Analysis of the Current Situation and Improvement Strategies of High School English Classroom Reading Teaching Models from the Perspective of Intertextuality Theory

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Abstract: This article analyzes the current situation of high school English classroom reading teaching mode from the perspective of intertextuality theory, and proposes corresponding improvement strategies. This article examines and analyzes the current situation of high school English reading teaching, and concludes that its teaching content is single, teaching methods are outdated, and students' reading ability is not strong. These problems have led to consequences such as low reading interest and poor reading effectiveness among students. In response to these issues, this article proposes an improvement strategy based on intertextuality theory. Firstly, teachers should use various forms of textbooks to enable students to have a wide range of exposure to various reading materials and broaden their knowledge. Secondly, teachers should encourage students to engage in critical reading, guide them to deeply reflect on the meaning and value behind the text, and cultivate their independent thinking ability. Finally, through group discussions and role-playing methods, students' enthusiasm for learning English was effectively mobilized and their reading ability was promoted. Only by taking the above improvement measures can we improve the reading level of middle school English. During the reading process, children's reading ability, interest, and effectiveness will all improve. At the same time, these strategies can also provide teachers with new teaching ideas and methods, promoting their professional development.

Keywords: The theory of intertextuality; Cross cultural awareness; Innovation in Reading Teaching Mode

1. Introduction

In the increasingly globalized contemporary society, the importance of English reading ability becomes more and more prominent. High school English classroom is the main place to cultivate students' English reading ability, and its teaching mode is directly related to students' reading level and interest. However, the traditional English reading teaching mode in high school is often limited to a single text interpretation and lacks attention to students' independent thinking ability and multi-text interaction, which limits the improvement of students' reading ability to a certain extent [1-3]. In this context, intertextuality theory opens a new thinking space for us. Intertextuality theory emphasizes the mutual influence and connection between texts and encourages readers to seek deeper understanding in the interaction of multiple texts. The application of intertextuality theory in senior high school English classroom can break through the previous "one-way" teaching method, make students have strong judgment ability and improve their learning interest and level.

Therefore, this article aims to explore the teaching mode of high school English classroom reading from the perspective of intertextuality theory. By analyzing the current status of the education model and identifying its shortcomings, corresponding improvement measures are proposed based on the theory of intertextuality [4-5]. Through research, it can provide new theoretical perspectives and practical strategies for high school English reading teaching, promote innovation and development of English reading teaching, and more effectively enhance students' English reading ability and interest, laying a solid foundation for their future academic and professional development.

2. Analysis of the current situation of English reading teaching mode in senior high school from the perspective of intertextuality theory

2.1 Intertextuality Theory and Understanding of Intertextuality Reading

The term 'intertextuality' derived from Latin has become a specialized term in disciplinary learning, which refers to the discovery through attribution that a text is extracted from or constructed from other texts. This theory highlights the connection between texts; The reading experience, reading ability, and reading surface of readers are the foundation of their operation. In the process of reading a new text, as far as English is concerned, the reader learns vocabulary, grammar, content, expression methods, and other aspects of the reading process, awakens memories and cognition of previous reading, and through reviewing similar texts in the past, obtains some knowledge, emotions, and thoughts of the new text through the integration of old and new, and analogy.

Intertextual reading is a type of cross textual reading that shares certain similarities with current group reading. Intertextual reading is not about reading multiple texts together, but about reading a new text based on another text. It is reading after reading, recognizing, and absorbing other texts. The intertextual reading in high school English reading learning is generally an expanded reading similar to the text after learning the textbook, which is a consolidating, practical, and practical reading.

The theory of intertextuality and the operation of reading have broken the paradigm of traditional English teaching. It is an innovative reading that highlights the improvement of students' autonomous ability. It has strong inspiration and guiding significance for students' reading thinking, methods, and ability improvement.

2.2 The level of intertextuality expression

Plett believes that intertextuality can be broadly divided into three types: (1) material intertextuality, which refers to the repeated use of discourse symbols; (2) Structural intertextuality, which refers to the repeated use of grammatical rules; (3) Material structure intertextuality refers to the repeated use of language symbols and grammatical rules in two or more texts. The third type is the most common intertextuality.

From the perspective of language teaching, intertextuality is mainly reflected in three levels: (1) Language intertextuality, which refers to the sudden changes in language formalization in a discourse, forming the interweaving and contrast of two or more language styles or stylistic features. The preset position of the discourse subject and the position of the implied reader reflect the ideological consciousness and communicative intention of the discourse subject. (2) Cultural intertextuality refers to the possibility that the theme of a discourse may evoke relevant knowledge or experience from readers, including cognitive psychology, cultural conventions, social customs, religious values, etc. When readers come into contact with a text, their brains cannot be blank and they always mobilize their relevant knowledge schemas for interpretation. (3) Media intertextuality refers to the creation of intertextual effects mainly through various material media such as text, audio and video, such as illustrations, prefaces, titles, annotations, and comments.

