Exploration of High School English Group Reading Teaching Based on Intertextuality Theory

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Abstract: Through the teaching of reading based on intertextuality theory, students can have a deeper understanding of texts and be able to connect and compare different texts, thereby improving the breadth and depth of reading. In the classroom, teachers should attach importance to guiding the intertextual phenomena in the text to enhance their learning enthusiasm. During this process, teachers should conduct appropriate classroom activities to help students master intertextual reading strategies and improve their reading ability and effectiveness. Ultimately, through the application of these improvement strategies, students can flexibly apply English knowledge and background knowledge outside of high school English reading, better understand and analyze texts, improve reading proficiency, and lay a solid foundation for future learning and career development.

Keywords: The theory of intertextuality; High school English; Reading instruction

1. Introduction

In today's increasingly globalized society, the importance of English goes without saying. Especially in China, English teaching is regarded as an effective means to improve students' international thinking and cross-cultural communication. In high school English teaching, reading is a very key link, which is directly related to the practical use of English and the cultivation of humanistic quality. However, traditional English reading teaching methods often only focus on the interpretation of a single text and lack of discussion on the complex relationship between texts, which makes it difficult for students to obtain a deeper understanding and reflection in the reading process [1-3]. In order to solve this problem, we urgently need to find a new theory to guide English reading teaching practice.

On this basis, this article introduces the theory of intertextuality. The theory of intertextuality states that no discourse is independent of other discourse, but has complex intertextual connections with other discourse. This intertextual relationship not only enriches the connotation of the text, but also provides readers with a broader interpretation space. Therefore, introducing intertextuality theory into high school English reading teaching can help us examine and guide reading teaching practice from a new perspective. The focus of this study is to conduct in-depth exploration and research on high school English group reading teaching based on the theory of intertextuality. This project aims to conduct in-depth analysis and research on intertextuality in English classrooms, and on this basis, provide reference for cultivating students' English reading and critical thinking skills, as well as their discourse reasoning ability [4-6]. At the same time, we also hope that through this research, new ideas and methods can be provided for high school English reading teaching, promoting innovation and development in English reading teaching.

Based on intertextuality theory, English group reading teaching in senior high school will open a brand-new reading world for students, guide them to understand and think about the text more deeply, further improve their English literacy and intercultural communication ability, and lay a solid foundation for their future development and growth.

2. Analysis of intertextuality in group reading teaching in senior high school English

2.1 Macroscopic intertextuality analysis

In high school English group reading teaching, macro intertextuality mainly involves the

intertextual relationship between textbook texts and social and cultural backgrounds, as well as the intertextual relationship between macro factors such as themes and genres between texts.

On the one hand, there is a close intertextual relationship between the textbook text and the social and cultural background. Textbooks are often products of social culture, and their content and expression are deeply influenced by the social and cultural background. In high school English group reading teaching, teachers should guide students to pay attention to the connection between textbook texts and social and cultural backgrounds [7-8]. For example, by analyzing elements such as values, social customs, and historical events in the text, students can gain a deeper understanding of the information and meaning conveyed by the text, and further explore the interactive relationship between the text and social culture.

On the other hand, macro factors such as themes and genres between texts also constitute important intertextual relations. In high school English textbooks, different texts often relate to similar topics or genres, and there are intertextuality among these texts. By comparing and analyzing these texts, students are able to discover commonalities and differences between them and deepen their understanding of the subject and genre [9]. This kind of macroscopic intertextuality analysis helps students to form systematic thinking, integrate scattered text information, and improve their reading ability and comprehensive literacy.

In summary, macro intertextuality is of great significance in high school group reading teaching. By focusing on the intertextuality between textbook texts and social and cultural backgrounds, as well as analyzing the intertextuality of texts in themes, genres, and other macro factors, students can have a more comprehensive and in-depth understanding of the text, improve reading ability and cultural awareness. Therefore, teachers should attach importance to the guidance of macroscopic intertextuality in teaching, help students establish a macroscopic reading perspective, and promote their in-depth thinking and comprehensive analysis of the text.

2.2 Micro intertextuality analysis

In high school English group reading, micro intertextuality refers to the intertextual relationships between micro language elements such as vocabulary, grammar, and sentence structures, as well as the intertextual relationships between discourse.

Firstly, vocabulary is the basic constituent element of a text, and the selection and combination of different vocabulary can form different textual meanings and styles. In group reading teaching, students can analyze the intertextuality of vocabulary in the text and explore how the author expresses their views and emotions through the selection of specific vocabulary [10]. At the same time, students can also learn how to apply vocabulary intertextuality in their own writing, enriching the expression level of the text.

Secondly, grammar and sentence patterns are also important manifestations of micro-intertextuality. Different grammatical structures and sentence arrangements will affect the rhythm, tone and expression effect of the text [11-12]. Through group discussion and analysis of grammar and sentence intertextuality in the text, students can more keenly capture the nuances in the text and improve their understanding and application of English.

