

Methodological Diversity and Trends in Intertextual Reading Research

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Abstract

This study aims to reveal the methodological diversity and trends in research on intertextual reading. Using a qualitative descriptive survey, 23 research articles published between 2014 and 2024 were analysed. The research focuses on the methodologies, sample types, data collection tools, prominent findings and recommendations of these articles. The results show that intertextual reading has become a universal area of academic interest by crossing cultural and interdisciplinary boundaries, especially in fields such as education, literature, psychology and linguistics. The study reveals that qualitative methods are predominantly used and that there is a tendency towards in-depth and contextual analyses of intertextual processes. However, quantitative and mixed methods were also used to test the findings in larger sample groups. The research reveals that university students are the primary focus of these studies, but significant attention has also been paid to secondary and primary levels. The findings suggest the global applicability of intertextual reading strategies, the development of critical and creative thinking skills, and students' in-depth understanding of texts from multiple perspectives.

Keywords: Intertextual reading, reading strategies, descriptive survey, methodological diversity.

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Metinlerarası Okuma Arařtırmalarında Yöntemsel Çeřitlilik ve Eğilimler

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Öz

Bu çalışma, metinlerarası okuma üzerine yapılan arařtırmalardaki yöntemsel çeřitlilięi ve eğilimleri ortaya koymayı amaçlamaktadır. Nitel betimsel tarama kullanılarak, 2014-2024 yılları arasında yayımlanan 23 arařtırma makalesi analiz edilmiřtir. Arařtırma, bu makalelerin metodolojileri, örneklem türleri, veri toplama araçları, öne çıkan bulguları ve önerileri üzerine odaklanmıřtır. Sonuçlar, metinlerarası okumanın kültürel ve disiplinlerarası sınırları aşarak evrensel bir akademik ilgi alanı haline geldięini, özellikle eğitim, edebiyat, psikoloji ve dilbilim gibi alanlarda yoğunlařtıęını göstermektedir. Çalışmada, nitel yöntemlerin aęırlıklı olarak kullanıldıęı ve metinlerarası süreçlerin derinlemesine ve bağlamsal olarak incelenmesine yönelik bir eğilimin olduęu ortaya koyulmuřtur. Ancak, bulguların daha geniř örneklem gruplarında test edilmesi için nicel ve karma yöntemlerin de kullanıldıęı görölmektedir. Arařtırma, üniversite öğrencilerinin bu çalışmaların birincil odak noktası olduęunu, ancak ortaöğretim ve ilköğretim düzeylerine de önemli ölçüde dikkat edildięini ortaya koymaktadır. Çalışmanın sonuçları, dijital çağda metinlerarası okuma uygulamalarının daha geniř ve etkili bir şekilde kullanılabilmesi için disiplinlerarası arařtırmaların ve dijital teknolojilerin entegrasyonunun önemli olduęunu ortaya koymuřtur. Ayrıca, öğretim süreçlerine odaklanan çalışmaların nitelięinin geliřtirilmesi ve ilkokul düzeyindeki öğrencilerle gerçekleřtirilecek arařtırmaların sayısının artırılması gerektięi görölmektedir.

Anahtar Sözcükler: Metinlerarası okuma, okuma stratejileri, betimsel tarama, yöntemsel çeřitlilik.

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Introduction

Educational research has gained a new dimension with its ongoing development in recent years, especially with digital transformation and pedagogical innovations. In this context, intertextual reading has gone beyond being merely a reading strategy and has begun to play a central role in education as a powerful tool that deepens students' sense-making processes, strengthens their critical thinking skills and enables them to evaluate literary works from a multi-layered perspective. This innovative approach in education offers students a rich learning experience by making connections between different texts and redefines the modern understanding of literacy. Intertextual reading stands out as an important pedagogical tool that encourages individuals to think more consciously, critically and creatively in a rapidly changing educational world.

Intertextuality theory analyses the relationships between texts and reveals the contribution of these interactions to the reader's meaning-making process (García-Sánchez & García-Martín, 2021). In this context, readers develop a more layered and in-depth understanding through the relationships they establish between texts. Intertextual reading is enriched by the use of individual and collective memory and diversifies reading strategies by identifying implicit and explicit signs between texts. Michael Sifeter's concept of 'text trace' emphasises the multi-layered structure of texts and the reader's reading experience (Sharrock, 2019). At this point, intertextual reading requires the reader to establish connections between texts by using critical and logical thinking skills.