In fact, the meaning of a text presents multiple levels, among which the most basic is cognitive meaning, also known as "referential" meaning. Intertextuality is different from narrow context, where context closes meaning by seeking optimal correlation, while intertextuality makes the meaning of the text open. Intertextuality means that readers participate in the production process of text meaning, emphasizing the dynamic communication process between authors and readers through discourse as a medium, and the realization of discourse meaning depends on the reader's knowledge perspective.

2.3 Current Situation of High School English Reading Teaching Models

From the perspective of intertextuality theory, the teaching mode of high school English reading presents some unique characteristics and current situations. The theory of intertextuality emphasizes the mutual correlation and influence between texts, which also has a high degree of relevance in English Chinese or Chinese English translation.

On the one hand, the current high school English reading teaching model often has a single choice of text. Traditional reading teaching usually focuses on texts in classic literary works or textbooks, but lacks attention to other types and sources of texts. However, the theory of intertextuality encourages us

to recognize the interconnectedness between texts, including texts from different cultural and linguistic backgrounds. In English Chinese or Chinese English translation, this cross-cultural intertextuality is particularly important. By introducing diverse texts, including English original texts and Chinese translations, students can have access to a wider network of texts, thereby enriching their reading experience and perspectives[6].

On the other hand, inspired by the intertextuality theory, English reading teaching in senior high school can pay more attention to the application of translation in reading teaching. Translation is not only the conversion between languages, but also involves factors such as culture, background and context. In reading teaching, teachers can use English-Chinese or Chinese-English translated materials to allow students to compare the original text with the translated text and observe the expression styles and cultural differences between different languages [7-8]. These courses can enhance intercultural awareness among students and enhance their sensitivity to language and culture.

However, the current teaching mode of English reading in senior high school, when using translated materials, often only stays at the linguistic level of comparison, and lacks in-depth discussion of cultural background and context. This limits students' understanding of the deep meaning and intertextuality of the text.

In short, the theory of intertextuality provides a new perspective and method for high school English reading teaching. In the context of English Chinese or Chinese English translation, teachers should pay more attention to the selection of cross-cultural texts and the application of translation materials, guiding students to pay attention to the interrelationships and influences between texts. By enriching the teaching content and methods of reading, students can cultivate cross-cultural awareness and critical thinking abilities, thereby enhancing their understanding of language and Chinese. This will help students better cope with the challenges of English reading and translation in the context of globalization, and become talents with cross-cultural communication skills.

3. The application of intertextuality theory in English reading teaching

The theory of intertextuality has a wide range of applications in English reading teaching, especially when it comes to content related to English Chinese or Chinese English translation, its importance is even more prominent.

(1)The theory of intertextuality helps to improve students' translation ability. In English reading teaching, teachers often guide students to translate texts into English or Chinese English. By applying intertextuality theory, teachers can encourage students to pay attention to the intertextual relationship between the original text and the translated text, and understand the expression and cultural differences of the text in different languages [9-11]. By comparing and analyzing the intertextual elements between the original work and the translated version, it enhances its sensitivity and accuracy to language, thereby improving the level and quality of its translation.

(2) Intertextuality theory helps to deepen students' understanding and thinking ability of texts. In the teaching of English reading, teachers can guide students to explore the connections and influences between texts and other relevant texts. By introducing the concept of intertextuality, students can realize that text does not exist in isolation, but interweaves and influences with other texts [12]. This cross-text way of thinking can help students understand the text more comprehensively and dig into its deeper meanings and themes. At the same time, this can also develop critical thinking by encouraging them to think about the article from multiple perspectives, forming independent opinions and insights.

(3) Intertextuality theory can also promote the cultivation of cross-cultural consciousness. In the teaching of English reading, the contents involving English - Chinese or Chinese-English translation often involve different cultural backgrounds and contexts. By applying intertextuality theory, teachers can guide students to pay attention to the cultural elements in texts and the significance of cross-cultural communication [13]. Students can enhance their cognition and respect for multiple cultures and improve their ability of cross-cultural communication by comparing the differences in text expression and values between different cultures.

It should be noted that when applying intertextuality theory, teachers should choose texts and translation materials reasonably, pay attention to quality and diversity [14-15]. At the same time, teachers should also design appropriate teaching activities and tasks to guide students to actively participate in intertextual exploration and thinking. Only through systematic teaching practice can intertextuality theory truly play its role in English reading teaching, helping students improve their

reading, translation, and cross-cultural communication abilities.

By combining with English Chinese or Chinese English translation, intertextuality theory can help students translate, deepen their understanding of the text, and develop cross-cultural awareness. Teachers should fully utilize the theory of intertextuality, innovate teaching methods and means, promote students' comprehensive development, and better adapt to the language and cultural exchange needs of the globalization era.

