Descriptive Study of Intertextuality as a Best Teaching Technique for the Development of Critical Thinking in Students

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Abstract: *The basic aim of this present study is to identify and focuses on the development of critical thinking in the students of Target Language of 2nd Language or Foreign Language by using "Intertextuality" in teaching language. The populations of this study were students of Punjab Group of Colleges, Pattoki, as well as teachers from the same college. The researchers have used questionnaire and observations. The analysis of findings has brought about the conclusion that, the groups, taught with the help of Intertextuality showed better results instead of oral and orthodox ways. The present research will be helpful for developing creative and critical thinking in the students and also provide awareness of cultural and social aspects.*

Keywords: Intertextuality, Textual Analysis, Conceptual Analysis, Classroom Observations and Opinions, Development of Critical and Creative thinking, Development teaching Target Language Text, Textual and conceptual understanding.

1. Introduction

Everyone does not have same level of critical thinking. It is based on intellectual values that go beyond the subject matter divisions: consistency, precision, accuracy, fairness good reasons and clarity. Having critical thinking in language learning make the language learning more meaningful and experience based. Using Intertextuality technique provides a ground in which the learners discover themselves in the process of learning language. Lipman (2003) argues that the development of critical thinking is the most important responsibility of language teachers than to push them from one educational level to another educational level. Brown (2004) suggests that an ideal academic curriculum is to create art of critical thinking and beyond the linguistics factors. According to Bloom (1956) language learners should be pushed up through the progression. (Thadphoothon 2002) Critical thinking and demonstration in English language learning are regarded English as international language.

As students of 1st year were selected as a sample, the topic that was selected for both groups was from first year English book, "Clearing in the Sky" the control group was taught traditionally by using the techniques of translation and word meaning. But the experimental group was taught same topic by using the technique of Intertextuality, they were provided examples from their native text as well as translation and meaning of the words. As in the topic "Clearing in the Sky" the old man, main character of the story, shows his passion for work, he is not caring about his health. The students of experimental group was provided an example from their native text as "A hard working farmer of the Punjab" the students were asked to relate this to the primary story. Students were given some similarities and contrasts between both texts as the base of developing critical thinking among them.

1.1 Background of the Study

Today it is very clear that, human beings have been using different tools to improve their performance. Unfortunately, in this modern age, even having new technology, the system of education is unchanged especially in Pakistan where orthodox methods are still favored due to many factors. In west, educational systems produced individual with critical thinking. Most of the educationist considered the primary aim of education is to stimulate critical thinking. According to Burbules and Ruperk (1999 critical thinking is the most important educational element in Western educational system.

1.2 Significance of the Study

The present study is significant for theoretical, textual and conceptual understanding and learning. It provides the clarity of concepts and gives awareness of cultural and social aspects.

1.3 Purpose of the Study

The purpose behind this research is to invoke critical thinking in language learning. The basic purpose of present research is to introduce development in critical thinking through Intertextuality and it also propose how to create a method for developing critical thinking teaching a target language.

1.4 Delimitations'

One of the limitations of this study was that the students (only boys) were selected from Ist Year Class of Punjab Group of Colleges, Pattoki Branch. And 20 respondents were also selected for observations from the same college.

1.5 Conclusion

The present research will be helpful for developing creative and critical thinking in the students and also helpful for

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development of our education system, and also enhance and promote the education.

2. Literature Review

"Intertextuality" as a term was first used in Julia Kristeva's "word, dialogue and novel" 1966 and then in "The Bonded Text" 1966-67. It is one of those terms which are commonly misused in contemporary critical vocabulary. Intertextuality is termed as set of critical procedure for interpretation. Every theorist defined this term in his own way. US critic Harold Bloom defines as underdetermined in meaning and over determined in figuration.

Over the centuries authors have been reading and rewriting others' work all over the world so now it is not reserved only for postmodern writers. Historically basic form of literary criticism has often being referred since the beginning of the literature. Michael Worton and Judith (1990:2-8) still make its reference and connect it back to the Greeks.

The present research focuses on the development of critical thinking in the students in target language by using "Intertextuality" in teaching language. It is considered, critical thinking can be developed in second language learners through using their own social context and making them relate taught material with it. If the second language learners are provided relevance of the text with their native language, it would be helpful in the development of critical thinking about language. In this research Intertextuality is taken as a social construct which can help student to think in a manner which is closer to their social context and provide them the basis for thinking deeply. This research also provides guideline to English language teachers to develop critical thinking in language learning to teach purposeful language.

