Facilitator's Guide

You Can Teach ESL in the Garden!

a workshop for
school and community garden coordinators
and community members

Delivering the workshop

Dear Future Facilitator of "You Can Teach ESL in the Garden":

Thank you for taking on this task. This Facilitator's Guide should give you a hand with guiding discussions for both garden educators who want to teach English in the garden, and English as a Second Language educators who want to bring their classes outdoors.

There are two things you should know about making the workshop your own. First, throughout the exercises and discussions, you will be building a "picture" of teaching ESL in the garden. You can use a felt board, or paper, or just draw an actual picture on a poster board or whiteboard as the workshop progresses. In the picture you will have the "soil" of language learning, the "sun" of the garden environment, the "water" of your creativity, the "seed" of opportunity, the "amendment" of teaching skills, and the "leaves" of lessons and practice, which all combine to nurture and grow the language learner. This metaphor ties the different activities together, reminds participants of the goal of being in the workshop, appeals to different learning styles, and is fun. If you are delivering the workshop more than once, it might make sense to actually make a felt board, which should cost less than $5. Below is a picture of one example:

Second, your participants may already know about gardening and want to know more about ESL, or vice versa. I have included materials that I have found useful for talking about language learning, gardening, and

teaching ESL and culture in a garden environment, but you may have your own favorites. Feel free to include all, some or none of these for your own workshop.

All non-original material in this workbook is used by permission for non-commercial use, and the workshop itself is licensed for non-commercial use. Please respect the work and intentions of the contributors, and do not use these materials for profit. I hope that you find the workshop materials useful and have a rewarding time facilitating! If you have any suggestions for changes, or run into any problems or inconsistencies, I hope that you will contact me so that future facilitators can benefit.

Laurie Wayne, workshop developer

esl-in-the-garden@lxw.com

Using Workshop Materials

1. Workbooks

The workbook files are designed to be printed in this way:

First page (unnumbered): printed on cardstock or colored paper
Second and subsequent pages (numbered 1-33): printed on regular paper, either duplex (both sides) or one sided. Blank pages allow for sections to begin on the right side when printing duplex.
Back cover: blank cardstock or colored paper

You may wish to include relevant articles or resources at the end of your participants' workbooks. This is preferable to handing out individual articles to keep "paper storms" under control, and provide a ready future reference for participants. The pdf resources that are included for your use here are (in recommended order):

Language and Culture Immersion Programs Handbook (very useful for general language teaching)
Intercultural Community Gardens (a guide for bringing language and culture exchange into the garden)
Vegetable Gardening in Oregon (you may want to replace this with your own local gardening resource)
A Writing Center Without Walls (the story of two women who brought ESL classes to the garden)

2. Handouts

Handouts are kept to a minimum, but you can certainly add as many as you'd like. The handouts included here are:

Learning Examples: Print each page of this file on a different color of paper to help keep learning theories and activities separate. There is an intended 1:1 correspondence between activities and theories, but the actual connections may be open for interpretation and discussion.

Models of Pedagogy: A larger version of the painting by Dayna Hopkins found on page 7. You may find it useful to print a few in color for use by participants during the workshop.

Feedback Form: this is an optional evaluation form that will help you decide how successful the workshop was, and what changes you might make to it for subsequent deliveries. You or your institution may prefer to use a different form.

3. Lesson Plan

The lesson plan for facilitators is included here in Open Document format, rather than PDF. This is so that you can edit it using any common word processing program. The plan represents one way the workshop has been successfully delivered – please consider it a starting point rather than a constraint on your own teaching.

Facilitator's Guide Contents

Please note: all of these materials are available for download at http://esl-in-the-garden.lxw.com --- feel free to add, adapt, and create your own participant guide as you choose.

Appendices for Participants:

Other Resources

Appendices for Facilitators:

Workshop Overview

By the end of this workshop, you will be able to *describe* different language learning theories and methods and *give examples* of how they can be used to teach; *demonstrate* teaching techniques that you can use with language learners; *identify* skills needed by language learners; and *create and use* activities for language learning in the garden.

KWL Chart

What I **KNOW** about teaching English in a garden	What I **WANT TO KNOW** about teaching English in a garden	What I **LEARNED** about teaching English in a garden

* Read the paragraph on the next page to the participants before asking them to turn the page.

As a facilitator, you can fill out this chart for what you know / don't know about facilitating the workshop (and what you learn!)

Think of a time when you learned a new language. It could be the language other than the one you learned as a child, a work or technical "lingo", a made-up language, some elaborate slang, or just a few words in a different language. What was the process for learning? Why did you make the effort? Who helped you learn, and how? Do you still use or remember that language? How did it feel to learn and use new words?

Based on the stories you heard about language learning:

Who are the best teachers? Why?

ex: creative, changing, using TPR, trusted

How are languages learned? What are the actions or activities?

ex: songs, repetition, writing, words with pictures, applying what you learn

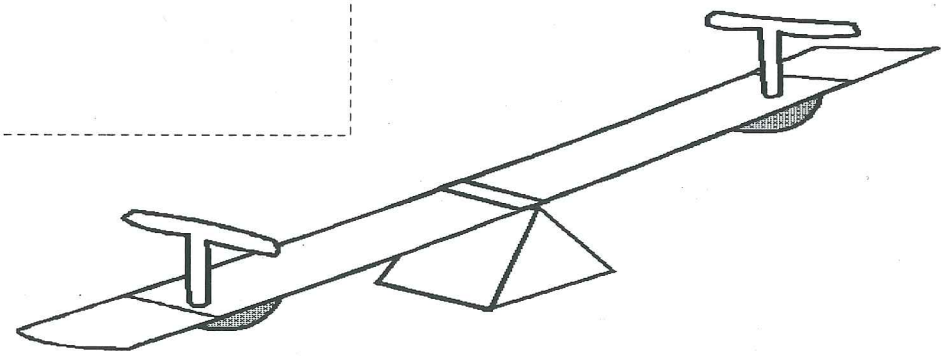
When does language learning happen? Under what circumstances?

ex: necessity, general interest, desire to know, physical comfort

So...why bother?

What are the benefits?

What's hard about teaching ESL?



Ask participants if they have made a compelling case for themselves or their institution. If not, ask what's needed.

Comparing first and second language learning: Fill out the chart with your own and others' ideas.

	First Languages	***Second or Other Languages***
Age when language is learned	zero - very young	any - have assumptions, world views
Input (what gets learned)	surrounded by it	selective
Cognitive ability	developing (low)	high - know how to learn
Motivation	high - to eat and to live	optional / low: either instrumental or integrative
Anxiety about mistakes	ego centric - low	high (wrong = "bad")
Pressure to "fit in"	peer pressure, survival, acceptance: high	may be lower
Need to practice and practice	essential	essential

(activity matching theory to practice goes here)

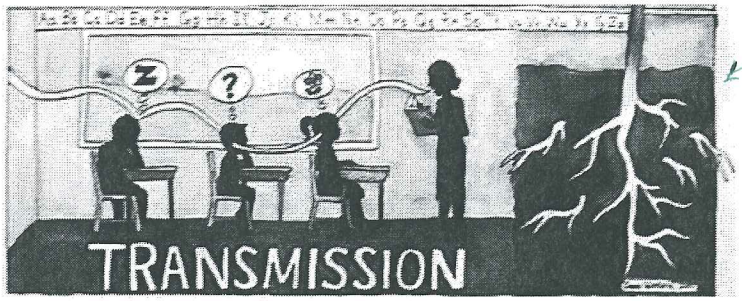
Learning more about language learning

For many years, psychologists and linguists have studied language acquisition and hypothesized about what makes language learning successful. Even though people have been learning languages since languages started being used, there are still strong, and sometimes conflicting, opinions about how it happens. What are some of the things that you think are true about language learning?

Three models of Pedagogy

(used by permission from teacher and artist Dayna Hopkins for noncommercial use only)

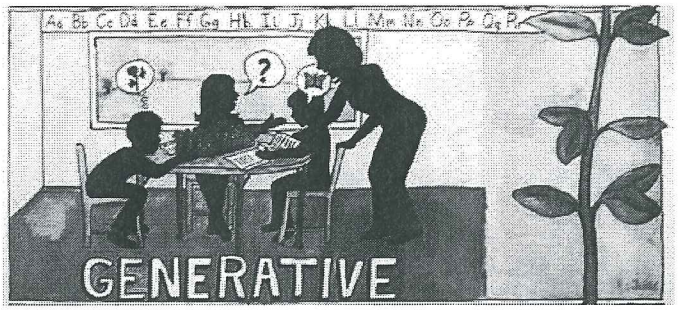
For each picture below, think about how the students and teacher are situated, what each is doing, and how the part of the plant shown might be representative of the teaching that's going on.



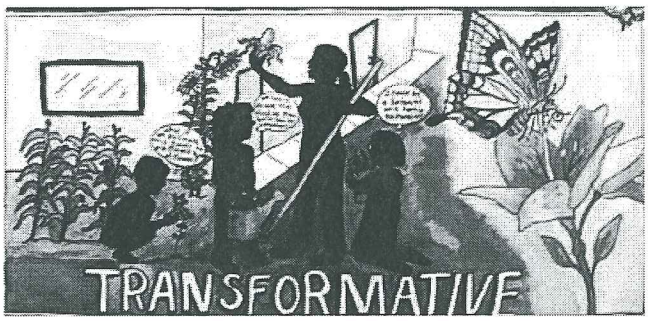
these roots are disconnected

but roots are important! the basics must be covered

Teacher far from students. Teacher's words are lost or fuzzy. In one ear, out the other. "Banking metaphor"



Physically together, interaction and questions. Teacher-fronted, real world outside. Leaves indicate that growth is required.



Students create something new with their knowledge. Interaction with community as a whole. Newly-acquired knowledge transforms life and world. Pollination, blooming

How is a school or community garden like a classroom? How is it different from a classroom?

Try thinking of a few short phrases to answer these questions for both a classroom and a garden.

1. How do people use the space?

shared/communal vs "belonging" to a school

2. What are the demographics of people who use the space? How consistent are the populations?

Transient. Immigrants, neighbors. Socioeconomic mix vs established classroom culture/population

3. Who's in charge of the space?

usually some institution in both cases

4. How much time do people spend there? Does that change? Why?

Seasons, jobs, engagement, and mobility are more obvious in a garden, but present in the classroom too.

The Garden and The ESL Classroom

Draw a line (or two) from each characteristic to the place(s) where it is found.

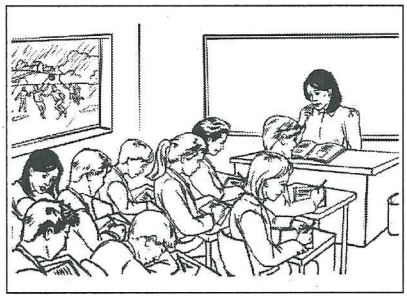
Predictable physical environment

Everyone contributes to the community

Content is always directly relevant to learners' lives

Walls, lights, a place to sit

Learners may be experts too



Can help learners access community resources

Contributes to food security

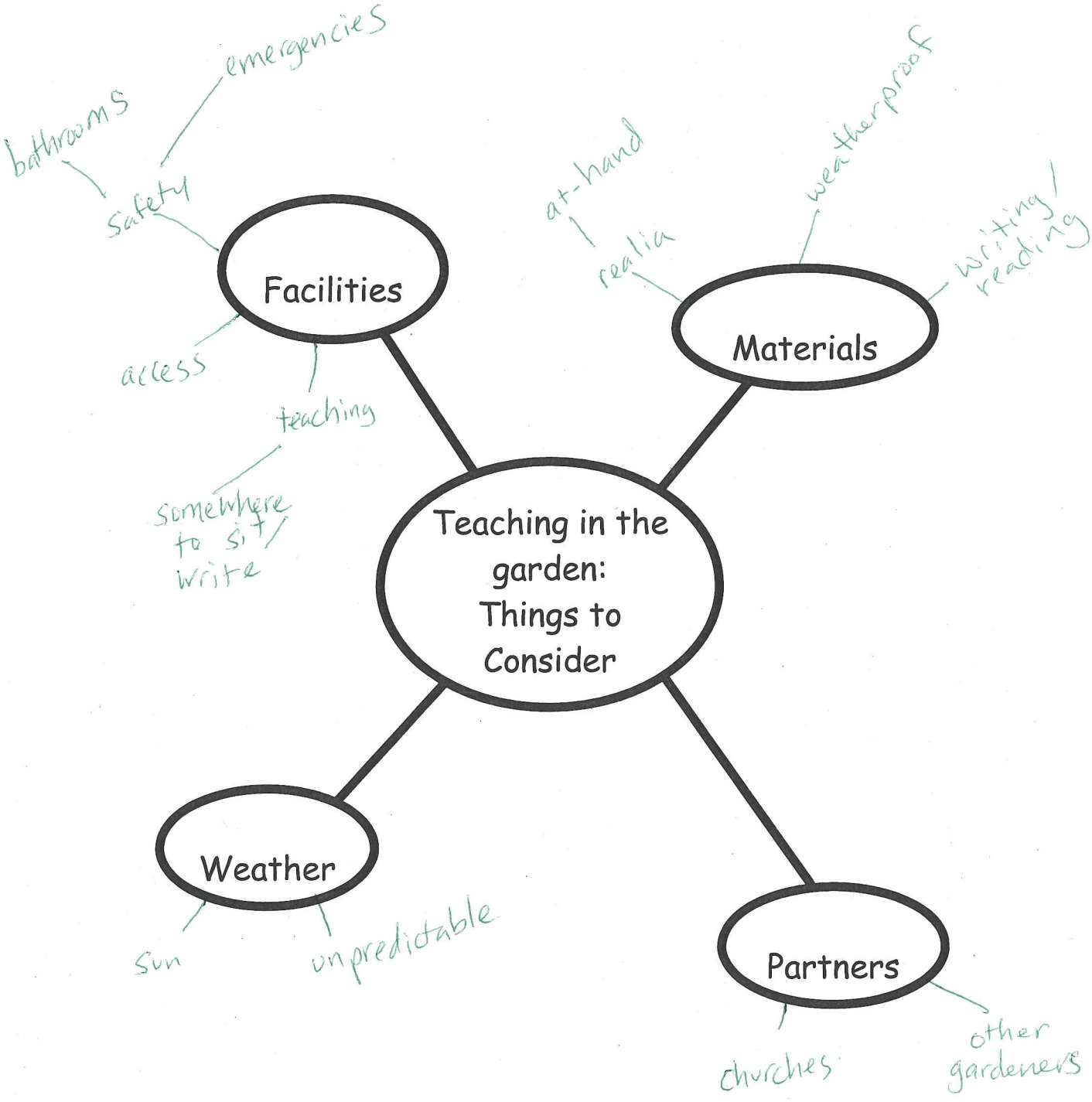
May provide information and education about health

May have more legitimacy as a learning environment

Experience is personal and individual

Provides space for diversity and culture exchange

You can adapt this into a team exercise or more interactive "game".



