ESL Test
Created by New Roots for Refugees of Catholic Charities of NE KS

Summary
This is a lesson for identifying a new farmer’s English skills, particularly related to farming and selling produce. This lesson includes a series of activities to test English comprehension and speaking as well as an activity to let farmers identify the farming topics where they need more English language skills.

Who made this guide?
This teaching resource was developed by New Roots for Refugees of Catholic Charities of NE KS, and enhanced in collaboration with the Institute for Social and Economic Development (ISED). From 2015-2017, ISED partnered with refugee farmer training programs throughout the country to support the design of new and shareable teaching resources for culturally and linguistically diverse farmers. To access the whole list of newly developed teaching resources for refugee farmer training program, follow this link to New Entry’s ‘New American Resource Library’. For more in-depth explanations of the teaching approaches and activities used in these materials, you can refer to this Refugee Farmer Teaching Handbook.
<table>
<thead>
<tr>
<th>Audience (TA or Tot)</th>
<th>TA (Technical Assistance for farmers)</th>
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<tbody>
<tr>
<td>Language and Literacy Level</td>
<td>Intended for farmers with beginning English and literacy levels, or farmers whose literacy and English language levels are unknown.</td>
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<tr>
<td>Farmer Experience</td>
<td>None</td>
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<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Region or Climate</td>
<td>Midwest</td>
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<tr>
<td>Program Structure</td>
<td>Incubator farm with 16 individual plots—shared infrastructure with a range of literacy levels and cultural identities. Farmers sell at markets and sell CSAs individually.</td>
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<tr>
<td>Season</td>
<td>Any</td>
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<td>Time</td>
<td>1 - 1.5 hours</td>
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<tr>
<td>Staff and Interpreters</td>
<td>One staff needed to administer the lesson.</td>
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<tr>
<td>Additional Supplies Needed</td>
<td>Some kind of surface (table, floor, etc.), vegetable flash cards, coins, calendar, clock (can be drawn or real), check, deposit slip, photos of tools, photos of cooking terms, pen, blank paper, “Interpreter Vocabulary List”</td>
</tr>
<tr>
<td>Background Material</td>
<td>None</td>
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**TEACHING MATERIALS INCLUDED**

1. “ESL Skills and Learning Goals”
2. “ESL Test”
3. “Self-Sufficiency Matrix”
CORE SKILLS IN THIS LESSON

- Core market vocabulary
- Vegetable name reading
- Time telling
- Numeracy
- Cash identification
- Cooking terminology
- Season identification and description
- Reading a calendar
- Months and days naming

SUGGESTED TEACHING METHODS

Reflection questions

- Ask students: Why do they want to learn English? What do they want to learn in this class?

Skills matrix

- Each student should have a matrix with their name on it if they are a returning farmer/student, and a new matrix can be started in column one—year one.
  1. Explain that the “Skills Matrix” document is used to see where the staff at the program can better teach skills we want every farmer to have at the end of the four years.
  2. Using the “ESL Test” and the materials needed, go through each of the steps, following activities and adapting.
  3. With each activity, there is a corresponding box of the Skills Matrix that can be filled in with 0 (cannot do), 1 (can do with help), 2 (can do without help).

Ordering and sequencing: Prioritizing learning objectives

- Print an “ESL Skills and Learning Goals” and an “I Want to Practice” worksheet for each student.

- Using the “ESL Skills and Learning Goals” worksheet, have the farmers cut out their page of skills. Have them separate the items into two categories. The first is things they can do 100% on their own, the second is things they can’t totally do. Next, have them put their items in the second category in order of most important to learn – to least important. The exercise will help everyone see where they are starting, and identify what they want to focus on as a group. Have them glue the squares in place so they can look back at this over the course of the year to see what they are learning.

- Ask the farmers what they want to learn that is not on this list. Make a list of the things they say. Adjust the class schedule to accommodate any significant requests or needs, but try to make sure they are aligned with the objectives.

- Give each student a copy of the “I Want to Practice” worksheet. Have them write their names and the date. Ask them to rank what they want to work on the most (1-4 with one being the most important). They can write the number in the bottom right corner of each box.
As a class decide what is most important. Make a list of these things & keep it in the binder.

TEACHING TIPS

- If farmers speak no English and are pre-literate it may be more difficult to administer the lesson, but you will still get an idea of what levels the farmers are at.
- This lesson is intended for a small group, but can easily be adapted for one farmer.
- The topics progress in relative difficulty, beginning with basic numbers and ending with cooking terms and farm tool identification.
- You can use a real clock, real calendar, real coins and dollars, or choose to draw/use photos.