

Intertextuality as a Device for Creating Interdisciplinary links in Teaching and Learning

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Abstract

I will out-line a process of using intertextuality as a device for creating interdisciplinary links in teaching and learning. Using intertextuality as a key tool to stimulate learners to explore and formulate relationship between literature/ history, language/culture and theology, English language/ literature, language/sociology. Using a multicultural teaching approach.

I will introduce three texts; Daniel Defoe's *The Life and Adventure of Robins Crusoe* as the hypotext (1719), Derek Walcott's *Pantomime* (1980), and Samuel Selvon's *Moses Ascending* (1975). These texts will act as the base for the extraction of relationship formation which will give learners the ability to form links to other text and the world around them. I will introduce two-three-minute video clips in order to demonstrate how a similar scene can give learners different skills and knowledge experiences which can be beneficial in other subject areas. These texts were chosen with the aim of giving learners exposure to such topics as equality and stratification, but in a twist of comedy. The main concepts come from studies done by Mikhail Bakhtin's (2010) and Julia Kristeva's (1980)

The methods employed for using intertextuality as an interdisciplinary tool varies depending on the goal of linkage to the core material. In studies done by Sort, where students discussed certain selected texts it was determined that their interpretations of the same events were different (1986). Their ability to form relationships to other subject areas was determined by their pre-knowledge, age and cultural background. The method which I would like to present involves using a 3-way link approach to the hypotext. The hypotext is explored using: (step 1) written text, games, video or movies, (Step 2) Students explore and form links to the sub-text. (step 3) Teacher and students from links to other disciplines.

This type of methodology is effective both with first language speakers and second language speakers and even with student who study in specialized divisions such as International Baccalaureate (IB) diplomas and undergraduate programs.

Key words: Intertextuality, interdisciplinary, multicultural teaching, approach hypotext Cited Work