Literacy in Geography - EAL/D Students

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What does EAL/D mean?

- EAL/D used to be known as ESL (English as a Second Language)
- English as an Additional Language /Dialect (acknowledges dialects and indigenous languages and the fact that many students have more than one language)
- EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.
- EAL/D students come from diverse, multilingual backgrounds and may include: overseas and Australian-born students whose first language is a language other than English
EAL/D Progression

• EAL/D students typically move through the EAL/D Learning Progression phases of language learning at different rates

• EAL/D students’ English language skills are best taught through a range of authentic contexts, reflective of the student’s phase of English language learning

• ongoing assessment for, as, and of learning is necessary to monitor where a typical EAL/D student is located on the EAL/D Learning Progression
Phases of English Language Learning

In line with the introduction of a national curriculum, ACARA has developed the EAL/D (English as an Additional Language or Dialect) Learning Progression as part of its commitment to supporting equity of access to the Australian curriculum for all students. These are indicated on Sentral with a pink flag next to the students name on the class roll if you work in a catholic school (see below):

The phases are stated in section 6.6 Australian Curriculum, Assessment and Reporting Authority (February 2014) pp 2-5.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Characteristics of the phase</th>
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<tbody>
<tr>
<td><strong>Beginning English</strong></td>
<td>- Students who can speak one or more languages/dialects other than English and have</td>
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<tr>
<td>students/New</td>
<td>age-appropriate level of print literacy in their first language</td>
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<td><strong>arrival</strong> students</td>
<td>- drawings, symbols, letters, words, simple sentences, copy writing from the board, limited</td>
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<td></td>
<td>vocabulary.</td>
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<td><strong>Emerging English</strong></td>
<td>- may copy whole chunks of language from a text rather than taking notes and rewriting in</td>
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<td></td>
<td>their own words</td>
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<td></td>
<td>- attempt to reproduce basic repertoire of text types (eg ‘an email’)</td>
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<td></td>
<td>- use basic punctuation accurately (eg ‘capital letters’, ‘full stops’ and ‘question marks’);</td>
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<tr>
<td></td>
<td>first language influence is still evident in punctuation</td>
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<td></td>
<td>- spelling may be inconsistent but when read phonetically does not impede comprehension</td>
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<tr>
<td><strong>Developing</strong></td>
<td>- continue to produce errors in grammar, punctuation and vocabulary, but these do not impede</td>
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<tr>
<td><strong>English</strong></td>
<td>communication</td>
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<td></td>
<td>- use cohesive devices to link both within and across paragraphs</td>
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<td></td>
<td>- use appropriate time sequencing, for example ‘first’, ‘next’, ‘finally’</td>
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<tr>
<td><strong>Consolidating</strong></td>
<td>- write clear, well-structured texts</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>- demonstrate a growing vocabulary, including technical vocabulary, for creating texts in</td>
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<tr>
<td></td>
<td>a range of learning areas and are beginning to understand how vocabulary choice is linked</td>
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<td></td>
<td>to the tenor of the texts (eg ‘abdomen’, ‘stomach’, ‘belly’)</td>
</tr>
<tr>
<td></td>
<td>- effectively employ cohesive devices between sentences and paragraphs to create clarity and</td>
</tr>
<tr>
<td></td>
<td>fluency</td>
</tr>
<tr>
<td></td>
<td>- review and edit their work independently</td>
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Literacy in HSIE at GSCC

At Good Samaritan Catholic College, we have approximately 80% of our students identified as EAL/D. In the HSIE department, we have made literacy a high priority in our teaching strategies and assessment tasks. This is to allow these students to improve their writing, reading and comprehension using different text types and writing in accordance to different verbs given in assessment tasks such as describe, explain, discuss etc. It also assists the native English speakers who may struggle with literacy in the classroom.
Literacy in the Geography Classroom

- A colleague and myself engaged in a research action plan with Year 9 Geography in 2017 through several Professional Development Days.
- Aim = build students capacity to write sophisticated paragraphs that include appropriate tier two/three terminology.
- Created different teaching strategies to cater for the year 9 students in our classes that were identified as EAL/D.
- Emphasised the use of the TEEL structure and cause and effect language when constructing paragraphs.
Testing

- **Pre-test - week 1**
  - Explain how geographical factors influence the distribution and characteristics of biomes in the world.