(your group will likely come up with more / different contributions)

Second half of workshop starts here: non-verbal introduction exercise in lesson plan at the outset of second half (see lesson plan)

Dear Learner:

how long have you lived here?

What is your history?

are you an artist or musician?

do you have children?

have you gardened before?

what are your physical abilities?

What are your garden stories?

What kind of food do you eat?

are you literate?

How can you find out the answers to your questions about the people in your garden?

you can ask - even if you can't speak their language

Learning styles and strategies

A learner who is oriented more toward the....	...might learn best this way:
Visual	
Auditory	
Kinesthetic	

(your group will be creative with these)

A learner who prefers to....	...might learn best this way:
apply the ideas they are learning about	ex: read seed packets and plant seeds
imaginatively see things from different perspectives	ex: make a garden-to-be map
think, reflect, and observe	ex: draw pictures of plants with details
jump right in and try things	Start weeding (and talking)

Preferences based on David Kolb's Learning Styles Inventory

Tried and True Teaching Techniques

The affective (emotional) filter: the lower it is, the less stress and anxiety the learner has. Break down the affective filter to encourage self-confidence and risk taking!

Two ways to lower the affective filter:

laughter, teacher makes mistakes, build community, etc

Body language	**Voice**
open hands, not pointing fingers acting out when necessary facial expressions (smile!)	tone – pleasant and not too loud speed (not too slow, natural) words (simplified, but not baby talk)
Asking questions	**Best practices**
give a choice, check for understanding present a problem to be solved allow plenty of time	build on what learners know, including, at times, their first language break a task into "chunks": establish patterns, then make small changes try to give learners at least one thing they can use TODAY

Basic Language Skills

S_____

L_____

W_____

R_____

C_____

(related language skills include spelling, pronunciation, vocabulary, and grammar)

Put the first letter of the basic language skill(s) a learner might be practicing next to each task below.

1. _____ Look through a newspaper article with gardening pictures (without understanding every word) to see what it's about.
2. _____ Recognize and underline particular words (like “apart”, “sow”, “sun”, “days”) on different seed packets.
3. _____ Be an active participant in a face-to-face (or back-to-back) conversation.
4. _____ Respond physically to questions or requests, like “hand me the hoe”.
5. _____ Describe how a dish is prepared, using ingredients in the garden.
6. _____ Complete a garden map and make plant labels for seedlings.
7. _____ Sing a song (in English).
8. _____ Match seed packets with plant labels.
9. _____ Ask a question about another person's garden.
10. _____ Decide how many carrot seeds to plant.
11. _____ Greetings and introductions.
12. _____ Ask whether a plant is a weed.
13. _____ Give advice on helping a tomato that has holes in the leaves.
14. _____ Describe the position of the sun at different times of day.

Skill	**Garden Activities**
Speaking	Describing current and future states, including garden problems
Listening	Hearing and responding to simple questions and requests for action
Reading	Interpreting catalogs, seed packets, and labels for amendments/pesticides, recipes
Writing	Journaling or documenting weather, plant size and health, creating signage
Culture	Comparing planting methods and choices, noting social and organizational norms

Types of Language Learning Activities

(thanks to Patrik McDade of People-Places-Things)

Total Physical Response – Learners respond physically to linguistic cue (*listening, comprehension, vocabulary*)

Dictation – Learners respond with writing to spoken cues (*listening, writing*)

Call and Response – Learners respond verbally to spoken cues: pure repetition is a powerful variation (*listening, speaking, grammar, pronunciation, fluency*)

Read and Respond – Learners process a written cue in some way (*pronunciation, comprehension, grammar, vocabulary*)

Missing piece/jigsaw – some information is missing, and learners have to suply it. Jigsaw is a special form where each member of a group has just a part of some whole and learners have to interact to put the whole picture together (*all skills*)

Scrambles – Learners order mixed-up letters, words, sentences, paragraphs (*grammar, spelling, pronunciation*)

Presentations – Learners prepare something and present it to the class (*all skills*)

Description/Summaries – Learners summarize some linguistic input (*all skills*)

Memory – Learners are presented with some input, and must remember it (*all skills*)

Brainstorm – Learners make lists or mind maps (*vocabulary*)

Dialogues – Learners perform a canned interaction (*speaking, fluency*)

Decision Making – Learners have to work together to arrive at a conclusion (*fluency*)

Matching – Learners have to put two or more pieces of input together (*writing, fluency*)

point out this list, ask for other types of activities

What can my lessons be *about* in the garden?

Add your own ideas!

A traditional lesson plan

Lesson Planning Template

LESSON BASICS			
Class Level:	**Topic:**	**Class Length:**	**Date:**
Lesson Objective: *Students will be able to*			
Enabling Skills: Ask how important this information would be to participants before planning a lesson			
Language Skill **Proficiency Focus** **L S W R**	**Materials and Equipment**		
ACTIVITY PLAN			
Warm Up/Review: ← elicit or point out order of activities			
Introduction:			
Presentation	**Guided Practice**	**Communicative Practice**	**Evaluation**
Application:			

missing piece: reflection. Ask participants how they might learn from their own practice

Example Garden Lesson Using The Lesson Planning Template

LESSON BASICS

Class Level:	**Topic:**	**Class Length:**	**Date:**
Multilevel (Adults)	Working in the Garden	1 hour	May 1, 2011

Lesson Objective: *Students will be able to*

Identify garden tools, describe actions associated with the tools

Enabling Skills:

present tense, tool/verb vocabulary

Language Skill Proficiency Focus	**Materials and Equipment**
L S W R	Garden tools, garden beds

ACTIVITY PLAN

Warm Up/Review:

Go to tool shed and ask students "what is this" with various tools, then model asking for the different tools ("hand me the shovel"). Students practice asking each other for the tools. Note any pronunciation challenges. Make sure to hand the "wrong" tool every so often.

Introduction:

Ask students what tools they use in their gardens and which tools are most useful in different situations. Note that each tool is best at one kind of work.

Presentation	Guided Practice	Communicative Practice	Evaluation
• Elicit verbs associated with different tools. • Students repeat after teacher ("I dig with a shovel...") • In circle, distribute tools, each student says "I ___ with a ___", getting help if needed. Rotate tools and repeat.	• Ask each student to name a garden-work verb, and other students who have tools that do that work speak up: "I dig with a shovel", "I dig with a trowel", etc. • Student then asks for one tool that does that work ("hand me the spade").	• Students practice with partners or groups, asking for tools based on work that needs to be done in their garden – teacher can circulate with a verb, and students can ask based on that verb.	• "Garden tour" pointing out what needs to be done in different beds – ask "what will you do here? "Dig/ Weed/ Rake/ etc" and "what tool will you use?" for each gardener

Application:

Students are free to work in their garden, teacher may encourage them to ask for tools or practice vocabulary.

Activity Plan

Topic(s): _____

Things to learn	*Things to do*	*Things I need*

Things to consider:

Learning Styles

☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

☐ Build on what learners know

☐ Practice, Practice, Practice!

☐ Ask problem-solving questions

☐ Break it down

☐ Give learners something they can use **today**

☐ Have fun, relax (lower the affective filter!)

point out that this is a short hand "recipe" for activities that can be combined as in a traditional lesson plan.

Example Activity Plan (1)

Topic(s): Vegetable vocabulary, possessives

Things to learn	*Things to do*	*Things I need*
Names and pronunciations of garden veggies	Show pictures of vegetables from seed packets or catalogs. Do "veggie jazz chant" together, substituting for different veggies: In my garden I grow beets Lots of beets I grow beets It's my garden, I grow beets Beets beets beets, I love beets!	Seed catalog with pictures of seeds
Possessive forms "my", "his", "her", "our", "their"	Walk around the garden with gardeners. Ask learners what they are growing or would like to grow, Repeat jazz chant, use that veggie and the appropriate pronoun for gardener. Use hand signals to indicate the meaning of the pronoun.	Gardens with veggies in them

Things to consider:

Learning Styles

☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

☐ Build on what learners know ☐ Break it down

☐ Practice, Practice, Practice! ☐ Give learners something they can use **today**

☐ Ask problem-solving questions ☐ Have fun, relax (lower the affective filter!)

Example Activity Plan (2)

Topic(s): __Insects in the Garden_____

Things to learn	*Things to do*	*Things I need*
Names and appearances of common insects	Ask learners to find one insect in the garden, and then look it up in insect guide	Children's insect identification manual with pictures, magnifying glass, containers for insects
Ecosystems and biodiversity	Ask learners to decide whether their insect is good or bad, and what other plants and animals might depend on them, talk about that while standing in a circle, then journal about it.	Journals

Things to consider:

Learning Styles

☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

☐ Build on what learners know ☐ Break it down

☐ Practice, Practice, Practice! ☐ Give learners something they can use **today**

☐ Ask problem-solving questions ☐ Have fun, relax (lower the affective filter!)

Example Activity Plan (3)

Topic(s): Composting and Decomposers

Things to learn	*Things to do*	*Things I need*
Vocabulary: compost, bin, scrap, rotten, soil, worms,	Ask learners what makes good soil - elicit ways to make sure the soil is healthy. Describe and show the cycle of plant growth and decay, asking questions along the way. Distribute brochures and pass out a quiz on important terms.	Metro composting booklet - available as pdf or printed at Metro
Giving simple instructions based on a process	Explain to learners that a compost bin will be assembled. Ask more advanced learners to read instructions and put together bin, and have less advanced learners practice writing phrases like "put dead plants here" and "no meat", then paint signs to put near the bin.	Compost bin, sign making materials

Things to consider:

Learning Styles

☐ Seeing ☐ Hearing and saying ☐ Doing

Learning strategies

☐ Observing ☐ Experimenting ☐ Reflecting ☐ Analyzing

Language Skills

☐ Speaking ☐ Listening ☐ Reading ☐ Writing ☐ Culture and Customs

Things to Remember:

☐ Build on what learners know

☐ Break it down

☐ Practice, Practice, Practice!

☐ Give learners something they can use **today**

☐ Ask problem-solving questions

☐ Have fun, relax (lower the affective filter!)

Resources

Skill: Speaking

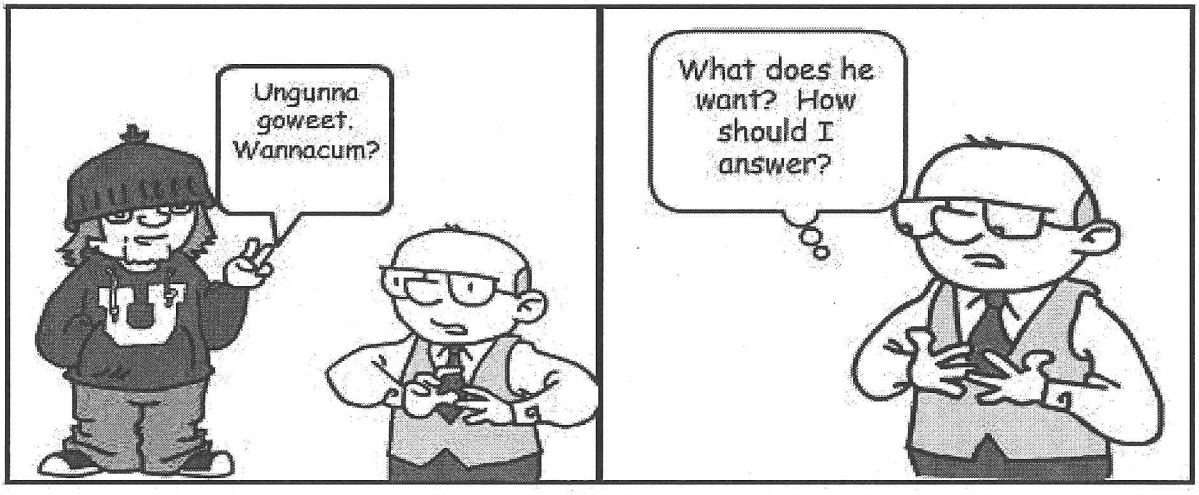
Some sounds and sound placement in words are difficult for many English learners

The problem:

How to help your learner solve it:

Skill: Listening
Fast (natural) speech presents challenges for English learners

Hearing English as it is spoken



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Skill: Reading

Learners may be uncomfortable not knowing every word

The problem:

How to help your learner solve it:

Skill: Writing
Learners need to know forms and conventions

Different forms of writing

The problem:

How to help your learner solve it:

Skill: Culture and Pragmatics

Unspoken customs and conventions may create problems for learners

Learning Cultural Norms

This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

The problem:

How to help your learner solve it:

Ideas about Language Learning

(you may not agree with all of them)

All behavior is caused by **external stimuli**. All behavior can be explained without the need to consider internal mental states or consciousness.

Learning is an **active process** that consists of taking sensory input and constructs meaning out of it. Learning involves the learner's engaging with the world.

The crucial action of constructing meaning is mental. It happens in the mind. Physical actions, hands-on experience may be necessary for learning but we need to provide **reflective activities** that engage the mind too.

Learning is a **social activity.** Conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

Learning is **contextual**. We learn in relationship to what else we know, what we believe, our prejudices and our fears.

One **needs knowledge** to learn. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner must provide a path into the subject for the learner based on that learner's previous knowledge.

It takes time to learn. We need to **revisit** ideas, ponder them try them out, play with them and use them.

The teacher's primary role is to **transmit** knowledge to students, "depositing" information into students as they would deposit money into a bank.

Learners should acquire individual speaking, reading and writing skills through a process of **inquiry** into the nature of real-life problems facing the community of learners.

