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**RECONCEPTUALIZING ENGLISH LANGUAGE
TEACHING: TOWARD AN INTEGRATED PERSPECTIVE
ON INTERTEXTUALITY AND DECONSTRUCTIVISM**

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Abstract

English Language Teaching has undergone remarkable transformations in response to historical developments and evolving societal needs. ELT incorporates diverse methodological and theoretical approaches to address the demands of different eras. Initially, ELT was widely influenced by Latin and Greek impacts, thereby leading to the advancement of classical methods such as Grammar Translation Method and the Direct Method, both highlighting memory induced activities and translation instead of meaningful language production. With industrialization and technological improvements, language teaching started to reflect societal changes. Societal changes, improvements and transformations paved the way for the development of new models by deconstructing previous models. Further, humanistic approaches incorporating Communicative Language Teaching, Community Language Learning, Silent Way, and Desuggestopedia emerged to improve learning process in a meaning-oriented way. These transformations necessitated a pedagogical shift placing critical literacies at the center of language teaching in ELT settings. By shedding light onto theoretical developments in ELT, this study seeks for a novel approach positioning learners as active agents while constructing and interpreting language by means of critical engagement. In such a dynamic era, there is a need to transform educational settings for the better situations in which learners interact with each other by means of critical tasks and productions. Critical literacies will be enhanced by means of novel approaches employed in English Language Teaching contexts, which is a route to attain the needs of the dynamic era. This study abridges the gap between practice and theory by enlightening theoretical aspects of deconstructivism and intertextuality in EFL classes. With these theoretical bases, ELT settings will be spiced up with novel approaches and techniques utilized in practice. This study is of importance to enlighten stakeholders concerning instructional value of deconstructivism and intertextuality within the ELT framework.

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INTRODUCTION

English Language Teaching plays a pivotal role in teaching critical thinking skills and critical reading skills in today's rapidly changing educational realm. Linguistic competence is not considered to be a mere skill needs to be acquired by language learners. Rather, language learners need to be immersed into language teaching contexts in which they are supposed to exercise critical texts, comprehensions, resided meanings and implicit meanings, which enhances learners' critical engagement. In line with this, Lau (2011) and Kharbach (2012) annotate that 21st century education is associated with learners' competence to comprehend knowledge and reconstruct the knowledge with the help of critical thinking skills paving the way for learner-induced learning and teaching environments. Within this dynamic educational sphere, EFL learners are expected to improve necessary competencies to interact with the texts and tasks encountered. To achieve this, EFL learners are expected to engage with literary texts in a dynamic way to voice their interpretations in that the acquisition of reading skills incorporates a promising academic career for learners as suggested by Akyol and Sural (2020). Furthermore, a vast number of sources and experiences will be attained by EFL learners when they are surrounded by activities fostering critical thinking skills to achieve underlying elucidations. For this reason, this present study offers a theoretical foundation for building a connection between intertextuality and deconstructivism in that both frameworks are utilized to motivate learners to surpass superficial meanings and reach multiple viewpoints to construct and deconstruct meanings resided in the texts.

As for English language development throughout history, the issue of English as a Foreign Language (EFL) has been highly argued within the scope of language teaching processes and the way language taught and learnt has played a pivotal role to shape language teaching techniques and methods. Over time, several methodologies and approaches have been utilized to enhance the authentic and meaningful teaching of English in relation to transformations in educational archetypes and developments in sociopolitical world. The globalized world necessitates the importance of exerting a global language with which sustainability has been achieved with the help of economic growth and a competent workforce in the field as it is emphasized by Milon et al., (2023) concerning Bangladesh situation. Within the European contexts, the development of English has gradually gained prominence over Latin and French because of shifts in political transformations specifically during the sixteenth century (Demirtaş-Yigit, 2021). Initially, the impacts of Latin had not been wiped out in teaching settings in that grammar schools were still organized around grammar-induced materials and techniques, which impeded the advancement of oral skills in EFL. These historical developments subsequently led to the belief that learners were passive agents of knowledge and meaning-making processes, and thereby this assumption presented a limited source of language, diminishing the exposure to interpretation and critical engagement with texts.

