**Analyzing Texts - The Big 5**

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| **ASPECT** | | **TEXT TYPE, AUTHOR, CONTEXT -** |
| **1** | **Audience and Purpose**  **Context of composition**  - Describe the time and place that this text was produced in  - Who wrote the text?  - Why was the text produced? (Purpose)  **Intended audience**  - Who was this text aimed at?  How can you tell?  **Context of interpretation / reception**  - What are your circumstances? (time and place)  - How do these factors influence *your* reading of the text? | * Written by professor at prestigious university, expert in East European culture and languages. Director of language resource center. Establishes credibility. Ethos * The author is a local. “We” and references local areas. Implies she is a concerned member of the community who is a stakeholder * Context of composition: written in a time when immigration in America is viewed with suspicion. The text is indirectly speaking to the value of immigrants, their culture and heritage * The text was produced to promote the necessity of heritage language study in schools in Los Angeles * The text is aimed at educated Los Angelean adults who are perhaps undecided, unfamiliar or skeptical of the necessity of heritage language education * The text takes on a different perspective for IB students who have studied or been exposed to heritage language * Considering there are so many immigrant populations/heritage languages in LA, there is a clear need for the study of these languages. |
| **2** | **Content and Theme**  *Content* is what is **in** a text.  *Themes* are more what a text **is about** (big ideas).  - What is this text about?  - What is the author’s message?  - What is the significance of the text to its audience?  - What is the text actually saying?  - What references are made in the text? (people, places, things, ideas) | * The text is about the need for the study of heritage languages by immigrant populations. * The study of heritage language not only creates opportunities for students but also benefits the local community and the country * It is incumbent upon schools to teach the languages of their communities * Being proficient in one’s heritage language will foster globalization * The text is actually saying that xenophobia is dangerous and unproductive. * References: National Heritage Language Research Center at UCLA; facts and statistics about heritage language study in local schools; a study by the Census Bureau |
| **3** | **Tone and Mood**  *Tone* refers to the implied attitude of the *author* of a text and the ‘voice’ which shows this attitude.  *Mood* refers more to the emotional atmosphere that is produced for a *reader* when experiencing a text.  - What is the writer’s tone?  - How does the author sound?  - What kind of diction does the author use to create this tone?  - How does the text make the reader feel? (mood)  - How does the diction contribute to this effect?  -  How does the tone and mood help further the main idea and purpose of the text? | * The tone is serious and knowledgeable yet personable through direct addresses to the reader and casual language. * The diction moves between academic and semi-formal. The use of some academic language and reference to research creates an image of the writer as an expert on the matter * The author creates a mood of disappointment at the current situation while at the same time hope for improvement. The direct addresses to the reader are engaging and create a mood of inclusion--the reader can help to make a difference. * The knowledgeable tone is persuasive that the teaching of heritage languages is necessary and possible. |
| **4** | **Stylistic Devices**  *Style* refers to the ‘*how’* of a text - how do the writers say whatever it is that they sat? (e.g. rhetorical devices, figurative language, syntax etc…)  - What stylistic devices does the writer use?  What effect(s) do these devices have on a reader?  How do these devices help further the main idea and purpose of the text? | * Academic language to portray the writer as an expert: “According to a survey conducted . . .”; the urban landscape . . . is multilingual; sine qua non * Use of quotations (“heritage language”) shows the writer is aware that her audience may not be aware of jargon and needs definitions. * Use of “We” to create inclusion * Short sentences to punctuate thoughts (“And that is a problem”). Advances the argument. Creates suspense. Casual--easy to relate to * Casual language--”A head start”; * Logos--use of statistics and population figures and knowledge of specific areas * Direct address to the reader as asides in parentheses * “Smattering” connotes problem of not teaching heritage language * Historical reference of Vietnamese to highlight the problem of change occurring slowly |
| **5** | **Structure / Layout**  Structure refers to the *form* of a text.  - What kind of text is it?  What features let you know this? (Start [here](https://drive.google.com/open?id=0B3BORrtzoiQuc1FLMGtqWDZiaG8), but can research online as well)  - What structural conventions for that text type are used?  - Does this text conform to, or deviate from, the standard conventions for that particular text type?  - How does the structure and layout help further the main idea and purpose of the text? | * It is an opinion piece in an online news based publication. * Features of the text include short paragraphs, delayed proposition/thesis, paragraphs that focus on supporting points and evidence of the proposition * The text largely conforms to opinion piece persuasive writing * The writer begins with an engaging introduction that introduces the problem. Suspense is generated by implying that the problem faced by heritage speakers will be explained later in the text * The text then provides background to the problem by giving information about the heritage languages in the area and the need for heritage language study * The text then clearly states the problems created by not teaching heritage language. Problems are various and encompassing: national security, business, familial, social. Creates an appeal aimed at a variety of member of the community. * The text then provides a solution and explains how the solution will benefit students * The text ends making the point that it is the responsibility of the community, not just the family * The problem-solution format advances the argument through logical persuasion |