Learners learn a new language best when they receive input that is **just a bit more difficult** than they can easily understand. In other words, students may understand most, but not all, words the teacher is using.

Example Garden Lesson

thanks to Maggie Elliott, MA

Intro to the Garden

Objectives:
Familiarize students with garden vocabulary
Introduce them to the order of planting/harvesting
Recycle vocabulary of colors
Materials:

- Vocabulary flashcards (master set)
- Ordering flashcards (1 set for every student or pairs/groups of students),
- 2 hats or bowls with list of vocabulary written on slips of paper,
- Crayons/markers

Vocabulary list:

Nouns		*Verbs*
plant	weed	to plant
vegetable	flower	to pick (a fruit)
fruit	radish	to (tend to the) garden
lettuce	onion	to water
carrots	pot	to harvest
squash	shovel	to weed
eggplant	seed	to cook
soil	hole	to dig
tomato	roots	
corn	melon	

Procedures:

Activity 1: Flashcards—repetition of vocabulary
5 minutes
Repetition of the different vocabulary/verbs

Activity 2: What's missing?
5 minutes
Place some of the flashcards on the board, and have the students repeat the words as you place them. Then have them close their eyes, and remove 1 of the cards. When they open their eyes, ask "What is missing?" Repeat a few times with different objects. If the game seems too easy, you can also rearrange the cards that are left on the board while their eyes are still closed!

Example Garden Lesson

thanks to Maggie Elliott, MA

Activity 3: Pictionary/charades game
10 minutes
Divide class into teams. Students take turns coming to the front of the class one at a time. They pick a vocabulary word from either the pictionary or the charades hat/bowl, and then either draw or act out
to have the class guess their word. The team that guesses correctly wins a point.
Option: You can mix the vocabulary (nouns and verbs) into one single hat/bowl, and the student up front will have to decide if they can act the word or draw it.

Activity 4: Flashcards—ordering
10 minutes
Give groups or pairs of students a stack of flashcards including either pictures or words for: a seed, a plant, and various activities (planting, watering, etc.). Have them put the cards in the correct order.
After students have completed the task in their groups, ask them to tell you the order--as they say each thing, place the correct flashcard on the board. Ask the students: "Is this right?"

Photo: Robert Matthew

Language and Culture Immersion Programs

Handbook

First Peoples'
Heritage, Language &
Culture Council

original basket by Martha Fred image created by Alex Wadsworth

Acknowledgements

This handbook was created by the First Peoples' Heritage, Language and Culture Council Language Program.

First Peoples' Heritage, Language and Culture Council (FPHLCC) has strongly supported First Nations language and culture revitalization and maintenance projects in British Columbia (B.C.) since 1990.

Language and cultural immersion has proven to be the most successful method for the transmission of language and culture from generation to generation. For this reason, language and culture immersion camps, where participants are surrounded by their traditional culture and language, are highly valued in B.C. First Nations communities.

The Ministry of Aboriginal Relations and Reconciliation (MARR) and New Relationship Trust (NRT) provide support and funding, allowing FPHLCC to distribute language and culture immersion camp grants to many B.C. First Nations communities. In addition, FPHLCC provides ongoing support to communities with program planning, development and reporting.

FPHLCC is working towards improving and making the language and culture immersion camp grant program more accessible for B.C. First Nations communities. This handbook is intended to be a practical tool for elders, community members, teachers and anyone else involved in language and culture immersion camps. It includes tips for language teaching and learning, ideas for language immersion games and activities, as well as suggested language teaching methods.

FPHLCC Language Program Handbook Development Team
Xway'Waat (Deanna Daniels), Language Program Coordinator
Hannah Amrhein, M.A. Applied Linguistics

We respectfully acknowledge support and funding for this project from
Ministry of Aboriginal Relations and Reconciliation

BRITISH COLUMBIA
Ministry of Aboriginal Relations and Reconciliation

New Relationship Trust

NEW RELATIONSHIP TRUST
Building Strong First Nations

Contents

Five Language Learning Principles

- Learning a language requires patience from teachers and from learners.
- Language is learned by speaking it; give learners lots of chances to speak.
- Repetition is crucial; the more language a person hears, the more they learn.
- People learn in many different ways at different rates.
- Language is essentially used for communication, and the goals of language teaching should be to allow learners to communicate in the language.

Five Tips for Language Immersion Activities

- Any activity can be turned into a language learning opportunity.
- A good way to help learners pick up words and phrases is to have learners repeat actions, words and phrases.
- Language immersion does not include English.
- Learning is always more successful when it is fun and enjoyable.
- Feel free to create your own games and activities based on your own program!

Photographer: **Jan Miettinen-Hart**

Simple Language for Beginners

In the beginning, it is important for learners to be able to follow simple instructions and understand basic phrases. If learners can understand a few of the basics, they will feel more comfortable and learning will come easier.

Basic language for instructions – Learners can always participate by following instructions.

examples:

stand up	jump	look
sit down	put your hands up	listen
come here	fold your arms	speak
go back	cross your legs	smell
be quiet	turn around	one
give me the _____	lie down	two
turn right	put _____ back	three
turn left	leave _____ alone	four...
where is the _____?	clap	ten ...

Saying 'Hello' – Learners need to be able to use simple questions and greetings.

examples:

hello	yes
goodbye	no
how are you?	maybe
I am fine	thank you
we are fine	have a good day

Photo: Karen Borsato

Daily Conversation Repetition

When the same simple conversations are repeated each day several times, they will become ingrained in learners' minds and they will never forget them.

Introductions - Learners can introduce themselves to the group by using set phrases.

examples:

my name is _____.

I am from _____.

my father's name is _____.

my mother's name is _____.

I am _____ years old.

I love my family.

Questions and answers - fluent speakers can ask and repeat questions that follow a set pattern.

examples:

what is this?

this is a _____.

what is this for?

it is for _____.

what colour is this?

it is _____.

where is the _____?

it is there.

how old are you?

I am _____

where are you from?

I am from _____

how do you say _____?

what am I doing?

Daily Activities

Language is naturally learned through daily activities. All daily activities can be carried out in your First Nations language. In a language immersion camp, phrases and words can be easily learned through daily routines with fluent speakers.

Meals – Learners can pick up words and phrases related to eating, food items, meal preparation, cleaning up and mealtime conversations.

examples:

are you hungry?	more?	the food tastes good	wash the dishes
yes, I'm very hungry	how was your meal?	would you like more?	clear the table
no, I'm not hungry	come and eat	no thank you	dry the dishes
do you like_____?	I'm full	yes please	wipe the table
this is delicious	serve the food	pass the salt	put the dishes away
can I have some	eat all your food		

examples:

breakfast	helping	guest	knife	spoon
lunch	hungry	thank you	fork	plate
dinner	thirsty	washing	bake	bowl
feast	full	cook	fry	table
eat	oven	drink	pot	chair
kitchen	stove	food	pan	dishes

Photo: St'at'mic gathering

Daily Activities

Routines - Learners can pick up words and phrases related to getting up in the morning, getting dressed, going to bed, personal hygiene and the body.

examples:

are you tired?
brush your teeth
get dressed
I'm tired
make your bed
it's time to wake up
it's time to go to bed
good morning! / good night!
did you have a good sleep?
wash your hands and face
what's the weather like today?
the weather is good today
it's cold/hot/sunny/rainy/snowy/windy today
how do you feel today?
I feel good today

examples:

early	pants	body	finger	tomorrow
late	shirt	head	leg	shower
awake	dress	eye	foot	towel
asleep	skirt	nose	knee	wet/dry
tired	shoes	mouth	teeth	bed
weather	socks	ear	soap	blanket
sun	underwear	hair	wash	pillow
cloud	hat	stomach	faucet	comb
rain	jacket	arm	toilet	toothbrush
sky	vest	hand	today	bathroom

Daily Activities

Chores – Learners can participate in daily chores such as chopping firewood, cleaning and gardening. From these chores learners can learn many new words and phrases.

examples:

chop the wood

pull the weeds

water the plants

wash the dishes

clean the house

today we need to _____

can you help me?

is it too heavy?

carry the wood

stack the wood

examples:

firewood

plants (different names)

garden

weeds

water

clean/dirty

heavy

help

carry

stack

lift

wash

tree

flower

soap

scrub

brush

collect

floor

dishes

room

window

sweep

come/go

Plans for Activities – Learners and fluent speakers can have simple discussions about plans for the day involving family, friends and community.

examples:

what are we going to do today?

let's go for a walk.

let's go visit Grandma.

what do you want to do?

is it a good idea?

do you want to go _____?

let's go together

let's play a game

where are we going?

we are going _____

let's visit _____

let's go fishing

Photo: **Robert Matthew**

Outdoor Activities

All outdoor activities can be carried out in your First Nations language. When learners are interested and can see places, things and actions in real life, they tend to remember the vocabulary and phrases better.

Nature Walks – Fluent speakers can explain to learners about preservation, birds-plants-animals interaction, biodiversity and outdoor survival.

– Fluent speakers can point out names of plants (edible plants and berries), animals, geographic features and place names.

– Learners and fluent speakers can visit historical sites and sacred places to learn about traditions and history.

Outdoor Activities – Learners and fluent speakers can participate in cultural outdoor activities.

example outdoor activities:

learning to build fires

canoeing lessons

fishing

gathering food

tanning hides

swimming

food processing

picnics

collecting (roots, berries, tree bark)

building rafts

Photo: **Robert Matthew**

Oral Language Games

Simple games that learners already know how to play in English work well for learning a language. A tiny bit of competition always adds to the fun of learning. Simple games also help learners feel at ease and comfortable to learn and make mistakes.

Pictionary – A learner is secretly given a word or phrase and has to draw it out for his/her teammates to guess.

Charades – A learner is secretly given a word or phrase and has to act it out for his/her teammates to guess.

Card Games – Cards with pictures or numbers on them can be used for many different games. For example: If two learners have the same card, the first one to say what is on the card gets to keep all the cards.

Story-making – Learners are given a few words and have to create an oral story using those words. The stories are usually very funny!

Drawing – Learners can practice drawing representations of words and phrases.

Cut and Paste – Learners can create personal posters or collages using pictures from magazines, then present their creation to the group.

Simon Says – Learners follow as the leader calls out actions. If a learner does the wrong action, he/she can sit down until the next round.

Learners Teach – Learners are divided into groups and taught the names of different objects, then each learner is responsible for teaching their words to the other groups.

Eye-Spy – Vocabulary items are said aloud and learners must point to the correct object.

Ball of Yarn Toss – A learner with a ball of yarn asks a question eg. "who's your father?" then tosses the ball of yarn to someone else in the circle. Whoever catches the ball of yarn has to answer the question and ask another question, then toss the yarn to someone else.

Bingo – A bingo card can be filled with pictures and numbers. When a learner hears something on their card called out, he/she can mark it off.

Photo: Charmain Adams

Cultural Knowledge Activities

All cultural activities can be carried out in your First Nations language. Learners will benefit from observing and participating in activities that allow them to gain cultural knowledge in their First Nations language.

Prayers, Ceremonies and Smudges – can be carried out daily

Lahal – Learn to play lahal, create lahal sticks and play lahal.

Family Trees – Learners can draw family trees and learn family vocabulary and history.

examples:

mother	grandmother/grandfather	sister
father	cousin	grandchild
child	aunt	man
son	uncle	woman
daughter	brother	baby

Songs, dancing and drumming – Teach songs by demonstrating one part of the song at a time and having learners repeat.

Place names – Create a map using traditional place names.

Storytelling – Teach phrases and words using pictures, and then tell a story.
Have learners re-tell the story.

Visiting – Participants can visit and meet community members with knowledge and wisdom.

Create your own cultural knowledge activities based on your community!

Arts and Crafts

Learners can express themselves by creating crafts and works of art in their First Nations language. Not only the product is important, but also the step-by-step process of learning skills and actions in the First Nations language is extremely valuable.

Art Projects – Learners and fluent speakers can create projects together.

example projects:

dream catchers	button blankets	drums	weaving
mandelas	sewing	paintings	knitting
medicine bags	moccasins		

example words:

cut	cloth	tie	loop
sew	thread	knot	through
hold	yarn	even	pull
colours (different colours)	wool	open	push
	needle	close	tight
leather/hide	scissors	beads	loose
button			

Photo: Judy Chartrand

Nine Tips for Successful Language Teaching/Learning

Based on Leanne Hinton (2002)

1) Leave English Behind

Resist speaking English even though it would be much easier in many situations.

Avoid creating a pidgin mix of the First Nations language and English.

Think of English as a habit you are trying to break.

2) Use Nonverbal Communication

Actions – Act out what you are trying to say.

Gestures and Facial Expressions – Point to things you are talking about and use facial expressions that show what you are thinking.

Pictures and Objects – Use things and pictures to help communicate your meaning.

3) Teach in Full Sentences

At first, learners will be focusing mostly on new words, but hearing the words in the context of full sentences will help the learner remember and understand the real meanings.

4) Aim for Real Communication in your First Nations Language

Use the language for EVERYTHING.

Put learners in a situation where they have to use the language to do or get something.

Set up situations that require communication; rather than study a list of words about the weather, have a conversation about the weather.

5) Language is Also Culture

Your First Nations Language is not just a translation of English.

Learning a language includes learning customs, values and traditional activities.

6) Focus on Listening and Speaking

You don't need to use writing and reading to learn to speak a language.

Learners can learn a language unconsciously, simply by hearing it and using it.

7) Learn and Teach the Language through Activities

Fluent speakers and language learners should live daily life together. Rather than separating language learning from daily life, use daily activities as language teaching/learning opportunities.

8) Be an Active Learner

Language learning requires students to actively participate, rather than passively observe.

9) Be Patient and Proud of Each Other and Yourselves

If you get discouraged, remember that you are doing the best you can. Each small step towards revitalizing a First Nations language is extremely valuable.

Photo: Karen Borsato

Five Methods and Approaches

The following are common methods and approaches in language teaching. It is not necessary to choose one approach, but it is useful to keep them in mind while carrying out your language program.

1) Immersion

This method of language teaching surrounds (immerses) learners in the language they are trying to learn. The language is used to communicate and to teach about other subjects. All activities, including meals, stories, daily routines and group activities are done in the language. Rather than teach the language alone, knowledge, skills and activities are taught by using the language. This method is more of a way of living (completely surrounded by the language) than a way to teach.