During nineteenth century, developments concerning oral skills and communicative competencies became a leading factor to shape language teaching methodologies. This paradigm shift encouraged the development of methods organized around interaction, authentic language and contextualized tasks instead of utilizing memory-based instructions and forms. In this vein, Community Language Learning, Communicative Language Teaching, Suggestopedia, and the Silent Way proliferated the route to achieve humanistic and learner-oriented approaches in the field of EFL (Richards & Rodgers, 2001).

Through these methods, EFL teaching contexts gradually moved toward more learner-induced settings in which learners interacted with their teachers to create meanings and reconstruct meanings by means of interaction and scaffolding. Therefore, it must be noted that developments in the field of ELT are of pivotal role to form associations between previously taught materials and novel materials utilized to teach language. In this way, language teaching and societal changes are widely intertwined with one another to understand the theoretical underpinning of approaches exerted in ELT. By scrutinizing methodological changes, EFL teachers can design specified teaching contexts equipped with analytical reading, comprehension and interpretations necessitated.

In today's increasingly complex and interconnected world, critical thinking has emerged as a core component of language education, enabling EFL learners' comprehension, construction and reconstruction of knowledge. Within this context, 21st century skills are one of the significant components of a foreign language education, consisting of 4Cs such as critical thinking skills, communication, collaboration and creativity. While scrutinizing 21st century skills, 4Cs and Global Citizenship traits are an integral part of being a critical language learner in that these skills advance learners' recognition of social, local and global issues by having analytical and critical stance. Nevertheless, there are inadequate materials regarding the significance of critical thinking skills in many English language teaching contexts in Türkiye. Language teaching materials are formed as resources suitable to stake-exams and grammatical accuracy, limiting learners' needs to delve into critical materials. Consequently, as it is pointed out by Fuente (2022), being multicompetent agents as EFL learners are necessitated in language teaching path with the help of a knowledgeable other as teachers facilitating knowledge transformation in a critical route. By emphasizing these needs in Türkiye setting, this study offers a framework by combining two critical theory and their utilization in classroom settings by paving the way for an autonomous and reflective teaching model.

Among the diverse skills improved by EFL learners, reading skills holds a pivotal role in shaping language learning journey and academic literacy. Throughout their language education, students are exposed to numerous inputs and instructional materials. Nevertheless, these inputs and materials are widely integrated with memory-based questions and comprehensions. However, reading inputs are expected to improve learners' comprehension, synthesis, reflexive and analytical competencies rather than teaching vocabularies as a memory game. Reading inputs are expected to foster EFL learners' academic achievements in university years. Within the Turkish EFL context, however, instructional materials concerning reading skills consist of surface-level activities focusing on exam tasks and grammatical tasks, impeding the path to reach critical understandings and underlying meanings. Due to these limited sources, many university students may have difficulty in understanding critical texts and surpassing surface level to reach metaphorical meanings and it could be resulted in impeding the improvement of critical thinking skills such as reflexive analysis, evaluation and synthesis (Ministry of National Education [MEB], 2015). Therefore, this situation calls for a need to improve language classroom settings that need to be spiced up with diversified instructional materials by exerting novel approaches.

The lack of effective and critically oriented reading materials forms a barrier to language teaching that aims to enhance higher-order thinking skills. Higher order thinking skills are generated by inquiry-based approaches and techniques exerted by teachers. Without implementing these skills into classroom settings, improvement of critical reading skills would not be achieved in a systematic way. As Hermida (2009) suggests, pre-university education with a view to academic reading entails critical involvement of learners to learning procedures, which are disregarded in many cases. In Türkiye, inquiry-based instruction may not be widely employed in educational settings and thereby this may lead

to a situation in which students are not exposed to critical engagement with texts to create new meanings and comprehensions. To shed light onto this gap, there should be reconceptualization of critical methods and approaches by integrating the elements of critical reading and thinking skills. Further, boosting critical reading instruction in EFL classes is a priority to give a space for learners to immerse themselves into a trajectory consisting of competencies and academic reading skills required in this dynamic era.