In this research Intertextuality is taken as a social construct which can help student to think in a manner which is closer to their social context and provide them the basis for thinking deeply. Critical thinking can be developed using their own social context and making them relate taught material with it. If the second language learners are provided relevance of the text with their native language, it would be helpful in the development of critical thinking about language.

The present research also measures the critical thinking developed by Intertextuality in different areas as:
1) Collecting, comparing, contrasting, and clarity of concepts
2) Critical Analysis of author's work
3) Use of previous knowledge
4) Analysis of grammatical structures
5) Give own opinions and useful interpretation of genre

Socrates (470-399 BCE) believes that questioning develops critical thinking in human thought. Question is the best method to develop critical thinking in students. Critical thinking is required to make decision about something believe or not to believe in.

Dewey (1933) notes in his book, How we think, critical thinking should be one of the educational principles. Passmore (1974), Ennis (1962), Elder and Paul (2002), Siegel (1990), Lipman (2003) and McPeck (1981) are those educational scholars who are associated with the training in thinking. In the view point of these scholars, in educational systems students should not be provided a specific method of knowing. Students should be taught such skills and techniques that they would become critical language learners.

The goal of language teaching is to produce communication skills in language learners. Most of the language scholars consider that only emphasizing grammar, drilling and translation are not sufficient for developing successful communication skills. Contextual use of language makes the student more critical.

When two texts from different languages are put together it develops implicit comparison in language learners. Students draw knowledge from their native text and compare it with the target text. The main functions of Intertextuality are development of critical thinking in language learners through similarities and differences between two texts. Intertextuality provides a base for the development of conversational dialogue between students.

2.1 Basic Assumptions

The present research presupposes that using the technique of "Intertextuality" , students performance and learning outcome can be promoted. Teacher may assist the students by giving them reference of text from their native language while learning second language.

2.2 Theoretical Assumptions

Historically it is considered that critical thinking develop language skills. According to (Kurfiss 1998) having critical thinking helps in writing. Writing skill can be improved by critical thinking. Canagarajah (2002) point out that critical thinking help to focus on the matters discussed in the writing genre. For communicating ideas writing has been used widely over the world but less is known about the improvement of writing skill through critical thinking (Rivard 1994 and Klein 2004).

While reading a text reader seeks to find out meaning that is possessed by the literary text. This process is called extracting meaning or interpretation. According to modern theorists texts weather they are literary or non literary always don't have independent meanings. Not having independent meaning or lacking independent meaning. The meanings are deduced by the reader according to his own understanding which is mostly based on his cultural and social settings and called Intertextuality. Theorists believe that reading texts plunge us into a network of textual work. To discover the meanings or interpreting the texts is a process of moving between two texts. Meanings exist between real text and the referential text which is driven through creating relationship between two texts.

Moreover, the theory of Intertextuality was not only used by the literary theorists. With the invention of linguistic field in last century, the theory of Intertextuality has been used widely in linguistic field. Saussure considered language is a system of signs which does not directly refer to reality but it points toward the object that is being signified by it.

3. Methodology

3.1 Experimental Research

The present research is based on Experimental Research Method, as well as Quantative and Qualitative procedures were used for data collection. Quantative data was collected through questionnaire While Qualitative data was collected through teacher's observations. During teaching process teacher was taking notes about the participation, critical questioning, analysis of the grammatical structure, interpretation of the texts, interest of the student, relating the text with their pervious knowledge and how useful opinions they gave during discussion.

3.2 Population of the Study

Total population for the present research is 50 students of Ist year of Punjab Group of Colleges from Pattoki Branch and 20 teachers for observations.

3.3 Sample of the Study

The researchers selected 50 students of Ist year, through random sampling. The most important object of this research was to know the reliability and validity of the use of Intertextuality. Whether this method was consistent in its results or varies if the participants are change. Whether the results of this experimental group were similar to those participants were taught independently by same method. It is difficult to get idea through this collection of data that all participants will show same results. According to Swain and Lapkin,(1998) using of different methods in the measurement of data show the validity and reliability in research. And 10 teachers were also selected for classroom observations and opinions.

3.4 Data Collection Tools

In order to attain the objectives of the present study, the researchers used questionnaire and observations of their research.

