical literacies and discover hidden meanings. This absence is vital in that intertextuality is a path to reach higher order skills, critical reading skills and interpretation skills. On the other hand, there is merely explicit dimension of intertextuality in the coursebook, which impedes the development of critical literacies. Authentic materials should be exerted in language teaching contexts to enhance critical literacies and critical thinking skills. In this manner, Tomlinson and Masuhara (2018) highlight that instructional materials should present active engagement and cognitive experiences to the learners in which learners become active agents of language teaching process. However, the explicit accuracy usage shows that there is a predominancy of traditional approaches employed in the coursebook rather than communicative approaches where language is practiced within authentic situations. This paves the way for the exam-induced system over reflective assessments and evaluations. In this line, Luke (2012) highlights that social contexts become meaningful and critical on the eye of language learners as language education should be performed in critical and meaning-oriented contexts by enhancing learners' interrogation and interpretation skills. However, from the perspective of the coursebook analysis, it could be noted down that 9<sup>th</sup> grade English state high school coursebook is of lacking points concerning intertextuality and

thereby this situation impedes learners' progress in a dynamic and meaningful way in language teaching process.

Furthermore, the findings of the study are of mutual points with emerging evidence from the Turkish language education setting. In one study on *Türkiye Century Education Model Primary School Turkish Teaching Programme*, conducted by Babacan (2026), uncovered that the curriculum does not possess guidance for teachers to utilize intertextual activities and teachers' awareness regarding this approach was limited. This parallelism between Turkish and English language education system demonstrates that intertextuality is utilized in a limited way in the coursebooks and this reflects a broader curricular challenge in Türkiye. This challenge needs to be overcame with the help of prospective teachers and other stakeholders to formulate a dynamic curriculum consisted of intertextuality and critical literacies. This shift will pave the way for reformulation of the coursebooks in language teaching programmes to enhance learners' critical literacies.

Another significant point is that resided intertextual activities in the coursebook present explicit intertextual usages but they are insufficient to stimulate students' background knowledge and activate their schemata. To exemplify, texts regarding New York city and Eid celebrations are related to explicit intertextual associations. However, these activities are not followed by authentic alternative texts, dialogues and songs that would enhance critical literacies. In a similar vein, Harry Potter text is a good example of intertextual reference with outside world in the sphere of film and novels. Yet, this activity do not exceed being an explicit reference and thereby diminishing students' capacity to think out of the box and make some cross-texts analysis. In line with this, Fairclough (1992) in Critical Discourse Analysis framework touches on the importance of viewing language as a social practice that could be reproduced by means of various bodies and voices. From this perspective, language learners should be considered as active agents of language teaching process in a way that they shape inputs and create outputs according to their experiences and voices. The absence of meaningful linguistic inputs in the coursebook hinders learners' progress in the production level of language. Rather, there should be the existence of coursebooks served as a progressive tool to fortify learners' language learning proces. In this manner, intertextual dimensions will be activated by means of critical thinking skills in that they are in alliance with one another (Abahussain et al., 2022). Further, from the perspective of critical discourse analysis as well, it could be annotated that the coursebook is a limited instructional tool to improve students' critical literacies.

## 5. Conclusions

This study scrutinized intertextual elements and intertextual dimensions embedded in the 9<sup>th</sup>-grade English coursebook utilized in Anatolian high schools in Türkiye by means of a reflexive document analysis informed by Ögeyik's (2008) intertextual framework. The findings unveiled that there is little existence of intertextuality and its dimensions in the

coursebook with explicit references without multimodal critical perspectives. As a result, the coursebook contains language-oriented activities and tasks emphasizing grammar forms and linguistic competencies rather than authentic language production paving the way for critical literacies.

This paper is of importance not only being a single document analysis but it also suggests creating novel models to evaluate and assess coursebooks. Upon evaluating, the room for creating extra-curricular intertextual activities will be enlightened. Coursebooks' activities should be extended according to themes and contents resided in the coursebooks. Similarly, the limitation of intertextual activities as highlighted in this paper shows that there is a need to improve and transform coursebooks with an emphasis on critical literacies. In line with this, the findings are in alliance with the implementation of Türkiye Century Maarif Model (Türkiye Yüzyılı Maarif Modeli) in a way that this model advocates student-oriented teaching systems donated with competency-based learning, digital literacies, critical literacies and the improvement of critical thinking skills (Ministry of National Education [MONE], 2024). Hereby, intertextuality offers a practical model and a pedagogical framework through which these implications could be practiced in English language settings. Such studies possess a great importance for reforming ELT materials via classroom-based research and coursebook evaluation and adaptation studies.

## **Suggestions**

Future research could surpass the analysis of reading materials and scrutinize how intertextual dimensions could be integrated into speaking activities in English language teaching coursebooks. The present study focused on reading activities and their suggested versions as a novel framework in ELT. Future studies may explore context-sensitive needs and conduct classroom-based studies to enhance a specific setting and the coursebook utilized in this setting by means of intertextual dimensions. Such research would have the capacity to improve new models and critical pedagogies as novel transformations in Türkiye setting.

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