Critical reading skills constitute a fundamental component of the assumptions underlying theories such as intertextuality and deconstructivism. From a Derridean perspective, reading process is linked to the active meaning generation process with the help of a reader aware of internal and external meanings that texts contain (Derrida, 1997). Respecting this view, deconstructive reading requires a process with which the reader question oppositions, underlying meanings and interpretations resided in texts. In alliance with language teaching procedures, enhancement of reading skills holds a pivotal role to raise critical readers and learners recognizing in-depth meanings exerted in the texts. On the other hand, as a complementary perspective to deconstructivism, Kristeva's notion of intertextuality considers reading texts as robust entities resided in previous texts, genres and cultural codes (Kristeva, 1984). From a Kristeva's perspective, critical reading process integrates a dynamic process incorporated with prior texts, prior expectations and knowledges gained by the reader. Further, meaning making process in deconstructivism and intertextuality generates with the reader as they give a room to the reader to interact with the text rather than focusing on merely textual meanings and comprehensions. In line with these frameworks, creating diverse meaning making processes by means of literary forms possesses a vital role to enhance reading process in miscellaneous ways (Erickson et al., 2006). For this reason, there is a need to embed theories into EFL educational settings to stimulate critical thinking skills and subsequently critical reading skills through literary texts as instructional materials.

Theoretical Framework

Based on theoretical framework adopted in this study, deconstruction can be considered as a critical and innovative approach to teaching that interrogates fixed meanings by scrutinizing literary texts from different point of view (Derrida, 1997:73). Deconstructive reading is closely associated with multi-layered meanings resided in texts from instable ways. Instead of searching for a single interpretation, deconstructive reading prioritizes the internal and external factors affecting the meaning of a particular text in that receivers might comprehend the texts differently due to their worldview, higher order skills and background knowledge concerning specific text. Derridean perspective constitutes a critical reading process through which the reader creates new sets of meanings rather than reaching the conclusion. In this vein, literary texts are obscure materials which are open to discussion, comprehension and questions with endless interpretations. This bases the underlying assumption of deconstruction in a way that meaning is always recreated and reconstructed in a deconstructive reading process. Meaning resided in literary texts is always shaped and negotiated by means of reading and language. In line with this, as cited in Güney and Güney (2008), Cohen (2002: 59) suggests that numerous contexts are reconceptualized in a literary text through audiences and references analyzing the texts. This perspective postulates that there is an irreplaceable role between critical reading skills and deconstructive reading process since active engagement and negotiation are indispensable part of meaning creation path. Further, a critical reader experiencing the process of deconstruction seek for reaching multiple and in-depth meaning existed in a text and thereby the reader questions the underlying meanings and messages dwelled into the text. For this reason, it is a need to combine deconstruction with critical reading skills in language teaching process because deconstruction allows readers to reach numerous interpretations and reconstruct meanings from readers' perspectives.

Intertextuality is a well-established concept in English literature departments although it is an underestimated term in English Language Teaching field. In literature classes, intertextuality can be employed to analyze relationships among texts in terms of inter-genre, inter-author, implicit and explicit ways. The history of intertextuality dates to Greek and Roman art despite being not an old term and theory (Zengin, 2016). Similarly, intertextuality is utilized in art, music and literature to make associations between two different texts by considering previous texts and experiences. As the name suggests, intertextuality deals with different texts by reviewing their internal elements such as meanings, forms and comprehensions and their external figures such as societal experiences and background. In this sense, intertextuality focuses on multiple interpretation and meanings induced on previous concepts and literary works created. It could be annotated that each analysis of different texts opens to critical interpretation and comprehension within materials such as letters, coursebooks, novels, poems and quotations. Therefore, instructional materials could be ornamented with the premises of intertextuality and intertextual activities to enhance significance of critical literacies in EFL contexts.