2) Natural Approach

This approach is based on the idea that a second language is learned in a similar way to a first language. When babies first learn language, they are never taught about grammar or language structures; they naturally learn without any instruction. Therefore, second language learners should also naturally learn language with little or no formal language instruction. Natural approach activities include reading, conversation, language games, and regular daily activities in the language.

3) Communicative/Task-based Approach

This approach is based on the idea that the main purpose of language is to communicate. Therefore, language learning should be focused on communicating and completing tasks in the language. With this approach, learners are not taught about the language, but instead are taught to do things in the language. For example, instead of learning weather vocabulary, a learner learns how to have a conversation about the weather.

4) Total Physical Response

This method of language teaching is based on body movement and speech together. Body movement is related to the mind, and if body movement occurs at the same time as speech, a learner will remember the speech more easily. It can be used to teach almost anything, including actions, object names, and storytelling. For example, while the language teacher calls out actions, learners perform those actions, and will remember the actions and words together.

5) The Silent Way

The basic idea of this approach is to allow the learner to discover, to experience and to have as many opportunities to use the langauge as possible. Instead of teaching, the teacher sets up opportunities for learners to learn independently. For example, a teacher could tell a story and have learners look at pictures related to the story. By doing this, learners are responsible for figuring out which words in the story go with each object in the pictures. In this approach, it is also important for the learner to make mistakes in order to learn. For example, a learner could guess the wrong name for an object several times before learning the correct name. In the end, the learner will remember the name for the object better than if the teacher had given the correct name right away.

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Hinton, L., Vera, M., & Steele, N. (2002). How to Keep Your Language Alive. Berkeley: Heydey Books.

Indigenous Language Institute. (2004). Awakening Our Languages: ILI Handbook Series. Santa FE: Indigenous Language Institute.

TE Taura Whiri i te Reo Māori (Māori Language Commission) Resource package for Māori Language Week. www.tetaurawhiri.govt.nz/

For more information please contact:

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First Peoples'
Heritage, Language &
Culture Council

Guide to Growing Organic Food in an Intercultural Community Garden

Welcome to your community garden – a good place to grow food and a great place to grow community.

A community garden can be used by different people at different times as a farm, a school, a playground, a temple, a gym, a stage, a picnic spot and a nature park – sometimes all in the same day.

Just like each community, every community garden is different. The most successful community gardens are models for their surrounding societies, demonstrating values such as cooperation, volunteerism, respect for diversity and ecological awareness.

An intercultural community garden gets immigrants and Canadian-born people working together towards the same goal. Although the available crops and growing methods vary from place to place, the love of gardening reaches every culture and provides a bond through which people can learn, share and grow.

In British Columbia, many community gardens are considered "organic." This guide was written to help explain organic gardening in an intercultural community garden to newcomers and anyone else interested in growing their own food together with neighbours.

Yes, but...

What if I don't know how to grow anything?

Then you're going to love community gardening. It's a good place to learn – from other gardeners! Gardeners everywhere are generous people. Even if language is a barrier, you can use non-verbal communication.

wera west end residents association

YMCA Connections Linking New Immigrants to Our Communities

Gordon Neighbourhood House Building a Welcoming and Inclusive Neighbourhood

Canada

British Columbia The Best Place on Earth | WelcomeBC

What is Organic?

People who grow organic food use natural farming methods. For us, this means no synthetic fertilizers or pesticides. Organic gardeners work with nature (making their soil into a healthy ecosystem) rather than against it (killing everything with pesticides and then adding artificial fertilizer).

Growing your own organic vegetables, fruit and herbs helps build a healthy body and a healthy planet. It's also how people have traditionally farmed for more than 10,000 years. Even those who have never planted a seed before can grow their own food (fortunately, the seed knows what to do). You just need to provide the requirements all plants need to do what they do naturally – grow.

How do you grow organic food?

Think like a plant. What do you need?

- Sunlight – at least six hours of direct sun a day is recommended, but leafy greens can get by with less. In places like Vancouver, which is often cloudy, sunlight can come from various directions thanks to reflected light.
- Water – plants drink through their roots, not their leaves, so water deeply enough to soak the soil, especially when your seeds or seedlings are new.
- Nutrients – plants eat sunshine, an amazing scientific phenomenon called photosynthesis that supports all life on earth. But they need certain nutrients to carry this out. The main three are nitrogen, phosphorus and potassium, known as N-P-K. Vegetables take these nutrients out of the soil to grow, which then must be replaced. Mixing animal manure or another type of organic fertilizer into your soil in spring may be enough to last the year, but it can help to also lightly feed your soil throughout the growing season. Add a small amount of organic fertilizer such as fish meal or kelp twice a month as your plants mature to help ensure a good harvest. Compost, which you can make yourself from uncooked food waste, is an excellent source of organic matter to add to your soil, especially if your compost pile includes worms which will make it nutrient-rich.

Shady Characters

Urban areas crowded with buildings and trees often limit the availability of sunny spots to garden. Leafy things to grow in shady areas include lettuce, spinach, kale, chard and oriental greens.

Also consider crops such as broccoli, beets, carrots and turnips that may grow slower without direct sunlight but will eventually reward your patience with food.

Planting Seeds

It isn't difficult to plant seeds – nature does it all the time without our help. Seed packages include directions on proper timing, depth and spacing between seeds. Or ask a gardener friend for help.

- Plant in loose, fertile soil warm enough for the particular seed
- Plant as deeply as the package says – usually about three times the width of seed
- Plant as far apart as the package says – leaving space for mature plants
- Cover planted seeds with thin layer of fine soil, press firmly
- Water gently so the seeds aren't moved
- Keep soil moist until the plants develop

Transplanting Seedlings

Some plants, such as tomatoes, are best planted indoors in early spring and then transplanted outside when it's warm. Starting indoors is an excellent way to expand your gardening activities. You can also buy seedlings from garden centres. Choose seedlings that are healthy and appropriately sized in their planting pot -- not necessarily the largest.

- *dig a hole about the same size as the pot*
- *ease the plant out (don't pull on the stem) and place it gently in the hole*
- *refill with the same soil*
- *press firmly on soil to keep the plant in place and eliminate large air pockets*
- *water thoroughly*

Growing Food in Vancouver

Our mild weather and rich soils in the coastal area of British Columbia offer some of the best growing conditions on the planet, so your crop choices are many. The first step towards deciding what to grow may be to ask yourself: what do I love to eat?

To find out if your favourite foods can be grown here, look at a seed catalog such as the one from West Coast Seeds (www.westcoastseeds.com), talk to other gardeners about what they grow each year, get some of your favourite seeds sent from abroad (yes, this is legal for small-scale growers), and, perhaps best of all, experiment.

Some easy-to-grow selections to get you started include:

- Beans
- Beets
- Broccoli
- Chives
- Corn
- Cucumbers
- Garlic
- Kale
- Lettuce
- Radish
- Zucchini

More challenging selections (depending on the weather and more):

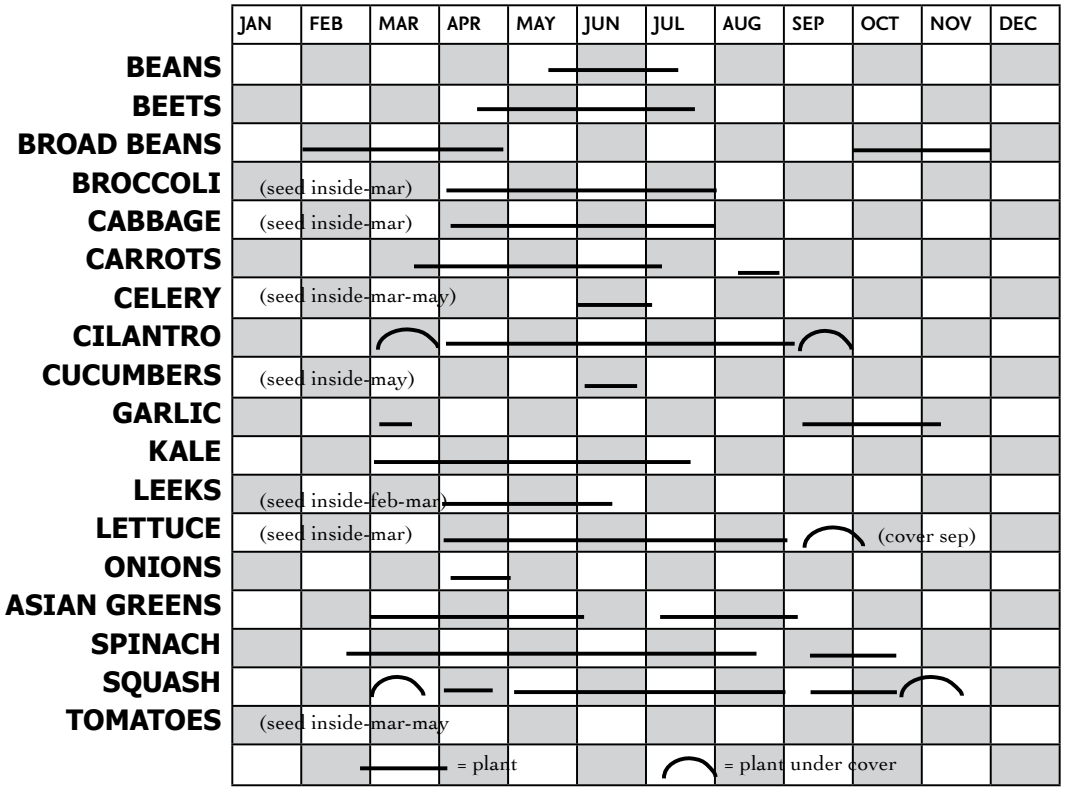
- Artichoke
- Asparagus
- Basil
- Brussels Sprouts
- Cauliflower
- Celery
- Eggplant
- Leeks
- Melons
- Peppers
- Soybeans

Good Seeds

Ask your local garden store for organic, non-genetically-modified (non-GMO) seeds from sources such as Saltspring Seeds (www.saltspringseeds.com), Stellar Seeds (www.stellarseeds.com) and West Coast Seeds.

You can also join organized seed swaps held each spring (check community events in your local newspaper) or trade seeds you've saved among neighbours. A valuable website to learn more about seeds and the importance of saving heritage vegetables is Seeds of Diversity: www.seeds.ca

Local Planting Chart adapted from West Coast Seeds catalogue



When Can I Start?

One of the best things about living in Vancouver is the fact that we can grow food year-round. Yes, in January you can harvest fresh organic greens or root vegetables.

To harvest food in winter you must plant wisely in summer. Some crops, such as leeks and Brussels sprouts, may be started indoors as early as spring for transplanting in summer and harvesting in winter. Others, including kale, broccoli, turnip and cabbage, can be seeded directly into the soil in July and August. Fast-growers such as lettuce, spinach and radish can be tried at the end of the summer season with the hope that the winter frosts won't come too early. If you can get your plants to reach a mature size by Hallowe'en (the end of October), they should be hardy enough to survive the winter.

Why grow year-round?

- Fewer pests and weeds
- Less watering and maintenance
- Plants protect soil
- Green over-winter crops (clover, fall rye, vetch, etc.) rebuild soil fertility

Natural Pest Control

Work with nature to build a healthy ecosystem in your garden. Using pesticides can destroy beneficial insects that eat predators. Try for a healthy balance in your living ecosystem. Remember that a handful of soil contains as many living organisms as there are people on earth. Some organic ways to deal with garden pests and weeds:

- Aphids –blast with water, spray with garlic-pepper, use insecticidal soap
- Slugs – hand pick, deter with copper, trap with fruit/ beer/ board and destroy
- Powdery mildew – spray with 50% milk solution
- Weeds – hand pull, scald with hot water, spray with vinegar, cover with mulch

Community Gardeners Grow Community

Good ground and good ground rules. Rules help community gardeners understand their rights and responsibilities.

Clear rules from the beginning can prevent disputes later over member dues, plot assignments, regular maintenance tasks and meeting responsibilites. Think of them as accepted codes of behaviour, like traffic laws, that make life easier for everyone. Remember that people are more likely to follow guidelines they've helped create themselves.

Most community garden groups form non-profit societies that write their own bylaws to help things go smoothly. Every member of the group is responsible to keep the gardens in good shape and to take care of the group as well. The most successful community gardens are run by a great group of "doer" people who get engaged.

Talk it Over

Good communication is vital if you hope to build a strong community garden organization. Form a telephone tree; create an email list; start an internet chat group; install a rainproof bulletin board on site; have regular social events, workshops and celebrations that draw people together. Community gardens are all about creating and strengthening communities, so remember to pass the word on.

Two-legged Pests?

Thieves are a problem in many urban gardens, although not to the degree some fear. Thieves do less damage than common nuisances such as slugs and aphids. But it's still vexing when a favourite plant gets taken. Consider some of the following anti-theft tactics:

• More people = fewer opportunities for crime. Try to minimize times when the gardens have no "eyes on the crops," particularly near harvests. Schedule events, coordinate visits, have volunteers keep watch. If your garden is in view of nearby homes, make sure the residents know who you are.

• Hide your prize plants. Most thieves are opportunists. They won't dig through straw to uncover a squash. Yellow tomatoes are just as tasty but less tempting than red ones. Plant easy-to-grab desirable foods (such as raspberries) behind less enticing crops like parsnips.

• Agree on prevention measures before problems arise. Work out a common strategy to question suspicious visitors. Thieves hate a place where people talk to them. Try, "Can I help you find the plot you're looking for?" Or "Would you like to sign our waiting list to join us?"

• Keep the area tidy. Fallen fruit, overripe vegetables and general disarray send a message that no one cares. A well-managed site is more difficult to steal from because the crime is obvious.

• Put up a sign. A reminder not to steal with a description of who the gardeners are ("volunteers from your community") may convince those with a conscience. Some nibblers actually believe they can help themselves to food in a community garden because they're part of the community until they read the sign!

• Grow a variety of crops so you won't lose a season's bounty to one sack-toting thief.

Why Grow Food in an Intercultural Community Garden?

