

Text Analysis & Critique

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New York State English as a Second Language Achievement Test (NYSESLAT)

Grade 5-6 (Reading text)

Immigrants from many countries have moved to the United States. Immigrants move to new countries to make a new home and start a new life. They take their cultural ideas to new places with them. Cultural ideas are beliefs, feelings, and ways of doing things. Many artistic ideas brought to the United States are now a part of American life. For example, German immigrants brought their ideas about education to the United States many years ago. People in Germany placed a high value on education. Their ideas affected the American school system. German immigrants started the first American kindergarten in 1855. Kindergarten classes already existed in Germany. Today, kindergarten continues to be an important part of the American school system. German immigrants had other ideas about schools, too. They believed in physical education in schools. Because of their ideas, gyms were also built in American schools. Go On

READING Other examples of new cultural ideas brought to the United States are those from Chinese immigrants. Some ideas they shared long ago were good ways of farming. Their methods of farming were very successful in China. They brought these ideas to the United States and shared them with others. In addition, Chinese ideas about food have also become a big part of American life. For example, Chinese food is popular in many restaurants and homes in the United States. These are examples of ideas that have come to the United States from only two other countries: Germany and China. More ideas from many countries and cultures have also become an important part of American life. People take their culture with them Whenever they move from place to place. They share ideas from their culture, which spread to many other people in their new home.

My chosen text from New York State English as a Second Language Achievement Test (NYSESLAT) Grade 5-6

This text is more suitable for students in grade 5; the class includes Ells students. The majority are Hispanic, and around 3 kids come from Bangladesh. I chose this text to show my students and teach them how other cultures influenced the American culture, which will make the students understand the importance and the value of different cultures and how we respect each other culture.

I ran this text through the following text analyzer, and here is the screenshot of what the results were:



As we can see from the text analyzer, the Castile score is 920 C, which means the text suits my students in 5th grade.

Based on this text analysis, my lesson plan will include decoding and vocabulary.

I will start by teaching decoding for some words. After that, I will introduce the two cultures the students will find in the text: Chinese and German. Then, I will teach vocabulary for the different words in the text, such as kindergarten, farming addition, immigrant, spread, and belief.

Identify and explain the quantitative elements, qualitative factors, and reader and task considerations that contribute to its complexity.

Quantitative Elements:

Word Count: With 259 words, the text is fairly brief. Although the text's shorter length could suggest lower difficulty levels, there may still be difficulties due to the dense packing of ideas and information.

Sentence structure: Almost all sentences are simple, short, and easy to read. Nonetheless, some are complex sentences that require readers to work through several ideas in a single line.

Length of Paragraph: The content is divided into multiple paragraphs, each focusing on a distinct facet of immigration and cultural influence. Readers can better organize the material by using clear paragraph breaks.

Frequency of Specialized Terms: The passage uses phrases like "cultural ideas," "immigrants," and "kindergarten." Although these concepts might not be very complicated, their frequent use affects comprehension and might necessitate readers' familiarity with context or prior knowledge.

Qualitative Factors:

- 1- Despite its short length, the text explores several intricate topics, including immigration, cultural interchange, and the assimilation of foreign ideas into American society. Critical thinking is necessary to comprehend these ideas, and further study or review of prior

information could also be required.

2- The text discusses how German and Chinese immigrants greatly influenced American society and culture. Examining the cultural subtleties and contributions made by various immigrant groups deepens the story and challenges readers to consider the challenges posed by cultural diversity.

3- The text has deeper implications for the growth of American identity and the interconnectedness of cultures. Readers may need to deduce hidden meanings and link historical occurrences and modern cultural trends.

4- The text emphasizes the positive effects of varied viewpoints on American life while presenting a favorable viewpoint on immigration and cross-cultural exchange. However, it might not thoroughly examine any difficulties or conflicts that might arise from cultural assimilation.

Reader and task Considerations:

1- Prior Knowledge: There may be a range of students' familiarity with ideas like immigration history, cultural diversity, and educational systems. A more profound comprehension of these subjects could lead one to interact with the text more critically and derive deeper meaning.

I can use additional activities to activate the student's prior knowledge, as mentioned in the text.

- Read aloud: letting the students read aloud the text to build the student's background knowledge.
- Pair-share—Chart: The students share their thoughts and what they know about the text, which I record on chart paper. I use this information to introduce the new concepts and help the students connect what they already know with the new concept.

- 2- Cultural Sensitivity: students with different cultural experiences can approach the text differently depending on their interpretation. Adequate comprehension and analysis require sensitivity to cultural quirks and an open mind to other points of view.
- 3- Reading Goals: Readers' reading goals, whether academic research, reading for fun, or overall understanding, influence their level of involvement and the breadth of their analysis.
- 4- Reading Skills: Students can navigate and recover complex text structures based on their reading ability, which includes language comprehension, inference-making skills, and critical thinking abilities.

Finally, although the text seems simple, stemming from its concise and direct language, its examination of intricate ideas and cultural quirks adds layers of intricacy. How students interact with and perceive the material largely depends on reader and task factors.

Development of Thesis and Purpose

This study aims to look into the complex details of a brief text that talks about the cultural impact of immigrants on American culture. The text explores intricate issues like immigration, cultural interchange, and the assimilation of diverse ideas into American life despite its little length. This analysis aims to highlight the complex layers of meaning embedded in the text by examining quantitative elements, qualitative factors, reader and task considerations, and stressing the significance of cultural sensitivity, critical thinking, and prior knowledge in understanding and interpreting the text's content.

Linguistic Analysis:

1- Vocabulary:

The text's vocabulary is largely understandable to language learners; terms like "immigrants," "cultural ideas," "beliefs," and "education" are often used.