Intertextual reading allows students to improve their comprehension performance by using multiple texts and multimodal materials. The term multiple texts refers to students analyzing more than one text on the same topic and making connections between these texts. These texts can include written materials from different sources as well as visual elements such as images, graphics, and tables, offering various perspectives, information, or explanations on the topic. By switching between these diverse texts and visual materials, students synthesize information and develop a broader understanding.

Intertextual reading also contributes to students' development of critical thinking and argumentation skills when they read documents with different perspectives. Tarchi and Mason (2020) found that the quality of students' argumentation was directly related to their critical thinking skills after reading documents with different perspectives. This finding suggests that intertextual reading strengthens students' analytical thinking and evaluation skills. In conclusion, intertextual reading offers a rich perspective in understanding and interpreting literary works. This approach enables the reader to establish connections between texts and deepen the comprehension process by using critical and logical thinking skills (Bråten et al. 2011).

Research on intertextual reading enriches the literature in this field by using various methods (Chandrasoma & Ananda, 2018; Stang Lund et al., 2019; Tarchi & Mason, 2020) and perspectives (Abahussain, Shah & Abdul-Rab, 2022; Gabadadze, 2022; Oryaşın, 2021). However, certain methodological challenges (Cromley, Kunze & Dane, 2021; Gabadadze, 2022) and limitations (Borges, 2015; Galvan-Alvarez & Galván, 2021) emerge in these studies.

The fact that research on intertextual reading is handled in various ways by different disciplines weakens the conceptual and practical coherence in this field and leads to complexity in the literature by increasing methodological diversity. This situation makes it difficult to integrate intertextual reading strategies into educational processes and prevents the development of a coherent educational approach. In this context, there is a need to identify general trends and research gaps in this field by evaluating existing studies in the field of intertextual reading. Therefore, the aim of this research is to determine the general trends and problems encountered by determining the reflections of the fact that intertextual reading strategies are handled in different ways in different disciplines and this situation makes it difficult to integrate them into educational processes. The questions of the research are as follows:

1. What are the imprint information, the country, journal and year of publication of the articles dealing with the concept of intertextual reading and other related concepts?
2. What are the methods (qualitative, quantitative, mixed), data collection tools, data analysis methods and sample types used in the articles?
3. What are the prominent themes in the findings of the articles?

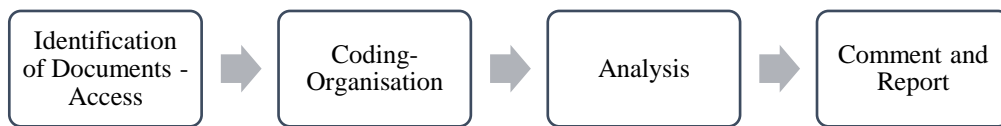
4. What are the prominent themes in the recommendations presented in the articles?
5. What is the outlook of the analysed articles in terms of general research trends?

Method

In this study, review and research articles in which the phenomenon of intertextual reading was discussed in the international literature between 2014-2024 were analysed by descriptive scanning method, one of the qualitative research methods. The articles were analysed with a systematic approach using document analysis technique. In survey research, researchers generally focus on how phenomena and events are distributed rather than their causes (Fraenkel & Wallen, 2006). The descriptive survey model is applied with a systematic strategy in order to increase the generalisability of the results; data on the date, method and results of the researches are evaluated in detail (King & He, 2005). General survey models are defined as survey arrangements carried out on a large population or a selected sample in order to make a general evaluation about this population (Karasar, 2006).

In this study, the steps of document analysis method defined by Okonta and Rossouw (2014) were applied (See Figure 1).

Figure 1. *Document Review Process*



Identification of Documents-Access

The articles examined within the scope of this study were determined by considering the criterion sampling method, one of the purposive sampling methods. The criterion sampling method aims to examine the situations that meet the predetermined criteria in detail (Yıldırım & Şimşek, 2016). The main purpose of this method is to select information-rich samples that can contribute to the research topic in depth (Marshall, 1996). As stated by Patton (2014), in purposive sampling, all situations that meet the criteria determined in order to reach the best data sources suitable for the purpose of the research are included in the research.