- **Mid-test - week 6**
  - Explain how humans have altered biomes. In your response you must refer to vegetation removal, agriculture, irrigation and mining. - 9S2
  - Explain how environmental factors have impacted on agricultural yields and farming in Australia - 9C1

- **Post test - week 10**
  - Explain how land use affects food production. In your answer refer to any TWO of the following; competition for land, urban expansion, biofuels and land grabs. - 9S2
  - Explain how climate change affects food production - 9C1
<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling/Grammar/Punctuation</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Paragraph Structure (TEEL)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sentence structure</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cause and effect language (Tier 2)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Technical Terminology (Tier 3)</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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Results - 9C1

Comparative Results of 9C1

- Pre-Test
- Mid-Test
- Post-Test
Results - 9S2
Visual Literacy

National Geographic Learning: Bringing the World to the Classroom

https://www.youtube.com/watch?v=DQJIl9rwc0g
Describe the appearance of Uluru
What are its features?
Its shape?
Its colour?
Its size?
Its texture?
Its composition?
Describe the appearance of Uluru

Uluru is one of Australia's most unique natural landforms. It measures 348 metres in height and sits 863 metres above sea level, however, most of the structure is underground. The circumference of Uluru is 9.4 kilometres. The surface of Uluru is made up of a range of interconnecting valleys, caves and ridges. Its unusual shape has been created by many years of erosion. Uluru is composed of arkos, which is a rough sandstone rock. It gets its orange-red colour from the oxidation of its iron mineral content.
Strategy: Mystery Web

- Great for introducing new terminology and can be also used as a progressive informal assessment.
- TWO ways this can be done. Firstly, if you have a lower ability class provide them a worksheet with typed words spread out across the page, that you want them to learn in a unit of work. Then ask students to work in pairs or individually and draw lines connecting two or more words and explain on the line how they are linked/connected/similar.
- **Example 1:** Word 1: *mountains* Word 2: *landform*
  - The connection.... *mountains* are an example of a *landform*.
- **Example 2:** Word 1: *Great Barrier Reef* Word 2: *Australia*
  - The connection.... the *Great Barrier Reef* is located in Queensland *Australia*.
- Alternatively, if you have a middle to higher ability class write the unit topic on the whiteboard such as ‘Landscapes and Landforms’. Ask students through discussion, different words/definitions/examples that come to mind when they hear those words. Teacher spreads the words out across the whiteboard, then asks students to use a different colour and draw lines to connect 2 or more words. Explain on each line how the words are similar/linked/connected
Strategy: Reverse Close Passage

Explain how producing food affects biomes

Instructions

1. Choose the most appropriate word in the text below.
2. Highlight all the words which show cause and effect.

Biomes are created by the interactions of relationships between connection between the four spheres of the biophysical environment. A change in any of the spheres will impact the others. The large-scale production of food requires changes/adjustments/modifications to the environment and as a consequence, biomes have been impacted.

Planet Earth is made up of four spheres: the atmosphere, lithosphere, hydrosphere and biosphere (see image). All these spheres are attached/interconnected/linked and make up our biophysical or natural environment. For example, rain falling from a cloud (atmosphere) may soak into the soil (lithosphere) or flow into a river (hydrosphere) before being taken up by a plant or animal (biosphere) where it may be evaporated and returned to the atmosphere.

The production of food, whether from the land or sea, has the potential to change the natural environment and, therefore, increases the likelihood of food instability. Table 1 shows how food production can affect the biophysical world.

Between 1961 and 2008, the world’s population increased by 117 per cent, or by 3.5 billion, while food production increased by 179 per cent. Food production has increased because of improved farming methods, the increased use of fertilisers and pesticides, large-scale irrigation, and the development of new technologies, ranging from farm machinery to better quality seeds.