- **preserve green spaces**
- **reduce crime**
- **create economic opportunities**
- **reduce "food miles" from farm to plate**
- **enhance biodiversity**
- **provide urban recreation**
- **reduce stormwater runoff**
- **reintroduce "the commons"**
- **provide youth training**
- **teach organic practices**
- **bring together diverse neighbours**
- **lower family budgets**
- **encourage self-reliance**
- **create welcoming neighbourhoods**
- **localize the food system**
- **promote intercultural exchange**
- **enhance civil society**
- **boost community development**
- **conserve valuable resources**
- **promote intergenerational communication**

The **Intercultural Community Gardens Project** is a partnership between the YMCA of Greater Vancouver's Connections Progam, the West End Residents Association and the Gordon Neighbourhood House.

The project is made possible through funding from the Government of Canada and the Province of British Columbia. This brochure was created for participants in the project but is free in digital format for anyone interested in learning more about organic gardening through intercultural exchanges. Written and designed by Project Coordinator David Tracey with thanks to all the dedicated growers involved.

For more information please email: **connections@vanymca.org**

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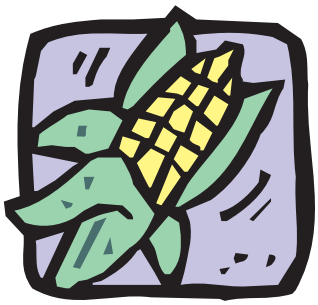


Vegetable Gardening in Oregon

Oregon State University | Extension Service

Contents

For more information

Visit the Oregon State University Extension Service website (**extension.oregonstate.edu**) to obtain these and other gardening publications:

Improving Garden Soils with Organic Matter, EC 1561
Fertilizing Your Garden: Vegetables, Fruits, and Ornamentals, EC 1503
A List of Analytical Laboratories Serving Oregon, EM 8677
Soil Sampling for Home Gardens and Small Acreages, EC 628

Prepared by J.R. Baggett, professor emeritus of horticulture; Deborah Kean, research associate in horticulture; Dan Sullivan, Extension soil scientist; Alex Stone, Extension vegetable crops specialist; and Jim Myers, professor of vegetable breeding.

Vegetable Gardening in Oregon

J.R. Baggett, A. Stone, J. Myers, D. Sullivan, and D. Kean

Choose a site

Adjust your garden plan to the amount of land available and the needs of your family. Choose a location that is level or only slightly sloped and that receives at least 6 hours of direct sun each day. The site should be well drained. Avoid areas close to large trees or shrubs that will compete with your vegetables for water. For ease of maintenance, there should be a water source nearby.

Figure 1 (page 2) shows one possible layout for a vegetable garden.

Prepare the soil

Start by assessing soil tilth. Good tilth means a soil is easy to dig in, accepts and stores water readily, has good drainage, and makes a good seed bed. To maintain or improve soil tilth, add fresh or composted organic matter each year. See *Improving Garden Soils with Organic Matter*, EC 1561, to learn about choosing and using composts, manures, and other organic materials to improve your garden soil. Winter cover crops also can improve soil tilth.

To maintain good soil tilth, consider growing vegetables in raised beds and keeping foot traffic out of the beds. Raised beds often improve drainage, allow soil to warm rapidly in the spring, and reduce problems with soil-borne diseases.

In most cases, an annual application of a balanced fertilizer (such as 20-20-10), at a rate that supplies about 3 lb of nitrogen (N) per 1,000 square feet, is sufficient for vegetable crops.

Fertilizer labels indicate the percentages of nitrogen (N), phosphate (P), and potash (K) in the material. For example, a fertilizer labeled 20-20-10 contains 20 percent nitrogen, 20 percent phosphate, and 10 percent potash. Thus, every 10 lb of this fertilizer contains approximately 2 lb of nitrogen, 2 lb of phosphate, and 1 lb of potash.

If you have applied a balanced fertilizer at recommended rates for several years, enough P and K may already be present in the soil, because they are less mobile than N. Nitrogen can leach out of the soil with excessive irrigation or rainfall. Consider soil testing every 3 to 5 years to see whether you really need to supply any nutrient other than N. (See the publications listed under "For more information" to learn more about soil testing.)

Nitrogen is used by vegetables most efficiently when it is applied just prior to rapid vegetative growth. For established vegetable gardens that do not require annual P and K addition, consider applying some of the nitrogen 3 to 6 weeks after seeding or transplanting, just prior to rapid vegetative growth. Vegetables most likely to benefit from a split application of N include peppers, sweet corn, and celery. Use a liquid or solid fertilizer with a high ratio of N (for example, 3-1-1, 30-10-10, or 21-0-0). Apply at a rate of approximately 2 lb N per 1,000 square feet. Place the fertilizer on the soil surface beside the row, just before watering. Avoid broadcasting fertilizer into

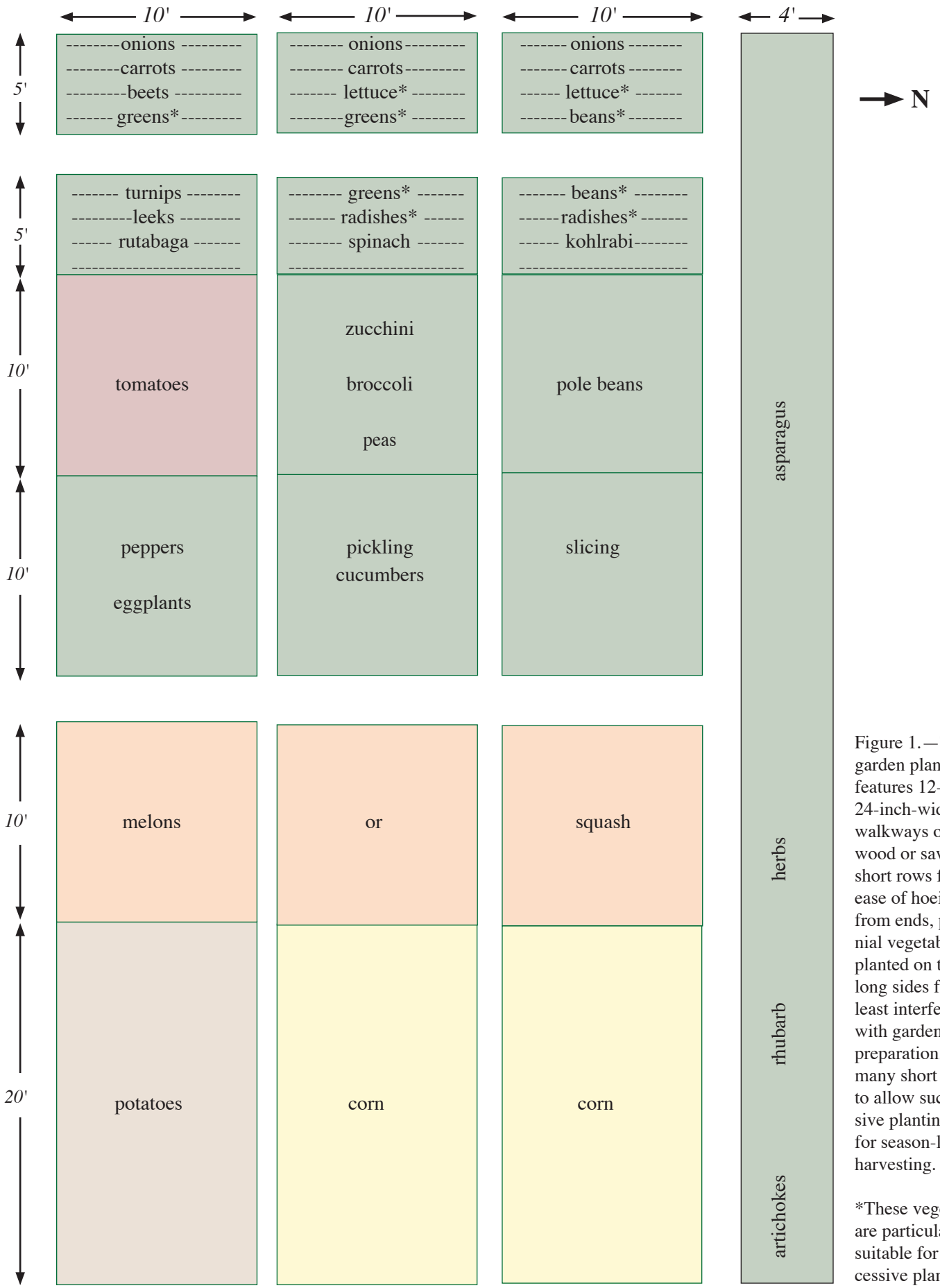


Figure 1.—This garden plan features 12- and 24-inch-wide walkways of scrap wood or sawdust, short rows for ease of hoeing from ends, perennial vegetables planted on the long sides for the least interference with garden soil preparation, and many short rows to allow successive plantings for season-long harvesting.

*These vegetables are particularly suitable for successive plantings.

the whorls of the corn leaves, as it may damage emerging leaves.

Repeated annual applications of manures or composts can reduce or eliminate the need for fertilizer. For more detailed information on fertilizing, see *Fertilizing Your Garden: Vegetables, Fruits, and Ornamentals*, EC 1503.

Soil pH is a measure of acidity. The ideal soil pH for most vegetable crops is 6.0 to 7.5. Most soils in western Oregon are naturally more acidic than this, meaning the pH is lower. Lime will raise soil pH and make it more suitable for vegetable crops.

Lime is slow-acting and doesn't move well in the soil. Apply lime in fall or spring and till it into the soil. For new vegetable gardens in western Oregon, apply 10 lb of agricultural-grade lime per 100 square feet. East of the Cascades, many soils are naturally alkaline and do not benefit from lime application.

A soil test by an agricultural testing laboratory can help you determine whether lime, phosphorus, potassium, or other nutrients are needed. For more information, see *A List of Analytical Laboratories Serving Oregon*, EM 8677, and *Soil Sampling for Home Gardens and Small Acreages,* EC 628.

Plant on recommended dates

The map on this page shows the four Oregon growing regions. Table 1 (pages 4–5) shows approximate planting dates for each region. Adjust planting dates based on your particular locality and seasonal weather pattern.

Follow planting recommendations on the seed packet. Water lightly and frequently (as often as once or twice daily for small-seeded vegetables such as onions, celery, carrots, spinach, chard, and parsley) until seedlings are well established.

Many freshly tilled and planted soils in western Oregon form a crust after overhead irrigation or rain. This crust can prevent small seeds from emerging. Covering seed furrows with a light potting mix instead of soil can prevent crusting. Floating row covers (see column at right) placed over the seed row also help prevent crusting.

Mulches and floating row covers

Black, red, green, or silver plastic; various organic mulches; and row covers can improve germination, yield, and quality of heat-loving crops such as melons, cucumbers, peppers, tomatoes, sweet corn, and pole beans.

Plastic mulches warm the soil, conserve moisture, eliminate weeds, and keep fruits and vegetables from rotting by keeping them clean and away from the soil. Punching small holes in the plastic prevents water from accumulating on top of it.

Organic mulches are another option. You can apply 1 to 2 inches of straw, hay, leaves, or mint

Growing regions

Oregon is divided into four growing regions. Identifying your region will help you choose vegetable varieties and planting dates suitable to the growing conditions in your area as shown in Table 1 (pages 4–5).

Region 1, Oregon coast: Cool but long season of 190 to 250 days.

Region 2, Western valleys: 150- to 250-day season; warm days, cool nights; length of season may vary considerably from year to year.

Region 3, High elevations: Short growing season of 90 to 120 days; frost can occur during any month.

Region 4, Columbia and Snake river valleys 120- to 200-day season; hot days, warm nights; length of season fairly well defined.

TABLE 1.—PLANTING DATES, QUANTITY TO PLANT, AND SPACING FOR GARDEN VEGETABLES.

Vegetable	Start plants indoors this long before planting date for your region	Region 1–Coast, Astoria to Brookings	Region 2–Western valleys, Portland to Roseburg[a]	Region 3–High elevations, mountains, and plateaus of central and eastern Oregon	Region 4–Columbia and Snake valleys, Hermiston, Pendleton, Ontario	Amount to plant for family of 4[b]	Distance between rows[c]	Distance apart in the row
Artichokes (globe)	Crown pieces	Aug.–Oct. May–June	Aug.–Nov. April–June	not suitable	not suitable	3–4 plants	48–60"	48–60"
Asparagus	1 year	March–April	Feb.–March	Feb.–March	Feb.–March	30–40 plants	36"	12"
Beans (lima)	not suitable	not suitable	May–June	May–June	April 15–June	15–25' of row	12–24"	4–6" bush 12–24" pole
Beans (snap)	not suitable	May–June	May–July	April–June	April 15–June	15–25' of row	12–24"	2–6" bush 12–24" pole
Beets	not suitable	March–June	March–June	April–June	March–July	10–15' of row	12"	3"
Broccoli	6 weeks	May–June	March–Aug.	April–June	April–July	10–20' of row	24"	12–24"
Brussels sprouts	6 weeks	May–June	May–July	April–June	April–July	15–20' of row	24"	24"
Cabbage	6 weeks	Jan.–April July–Sept.	April–June	April–June	April–July	10–15 plants	24"	24"
Cantaloupes	4 weeks	not suitable	May	not suitable	May	5–10 hills	48"	36"
Carrots	not suitable	Jan.–June	March–July 15	April–June	March–July	20–30' of row	12"	2"
Cauliflower	6 weeks	Jan. & June	April–July 15	April–May	April & July	10–15 plants	24"	24"
Celery	9 weeks	March–June	March–July	May–June	June–August	20–30' of row	24"	5"
Chard	not suitable	Feb.–May	April–July	March–June	Feb.–May	3–4 plants	24"	12"
Chinese cabbage	4 weeks	July–Aug.	August	April–June	August	10–15' of row	24"	6–12"
Chives	6 weeks	April–May	March–May	April–July	Feb.–March	1 clump	12"	12"
Corn (sweet)	not suitable	April–May	April–June	May–June	April 15–June	4 rows, 20–30' long	36"	12"
Cucumbers (slicing)	4 weeks	April–June	May–June	May–June	April 15–June	6 plants	36"	6–12"
Cucumbers (pickling)	4 weeks	May	May–June	May–June	April 15–June	25' of row	36"	6–12"
Dill	not suitable	May	May	May	May	25' of row	24"	6–9"
Eggplant	9 weeks	not suitable	May	not suitable	May	4–6 plants	24"	24"
Endive	6 weeks	March–July	April–Aug. 15	April–July	August	10–15' of row	12"	12"

[a]Medford-area planting dates may be 7–10 days earlier and extend 7–10 days later than dates indicated for western valleys.
[b]For many of the crops, the amount to plant should be divided into several plantings, 1 or 2 weeks apart.
[c]Use narrower spacings for small gardens.