In this study, the first criterion sought in the articles included in the review was the presence of the expressions ‘multimodal reading’, ‘multidocument comprehension’, ‘reading with interactive texts’, ‘reading teaching’, ‘advanced reading comprehension’ and ‘teaching process’, which were considered together with the concept of ‘intertextuality’ or directly related to it in the preliminary review. The second criterion is that the studies included in the review should have been published in the last ten years (2014-2024). Analysing the research conducted in the last decade is critical for understanding current developments and trends in scientific knowledge, identifying gaps in the literature and assessing the validity of emerging theoretical frameworks. The third criterion is the inclusion of articles whose full texts can be accessed. Since the articles that cannot be accessed will have to be evaluated only on the basis of abstracts, this may lead to evaluations based on incomplete information and potentially incorrect inferences. For this reason, full-text access has been identified as an important criterion to ensure that the research is carried out with a holistic perspective and the accuracy of the results obtained.

The full texts of the articles were accessed through high potential databases such as Consensus AI, Google Scholar, Academia, ResearchGate, Scopus, Web of Science, ERIC, ProQuest, EBSCOhost and various university libraries. In the screening process, 23 articles identified as meeting the above-mentioned criteria were analysed in depth.

Coding-Organisation

The Article Review Form, which was designed by the researchers based on the Publication Classification Form developed by Göktaş et al. (2012), was used to analyse the articles. The form consists of 4 sections: article colophon, method, findings and recommendations. In the coding process,

the data in the articles were categorised systematically in accordance with the purpose of the study and the criteria determined. The key concepts and themes in the articles were determined and the relevant sections in the texts were carefully scanned in the light of these concepts. In the coding process, concepts such as ‘intertextual reading’, ‘multimodal reading’, ‘multidocument comprehension’, ‘reading with interactive texts’ were coded according to the extent to which they were addressed in the content of each article and how these concepts were used was revealed through thematic analysis. In addition, the findings and recommendations of each article were evaluated and coded in relation to these concepts.

Analysis

The data obtained from the analysed articles were analysed using content analysis technique. This method involves collecting similar data around certain concepts and themes and organising and interpreting these data in a systematic way. Content analysis provides a systematic, objective and quantitative approach to evaluate the variables in the text, thus increasing the reliability of the findings (Wimmer & Dominick, 2000). In this way, it is possible to analyse and interpret the data in depth and to make inferences in accordance with the general purpose of the research.

Comment and Report

The findings of this study were interpreted and reported in detail by the researchers. Based on the coding process and content analysis results, the researchers evaluated the themes and pedagogical approaches that emerged in the articles.

Consistency, Transferability and Verifiability

In this research, consistency, transferability and verifiability were ensured by systematic and meticulous application of methodological processes. With the criterion sampling method, information-rich examples suitable for the purpose of the research were selected and the coding process was carried out systematically in accordance with the determined criteria. Through content analysis, the data were organised and interpreted around certain concepts and themes, thus increasing the methodological reliability and reproducibility of the findings. In addition, an extensive literature review and articles accessed from various databases supported the applicability of the findings in different contexts. Transparent reporting of the methods and detailed evaluation of the findings ensure verifiability by other researchers. These aspects of the study were strengthened by determining the level of inter-coder agreement by comparing the codes reached by the researchers during the examination of the articles with the codes reached by a field expert. The percentage of inter-coder agreement was determined as 89.5% [(percentage of agreement=number of common codes/total number of codes) x 100] and it was determined that this rate was above 70%, which is stated as an acceptable consistency value in the literature (Miles & Huberman, 1994).

Data Analysis

The content analysis of 23 articles in this study reveals that the topic of intertextual reading has a wide geographical distribution at the international level and is addressed in different cultural contexts. The articles were published in various countries and disciplines, indicating that intertextual reading has become a universal area of interest. In terms of methodology, qualitative, quantitative and mixed methods were used in the articles, and this diversity allows intertextual reading studies to be analysed with different research methods and data collection tools. While the findings emphasise the prominent themes in the field of intertextual reading and the contributions of these studies to the field, the suggestions presented in the articles provide guidance for future research and practices.