Some terms—like "kindergarten," "physical education," and "farming"—may need some clarification or adjusting, particularly for those with little experience.

In certain cases, specific terms such as "restaurants" and "gyms" may require explanation based on the learners' level of understanding.

2- **Sentence Structure:**

- Most of the sentences are simple and short, which makes it easier for language learners to understand.

Some lines of text, like "Immigrants are people who move to new countries to make a new home and start a new life," are complex sentences that may require students to break down many ideas into one sentence.

Since the content mainly uses simple language structures, learners of different proficiency levels can use it.

1. **Discourse Patterns:**

- The text follows a logical and consistent conversational structure. It starts by explaining the concept of immigrants, provides examples of cultural contributions, and concludes with a broader analysis. This organization presents information in an ordered manner to make it easier for ELLS students to understand.

Sequencing Ideas with Textual Evidence

- 1- Introduce the topic of immigration and the effect of culture on American society.
Address the value of immigrant-brought cultural concepts and their influence on American life.

- 2- Immigrants are people who move to other nations to start over.

Cultural concepts are the attitudes, customs, and beliefs immigrants bring from their home nations.

Textual Evidence: "Immigrants are people who move to new countries to make a new home and start a new life. They take their cultural ideas to new places with them." (Cathoven Language hub)

- 3- Explain how the educational beliefs of German immigrants impacted the American educational system.

Draw attention to the fact that German immigrants founded the nation's first kindergarten in 1855.

Textual Evidence: "*German immigrants brought their ideas about education to the United States many years ago. Their ideas affected the American school system. German immigrants started the first American kindergarten in 1855.*" (Cathoven Language hub)

- 4- Explain more educational concepts from German immigrants, like the view that physical education should be taught in schools.

Describe the thinking behind the decision to add gyms to American schools.

Textual Evidence: "German immigrants had other ideas about schools, too. They believed in physical education in schools. Because of their ideas, gyms were also built in American schools." (Cathoven Language hub)

- 5- Give examples of Chinese immigrants' cultural contributions, such as farming methods and culinary customs.

Describe how Chinese farming culture and farming methods have influenced American society.

Textual Evidence: "*Some ideas they shared long ago were good ways of farming. Their methods of farming were very successful in China. They brought these ideas to the United States and shared them with others.*" (Cathoven Language hub)

Identify the key aspects of immigrants' cultural contributions to American life.

Restate the idea that immigration encourages the sharing and dissemination of cultural ideas.

Textual Evidence: "Whenever people move from place to place, they take their culture with them. They share ideas from their culture, which spread to many other people in their new home."

By organizing the ideas in this way and offering textual evidence to back up each argument, we can understand the challenges English Language Learners (ELLs) face in grasping and integrating complex language structures and cultural concepts presented in the text. The evidence supports the analysis by demonstrating how the text presents the contributions of immigrants from China and Germany to American culture. It improves our knowledge of the difficulties ELLs may face in understanding a variety of cultural viewpoints and linguistic nuances.

Critique of Challenging Concepts for ELLs:

Linguistic:

Vocabulary Complexity: Abstract concepts like "cultural ideas" and "beliefs" have complex meanings, and ELLs may find it difficult to comprehend them.

ELLs may have difficulty comprehending the content since they are unfamiliar with terms like "immigrants," "kindergarten," and "physical education."

Strategy: Method: Use pictures, real-world situations, and relevant examples to pre-teach important terms. Provide vocabulary practice opportunities through engaging games and activities.

Cultural Barriers:

Interpretation and Inference: ELLs may need help interpreting the meaning of the text and drawing conclusions, especially when the text contains cultural allusions or hidden meanings.

Critical Thinking: ELLs may need help developing higher-order thinking skills for analyzing the text's themes and consequences.

Strategy: Using an instructional framework, such as explicit teaching, modeling, and guided and independent practice.

Attention to De-Mystifying Complex Texts:

The quantitative,

Word Count: Break the text into small chunks to avoid overwhelming students. Give students many opportunities to stop and think about what they have learned.

Sentence Structure: Break up lengthy, complex sentences into smaller, easier-to-read paragraphs.

Explain comprehension strategies by dissecting and reassembling sentences.

Length of Paragraph: Break up paragraphs into smaller sections to improve comprehension.

Utilize visual aids like bullet points or numbered lists to efficiently arrange information.

The qualitative:

Vocabulary: Use actual events, images, and contextual examples to introduce important vocabulary terms and concepts. Offer reference materials such as bilingual dictionaries or glossaries.

Cultural allusions: To help ELLs and MLLs connect the text to their personal experiences, clarify cultural allusions, and provide background knowledge, multimedia materials can improve cross-cultural understanding.

Complex Concepts: Deconstruct complex concepts into simpler parts to scaffold them. To help with understanding, make similarities and analogies to well-known ideas.

Reader/task elements involved in text complexity and how they relate to supporting ELLs'/MLs comprehension:

Activate the students' prior knowledge. Clarify the purpose of the text. Encourage the ELLs to share their own culture

Some strategies I can use to support my ELLs,

Differentiated instruction:

I need to know my students and their levels and provide differentiated instructions based on their level.

We provide visual cues like pictures, graphic organizers, and anchor charts.

Engaging: Engage the Ells in group discussion and role-play

Teachers can help ELLs and MLLs grasp difficult texts by using these strategies. These strategies will help them access and understand the material while improving their language skills and cultural awareness. ELLs and MLLs will be able to interact effectively with complicated texts and develop into proficient readers and communicators with the help of effective support and scaffolding.

References:

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