Table 1.—Planting dates, quantity to plant, and spacing for garden vegetables (continued).

Vegetable	Start plants indoors this long before planting date for your region	Region 1–Coast, Astoria to Brookings	Region 2–Western valleys, Portland to Roseburg[a]	Region 3–High elevations, mountains, and plateaus of central and eastern Oregon	Region 4–Columbia and Snake valleys, Hermiston, Pendleton, Ontario	Amount to plant for family of 4[b]	Distance between rows[c]	Distance apart in the row
Garlic	not suitable	Sept.–Oct.	Sept.–Feb.	Aug.–Sept.	Nov.–Feb.	10–20' of row	12"	3"
Kale	not suitable	May–July	May–July	May–July	May–July	20–30' of row	24"	24"
Kohlrabi	not suitable	July–Aug.	April–Aug. 15	May	April to Aug.	10–15'	12"	5"
Leek	not suitable	Feb.–April	March–May	April–June	Jan.–April	10' of row	12"	4–5"
Lettuce, head	5 weeks	Feb.–July	April–July	April–Aug.	Feb.–April	10–15' of row	12"	12"
Lettuce, leaf	5 weeks	Feb.–Aug.	April–Aug.	April–Aug.	Feb.–April	10–15' of row	12"	6"
Okra	8 weeks	not suitable	not suitable	not suitable	May	10–20' of row	24"	18"
Onions	10 weeks	Jan.–May	Mar.–May	May–June	Feb.–April	30–40' of row	12"	3"
Parsley	10 weeks	Dec.–May	Mar.–June	May–July	Feb.–May	1–2 plants	12"	8"
Parsnips	not suitable	May–June	April–May	May	Mar.–June	10–15' of row	12"	3"
Peas	not suitable	Jan.–Aug.	Feb.–May	April–June	Mar.–April	30–40' of row	24" bush 36" vine	2"
Peppers	10 weeks	May	May–June	May–June	May	5–10 plants	24"	12–18"
Potatoes (sweet)	6 weeks	not suitable	not suitable	not suitable	May	50–100' of row	24"	12"
Potatoes (white, etc.)	not suitable	Feb.–May	April–June	May–June	Mar.–June	50–100' of row	24"	12"
Pumpkins	4 weeks	May	May	June	April 15–June	1–3 plants	72"	48"
Radish	not suitable	All year	March–Sept.	April–July	Mar.–Sept.	4' of row	12"	1 inch
Rhubarb	Crown piece	Dec.–Jan.	March–April	April	Feb.–March	2–3 plants	48"	36"
Rutabagas	not suitable	June–July	June or July	April–May	Mar.–July	10–15' of row	12"	3"
Spinach	not suitable	Aug.–Feb.	April & Sept.	April & July	Sept.–Jan.	10–20' of row	12"	3"
Squash (summer)	4 weeks	May	May–June	May–June	April 15–June	2–4 plants	36"	24"
Squash (winter)	4 weeks	May	May	May	April 15–May	2–4 plants	60"	36"
Tomatoes	8 weeks	May–June	May	May	May	10–15 plants	36", closer if supported	24"
Turnips	not suitable	Jan. & Aug.	Apr.–Sept.	April–May	Feb. & Aug.	10–15' of row	12"	3"
Watermelons	4 weeks	not suitable	May	not suitable	May	6 plants	60"	48"

[a]Medford-area planting dates may be 7–10 days earlier and extend 7–10 days later than dates indicated for western valleys.
[b]For many of the crops, the amount to plant should be divided into several plantings, 1 or 2 weeks apart.
[c]Use narrower spacings for small gardens.

hay. These mulches conserve soil moisture and control insects, and they will improve soil structure and nutrient content over time.

Organic mulches do not warm the soil. For heat-loving plants such as peppers and eggplants, apply them only after soil temperatures have risen. Organic mulches can provide habitat for slugs, so monitor mulched areas during the rainy season.

Row covers speed early growth and protect plants from insects and spring frosts. Covers of polyethylene, polyester, and polypropylene are available from seed companies and garden supply stores and catalogs. Usually, you can place these covers directly on the crop. Lay them loosely to allow for several weeks of plant growth. Hold them in place by putting weights, such as rocks or pieces of lumber, along the edges. For plants with growing points at the top of the plant, such as peppers, hoops or other supports may be necessary to prevent damage to the growing point.

Keep row covers on the crop for 4 to 6 weeks, or until bloom. Melons, squash, and cucumbers are pollinated by bees, so covers must be removed from these plants during bloom.

Give your garden consistent care

Cultivate the soil only enough to eliminate weeds. In the first 30 days after planting, weed thoroughly. Most vegetable seedlings compete poorly against weeds. Transplanted vegetables are more competitive, but not all vegetables make good transplants.

Incorrect watering is the most frequent cause of problems in the garden. Apply 1 to 1.5 inches of water per irrigation. To check the amount of water applied, place several cans in your garden and check the amount of water in them. Apply the water slowly so as not to cause surface runoff and soil erosion. During dry weather, water about every 7 days.

An alternative to sprinklers is soaker hoses or drip systems. These systems let you water just your crops without promoting weed growth between the rows. They also help prevent leaf diseases. When used carefully, low-pressure systems use less water than sprinklers. Because the water is restricted to a narrow band beside the row, you might need to modify fertilization practices and frequency of watering.

Finally, pay attention to the thinning requirements of your crops. See Table 1, or check the backs of seed packets. Each plant needs enough space to develop sufficient leaf area to support top and root growth. Excessive crowding can lead to poor-quality plants. In the case of corn, crowded plants produce few ears.

Control insects and diseases

You must control insects, slugs, symphylans, and diseases in order to obtain good plant growth. Consult appropriate Extension publications for recommendations on controlling these garden pests.

Always identify and monitor problems before acting, and consider the least toxic approach first. When using chemicals for insect or disease control, follow recommendations on the labels. Store all chemicals safely, away from children. Rinse empty containers and dispose of them in the manner recommended.

Double crops and crop rotation

Early vegetables such as spinach, radishes, leaf lettuce, and peas can be followed by additional plantings of the same or other vegetables. If your space is very limited, you might try

companion cropping of early and late varieties. Companion cropping means planting two vegetables (such as radishes and tomatoes) at the same time in the same space. Plan carefully so that the larger, more vigorous crop does not inhibit growth of the smaller crop. Experiment with combinations and planting dates to find out what works in your garden.

It is a good idea to rotate your crops every year, as much as possible given your space limitations. Crop rotation can be an effective way to control soil-borne plant diseases if the alternate crop is not susceptible to the disease. In general, avoid planting crops from the same family (for example, tomatoes and peppers or broccoli and cabbage) in the same place 2 years in a row (see Table 2).

Table 2.—Plant families for crop rotations.

Family	Vegetables
Apiaceae	Carrot, celery, fennel, parsnip
Brassicaceae	Broccoli, Brussels sprout, cabbage, cauliflower, kale, horseradish, kohlrabi, mustard, radish, rutabaga, turnip
Chenopodiaceae	Beet, spinach, Swiss chard
Cucurbitaceae	Cucumber, gourd, melon, pumpkin, squash, watermelon, zucchini
Fabaceae	Lima bean, pea, snap bean, soybean
Liliaceae	Asparagus, garlic, leek, onion, shallot
Solanaceae	Eggplant, pepper, potato, tomato

Buy seeds and plants carefully

Consult the list of recommended varieties (pages 10–14) and buy accordingly. For long-season crops such as tomatoes, peppers, and eggplants, or for early crops of cabbage, broccoli, cauliflower, and lettuce, buy plants or start your own transplants.

If recommended varieties are not available locally, you can purchase seed from a seed company. Some seed companies are listed below.* Probably no single source can provide all of the varieties listed.

- W. Atlee Burpee Co., 300 Park Avenue, Warminster, PA 18974
- Harris Seeds, 355 Paul Road, Rochester, NY14624-0966
- Johnny's Selected Seeds, 955 Benton Avenue, Winslow, ME 04901-2601
- Nichols Garden Nursery, 1190 Old Salem Road NE, Albany, OR 97321
- Park's Seed Co., 1 Parkton Avenue, Greenwood, SC 29647
- Seeds of Change, PO Box 15700, Santa Fe, NM 87592-1500
- Stokes Seeds, PO Box 548, Buffalo, NY 14240
- Territorial Seed Co., PO Box 158, Cottage Grove, OR 97424-0061

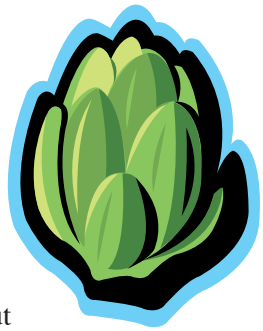
Many other small seed companies exist. If you have trouble finding a variety, you might try searching the Internet. Heirloom and hard-to-find nonhybrid varieties can be found in the *Vegetable Seed Inventory*, available from Seed Savers Exchange (www.seedsavers.org).

*Mention of these companies does not mean that the Oregon State University Extension Service either endorses these companies or intends to discriminate against companies not mentioned.

Production pointers

Many excellent books and periodicals on vegetable gardening are available from public libraries and garden stores. Articles in newspapers and magazines can help you throughout the growing season. Many seed company catalogs also contain production information. Other publications on gardening, pest control, vegetable storage, and variety selection are available from your county office of the OSU Extension Service or on the Extension website (extension.oregonstate.edu).

Artichokes (globe)



Need good drainage and protection from extreme winter temperatures. Harvest when the bud is still completely closed. Varieties grown from seed may give variable results, but they're worth trying.

Asparagus

Should have good drainage. Plant crowns 5 to 6 inches deep; cover with only 2 to 3 inches of soil the first year. This perennial will grow year after year, so plant in an area that does not get disturbed by tillage. Do not harvest the first 2 -years to allow plants to become established.

Beans

Use bush varieties for quick production and pole types for a longer season. With both types, consistent harvest of mature pods will prolong the bearing season. Try the flat-podded Italian types for a flavor treat.

Broccoli

Although broccoli generally does not do well in warm weather, careful selection of varieties may permit season-long crops in most areas. Floating row covers can protect plants from flea beetles and cabbage maggots. Wash off aphids with a forceful spray of water.

Cabbage

Does best in cool, uniformly moist conditions. Set out plants of early-maturing varieties as soon as spring conditions permit. Plant later-maturing varieties in late May or June for heading in the fall. As with broccoli, you might need to control flea beetles and cabbage maggots.

Carrots

For early carrots, plant as soon as spring conditions permit. Grow carrots in raised beds to get smoother, longer roots. Use shorter varieties (Danvers, Nantes, Chantenay) if soils are heavy.

Corn, sweet

Make successive plantings of one variety or plant different varieties that vary in season of maturity. Several short rows in a rectangle are better for pollination than a few long rows.

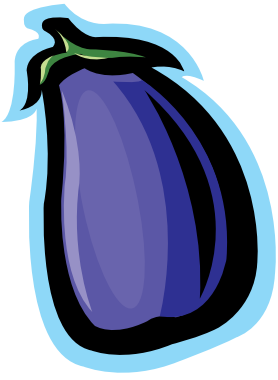
Corn, supersweet

These varieties need to be planted exclusively or separated from normal sweet varieties by about 2 weeks in planting date to minimize cross-pollination, which can drastically reduce eating quality. Do not plant too early. Supersweet types will not germinate in cold, wet soils.

Cucumbers

Prefer warm, dry conditions; resist the temptation to plant too early. Keep fruit picked to prolong harvest.

Eggplants



Require heat and a long growing season. Use transplants and provide early-season warmth with a floating row cover. Plastic mulches can help by raising soil temperature.

Herbs

Tarragon, chives, and mint are propagated by cuttings or crown divisions; most other common herbs can be grown from seed. Herbs do best in a sunny location. They require little care, water, or fertilizer. Most commonly grown are sweet basil, borage, chives, caraway, dill, fennel, mint, oregano, parsley, sage, rosemary, summer and winter savory, and thyme. Some herbs are perennials and should be planted in an area that is not disturbed by annual tillage.

Kohlrabi

A good substitute for turnip. Harvesting at maturity is critical, because fiber develops in older plants.

Lettuce

Mainly a cool-season crop. Choose heat-resistant varieties for later plantings. Plant short rows at 14-day intervals to prevent waste and prolong the season. For earliest lettuce, set out plants at the same time as early cabbage. Many beautiful and unusual types and varieties are available.

Melons

Many specialty melons are available. Use floating row covers and plastic mulch to extend the season and increase success. Remove covers when plants bloom so bees can pollinate flowers.

Onions

Prefer light, fertile, well-drained soils. Can be planted from seeds, sets, or transplants. Starting with seed allows for greater choice of varieties. Plant as early as possible in spring to allow maximum top growth before bulbing begins. Use long-day or day-neutral varieties in Oregon.

Peas

Plant early and make successive seedings or use varieties with different seasons of maturity. In regions 1 and 2, use varieties resistant to enation virus if planting in April or May. (See the recommended varieties, page 13.) Trellising makes it easier to pick thoroughly, which prolongs the bearing season. Chinese type or snow peas have a flat, edible pod. Snap peas have a fleshy, round, edible pod.

Peppers

Heat lovers, best grown from transplants. Many types and colors are available. Supply plenty of nitrogen early to promote vigorous growth before fruit set. Plastic mulch increases soil temperature.

Potatoes

Cut pieces so there are at least three eyes per piece. Plant early potatoes from mid-April to June. Plant 5 to 6 inches deep for level cultivation and 4 inches deep if rows are to be hilled. Hill up soil, straw, or mulch around plants to prevent greening of shallow tubers. Water deeply. Soaker hoses are not recommended for potatoes.

Radishes

Make successive plantings of the quantity you can use. Use floating row covers to protect plants from flea beetles and cabbage maggots. Radishes have shallow roots and need plenty of water to keep roots from getting pithy.