Findings Related to the First Research Question

The findings reveal in which geographical and academic contexts intertextual reading studies are concentrated and how widespread they have become. In addition, it is seen that these studies are addressed in a wide range of disciplines and at the international level, thus the subject of intertextual reading has become a universal academic interest (See Table 1).

Table 1. *Imprint Information of the Articles*

No	Authors	The journal in which it was published	Country	Year
1	Cromley et al.	Learning and Instruction	USA	2021
2	Abahussain et al.	Theory and Practice in Language Studies	Saudi Arabia	2022
3	Chandrasoma & Ananda	Critical Inquiry in Language Studies	Australia	2017
4	Stang Lund et al.	Reading and Writing	Norway	2019
5	García-Sánchez & García-Martín	Frontiers in Psychology	Spain	2021
6	Tarchi & Mason	European Journal of Psychology of Education	Italy	2019
7	Oryaşın	International Journal of Education & Literacy Studies	Australia	2021
8	Gabadadze	Modern Issues of Medicine and Management	Georgia	2022
9	Deniz Akdal et al.	Eurasian Journal of Educational Research	Türkiye	2014
10	Metin Akyüz	Erzincan University Journal of Graduate School of Social Sciences	Türkiye	2015
11	Işıksalan	International Online Journal of Educational Sciences	Türkiye	2018
12	Kitiş	Journal of Art and Language	Türkiye	2017
13	Taniyan	Journal of Language and Literature Studies	Türkiye	2021
14	Yanardağ & Durmuş	Journal of Literary Criticism	Türkiye	2018
15	Vespoli	Maia	Switzerland	2023
16	Guadu	Plos One	Ethiopia	2024
17	Demir et al.	Learning and Individual Differences	USA, Norway	2024
18	Galvan -Alvarez & Galván	Critique: Studies in Contemporary Fiction	Spain	2021
19	Mackey	Strenæ. Recherches sur les livres et objets culturels de l'enfance	Canada	2023
20	Shaghoor & Hosseini Sirat	Journal of Philosophical Investigations	Iran	2022
21	Ulu Aslan	The Journal of International Social Research	Türkiye	2018
22	Borges	Pesquisas em Discurso Pedagógico	Brazil	2015
23	Özlem Baş et al.	Journal of Social Sciences of the Turkic World	Türkiye	2015

The 23 articles analysed were published in 13 different countries, which reveals that the topic of intertextual reading has received international attention and has been addressed in various cultural contexts. Most of the studies were published in Turkey (8 articles) and the USA (2 articles). These countries show that there is an intensive research activity in the field of intertextual reading. Spain (2 articles), Norway (2 articles) and Switzerland (1 article) also made significant contributions from the European continent. In addition, countries from different continents such as Australia, Saudi Arabia, Ethiopia, Canada, Iran and Brazil have also contributed to this field. This shows that the topic of intertextual reading is a global area of interest and is addressed from different cultural perspectives.

When evaluated in terms of journals, it is seen that the studies were published in journals in different disciplines. For example, there are education-oriented journals such as 'Learning and Instruction' (USA), 'European Journal of Psychology of Education' (Italy) as well as literature-oriented journals such as 'Critique: Studies in Contemporary Fiction' (Spain). This shows that intertextual reading studies adopt an interdisciplinary approach and contribute to different academic fields.

Findings Related to the Second Research Question

The diversity of methodological approaches used in the analysed articles (See Table 2), data collection tools (See Table 3), data analysis methods (See Table 4) and sample types (See Table 5) were revealed.

Table 2. *Methods Used in the Articles (Qualitative / Quantitative / Mixed)*

Method Type	Frequency	% Percent
Qualitative	14	60,9
Quantitative	5	21,7
Mixed	4	17,4
Total	23	100

The analysis of 23 articles reveals the distribution of the methods used in intertextual reading studies. According to Table 2, qualitative methods were preferred in approximately 61% of the articles (14 articles), this finding shows the predominance of qualitative studies that allow in-depth and contextual examination of intertextual reading. Quantitative methods were used in approximately 22% of the studies (5 articles), indicating that such studies contribute to supporting intertextual reading skills with numerical data. Mixed methods were used in 17% of the studies (4 articles), and a more comprehensive and holistic analysis was made by using qualitative and quantitative approaches together. This distribution reveals that methodological diversity plays an important role in intertextual reading studies and various methods are used to answer different research questions.

