

Duff, P. A. Intertextuality and hybrid discourses: The infusion of pop culture in educational discourse. *Linguistics and Education*, 14, 231-276.

Key Word: culturally responsive instruction

Summary: This research is part of a larger ethnographic study that examined the linguistic socialization of immigrant students into new discourse communities at school in Canada. Excerpts from audio and videotaped teacher-led discussions in two Canadian high school humanities courses were analyzed to examine intertextuality related to references to pop culture. Findings revealed that pop culture could represent a cultural barrier for ESL newcomers' participation in classroom discourses, although it was a rich intertextual resource for local students.

Assumptions:

- Pop culture can serve as an important textual and social resource as well as a cognitive scaffold for American-born children who share similar interests and media culture.
- In instructional discourses, teachers and students can actively incorporate or ignore pop culture topics raised in classes.
- Discussion about how to incorporate pop culture into classroom discourse assumes that students share the same cultural experiences. New English learners such as recent immigrants, however, may lack the shared cultural experiences and consequently may be denied access to the social networks of their local peers and teachers at school.

Findings:

- Even though pop culture could be a potentially rich, powerful classroom resource for the local students, it might be a complex and bewildering form of intertextual practice for some ESL newcomers who were not familiar with those cultural experiences.

Conclusions:

Although pop culture enriches classroom practices, further research is needed to examine the characteristics and implications of the diffusion of pop culture for children with diverse linguistic and cultural backgrounds.

Suggestions for Teachers:

- Be sensitive to the likelihood that English Language Learners may not have pop culture referents.
- If pop culture referents are critical to learning, provide this background knowledge for ELLs.

Suggestions for Literacy Leaders:

- O Include pop culture in discussions of ELLs' academic and cultural backgrounds.