3.5 Pilot Study

The questionnaire was administrated from different teachers from the same college. After identification and removal of mistakes the researchers finalized the questionnaire. However Observation instrument also used by the researchers.

3.6 Tabulation of Data

The researchers prepared a master sheet in which collected and tabulated the data (Also see Appendices A & B)

4. Data Analysis

Data Analysis is given below:-

Table 1

Items No	Controlled Group		Experimental Group	
	Pre Test	Post Test	Pre Test	Post Test
Test 1	3.5	3.4	3.5	4.6
Test 2	3.6	3.3	3.6	4.5
Test 3	3.4	3.5	3.4	4.4
Total Average	3.5	3.4	3.5	4.5

Explanation:
The researchers conducted three pre tests for Controlled Group to know the birth of knowledge regarding the first assumption i.e. collecting, comparing, conducting and clarity of concepts. This assumption measures the intellectual level of students. Having conducted all the three pre-test , the researchers calculated the combined average of the pre-test. The total average stands at the figure 3.5 Likewise researchers conducted three post-tests after the process of traditional teaching. The result was calculated and compared it with the average result of the pre –tests. The average of the pre-tests shows no considerable difference. It gives the figure of 3.4. So, the difference between pre-tests and post-tests is only 0.1%. This difference shows us that traditional method of teaching does not bring improvement in clarity of concepts. This result is quite evident in above mention table no 1. And the researchers applied three post-tests on an experimental group to find out the improvement in Collecting, comparing, contrasting, and clarity of concepts after teaching through Intertextuality technique. The total average of the pre-test is 3.5 while the total average of post-test is 4.5. it result shows the considerable difference b/w the pre-test and post-test. Its means the Intertextuality technique is more effective than ordinary teaching technique. This critical difference is also shown in above mention table no 1.

Table 2

Items No	Controlled Group		Experimental Group	
	Pre Test	Post Test	Pre Test	Post Test
Test 1	2.5	2.4	2.5	3.4
Test 2	2.6	2.3	2.6	3.4
Test 3	2.4	2.5	2.4	3.5
Total Average	2.5	2.4	2.5	3.4

Explanation
The researchers conducted three pre-tests from control group to judge the critical analysis of author's work. It is considered as the second assumption of the research work. The critical analysis of the author's work highlights the critical approach of the students. This approach of the students has been judge through conducting this research. The above mentioned table shows the average results of the pre-tests as well as post-tests. The overall average result of pre-tests stays at 2.5 while the overall average result of post-tests shows the reading of 2.4. Though the post tests have been conducting after passing through the series of traditional lectures, yet the improvement does not observe. The difference is merely 0.1%. And the researcher applied three post-tests on an experimental group to find out the improvement in the critical analysis of author's work after teaching through Intertextuality technique. The total average

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result of pre-tests of experimental group is 2.5 while the total average result of the post-test is 3.4. it shows considerable difference b/w the pre-test and post-test it means the Intertextuality technique is more effective than an ordinary teaching technique. This critical difference is also shown in above mention table no 2.

Table 3

Items No	Controlled Group		Experimental Group	
	Pre Test	Post Test	Pre Test	Post Test
Test 1	1.5	1.4	1.5	2.4
Test 2	1.6	1.2	1.6	2.4
Test 3	1.4	1.5	1.4	2.6
Total Average	1.5	1.3	1.5	2.4

Explanation:
The researchers conducted three pre-tests from control group in difference occasions to observe the use of previous knowledge. It is considered the third assumption of the research work. Use of previous knowledge means students should be able to understand the sense, meanings, significance and use of the under considered material with the help of previous knowledge. They must know the contextual knowledge. The result has been calculated all the pre-tests and gross average emerges 1.5%. The researchers conducted further three post-tests from the same group after teaching them traditionally, the found result was not hopeful. The average result between pre-tests and post-tests are shown through table no 3. And the researcher applied three post-test and on an experimental group to find out the improvement in the use of previous knowledge after teaching through Intertextuality technique. The total average result of pre-tests is 1.5 while the total average of post-tests is 2.4. It shows the considerable difference between pre-test and post-test. Its means the Intertextuality technique is more effective than an ordinary technique. This critical difference is also shown in above mention table no 3.