Table 3. *Data Collection Tools Used in the Articles*

Data Collection Tools	Frequency	% Percent
Semi-structured interviews	10	43,5
Survey	5	21,7
Document Analyses	4	17,4
Observation	3	13,0
Other	1	4,34
Total	23	100

As seen in Table 3, the most commonly used data collection tool was semi-structured interviews (10 articles) with about 44 per cent, this finding shows that researchers tend to collect in-depth and qualitative data from participants. Questionnaires were used about 22% (5 articles each) and document analysis 17% (4 articles), both to obtain quantitative data from large groups of participants and to analyse existing written materials. Observation method was used in about 13% (3 articles) and allowed the behaviours and interactions of the participants in their natural environments to be examined. Other data collection tools were used in 4% (1 article), which shows the importance of diversity in data collection processes and the adoption of different approaches. This distribution reveals that research in the field of intertextual reading is supported by rich and diverse data collection strategies.

Table 4. *Form of Data Analysis Used in the Articles*

Data Analysis Format	Frequency	% Percent
Descriptive Analysis	10	43,5
Content Analysis	5	21,7
Path Analysis	3	13,0
Mediation Analysis	3	13,0
Other	2	8,7
Total	23	100

As can be seen in Table 4, the most commonly used form of data analysis is descriptive analysis with a rate of 44% (10 articles), this finding shows that researchers prefer to make sense of the data by describing and summarising them. Content analysis was used by about 22% (5 articles), and this method was preferred to examine themes and patterns in intertextual reading in depth. Path analysis and mediation analysis were used approximately 13% (3 articles) each, and these analyses focus on

examining the relationships and mediating effects between variables. Other analyses were used approximately 9% (2 articles) and this distribution reveals that the data analysis methods used in intertextual reading studies cover a wide range and various analytical approaches were adopted for in-depth examination of the research findings.

Table 5. *Sample studied in the articles*

Sample	Frequency	% Percent
University students	12	52,2
High school students	6	26,1
Primary school students	5	21,7
Total	23	100

As seen in Table 5, the most frequently studied sample group is university students, with 52% (12 articles). This indicates that the intertextual reading skills of individuals at the university level are extensively examined in research. This can be associated with the fact that most studies on classical literature are conducted at universities. High school students were studied at a rate of 26% (6 articles) and primary school students at 22% (5 articles), showing that intertextual reading studies are addressed at different levels of the education system.

Findings Related to the Third Research Question

The information in the findings sections of the analysed articles reveals a few basic themes and tendencies that stand out in intertextual reading studies. These findings can be summarised under general headings as follows:

Intertextual Transitions and Learning Performance-Skill Development

The frequency with which students make transitions between texts has been identified as an important factor affecting their learning performance. Especially high performing students use these transitions more successfully, but it is stated that these transitions sometimes cause confusion in students (Articles 1, 4, 5 and 17). Intertextual reading processes play an important role in developing students' critical thinking skills (Articles 2, 3, 6 and 11). Intertextual reading approaches significantly improved students' creative writing skills, especially in terms of originality of ideas and vocabulary richness (Articles 10 and 23).

Intertextual reading and personal cultural experience

Students developed deeper meanings by relating the texts to their personal cultural experiences. This shows that intertextual reading contributes to the formation of individual and social identities (Articles 2, 3, 13 and 16).

Literature and intertextuality

Many studies have examined how classical literary works are reinterpreted in modern contexts and how intertextual relationships are established in the process. All other connections, including mythological themes and symbols used in the works, have led to findings that reflect cultural bridges between classical and modern works (Articles 7, 13, 14 and 18).

Intertextual references, explicit and implicit intertextual relationships and comprehension

Findings highlight that students are more likely to recognise explicit intertextual relationships in texts, while implicit and complex relationships are less easily understood (Articles 8, 10, 12 and 23).

Intertextuality and teaching methods

The findings show that intertextual reading proved to be an effective method in developing students' literacy skills. The use of this method enabled students to recognise the relationships between texts and to use these relationships in their written production (Articles 9, 11, 22).

On the basis of the findings obtained, it was possible to identify some main trends that were concentrated in the results of the studies analysed (see Figure 2).