This study presents intertextuality and deconstruction as feasible theories that might be employed in ELT as they are interrelated theories enhancing critical literacies and meaning-making processes in EFL settings. While intertextuality is related to interactions within several texts through associations existed in genre-based, author-based, and prior-discourses, deconstructivism is linked to a reading process through which the reader interrogates textual elements, underlying meanings and deconstruction of stable interpretations by surpassing existing meanings. In both theories, the mutual point is the active engagement of readers in meaning-making processes to reach multiple perspectives and assumptions. Consequently, literary texts are not merely considered as texts that could be deconstructed and analyzed through intertextuality. Rather, literary texts are observed as materials need to be deciphered and remarked as valuable tools to enrich language settings to employ critical theories. Further, EFL coursebooks and activities existed within coursebooks such as songs, quotes, riddles, reading texts and writing texts hold importance as activities that open to interpretation and meaning-generations. Teachers, as forerunners of teaching process, possess the role of transforming educational settings by using deconstructive and intertextual materials to uncover in-depth meanings and achieve higher-order skills in language teaching path. Hence, integration of critical and novel approaches is of vitality to reenvision educational paradigms regarding enhancement of critical literacies and contemplative thinking in EFL contexts.

LITERATURE REVIEW

In this section, the literature is reviewed from the perspectives of two theoretical approach; intertextuality and deconstructivism by touching on studies examined these theories within the framework of ELT. At the outset, there are mutual points between intertextuality and deconstructivism regarding language learning as dynamic, learner-oriented, meaning-induced procedure instead of stable meaning production. These characteristics make theories complementary to teach a foreign language from a critical perspective, providing a critical perspective for the readers. Learners' positions are viewed as dynamic, critical and analytical so that learners could negotiate with the texts or different texts by means of critical literacies. As for in-depth analysis of theories, intertextuality in ELT field is based on the premise that texts are not isolated from other texts previously generated, which adds the texts a relational meaning generated by different readers' perspectives. In line with this perspective, Korkmaz (2017) emphasizes that the background of intertextuality dates to ancient and canonized works in the world and Turkish literature together with being a postmodern literary practice. In other words, intertextuality is a broad term that could be employed in many fields from short stories to poems. To exemplify, Ömer Seyfettin's

traditional works indicates that explicit and implicit intertextual dimensions enhance readers' understandings to conceptualize new meanings organized around previously gained experiences from various literary sources (Özdemir, 2017). Further, these stimulating actions enlighten readers' background experiences and schemata to engage themselves with the text at hand. On the other hand, deconstructivism is of similar features such as possessing an inquiry-based approach to literary works and questioning the fixed meanings and references concerning a specific text. Silverman (1989) argues that it is an opportunity to delve into a text by holding a deconstructive reading consisting of exploration of underlying messages and multiplicities resided in language and text. This theoretical premise assumes that learners have the capacity to surpass existing meanings and deconstruct the texts to reach ambiguities and multiplied meanings. For this reason, deconstructivism and intertextuality present solid justification to utilize theories as critical practices in ELT.

Studies Conducted on Deconstructivism

There are several studies conducted on the field of deconstructivism mostly employed theoretical premises. Interpretation is a key element in deconstructive reading and analysis process due to its focus on destabilizing fixed and stable meanings, thereby paving the way for multiple meanings, and meanings that could be deconstructed from one reader to the other reader. In Derridean perspective (1976), meaning is reconceptualized through discovering new meanings from a stable text leading to a dynamic interpretation process. In line with this, Hawkins and Norton (2009) point out that language is of duality in terms of being means of instruction and an object of critical interrogation, which enhances the premises of deconstructivism in that the theory focuses on instability of meaning and giving a room to the readers to interact with the texts in a critical manner. Such a positioning necessitates that deconstructive reading consists of a dynamic process in which the reader and the learners have an opportunity to search for implicit meanings, reveal resided ideologies and textual oppositions. This assumption leads to a learning route enhanced with critical reading literacies and skills resided in deconstructive reading process. As for implementation of deconstruction into classroom settings, deconstruction could be observed as a fruitful pedagogy for foregrounding critical atmosphere in which learners employ their own experiences and background knowledge to juxtapose the texts. When exposed to deconstructive tasks, EFL learners utilize higher-order thinking skills and interpretation skills to generate new meanings from a specific text. For this reason, this study annotates the gap between theoretical part and implementation part abridged with the help of demonstrative deconstructive tasks used in EFL settings.