Table 4

Items No	Controlled Group		Experimental Group	
	Pre Test	Post Test	Pre Test	Post Test
Test 1	4.5	4.4	4.5	4.5
Test 2	4.6	4.3	4.6	4.6
Test 3	4.4	4.2	4.4	4.7
Total Average	4.5	4.3	4.5	4.6

Explanation:
The researchers conducted three pre-tests and three post-tests from control group to find out the understanding and misconceptions regarding grammatical structure. It is considered as the forth assumptions of research work. Analysis of grammatical structures suggests how much the knowledge of morphology and syntax is known by the students. In pre-tests, the total average result calculated 4.5. After teaching the grammatical structure in a traditional way, students does not show the hopeful results and average result stays at 4.3. There is no evident difference between the results of pre-test and post-tests. Traditional teaching does not bring improvement. The difference is also mentioning in table no 4. And the researchers applied three post-tests on an experimental group to find out the improvement in the analysis of grammatical structure after teaching through Intertextuality technique. The total average result of pre-test is 4.5. While the total average results of

post-test are 4.6. It shows considerable difference between the pre-test and post test. It means the Intertextuality technique is more effective than an ordinary teaching technique. This critical difference is also shown in above mention in table no 4.

Table 5

Items No	Controlled Group		Experimental Group	
	Pre Test	Post Test	Pre Test	Post Test
Test 1	3.5	3.3	3.5	4.3
Test 2	3.6	3.2	3.6	4.1
Test 3	3.4	3.4	3.4	4.5
Total Average	3.5	3.3	3.5	4.3

Explanation:
The researchers conducted three pre-tests from control group to know the depth of understanding and skills of comprehension "give own opinions and useful interpretation of genre" is considered as the fifth assumptions of the research work. The calculated total average figure from the results of these pre-tests is 3.5. This average result is compared with the average results of post-tests is 3.3. The difference between 3.5 and 3.3 is very admirable. So, it is said with the view of the post-tests result that traditional method of teaching does not bring improvement in the process of critical interpretation among the students/lessons. The same result is also depicted in table no 5. And the researchers applied three post-tests on an experimental group to find out the improvement in the analysis of "Give own opinion and useful interpretation of genre:"

After teaching through Intertextuality, the total average result of pre-test is 3.5. While the total average results of post-test are 433. It shows considerable difference between the pre-test and post test. It means the use of Intertextuality for teaching is more effective than an ordinary teaching technique. This critical difference is also shown in above mention table no 5. Besides, students and teachers have also been considered vital post of this research work. Twenty teachers have been selected for gathering data concerning to the research assumptions. They categorically put forward their opinions and observations.

Data Analysis (Views of Teachers)

Ser No	Questions	Agree	Disagree	&age
1	Are students able to collect, compare, contrast and clear the concepts?	15	5	75%
2	Are the students able to analyse critically the author's work?	16	4	80
3	Are students use previous knowledge?	13	7	65%
4	What is the performance of analysis of grammatical structure?	15	5	75%
5	What are the opinions and useful interpretation of genre biven by the students?	17	3	70%

The questions that were asked from the students in the tests, same questions were given to the teachers to know their views points about the Intertextuality technique, is it useful or not. Above the mention results shows that all of them

were in the favour of Intertextulity teaching technique. If we talk about the statement "Collection, comparing, contrasting, and clarity of concepts" results shows that 15 teachers out of 20 are in the favour of this technique. Only 5 teachers are against this technique. The results about the statement "Critical Analysis of author's work" show that 16 teachers out of 20 are in the favour of teaching through Intertextulity method and only 4 trachers are against this technique. If we talk about the statemant "Use of previous knowledge" 13 teachers out of 20 are in the favour of this technique and only 7 teachers gave their answer in "No" while other all aswered in "Yes". Regarding this statement "Analysis of grammatical structure" results are also in the favour of

Intertextuality. 15 teachers shows their interest in this technique while 5 teachers show no interest. The last question "Give own opinions and useful interpretation of genre" shows results also in the favour of Intertextulity method because maximum numbers of teachers are in the favour of this question. 17 teachers out of 20 are in the favour this statement while only 3 teachers show negative response.

Overall results of these five questions of the research , show that maximum number of the langauge teachers are in the favour of Intertexulity teching technique..