Figure 2. Trends that stand out in the findings

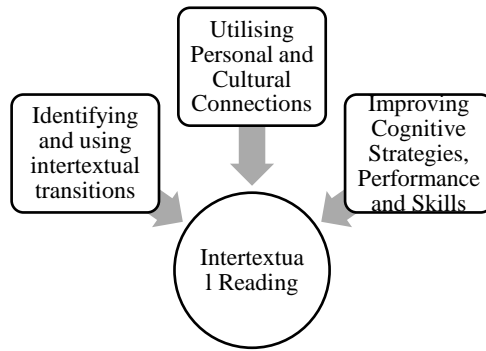


Figure 2 shows three main trends that stand out in the findings of intertextual reading research. Firstly, under the title of ‘Detecting and Using Intertextual Transitions’, readers’ efforts to reach a deeper meaning by making connections between texts are emphasised. Secondly, the ‘Using Personal and Cultural Connections’ tendency shows that readers enrich their meaning by relating texts to their personal and cultural experiences. Finally, ‘Enhancing Cognitive Strategies, Performance and Skills’ refers to the process of developing readers’ cognitive skills such as critical thinking, problem solving and creative writing through intertextual reading. These three tendencies show that intertextual reading is a multifaceted cognitive and cultural activity, enabling readers to interact more deeply with texts and their own inner worlds.

Findings Related to the Fourth Research Question

The analysis of the recommendations section of the articles reveals common suggestions on how intertextual reading strategies can be used more effectively in education and literary analysis. In general, it is emphasised that intertextual reading plays an important role in developing skills such as critical thinking, creative writing, cognitive strategy development and cultural awareness. In particular, comparative analysis of classical works and multiple texts is presented as an effective method for developing students’ higher level reading and comprehension skills. Other benefits recommendations in the research can be listed summarised as follows: (See Table 6).

Table 6. Other Common Themes and Explanations in the Recommendations

Theme	Description	Articles (No.)
Intertextual Reading and Critical Thinking	It is recommended to use intertextual reading strategies to develop critical thinking skills.	2, 3, 6, 11, 22
Creative Writing and Cognitive Strategies	It is recommended to apply intertextual reading methods for creative writing and cognitive strategy development.	5, 9, 17
Use of Classical Works in Education	It is recommended that classical works be introduced at an early age and taught in an intertextual context.	7, 10, 13
Multiple Text and Conflicting Sources	The use of multiple texts is recommended to develop students’ ability to analyse contradictory sources.	1, 4, 12, 17, 23
Prior Knowledge and Intertextual Understanding	It is recommended to investigate how prior knowledge affects intertextual comprehension and the strategies to be used in this process.	17, 18
Literature and Cultural Memory	It is suggested to emphasise intertextual relations that bridge literature and cultural memory.	14, 15, 18, 23
Teachers’ Intertextual Awareness	It is suggested that teachers should use activities that increase intertextuality awareness in their lessons.	5, 21, 22
Critiques on Identity and Social Structures	The use of intertextual reading in the search for identity and the struggle against authoritarian structures is recommended.	16, 20

Findings Related to the Fifth Research Question

Intertextual reading studies conducted in the last decade show that this field has been analysed with increasing interest and addressed in various cultural, geographical and interdisciplinary contexts. These studies reveal that the subject of intertextual reading has become an area of universal academic interest and that research in this field is concentrated in different disciplines such as education, literature, psychology and linguistics.

In terms of methodology, the predominance of qualitative studies shows that there is a tendency towards in-depth and contextual analyses of intertextual reading processes. However, the use of quantitative and mixed methods also reveals that researchers are trying to test intertextual reading skills in larger sample groups and to support their findings with numerical data. This diversity shows that the topic of intertextual reading has been addressed in a multidimensional way and various methods have been adopted to answer different research questions.

In the analysis of the sample groups, it is seen that university students are at the forefront, while high school and primary school students are in the second place. This indicates that intertextual reading skills have been researched especially at the higher education level, but they have also been significantly addressed at other levels of the education system.

These findings suggest that research in the field of intertextual reading in the last decade has used a wide methodological spectrum to understand how this topic is addressed in various contexts and how these processes affect individuals' cognitive, critical and creative thinking skills.