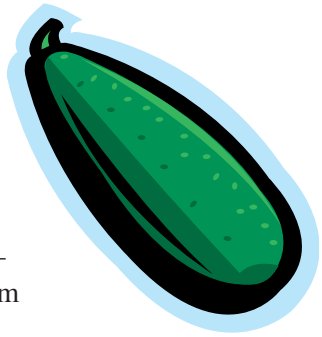
Spinach

A cool-season crop very prone to bolting as days lengthen and temperatures rise. Plant spring spinach as early as possible for early summer

harvest. Plant again from late July through September for fall harvest. Beet greens, New Zealand spinach, and chard are substitutes for spinach that are less heat sensitive and therefore easier to grow.

Squash

A warm-season crop. Very rewarding and easy to grow with a wide range of colors, types, and flavors available. Can be grown from seed or transplants. Winter varieties can be stored for long periods. Squash is bee pollinated, so if you use row covers be sure to remove them when the first blossoms appear.



Tomatoes

Early varieties with compact growth are best suited to most Oregon areas. Set out well-grown plants after the last frost. Watch for flea beetle damage. Grow indeterminate varieties in cages or on a trellis; determinate varieties do not require support. Water regularly to help prevent blossom-end rot.

Recommended varieties

The following list includes some of the varieties that have shown promise in Oregon. These varieties are recommended for all areas of Oregon except as noted.

Many of these varieties are available on seed racks in garden stores. You may have to order some of the newer ones from one of the seed companies listed on page 7.

Artichokes (not regions 3,4)

Green Globe, Imperial Star

Asparagus

Mary Washington, Jersey Knight, Jersey Giant, UC 157, Purple Passion

Beans

Green bush: Tendercrop, Venture, Slenderette, Oregon 91G, Oregon Trail, Provider, Jade, Oregon 54
Flat Italian: Roma II
French filet: Nickel, Grenoble
Green pole: Blue Lake, Kentucky Wonder, Romano, Cascade Giant, Kentucky Blue, Oregon Giant
Wax bush: Goldenrod, Goldrush, Indy Gold, Slenderwax
Lima, bush, large-seeded: Fordhook 242 (or any Fordhook)
Lima, bush, small-seeded: Thorogreen, Baby Fordhook, Jackson Wonder
Dry: Pinto, Red Kidney, White Kidney (Cannellini), Cranberry
Edible soybeans or edamame: Envy, Early Hakucho, Butterbean, Sayamusume, Misono Green

Beets

Red, globe shape: Ruby Queen, Red Ace, Warrior, Kestrel, Early Wonder, Pacemaker III, Detroit Dark Red
Cylindrical: Cylindra, Forono
Golden: Golden
Novelty, white: Albina Verduna
Greens: Early Wonder Tall Top, Bull's Blood, Big Top

Broccoli

Green, heading: Premium Crop, Packman, Arcadia, Early Dividend, Regal, Windsor, Emerald Pride
Purple: Rosalind
Romanesco: Romanesco, Minaret

Brussels sprouts

Jade Cross "E", Oliver, Tasty Nuggets, Prince Marvel, Trafalgar

Cabbage

Early: Dynamo, Parel, Primax, Arrowhead, Capricorn, Farao, Tendersweet
Main season: Golden Acre, Bravo, Charmant
Late fall, winter: Danish Ballhead, Storage Hybrid #4, Blue Thunder
Red: Ruby Perfection, Regal Red, Red Acre
Savoy: Melissa, Savoy Express, Savoy Ace, Kilosa

Chinese cabbage

Michihili, Monument, China Express, China Flash
Pak choi: Mei Qing Choy, Joi Choi

Carrots

Standard: Red Cored Chantenay, Royal Chantenay, Scarlet Nantes, Mokum, Bolero, Apache, Danvers, Ithaca, Sugarsnax 54, Nelson, Napa, Kuroda, Nantindo, Caropak, Nevis, Sweetness II, Napoli
Baby carrots: Minicore, Babette, Parmex, Thumbelina

Cauliflower

White: Snowball "Y" Improved, Snow Crown, Candid Charm, White Rock, Apex, Callisto, Imperial 10-6, Amazing, White Magic, Concert
Purple: Violet Queen, Graffiti
Green: Alverda

Chard

Fordhook Giant, Rhubarb, Bright Lights, Bright Yellow, Silverado

Chicory

Green, tall, slender heads: Crystal Hat
Red, also known as radicchio, tall, slender heads: Chiogga Red Preco, Milan, Treviso Red Preco
Nonheading, asparagus type: Catalogna

Celery

Utah 52-70R, Ventura

Collards

Vates, Champion, Flash

Corn

Note: Quality of all varieties may be dramatically altered under certain pollination conditions. Supersweets must be isolated from other types.

Corn, yellow kernels

Standard sweet, early: Sundance, Early Sunglow, Seneca Horizon
Standard sweet, main season: Jubilee (also called Golden Jubilee)
Supersweet, early: Butterfruit
Supersweet, main season: Supersweet Jubilee, ACX 1021Y
Sugary enhanced, very early: Sugar Buns
Sugary enhanced, early: Precocious, Kandy Kwik, Mystique
Sugary enhanced, main season: Incredible, Kandy King, Kandy Korn, Legend, Bodacious
Triple sweet types (sh2su hybrids): Sugar Ace

Corn, white kernels

Note: Must be isolated from yellow or bicolor types to get all white kernels.
Supersweet, early: White Satin
Supersweet, main season: How Sweet It Is, Silver Lining, Xtratender 378A
Sugary enhanced, main season: Silverado, Argent, Frosty, Sugar Snow II, Whiteout

Corn, bicolor kernels

Supersweet, early: Xtratender 272A
Supersweet, main season: Honey and Pearl, Phenomenal, Candy Corner
Sugary enhanced, early: Trinity, Fleet, Native Gem

Sugary enhanced, main season: Temptation, Brocade, Fantasia, Delectable, Double Gem
Triple sweet types (sh$_2$su hybrids): Sweet Rhythm, Serendipity, Sweet Chorus, Sweet Symphony

Corn, ornamental

Note: Must be isolated from other corn.
Wampum, Chinook

Cucumbers

Pickling: SMR 58, Pioneer, Bush Pickle, County Fair
Slicing: Burpee Hybrid, Marketmore 86 & 97, Poinsett, Raider, Dasher II, Slicemaster, Tasty Green, Greensleeves, Orient Express, Suyo Cross, Amira, Genuine, Slicemore, Ultrapak
Novelty: Armenian, Lemon

Eggplants (not regions 1,3)

Purple, oval: Dusky, Epic, Black Bell, Calliope, Burpee Hybrid, Millionaire
Purple, small, round: Bambino
White: Cloud Nine
Elongated: Megal, Bride, Orient Express

Endive

Green Curled, Batavian, Salad King, Neos

Kale

Dwarf Blue Curled Scotch, Improved Vates, Siberian, Winterbor, Winter Red, Nero di Toscana, Blue Ridge

Kohlrabi

Early White Vienna, Early Purple Vienna, Kongo, Kolibri, Eder

Leeks

American Flag, King Richard, Kilima, Rikor

Lettuce

Heading, main season: Summertime, Ithaca
Heading, fall crop: Salinas

Red leaf: Prizehead, Red Sails, Redina, New Red Fire
Green leaf: Salad Bowl, Grand Rapids, Slobolt, Green Vision
Oak leaf: Oaky Red Splash
Romaine: Paris Island, Valmaine, Green Towers, Outredgeous, Devils Tongue, Little Gem, Freckles
Bibb: Summer Bibb, Ovation, Optima, Buttercrunch
Butterhead: Esmeralda, Marvel of Four Seasons
Batavian: Nevada, Sierra

Melons (not regions 1,3)

Cantaloupe/muskmelon: Ambrosia, Harper Hybrid, Gold Star, Classic, Pulsar, Superstar, Earlisweet, Eclipse, Primo, Earliqueen, Saticoy, Fastbreak
Honeydew: Earlidew, Honey Orange, Morning Ice, Honey I Dew
Galia: Gallicum, Galia, Passport, Arava
Crenshaw: Early Hybrid Crenshaw
Canary: Sugarnut

Mustard Greens

Fordhook Fancy, Green Wave
Long-standing: Osaka Purple, Giant Red

Onions

Yellow: Copra, Prince, First Edition, Millennium, Frontier, New York Early, Candy
Red: Redwing, Mars
White: White Sweet Spanish, Blanco Duro, Superstar
Overwintering: Buffalo, Walla Walla Sweet
Green bunching: Ishikura, Tokyo Long White, He-shi-ko

Parsley

Triple Moss Curled, Banquet, Dark Green Italian Plain

Parsnips

Harris Model, All America, Hollow Crown, Gladiator, Andover, Cobham Improved Marrow

Peas

Shelling: Novella II, Oregon Trail, Oregon Pioneer, Green Arrow, Maxigolt
Oriental edible pod: Oregon Sugar Pod II, Oregon Giant
Snap pea, bush: Sugar Daddy, Super Snappy, Cascadia, Sugar Sprint
Snap pea, pole: Sugar Snap or Super Sugar Snap (virus-susceptible; plant early)

Peppers

Sweet bell, green to red: Parks Early Thickset, Camelot, Fat 'N Sassy, Ace, Bellboy, Jupiter, Yankee Bell, North Star, Parks Whopper Improved, Vidi, Elisa, Lady Bell, King Arthur, Lantern, Conquest, Tequila, Blushing Beauty
Sweet bell, green to yellow: Golden Bell, Golden Summer, Labrador
Sweet bell, green to orange: Ariane, Corona
Sweet bell, green to purple: Lilac Bell, Purple Beauty
Sweet bell, green to lavender to red: Islander
Sweet bell, ivory to red: Snow White
Specialty sweet: Sweet Banana, Banana Supreme, Bananarama, Gypsy, Biscayne, Flamingo, Red Bull's Horn, Pizza, Lipstick, Apple, Paprika Supreme, The Godfather, Giant Marconi
Ethnic: Sweet Round of Hungary, Euro Jumbo Sweet Cherry
Cayenne: Super Cayenne II, Hero, Andy, Cayenne Long Slim
Jalapeño: Tam Jalapeño, Early Jalapeño, Conchos, Mitla
Specialty hot: Cherry Bomb, Serrano, Anaheim TMR 23, Boldog Hungarian Spice, Fajita Bell, Caribbean Red Habanero, Hot Paper Lanten
Novelty, ornamental: Marbles, Riot, Ivory, Varengata, Pretty in Purple

Potatoes

Red: Red Pontiac, Norland, Red La Soda, Cranberry Red
White: Norgold Russet, Russet Burbank, Superior
Yellow: Yellow Finn, Yukon Gold, Bintje, Desiree
Purple: All Blue

Pumpkins

Large: Jack O'Lantern, Howden, Autumn Gold, Lumina (white), Magic Lantern, Rouge Vif d'Etamps
Cinderella: Rock Star, Orange Smoothie
Small: Small Sugar (Small Sugar Pie)
Compact vines: Spookie, Tom Fox, Oz

Novelty and exhibition: Big Max, Dill's Atlantic Giant, Prizewinner
Hulless seeded: Baby Bear, Snack Jack, Trickster, Kakai
Mini ornamental: Jack Be Little, Wee-Be-Little, Lil Pump-ke-mon

Radishes

Red: Fuego, Comet, French Breakfast, Cherry Belle, Champion
White: Burpee White, White Icicle
Large Japanese: Sakurajima Mammoth

Radicchio

See Chicory

Rhubarb

Crimson Red, Cherry Red, Valentine, Victoria

Rutabagas

American Purple Top, Laurentian

Spinach

Spring-planted for early summer harvest, smooth leaf: Bloomsdale Long Standing, Melody, Olympia, Skookum, Nordic IV, Springer
Spring-planted, savoy: Spinner, Correnta, Unipack 151
Late-summer-planted for fall harvest, smooth leaf: Oriental Giant, Rushmore
Late-summer-planted, savoy: Jive

Squash, summer

Yellow: Early Prolific Straightneck, Multipik, Supersett, Fancycrook, Sunray, Yellow Crookneck, Goldbar
Green zucchini: Ambassador, Seneca, Elite, Tigress, Aristocrat, Raven
Yellow zucchini: Gold Rush
Scallop: Sunburst
Other: Tromboncino (*C. moschata*)

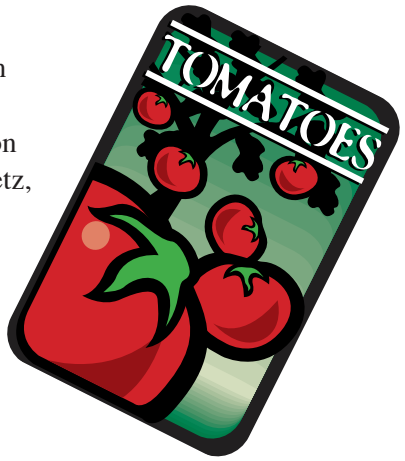
Squash, winter (not region 1)

Miscellaneous: Golden Delicious, Banana, Spaghetti, Blue Hubbard, Sweet Meat
Buttercup/Kabocha: Sweet Mama, Ambercup, Buttercup Burgess Strain, Gold Nugget, Black Forest, Delica
Delicata: Sugar Loaf, Honey Boat
Acorn: Bush Table Queen, Mesa Queen, Table Ace, Taybelle, Table Gold (orange), Cream of the Crop (white)
Butternut: Early Butternut, Nicklow's Delight, Ultra

Sweet potatoes (not regions 1,2,3)

Jewell, Centennial

Tomatoes



Very early: Oregon Eleven
Early: Early Girl, Oregon Spring, Santiam, Oregon Pride, Oregon Star, Siletz, Legend
Midseason: Willamette, Pik Red, Celebrity, Sunleaper, Mountain Spring, Medford, First Lady II, Big Beef
Late: Big Boy, Better Boy, Fantastic, Bush Big Boy, BHN 444
Cherry: Oregon Cherry, Gold Nugget, Sweet Million, Cherry Grande, Sun Gold, Early Cherry, Thai Pink, Juliet, Sunsugar, Large German Cherry, Sweet Baby Girl
Yellow: Golden Boy, Jubilee
Paste: Oroma, Saucy, Halley 3155, Viva Italia, Super Marzano, Macero II, Health Kick
Heirloom: Brandywine (from Johnny's)

Turnips

Root: Purple Top White Globe, Royal Crown, Tokyo Cross
Greens: Shogoin

Watermelons (not regions 1,3)

Red-fleshed: Crimson Sweet, Charleston Gray, Garden Baby, Sweet Favorite, Carmen, Sweet Diane
Yellow-fleshed: Yellow Doll, Sunshine, Yellow Baby
Red seedless: Millennium, Summer Sweet 3521Y, Triple Star, Summer Sweet 5544
Yellow seedless: Buttercup
Ice box: Sugar Baby, Tiger Baby

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A Writing Center without Walls: Community Gardens as a Site for Teaching English Language Learning

*by **Elizabeth K. Rodacker**, Union College*, and ***Kay Siebler**, Buena Vista University*

Two ELL scholars bring ecofeminist principles to bear on community garden work.