Finally, the intertextuality within the text is also the key aspect of micro-intertextuality. This involves the techniques of reference, echo and contrast within the text. These techniques make each part of the text form a close connection and form an organic whole. In group reading teaching, teachers can guide students to pay attention to the intertextuality inside the text, understand the internal logic and structure of the text, and grasp the theme and connotation of the text more accurately.

In summary, micro intertextuality analysis can help students better understand texts in high school English group reading teaching, enhancing their language sensitivity and expression ability. By deeply exploring the intertextual relationships between micro language elements such as vocabulary, grammar, sentence structure, and the internal intertextual relationships within a text, students can more comprehensively grasp the internal logic and external expression of the text, further improving their reading and language application abilities.

3. The Inspiration of Intertextuality in High School English Reading Teaching

There is a phenomenon of intertextuality between morphemes in compulsory high school English

texts, mainly reflected in part of speech conversion and nominalization, verb nominalization and adjective nominalization, that is, treating processes, features or evaluations as things, which also indicates that morphemes in discourse are interrelated. Teachers need to pay more attention to the intertextual connotations of internal morphemes in the text during teaching. In the explanation, they can classify and organize parts of speech, analyze the nominalization of verbs and adjectives in the text, help students sort out the intertextual structure within the text, and enable students to better understand English discourse and improve the accuracy of reading comprehension. In addition, there is also the intertextuality between discourse and cultural factors, such as some quotations and cultural allusions that appear in English compulsory reading texts, which emphasize their relevance to the corresponding English cultural context. The main function of quotations is to enhance language effectiveness, provide strong evidence for the viewpoints and opinions of the article, and thus enhance persuasiveness.

In the reading articles of the New Standard English Compulsory Course in High School, each module's Culture Comer provides an introduction to a cultural aspect of the content of this module, providing certain information on British and American cultures, vividly reproducing cultural differences between the East and the West. While studying the text, it can also enhance students' cross-cultural awareness in education, literary cultivation, values, and customs, thereby improving their comprehensive language proficiency. Specifically, in classroom reading teaching, we can use the comparative method to compare the image symbols in British and American culture with our own culture, enhancing students' understanding of cultural concepts. Alternatively, through physical comparison, collect typical objects that can represent cultural differences between China and the West and show them to students in the classroom, such as flutes and violins, qipaos and suits, etc. While teaching cultural background knowledge in combination with the text, task-based teaching method is used to assign tasks to students and organize group discussions. The input of cultural background also helps students better understand English reading discourse.

In the study of compulsory reading texts, cultural knowledge related to Western festivals will be involved. The text also discusses the origin and some customs of carnivals in the West. It is necessary for us to have a certain understanding of the background knowledge of Western festivals in order to grasp the entire article. Therefore, in the process of teaching reading courses, we should pay attention to the input of this language and cultural background knowledge, and cultivate students' awareness of cross-cultural communication. When discussing the topic of Western carnival festivals in teaching, it is possible to compare Chinese festivals with Western festivals. In classroom teaching, design teaching tasks and have students group up to review materials. Then, in class, discuss the differences between Chinese and Western festivals, understand the sources of some Western festivals, and encourage students to further understand the target language culture.

4. Strategies for improving group reading teaching in senior high school based on intertextuality theory

4.1 Enrich students' cultural background knowledge

In order to enrich students' cultural background knowledge, intertextuality theory plays an important role in high school English group reading teaching. Firstly, through multicultural teaching, teachers can showcase the charm of different cultures to students. Introducing elements such as history, customs, and art from different countries into teaching, allowing students to compare and analyze the characteristics of different cultures, can enhance their understanding of different cultures [13]. This not only broadens children's horizons, but also exercises their cross-cultural communication skills.

At the same time, teachers should guide students to pay attention to social hotspots and closely integrate texts with social and cultural backgrounds. Social hotspots often reflect cultural backgrounds. By discussing social hotspots, students can gain a deeper understanding of the social and cultural environment behind the text. For example, teachers can select text related to current social hotspots and have students engage in group discussions to analyze the connection between the text and social hotspots. In this way, students can not only deepen their understanding of the text, but also enhance their understanding of social culture.

Through multicultural teaching and social attention, high school English group reading teaching can effectively enrich students' cultural background knowledge and improve their cross-cultural understanding ability. This will help students to interpret the text more deeply during the reading process, enhance reading effectiveness, and lay a solid foundation for becoming international talents.

4.2 Improve critical reading awareness

In high school English classrooms, critical reading is a very effective method that helps cultivate learners' reading skills and independent thinking. Firstly, teachers should teach critical reading strategies and guide students to conduct in-depth analysis of the text. This includes analyzing the structure, language characteristics, author's viewpoints, etc. of the text, and requiring students to evaluate the credibility, rationality, and value of the text. Through this method, students can understand the text more comprehensively and objectively, forming their own independent judgments. Secondly, teachers should encourage students to present their own viewpoints and cultivate their independent thinking abilities [14-15]. During the reading process, students should learn to identify problems, raise questions, and express their viewpoints based on textual evidence. In classroom teaching, it is necessary to create an open and inclusive atmosphere, enabling students to boldly express their opinions and cultivate their critical thinking ability.