Cumulative Table for findings of %age

Ser No	Questions	Quantative				Qualitative
		Controlled Group		Experimental Group		Observations
		Pre Test	Post Test	Pre Test	Post Test	
1	Are students able to collect, compare, contrast and clear the concepts?	3.5	3.4	3.5	4.5	75%
2	Are the students able to analyse critically the author's work?	2.5	2.4	2.5	3.4	80%
3	Are students use previous knowledge?	1.5	1.3	1.5	2.4	65%
4	What is the performance of analysis of grammatical structure?	4.5	4.3	4.5	4.6	85%
5	What are the opinions and useful interpretation of genre biven by the students?	3.5	3.3	3.5	4.3	75%
	Average %age	**3.1**	**2.94**	**3.1**	**3.84**	**76%**

5. Summary, Findings, Conclusion and Recommendations

5.1 Summary

Some important points are noted by the reseachers during teaching the both groups,controlled and experimental. In controlled group which was being tought through traditionally method that most of the students were silent observers they did not ask any question. They were not show interest, they were studying just for the preparation of the exam. When they were asked for inerpretation, it is noted that they were not able to speak a singal word their own. They were looking confused.

If we talk about the Experimental Group, the experience that researcher did during teaching Experimental Group was much different from controlled group. During teaching Experiment Group it is observed that students show more interest than Controlled Group. They asked more questions about the text that was being taught. When they were asked for interpretation every one added something. They were comparing it with their previous knowledge.

5.2 Conclusion

After the detailed stuty and application of the technique show that Intertextulity is a useul technique. With the evidence, discussed above it be said that " By Using Intertextuality Critical thinking can be develpoed in Students. The results of both groups Controlled and Experimental show that Intertexuality technique is usful in the development of Critical thinking in students. If we compare Pre_tests and Post-tests results of both groups, we can find there is big difference between both results. The results of Experimental Group higher than Controlled Group. The students of Experimental Group showed good

results regarding Hypothesis, Collecting, comparing, contrasting, and clarity of concepts, Critical Analysis of author's work, Use of previous knowledge , Analysis of grammatical structures, Give own opinions and useful interpretation of genre, than Contolled Group.

If we talk about the view point of English teachers they look also in the favour of this technique because non of five questions has negative results. So, it can be said that the view point of English Language teachers show that critical thinking can be inculcated in students by using Intertextulity method.

The observation of the reseacher during teaching Controlled Group and Experimental Groups also show results in the favour of Intertextuality technique. Because it is noted that students of Experimental group show more interest, use of previous knowledge, comparing and contrasing, and questiong.

From every aspect, it can be said that Intertexulity technique of teaching language is useful and helpful technique of Second language teaching. By using this technique critical thinking can be inculcated in language learners.

6. Findings

1. Collecting, comparing, contrasting, and clarity of concepts can be developed in language learners by using Intertextuality technique.
2. Students become more critical if they are taught through this technique. They can analysis the author's work more critically.
3. It is observed that students use their previous knowledge more efficiently.
4. This technique enables the students in the analysis of grammatical structures.

5. Students give useful opinion and interpretation if they are taught through this technique.
6. Teachers also like to use this technique in classroom.
7. Critical thinking can be developed through this technique.
8. This technique increases the interest of language learner.

5.4 Recommendations

1. This technique is helpful for creative and critical thinking in students if used at early stage.
2. This technique is useful for enhancing and promoting education system.
3. Practical, social, cultural as well as language understanding in social context is possible through using this technique.

7. Acknowledgement

By the core of our hearts and souls, we express our immense thanks and appreciation to the Almighty Allah, Who is so merciful and saw us through this present time and made us of doing this. We should like to thank our parents and family. And also wish to acknowledge our respondents for their cooperation of data collection.

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APPENDIXES:

Annexure A

Questionnaire

Ser No	Question	Quantative %age												Qualitative %age
		Controlled Group						Experimental Group						
		Pre Test			Post Test			Pre Test			Post Test			
		1	2	3	1	2	3	1	2	3	1	2	3	
1	Are students able to collect, compare, contrast and clear the concepts?													
2	Are the students able to analyse critically the author's work?													
3	Are students use previous knowledge?													
4	What is the performance of analysis of grammatical structure?													
5	What are the opinions and useful interpretation of genre biven by the students?													

Annexure B

Observations and Opinions Perofrma

Teacher's Name: _____   Subject: _____

College   Punjab Group of Colleges   Branch   Pattoki (Near Lahore)

Date: _____   Time   _____

Time	Activities	Notes
	Source/Helping Material What kind of material used? Locally published Provincially Published Federally Published Internationally Published All Type	
	Use of Students Native Language For Students? For Teachers? For Both? Not at all?	
	Student's response about this technique? Interesting Strange Some How	

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