Within deconstructive reading process, reading a piece of work requires a dynamic journey of deconstructing visible elements of the work to search for multiple meanings, oppositions, and criticality of meaning resided in literary texts (Ramond, 2011). A poem as an instructional material consists of linguistic and stylistic figures such as language, metaphors and structural means. On the other hand, a poem utilized in deconstructive reading process is linked to a dynamic body consisting of contradictions, underlying meanings, and interrogations presented to the reader by the author. So, within a deconstructive reading process, the author gives a room to the reader to discover underlying and hidden meanings that could be extracted from literary works based on a critical reader. While reading a poem, deconstructive reading allows the readers to deconstruct the main elements and change the structural unity of the poem. To exemplify, a poem related to human rights topic is of some lines and messages. From a deconstructivity standpoint, the reader enriches the texts by commenting on the poem by touching on experiences and insights. Another reader has an opportunity to change the lines and make some associations between previous readings with the literary work at hand. In this vein, the reader challenges the structural elements of the work and reveal

alternative meanings with the deconstruction of the work personally. In the field of ELT, deconstructive tasks could be employed as reframing the title of the work, change the narrative voice of the text, or introducing new characters into discourses discussed. Through these activities and practices, EFL learners surpass structural meanings and forms to achieve a reconstruction process of any reading pieces.

Studies Conducted on Intertextuality

Intertextuality is an effective theory could be employed in designing EFL activities and in the evaluation of coursebooks. Intertextuality is linked to analyze a piece of work by touching on prior texts created, which presumes that each text is a reminiscent of other texts formed previously. In other words, it must be noted that intertextuality is observed as a critical pedagogy rather than merely being a critical theory. Ögeyik (2008) is a well-known figure in Türkiye in the field of intertextuality and ELT context. Ögeyik proposes that intertextuality is about creating a multi-dimensional comprehension enriching EFL settings by means of critical engagement with the literary works. Specifically, these dimensions are categorized as inter-author, inter-work, inter-genre, explicit and implicit literary references offering critical analysis and critical lens towards EFL tasks based on intertextuality. These dimensions are of importance to enhance critical thinking skills in that analysis of a literary work by having another genre or author references help the reader to create some associations between different texts from different perspectives. In a similar line, instructional design ornamented with these dimensions create a setting spiced up with relationships between texts, authors' standpoints, genre-induced elements and implicit meanings resided in different texts. To exemplify, inter-author can be implemented into reading activities to foster the analysis and synthesis skills about similarities and differences across texts. In writing activities, different genres could be utilized by using the same theme and learners could negotiate about genre-based conventions and similarities/differences resided in different genres.

Meaning making is of significance while learning a foreign language because meaning is generated meaningfully when learners are exposed to tasks integrated with associations. Associative learning is related to intertextuality in a way that both practices are organized around creating associations across texts and learning inputs. Ausubel emphasizes the significance of associations between new information and existing schemata in language learning processes (Ausubel & Robinson, 1969). Therefore, intertextuality offers a framework to embed these dimensions into EFL teaching settings to enrich classroom dynamics. With the help of intertextual tasks, teachers arrange extra-curricular activities regarding coursebook activities, too. For example, a teacher will teach a unit about modern heroes existed in coursebook. This teacher can supplement coursebooks activities with a reading text about a fictional character such as Harry Potter as this character is observed in prior units. In a simplest way, this teacher creates tasks related to intertextual dimensions by means of inter-author and inter-genre dimensions. Such associations enhance learners' critical literacies and intertextual awareness in a foreign language.