There have been many good things/benefits associated with this change, especially in terms of human wellbeing and economic development. However, humans have also changed the Earth’s biomes more rapidly/faster/quickly than in any other time period. This has resulted in the loss of biodiversity and decline/degradation/deterioration of land and water (which are important to agriculture). With an expected population of nine billion in 2050, it has been guessed/estimated/decided that food production will need to increase by roughly/around/approximately 70 per cent.
Strategy: Bump It Up for the Post Test

Explain how climate change affects food production

There are various issues that tend to affect food production directly in relation to climate change. Good topic sentence.

Many of these issues relate to the economic, social, or environmental impact that as a result, climate change may influence the food production around the world.

In accordance to the environmental impacts of climate change, it may affect the amount of air pollution and land degradation that occur within our surroundings. Therefore, because of this climate change may increase the temperature and lead to a rise in more facilities being built to contain people from the heat. However, the cost of these buildings may lead to electricity bills rising due to the high level of CO2 emissions.

Social impacts that affect climate change and food production may cause an increase of conflict between countries on the amount of good available to them. Due to government policies changing, they are unaware of what's happening in our world, therefore, communities of people would be forced to relocate.

Links
A sample lesson incorporating literacy using a Model Text

1. Distribute text - either hard copy or online
2. Teacher allocates a key term from the text to each student.
3. Teacher uses a keyword from the text and models the frayer model diagram to the students (next slide).
4. Students complete their own frayer model for their allocated word.
5. Students repeat this but for the words they highlighted that they did not understand or other key terms.
6. Students then highlight the nouns, verbs and adjectives using the corresponding colours instructed on the worksheet.

**Climate**

All plants require photosynthesis. Crops also have their own ideal temperature requirements. Some crops do better in warm and humid climates, and some crops do better in temperate climates. Matching the environment to the crops is really important. Understanding how temperature can impact crops can be the difference between low yield and high yield. Generally, crops in warmer climates need more water than those in cooler climates as there is more evaporation of water in warmer climates. Similarly, crops in humid climates need less water than those in drier climates.

**Australia’s unique climate**

Rainfall, or the lack of it, is the most important single factor determining agricultural land use in Australia, but the impact of Australian rainfall patterns on agricultural land use has only been understood over time. The Australian continent fluctuates between periods of rain and periods of dry conditions. Vast areas of the continent receive limited rainfall, and even across large areas that do receive food rainfall, high rates of evaporation cause the ground to dry out quickly, depriving plants of moisture. Much of Australia’s interior receives little rainfall in either winter or summer, and experiences high evaporation rates. Many of these areas are only suitable for extensive livestock grazing. Even the northern half of Australia, which receives more rainfall than the arid interior, receives this rain in the summer months when evaporation is at its greatest, limiting the type of agriculture that can be practised there. Agricultural production in these arid and semi-arid areas in the past has at times exceeded the land’s capacity, causing serious land degradation. Erosion and destruction of fragile habitats have resulted from overgrazing and poor crop choices. In some areas government decrees limited the types of agricultural practices that could be used.
**FRAYER MODEL**

**Definition:** Student-friendly description of the term (generally provided by teacher).

**Term:** The teacher should select a word that:
- Is an important concept to be learned
- Can connect to other related terms
- Has examples and non-examples of its applications

**Examples:** Synonyms, concrete applications, or relevant illustrations of the characteristics.

**Characteristics:** Features that help students to recognize, identify, or distinguish the term.

**Non-examples:** Antonyms, inappropriate applications, or relevant illustrations that do not fit the characteristics.
**Evaporation**

**Definition (in your words)**
Phase change from liquid to gas.

**Characteristics**
A cooling process.
Faster when it’s warm.
Liquid seems to disappear.
Can happen with or without boiling.

**Examples (from your own life)**
Puddles evaporating from sidewalk.
Wet clothes drying on a clothesline.

**Non-examples (from your own life)**
Other phase changes, like freezing, melting, condensation, etc.
Percolation — when a rain puddle disappears, some may evaporate but some may soak into the ground.
Any questions on literacy in Geography or teaching EAL/D students?