4. Improvement strategies

The following are some improvement strategies for the application of intertextuality theory in English reading teaching, especially when it comes to English Chinese or Chinese English translation content:

4.1 Based on textbooks, implement the generation points of intertextual reading

Intertextual reading refers to the reading of two or more texts, which involves the word system including words, vocabulary, and words in a text, the syntactic and textual system of sentence structure, discourse structure, and discourse function, as well as the deep learning of practical communication and pragmatic systems, and the application after cognition, understanding, and mastery.

The conventional teaching of reading involves learning vocabulary, grammar, discourse structure, and conveying ideas through discourse. After learning this type of text reading, in order to consolidate, enrich, and improve, we can choose texts with knowledge points related to "LostCivi lizations" for reading. In the implementation of intertextual reading activities, improve students' autonomous learning and deep learning abilities. For example, students can be provided with reading materials such as "Sumer: Cities of Eden," enabling them to transfer and apply the knowledge learned in the textbook through comparative reading in both Chinese and English. This approach helps enhance their interest and ability in English reading.

4.2 Multi-text selection

In English reading teaching, teachers should choose multiple texts for teaching, which should cover different cultures, themes, and backgrounds. By introducing different types of English and Chinese texts, students can be exposed to a wider range of intertextual elements and learn about the differences and similarities between different cultures and languages. This diverse text selection can help teachers stimulate students' interest and encourage them to actively participate in reading and translation activities, to further help students deepen their understanding of different cultures and enhance their language learning.

4.3 Strengthen translation training

Teachers should strengthen translation training in English reading teaching, including English Chinese and Chinese English translation. This not only requires students to accurately translate the text, but also requires them to pay attention to intertextual factors such as culture and background. Through training, students can better understand the cultural and historical backgrounds behind different languages, thereby more accurately conveying the meaning of the original text. In addition, teachers can guide students to gain a deeper understanding of the culture and background behind the text by comparing different translation versions.

4.4 Application of intertextuality analysis tools

In high school English reading teaching, teachers can introduce some intertextuality analysis tools to help students systematically analyze the intertextuality between texts. These tools can help students identify, compare, and interpret intertextual elements in text. By using these tools, students can improve their reading and analytical skills, and gain a deeper understanding of the meaning and intention behind the text.

4.5 Cross-cultural communication activities

Schools can organize various forms of cross-cultural exchange activities, such as simulating United Nations and international cultural festivals, to allow students to experience and understand different cultures in practical environments. This activity can be combined with reading teaching to provide a real intertextual experience. Students can use English for communication in activities, learn how to understand and interpret information in cross-cultural contexts, and cultivate cross-cultural communication skills.

4.6 Integration of technology and teaching

Modern technology provides more possibilities for teaching English reading. Teachers can utilize modern technologies such as online learning platforms and multimedia resources to create a richer intertextual learning experience for students. For example, through virtual reality technology, students can "enter" the scene described in the text and experience the culture and context within it. The integration of this technology and teaching can help students more intuitively understand the culture, history, and background behind the text, enhancing their learning interest and participation.

4.7 Encourage students to study independently

Teachers should encourage students to independently choose and read Chinese and English texts, and cultivate their autonomous learning and exploration abilities. Students can discover intertextual elements in the text through their own reading and research, deepening their understanding of language and culture. Teachers can also provide some guidance in the classroom, but the main learning process should be completed by students themselves. This independent learning approach can cultivate students' independent thinking ability and learning initiative.

4.8 Establish cooperation and dialogue mechanisms

In high school English reading teaching, teachers should encourage cooperation and dialogue between students. Through cooperation and dialogue, students can jointly explore and interpret intertextual elements in the text. This cooperation and dialogue mechanism can help students inspire each other, broaden their horizons, and have a more comprehensive understanding of the text. At the same time, it can also cultivate students' teamwork and communication skills. In the process of cooperation and dialogue, teachers should pay attention to guiding and helping students solve problems they encounter, and provide timely feedback and suggestions.

All in all, in order to improve the application of intertextuality theory in English reading teaching, especially for contents related to English-Chinese or Chinese-English translation, teachers need to make strategic adjustments and innovations in text selection, translation training, tool application, cross-cultural communication, technology integration, self-learning and encouraging cooperative dialogue. Through the implementation of these improvement strategies, students will be able to understand the text more comprehensively and deeply, and improve their reading, translation and cross-cultural communication skills.

5. Conclusion

Through the in-depth application of intertextuality theory, we can open a new door for English reading teaching, especially for English Chinese or Chinese English translation teaching. The implementation of improvement strategies not only helps to improve students' reading and comprehension abilities, but also cultivates their cross-cultural awareness and critical thinking. In the era of globalization, these abilities are crucial for the comprehensive development of students. In the future, we hope to see more educational practitioners explore and apply intertextuality theory, promote innovation and development in English reading teaching, and lay a solid foundation for students' language learning and cross-cultural communication abilities. Let's work together to create a deeper and broader learning experience for students.

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