By teaching critical reading strategies and encouraging students to come up with their own ideas, students can gradually develop the habit of independent thinking and understand the text more deeply. This will help them to better cope with the complex information environment and make wise judgments and decisions in their future study and life.

4.3 Enhance discourse critical awareness

In high school English group reading teaching, enhancing students' discourse thinking awareness is crucial. To achieve this goal, teachers can use comparative analysis methods to guide students in discovering intertextual relationships between texts. By comparing various textual viewpoints, structures, and language forms, students can clearly see the internal relationships and differences of the article, thereby deepening their understanding of the article.

In this process, it is necessary to stimulate students' innovative understanding of the text and cultivate their thinking ability. Creative interpretation requires students to go beyond the surface meaning of the text and delve deeper into the underlying meaning and potential information behind the text. Through multiple interpretations of the text, develop their imagination and creativity, allowing them to think more comprehensively and deeply when considering problems.

In this process, the guidance of teachers is crucial. Teachers need to provide students with an open and safe environment for discussion and encourage them to challenge conventional wisdom and come up with their own ideas. Only in this way can students' discourse critical awareness be truly improved and lay a solid foundation for their future development.

4.4 Constructing Discourse Structure Patterns

In a discourse, there are different genres, styles, and registers, but these different discourse genres or forms are in a mixed and blended form, which is commonly referred to as intertextuality of genres. High school English reading is divided into genres, with the most common discourse genres including novels, argumentative essays, and narratives. This shows the rich and diverse genres of high school English reading discourse. Moreover, in some discourses, the genre forms reflected are not singular, but rather a mixture of several types used together.

In the high school college English teaching model, most of the time spent reading discourse is spent on precise vocabulary and grammar, while neglecting the overall understanding of the discourse, especially the understanding of the ideological content and writing skills of the article. In fact, different types of discourse have their own prominent structural features. For example, narrative texts usually present the development process of events in chronological order, with the beginning and end following each other in a neat order; The commonly used structure in expository and argumentative essays is the hierarchical relationship structure, in which paragraphs or sentences accumulate layer by layer and correspond up and down. The text does not develop in a straight line, but presents a hierarchical structure. Therefore, in practical teaching, teachers should organize teaching according to the genre of the text, choose typical texts to guide students to grasp some key "text positions", "paragraph positions" or "sentence positions", such as the title of the article, the titles of each part, the first and last paragraphs, and the first and last sentences of each paragraph. By grasping the characteristics of these parts of the sentence, the genre and organization of the article can be determined, and the overall concept of the article can be formed.

To cultivate students' awareness of genre intertextuality in the reading process, it is not only necessary to have knowledge of vocabulary and grammar, but also to constantly guide students to gradually shift their attention to the information revealed in the discourse. Firstly, grasp the overall context of discourse information from a macro perspective, and then gradually subdivide the discourse content from a micro perspective, in order to understand the ideas and meanings in English reading. Over time, students will establish a discourse framework in their minds, and upon seeing the relevant discourse, they will activate the intertextual discourse structure mode in their minds, understand the author's thinking mode, and thus gain a deeper understanding of the deep meaning of the entire discourse.

4.5 Encourage students to annotate with each other's text

When discussing intertextuality, we cannot leave students alone. From the perspective of readers, with intertextuality association, intertextuality exists; without intertextuality association, intertextuality does not exist. In a broad sense, every word or sentence segment in a discourse is connected to other discourse and is a potential intertextual symbol. Therefore, it is necessary to conduct intertextual annotation on the reading text to determine the intertextual value of words and sentence segments in the text, and the annotation is based on the discourse nature of "intentionality".

The purpose of high school English reading teaching is not only to understand a certain discourse, but ultimately to deepen the culture of the English nation and strengthen the accumulation of English culture through reading. In turn, students' cultural abilities bring convenience to reading. The teaching mode of intertextual reading does not solely emphasize reading volume, but students have expanded their reading skills through hyperlinks in the text, ultimately achieving the effect of inaction in reading ability.

5. Conclusion

Through the above discussion, we can see the important role of intertextuality theory in high school English group reading teaching. Whether it is enriching students' cultural background knowledge, improving their critical reading awareness, or enhancing their discourse thinking awareness, they are all aimed at helping them better understand and apply texts, improving their reading ability and overall quality.

However, in order to improve the quality of classroom teaching, it is necessary to have a good teaching plan, targeted guidance, and classroom teaching activities. In future classrooms, we expect teachers to continuously innovate their teaching methods and pay attention to training students' awareness of intertextuality and thinking styles; In addition, students are required to actively communicate in the classroom and have the courage to express their opinions and viewpoints, in order to promote their reading ability and overall literacy. Only with the joint efforts of teachers and students can we promote the continuous progress and development of teaching, and make greater contributions to cultivating talents with international perspectives and critical thinking.

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