In line with these, creating tasks related to inter-genre dimensions are of significance to create genre awareness. For example, Nasreddin Hodja stories are traditional and cultural stories in Türkiye setting. As a contrary figure to Harry Potter, EFL teachers could present traditional heroes to make connections between modern and traditional heroes explicitly. This is a process of activating schemata rooted in cultural items together with modern heroes' traits, which gives the space to discuss across different heroes and cultural effects. Significantly, this critical teaching atmosphere allocates a critical role to the teachers as forerunner of teaching, and thereby teachers possess the role of supervisor, mediator and collaborator rather than being solely a source of transmitting knowledge. Teachers, who are aware of intertextuality and deconstruction, have competencies to design activities and

tasks as a supplementary material. In line with this point, Bessadet (2022) highlights that critical engagement and multiplied meaning creation processes are one of the key factors in intertextual readings and activities and these enable EFL teachers to create dynamic classroom settings. Further, intertextuality is presented as a critical theory and practice to advance EFL learners' awareness about critical literacies and subsequently EFL teachers' intertextual awareness to design and plan lessons oriented towards intertextuality.

Creating an awareness towards intertextuality is a significant skill to be practiced in EFL classrooms. Intertextual awareness could be attained by means of building connections between conventional and modern literary genres and their contemporaries. To exemplify, Don Quixote is a well known figure in Western and Spanish literature. The character is associated with Spanish culture and traditions existed in Spain's Golden Age. In alliance with this character, Ömer Seyfettin's Deli Dumrul stories could be read in the light of intertextual character analysis by touching on similarities and differences resided in these two traditional heroes. Cultural values could be scrutinised by shedding light onto cues resided in these stories with the help of intertextuality and deconstruction. Literary works give the readers the chance to analyze texts and characters in a critical manner. In the same vein, Aktulum (2022) presents a vital theoretical framework for scrutinising the relationship between folk culture and intertextuality. From an intertextual eye, folk tales can be considered as valuable sites in which cultural repertoire is existed dynamically by having a circulation between the folkloric literary works and the readers. On the other hand, from a deconstructivist perspective, folkloric elements enable the reader to analyze the elements from their own worldviews and perspectives, which enhances critical literacies. For this reason, intertextuality and deconstructivism could be practiced within EFL settings by means of literary works and folk cultures. Teachers, as forerunners of teaching, can initiate lessons with folk characters, myths, rituals and traditional values sparked on the mind of the readers. Students thereby will reconceptualize the relationship between theory and practice by performing a dynamic reading process with the help of their teachers. Such a critical approach stimulates learners' cultural background while motivating them to uncover cultural cues transformed from one reader to the other.

To sum, this study proposes a novel integration of a pedagogical theory as intertextuality holding significance to raise awareness in the field of ELT and critical literacies. By utilizing intertextual materials, teachers can advance learners' critical awareness towards literature and philosophy as intertextuality falls into the category of theory and practice. It must be noted down that creation of intertextual tasks should be meticulously planned, designed and presented in EFL classes with the scaffolding of teachers. Teachers as role models should be aware of activities and tasks that could be analyzed on the basis intertextuality. By incorporating intertextual activities into language classroom settings, teachers could remodel and reconceptualize coursebooks and coursebooks' activities into a critical practice enhanced with higher-order skills, critical thinking skills, critical literacies and intertextual awareness. Stakeholders, while designing coursebooks, should consider the dimensions of intertextuality and they should embed these dimensions into units in a way that activities foster intertextual awareness by means of coursebooks and activities resided.

