# Micro-Paper 16: *Intertextuality*

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## Defining the Term

Intertextuality is a theoretical construct that refers to the juxtaposed and interactive nature of texts and events (i.e., spoken, written, multimodal, electronic, etc.). The term foregrounds notions of relationality, interconnectedness, and interdependence in modern culture. It explains how one text refers to another text, and two or more texts share a common referent because they are of the same genre or setting. Meaning in a text can be understood in relation to another text. Within the social semiotics and discourse analytic understanding of intertextuality, people in interaction constantly draw from various texts and semiotic tools; construct intertextual relationships by acting and reacting to each other; and take social action..

## Connecting it to LSLP

The foundations of intertextual analysis lie in the ethnography of communication, an approach that LSLP chose for their studies. Accordingly, LSLP may examine language socialization, enculturation, identity construction, and power relations in literacy practices. In addition, intertextuality incorporates the notion of multimodality, one of the conceptual frameworks for LSLP studies, thereby allowing the examination of various semiotic tools and texts (e.g., oral, written, visual, electronic) in social context. Intertextuality shapes the meaning in media through references or inspirations of other work. Examining the intertextual connections in social media, students can learn how to become full participants in convergence culture that includes intertextuality, hypertextuality, and transmedia, which is another construct that LSLP explores.

## Expanding Second Language Research

The real world of discourse, being complex, unpredictable, and dynamic with the diverse communicational channels and media, necessitates that multilingual learners master emerging genres in their disciplines; however, little is known about the required intertextual connections among different modalities of texts (written, oral, visual etc.) in education.

The complexity of meaning making in networked contexts requires researchers to adopt complex methods. One way to grasp multidimensional network of learning is to approach intertextuality on social cultural and textual levels. In this way, researching intertextuality will open discussions and expand our views as to how texts are constructed and reconstructed through the written and oral interactions among people. This, in turn, can add to our understanding of the relationship between speaking and writing, and our understanding of intercultural rhetoric in L1 and L2 literacy as well.

Analysis of intertextual relations can also help teachers and curriculum reformers trace multilinguals' involvements with various discourse communities related to their discipline, and in the process see options for teaching how to successfully navigate through new, emerging genres such as web seminars, blogs, wikis.

## References

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