Discussion, Conclusion and Recommendations

The last decade of research on intertextual reading clearly demonstrates that this field has been studied with increasing interest and has been addressed in various cultural, geographical and interdisciplinary contexts. The findings from these studies show that the topic of intertextual reading has become an area of universal academic interest and that research in this field is particularly concentrated in different disciplines such as education, literature, psychology and linguistics (Abahussain et al., 2022; Chandrasoma & Ananda, 2018; Cromley et al., 2021; García-Sánchez & García-Martín, 2021; Sharrock, 2019; Stang et al., 2019). This trend shows that intertextual reading is recognised not only as a reading strategy but also as a multidimensional research field that supports individuals' cognitive development.

From a methodological point of view, the predominance of qualitative research shows that there is a tendency to examine intertextual reading processes in depth and contextually (Kitiş, 2017; Tarchi & Mason, 2020; Weippert, 2018). While the widespread use of qualitative methods in this field reflects an effort to understand the effects of intertextual relations on students in more depth, the use of quantitative and mixed methods also shows the need to test intertextual reading skills in larger sample groups and to support these findings with numerical data (Cromley et al., 2021; Tarchi & Mason, 2020). This methodological diversity reflects the multidimensional nature of intertextual reading and emphasises the need to adopt various methods to answer different research questions.

Studies conducted by researchers from various countries show that the issue of intertextual reading is addressed from an international perspective and analysed in different cultural contexts. These studies reveal that intertextual reading is not limited to a specific geography or culture, but is accepted as a universal reading strategy (Abahussain et al., 2022; Baş et al., 2015; Chandrasoma & Ananda, 2018; Cromley et al., 2021; García-Sánchez & García-Martín, 2021; Sharrock, 2019; Stang et al., 2019). This finding provides important clues about how intertextual reading can be effectively applied in different cultures in line with global educational goals.

The analysis of the sample groups shows that intertextual reading research is particularly concentrated at the higher education level, but it is also considered as an important research area at other levels of the education system (Efendi, 2012; Kitiş, 2017). These findings show that research in the field of intertextual reading is widely applicable not only at the university level, but also at the high school and primary school level. The fact that intertextual reading strategies are effective in developing students' creative writing, reading and comprehension skills is supported by recent research on reading

instruction (Graham et al., 2017; Han, 2023; Shao, 2019). Therefore, it is seen that the phenomenon of intertextual reading should be addressed in studies to be carried out with primary school level students.

The emphasis on the use, competence and effectiveness of educational technologies in educational environments has also been an important research focus. Digital transformation in higher education has been driven by sustainable management practices and technological advances, and there has been a growing body of research on this topic (Abad-Segura et al., 2020; Yıldız et al., 2020). These developments also emphasise the importance of integrating intertextual reading strategies with digital educational technologies. The increasing importance of educational technologies coincides with the fact that research in the field of intertextual reading has started to adopt more innovative and digitally integrated approaches. This situation offers important insights into how intertextual reading can be supported by educational technologies.

In conclusion, this study aimed to deepen the body of knowledge in this field by examining the methodological diversity and trends of research on intertextual reading. It is understood that intertextual reading is universally recognised as an educational tool and that this strategy plays an important role in developing students' critical thinking, creative writing and interpretation skills (Abahussain et al., 2022; Chandrasoma & Ananda, 2018; García-Sánchez & García-Martín, 2021). The wide geographical and cultural range of the research supports the universal applicability of this strategy and confirms that intertextual reading studies are approached from a global perspective. These findings show that intertextual reading is not only a field of academic interest, but also a powerful tool that can be used in education. The integration of educational technologies into this process offers new opportunities for intertextual reading strategies to reach wider audiences and to be applied more effectively in the digital age.

Since it is emphasized in the research that the phenomenon of intertextual reading should be addressed from an early age, new research to be conducted in this field in Turkey can be designed especially for primary and secondary school students. New research can focus on the development and products of students at these levels.

Training programmes can be organised to increase teachers' knowledge and skills on intertextual reading and digital tools and resources can be developed.

The phenomenon of intertextual reading can be integrated into the curriculum in an appropriate manner. Additionally, it can be suggested that this integration is planned to align with the policies of the Ministry of National Education and the K12 Skills Framework.

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