The Significance of Intertextuality and Deconstructivism in ELT

In this study, reconceptualizing of two critical theory is widely discussed on the base of related literature in ELT. Within ELT context, intertextuality and deconstructivism are not merely considered as critical theories but critical pedagogies to foster meaning-making processes in language teaching contexts via interaction of multiple texts. In line with this idea, İnçe and Yılmaz (2022) point out that intertextuality plays a vital role to advance intertextual awareness specifically in writing-induced EFL settings. They also highlight that reconstructing of different voices concerning a text enhances learners' questioning and

interpretation skills. In this posit, such activities embedded with critical theories such as deconstructivism, and intertextuality foster learners' critical literacy awareness. Further, Wallace (2003) supports the idea that poetry is a fruitful tool that could be utilized to uncover biases and hidden ideologies embedded within diverse literary forms. Hereby, from deconstructivity and intertextuality view, this reading process includes observing learners to interrogate existing meanings and intentions resided in the literary forms. For this reason, EFL tasks and instructional materials should be organized and planned around these critical theories to make learning process a reconstructive and deconstructive journey. Similarly, the importance of literary integration into EFL curricula is a need supported by scholars owing to various contexts and linguistic richness resided in literary forms (Maley, 2012). In this sense, literary forms are critical sources paving the way for engagement and negotiation of meanings with the help of dynamic readers. Therefore, it must be noted down that deconstructivism and intertextuality serve as critical theories and practices that could be embedded within EFL curricula and other instructional materials to enhance language awareness, critical literacy awareness and intertextual awareness.

The Need to Transform Education

Transformation of education is an arduous process which needs to be handled by several stakeholders from curricula designers to EFL teachers. A meticulous understanding and reconceptualizing of critical theories are of significance in that this transformation has an impact on overall educational system like a domino effect. The lack of critical literacy is one of the challenges existed within language teaching process since critical literacy is linked to advance learners to surpass existing meanings and uncover in-depth meanings resided in different layers of literary forms. From a Freirean perspective, reading is a dynamic process in which learners are active agents interacting with texts and form a relationship between texts and their own experiences (Freire, 2006). It is in line with deconstructivity and intertextuality in a way that both theories focus on the significance of incorporating learners' background and cultural realities into classroom settings to support learners become an active part of language learning process. In a similar position, Lee (2017) highlights that surpassing surface-level meaning-making process is linked to the advancement of critical literacies to achieve an in-depth analysis and comprehension as a route to expand learners' perspectives on critical issues. However, implementing critical literacies into EFL classes is not an easy task tackled requiring the adaptations and evaluations of coursebooks at first hand. Coursebooks generally are served as ready-made instructional materials prioritizing standardized language forms and exam-induced themes in contrast to meaningful language learning. As pointed out by Yan et al. (2023), context-sensitive instructional materials can present important benefits to language learners to enhance learners' motivation, participation and creativity. In a similar line, deconstructivism proposes the importance of using critical materials to foster interrogation, critical thinking and interaction by means of inquiry-oriented texts and tasks. For this reason, intertextuality and deconstructivism serve as approaches holding mutual premises enhancing critical literacies in EFL contexts through meaning-oriented texts. It is vital to ingrain interactive activities and tasks as an extra-curricular material to teach critical literacies in EFL settings. In this manner, learners go beyond of their traditional understandings and construct a new frame of knowledge integrated with critical and autonomous minds.

DISCUSSION

The transformation of English Language Teaching necessitates a meticulous process as a mixture of emphasis on enhancing critical literacy and critical thinking skills as a pivotal aim of this review study. Enhancing learners' critical literacies is a route to attain beyond surface-level understandings and comprehensions. This enhancement of critical literacies

could be achieved as integrating deconstructivism and intertextuality in language teaching processes. Deconstructive and intertextual tasks are of different features from traditional tasks in that these critical tasks emphasize the significance of meaning-making process rather than achieving a stable outcome. Rather than concentrating around a single meaning, intertextuality and deconstructivism view meaning as a construct that could be negotiated and argued through dynamic agents. Besides, these complementary frameworks give a room to the learners to construct inter-textual meanings and deconstruct existing meanings, thereby allocating learners to the roles of being active meaning generators. Furthermore, planning and implementing such critical activities are of significance to pave the way for allowing learners to collaborate meaning making process with the scaffolding of their teachers. As Güler (2016) suggests critical engagement and interpretive flexibility are enhanced with the help of deconstructive reading process serving an open-ended path to the learners, and when reconceptualized by intertextuality, this learning process is spiced up with enhancing learners' interpretation and higher-order skills. In other words, reconceptualizing intertextuality and deconstructivism into EFL curricula and instructional design procedures is vital for preparing classroom settings ornamented with transformative and dynamic characteristics of critical pedagogies.

As a pivotal concern of this paper, enhancing learners' critical literacies presents steps moving from surface levels meaning-generation to deeper involvement with the literary works. Language teaching is not solely related to linguistic forms and structures to attain linguistic competencies. Rather, language teaching process is a dynamic path through which critical issues such as power, identity and cultural values are discussed and reconstructed with the readers. In line with this, Bobkina and Stefanova (2016) point out that multiple meanings and perspectives are constructed within the EFL classes donated with literary texts paving the way for reader-oriented readings and engagements. Similarly, intertextuality and deconstructivism enhance students' critical literacies in that both theories focus on critical comprehensions and interpretations by providing a room to the students to generate their perspectives. Deconstructivism is of a complementary function with intertextuality by encouraging readers to deconstruct any literary work and interrogate existing meanings. Further, reconceptualizing intertextuality and deconstructivism within EFL settings has the potential to provide a space in which students create a dialogic process spiced up with interpretations, collaboration and critical engagement. In this regard, these theories can be considered as valuable pedagogical sources for abridging the gap between theory and practice by transforming the way learners read, comprehend, negotiate and view themselves in relation to literary works and the outside world.

CONCLUSION

This study annotates the importance of utilizing novel approaches in English Language Teaching to require the needs of dynamic era. In this fast-pacing world, there is a need to upraise generations being aware of critical literacies and critical thinking skills. In educational realm, it is a must to employ various approaches and techniques in classes in that classes are settings donated with exposures and inputs which are crucial to shape language teaching. Similarly, in Common European Framework (CEFR, 2020), the term being a critical learner is widely emphasized and employed objective, which enhances learners' competences to comprehend texts from a critical stance. In Türkiye, a new model called as Türkiye Maarif Model (Century of Turkey) is presented to support holistic learning approaches integrating critical thinking skills and critical literacies into language settings (Ministry of National Education, 2024). In this way, intertextuality and deconstructivism can be utilized as a novel practice and complementary outline shedding light onto the significance of critical literacies in ELT. This study is of a base for a theoretical background and practical dimensions for EFL stakeholders to integrate these theories into educational sections. The importance of intertextuality and deconstructivism, in a practical manner, is

highly limited in Türkiye context in that studies mostly focus on theoretical foundations, which impedes the route to attain practical means. For this reason, integration of intertextuality and deconstructivism should be considered while designing curricula and activities related to coursebooks and thereby language learning and teaching processes will be enriched with a novel instructional design ornamented with the foundations of critical theories.

Recommendations for further studies

The focus for this in-depth analysis is to scrutinize and reconceptualize two critical and novel theories as a suggested practice in EFL. The integration of deconstructivism and intertextuality will offer new understandings and frameworks for future studies. The main goal is oriented towards literary works and texts as they are applicable activities to enhance interaction and meaning-making processes in English language teaching field. Other studies might possess a bird's eye view on speaking activities and literary works such as drama and cinema works as a route to achieve an intertextual or deconstructivism-oriented analysis. Other studies might shed light onto practical integration of intertextuality and deconstructivism by conducting action and classroom research, providing a practice-induced insight. Practical considerations might also pave the way for utilizing critical tasks related to intertextuality and deconstructivism in EFL settings as a way to raise stakeholders' awareness toward this issue.

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