About the Community Gardens in Lincoln

Pedagogically astute English teachers will understand the necessity of writing centers without walls--mobile writing centers. Writing centers need to travel when necessary. They must teach when and where there is a need; communities, both tutors and learners, benefit most when writing centers look to non-traditional venues. Non-traditional writing centers may even grow vegetables. This is the story of one such writing center.

In Lincoln, Nebraska, the community gardens became a non-traditional site for writing instruction.

As of June 2005 there were four community gardens in Lincoln. Lincoln, with a population of approximately 225,000, is a politically progressive town for the Midwest. A social-activist sensibility permeates the community; many churches sponsor refugees and immigrants.

The population that works in this garden includes people who are locked into low-paying jobs, unable to read fluently and to write English, and not registered to vote (although able to register)—individuals disengaged in their new American home. Because of their limited English skills, they are unable to fully participate in our American democracy and are therefore unable to transform their communities and lives.

Elizabeth K. Rodacker

This population desperately needs improved reading and writing skills so that they can make improvements in their lives and communities. How can these gardeners/students obtain these necessary language skills when many refugees/immigrants have inflexible work schedules and take non-credit evening ESL classes? Because these students didn't have a writing center at their disposal, they needed the writing center to come to them.

According to the 2000 U.S. Census, for its size Lincoln is "one of the largest refugee resettlement areas in the country, with refugees bringing new culture and languages to the city" (Lange-Kubick 2). The U.S. Language Foundation reports that Lincoln residents use 48 different languages when they speak at home. Indeed, Lincoln, Nebraska, is a culturally and linguistically diverse community.

The community gardens grew out the desires of various nonprofit organizations in Lincoln to provide a public space where refugees, immigrants, and people of low socio-economic backgrounds could grow fruits and vegetables during the summer months.

The philosophy of the community gardens resists corporate farming (capitalist endeavors that rely on toxins to produce genetically modified crops) by sharing land and resources to produce healthy food, free of chemicals. In an "ownership" society, community gardens resist the dominant culture by bringing people together to work the land and produce food, as opposed to distancing people from the land and food production. With a community garden, people share land and resources to produce food that they then share with their families, friends, and the community. "Can communities survive and sustain their own cultures and ecosystems in the face of an ever expanding global economy?" (Berry et. al. 1) With community gardens, the answer is "yes."

Kay Siebler

The project reflected in this publication relates specifically to the immigrant and refugee populations who use the gardens and how and why the gardens became a site for teaching English Language Learners (ELL).

Herstory

Teaching ELL in the community gardens began with the idea of serving those who needed English language skills. As an associate professor of ESL, I (Elizabeth) often have summers off and enjoy gardening during that time. When community gardens first started up in Lincoln, I began gardening and teaching the refugees English, specifically reading and writing skills. The gardens have since evolved to include other gardens and other teachers/volunteers trained in ELL pedagogy. Through our work and connections with other ELL teachers, the project has grown from informal conversations to include a network of teachers who communicate with each other about their goals and pedagogical strategies for ELL.

In 2004, we began connecting ELL with the community gardens. While working on our own garden plot, we talked to the immigrants/refugees about their planting, weeding and harvesting. We offered advice to the farmers who were often working with plants, soil conditions, and weather conditions which were often very different from those in their home country.

Because we strove to establish a mutually respectful connection with the immigrant/refugee farmers, we identified ourselves as teachers when introducing ourselves. In most African, Middle Eastern, and South American countries, teachers are highly

regarded, and in identifying ourselves as teachers, we not only solidified our ethos with some of the men from cultures where females are considered inferior, but also created the opportunity to help the immigrants with their English skills.

Once the immigrants/refugee farmers saw that we not only knew about gardening and crops but also about language learning, they would seek us out whenever we came to the gardens.

The questions they asked ranged from how much water the tomato plants needed to how to fill out a green card application.

We started to hold classes at the gardens every Sunday evening at 5:30 for anyone who wanted to improve their English. It was at this point that the informal conversations became more pointed lessons in ELL.

I should note, however, that an ELL instructor cannot just walk into a garden and expect to "teach." As with any aid/development work, the instructor must first work alongside the other gardeners in order to show expertise, establish credibility, and earn their respect. Only through this "work alongside" approach will the instructors be able to eventually establish themselves as members of the community and work with the ELL populations at the garden. The ELL instructors typically had formal education in ELL teaching strategies, although there were also student instructors who were learning ELL informally by watching and co-teaching with instructors who held ELL degrees and other necessary certification.

Population / Students

Because the farmer/student populations varied both ethnically and in level of language proficiency, ELL teachers needed to approach each lesson with an open mind, allowing the farmers/students present to direct the lesson objectives.

With each of the community gardens in Lincoln, the population of immigrants/refugees is a bit different. Each population often has different needs and issues relating to ELL; each population has different cultural barriers or concerns that the instructor needs to be sensitive to or aware of; some populations of refugees/immigrants have deep seated biases toward, bigotries about, or tangible fears of other groups that they may be working alongside in the garden. In order to be most effective, it is critical that the instructor be aware of these issues as he/she teaches.

Ecofeminism: How It Relates to ELL in the Community Gardens

Ecofeminism is the connection between ecology (concern for the world's natural resources) and feminism (the belief that systems of oppression, regardless of what form they take, need to be abolished). Ecofeminists believe that there is a strong connection between the status of women (and other traditionally marginalized groups) and the care of and concern for preserving natural resources.

The ecofeminist philosophy works well with ELL at the community gardens because issues of social equity for women and respect for the earth are an integral part of the approach taken in both the gardens and in the ELL lessons at the garden. Environmental ethics as well as concern for issues of gender equity are primary concerns to the ELL teachers at the community gardens. "Ecofeminism is a feminist approach to environmental ethics. Feminist theorists ask the question, 'What is the source of the oppression of women, and how do we get rid of it?' Ecofeminists believe there are interconnections between the oppression of women (sexism), the oppression of other human Others (racism, classism, ageism, colonialism, etc.) and the domination of nature (naturism)" (Ecofeminism). This philosophy helped the ELL teachers create a healthy connection between the work of the garden and the web of life, i.e. how to prevent systems of nature from being corrupted by individuals or patriarchal systems of power.

Both the ideals of ecofeminism and the strong influence of Paulo Freire, the Brazilian theorist of progressive education, helped to shape the curriculum design. The inextricable links between education, civic engagement, and social justice must permeate all English classrooms and writing centers. For what reason do writing centers exist?

Read the curriculum below to see these embedded values.

Writing and language instruction must include a pedagogy that challenges inequality, oppression, and fundamentalism.

Our approach to designing the curriculum employed student-driven strategies coupled with feminist pedagogy. A feminist pedagogical approach asks that the instructor be aware of and sensitive to the material realities of each student and take into consideration his/her individual needs. Feminist pedagogy also asks that teachers keep a keen eye to dynamics of race, class, gender, sexuality and other identity issues as they play out both among students and between the instructor and the students. Working with the refugee/immigrants, a feminist pedagogical approach would include paying sharp attention to how different cultural practices and belief systems can act as barriers to learning or how different cultural practices and belief systems can be used to enhance learning and lessons.

Another key tenet of feminist pedagogy is the instructor's rigorous self-critique of what is working and isn't working both for the group and for individual students. Part of this effort involves the instructors talking with each other about what they observe or struggles they have with their student groups, and part of it involves the instructors' commitment to being self-critical about how biases or assumptions they might have about given populations of students played out in the lessons or student/teacher interactions.

Coupling feminist pedagogical principles with student-driven teaching meant that the curriculum and goals for each lesson were defined by the students present. Teachers would often begin each gathering by asking, "What do you want to talk about today?" Or teachers would bring a local newspaper and ask students if there was an article they wanted to read and discuss. Feminist teachers pay close attention to students' silences and work to engage all students in the lesson, even if that means creating various sub-groups based on interest or language skill.

The problem of having various language learners at radically different levels in the same group can be both a blessing and a curse.

. The students with higher language levels can easily monopolize the lessons and, with this student-driven approach, define the lesson content. It is up to the teacher to be vigilant and draw all students into the lesson at the level at which they can and are willing to participate. It is also imperative that the instructor use teaching strategies that open the space for those who are less assertive.

Given our feminist pedagogical, student-driven approach, it was largely the students who defined the curriculum, which primarily consisted of strategies of conversation, immersion, and reading comprehension of real world texts (newspapers, magazine articles, green card or job applications). The following is a list of topics that were used in the curriculum, followed by a description of the person who added that topic to the curriculum:

• Q&A regarding social services available in the community (initiated by a woman who asked about domestic violence shelters and help available to women in violent relationships)
• Reading, writing and discussion of an article in the local paper about job training opportunities at meat packing plants (brought by an instructor because several of the farmers/students were employed at a local meat packing plant)
• Discussions of organic farming and pest control that did not include chemicals (created by an instructor by way of explaining the products that were available in the community garden shed for collective use and the chicken coop on the garden plot)
• Education on different planting and irrigation methods (initiated by both farmers and instructors based on the various approaches being used in the garden and why those approaches were being used)

With each of these items in the curriculum, there was an open exchange where any and all (farmers/instructors) could offer expertise, advice, and knowledge. The curriculum emphasizes that the instructors are not "all knowing" teachers, but are instead a resource within the group to facilitate learning.

English for Specific Purposes (ESP)

ESP is a pedagogical approach used with ELL that focuses on incorporating themes into the planned lessons. The ESP approach used by the instructors at the gardens included subsistent and organic gardening. In order to emphasize these two discourse communities or knowledge areas, the instructors worked to include lessons on these topics as a way to expand the farmers'/students' knowledge of agriculture, gardening, organic farming, and use of non-genetically modified organisms (GMOs) in the garden.

The philosophy of ESP is that students need specific language skills to succeed in a professional arena. Typically, ESP pedagogy is related to job training; e.g., veterinary students would need ESP in order to be able to read and comprehend journals and other professional publications within their field, or a cook would need ESP lessons related to food measurements, prices, and culinary vocabulary in order to work in a restaurant. In the context of the community gardens, the ESP philosophy allowed the gardeners/farmers to have a common language base for the work they were doing in the gardens. It also allowed them to converse about their approach to gardening both with the merchants who sold them seeds or plants at the local farmers' market and with each other as they shared successes and strategies.

Language Learning

With shifting U.S. demographics, astute and engaged writing practitioners will observe that more "generation 1.5" students are entering colleges and universities. This generation of students has probably been born in the U.S., and is therefore made up of U.S. citizens, but they nevertheless communicate in languages other than English at home and may be classified as ESL/ELL students when they arrive in college.

Note also that the number of international students studying in American colleges and universities has been on the rise. In fact, international students studying in the U.S. have an enormous effect on the U.S. economy; the **Institute of International Education** ranks these students' presence as having the fifth greatest impact on our economy.

Look around your writing centers. Who visits them? What types of students seek help from the writing center on your campus? Chances are that a significant percentage of the students who frequent writing centers are linguistically and culturally diverse.

Across ethnic populations, the primary objective many of the students/gardeners had for attending the English lessons was to build vocabulary skills and improve reading and writing skills. Because students were at various levels in their fluency, more proficient students were able to help those with less fluency. This was especially true when there was more than one person from an ethnic/cultural group present. If a struggling or emerging language learner was searching for a word or the way to say something, they could turn to the more proficient speaker within their cultural group and ask in their shared language, "How do you say . . .?" Although this practice of "translation" would be frowned upon in a more formal ELL classroom, within the context of the student-driven garden lessons, it allowed the less proficient student to learn more and it increased the self-esteem of the student who was "translating."

Although there is a lot more to learning a language than simply having vocabulary skills, the farmers/students had personal and specific needs for building their vocabulary in certain areas. Some needed to learn the words that would let them ask for directions, ask questions at social service agencies or public places, or communicate with co-workers or bosses. Others needed more advanced conversation skills in order to talk about their produce to potential customers, make conversation at social events with fellow Americans, or communicate more complex health- or living-related problems, such as securing a new apartment or home.

The primary motivation for most, if not all, of the refugees/immigrants for coming to the community garden ELL lessons is to improve their overall communication skills. They want to be able to better communicate with Americans in the hope of improving workplace and community relationships.

Certainly learning vocabulary and internalizing English grammar patterns is part of learning a language, but oral communication skills move beyond these basics to include things like body language, tone of voice, and context awareness (when to use vernacular – and what vernacular is considered appropriate for which contexts; how body language, tone, and volume are used differently within different contexts or discourse communities; and what constitutes formal and informal language practices). Because various language norms exist in any culture, people who are learning to adapt to a new culture (in this case the culture of midwestern North America) have to learn that the body language, tonality, volume, and personal space that were considered appropriate in their culture of origin may be perceived differently in a new cultural context.

Things such as appropriate personal space, appropriate touch, interpersonal greetings, eye contact, and other non-verbals were easily modeled by the instructors. All of these non-verbals are part of effective oral communication skills. Gender differences (how men and women interact in North American culture) were also modeled. Some of the Middle Eastern and Bosnian men had a difficult time seeing females as people who held bodies of knowledge. Even beyond that, it was difficult for them to interact with females as equals (making eye contact, shaking hands, and working alongside them in the fields). What is seen as appropriate or considerate in their own culture can sometimes be seen as inappropriate in North American culture, e.g., males not making

The context of interacting with people (both ELL and the teachers) at the garden allowed the students/gardeners to learn about informal language practices.

eye contact with females or not shaking hands with females. Through their interactions at the garden, these men came to a better understanding of how to interact appropriately with North American females.

In addition to working on these non-verbal skills, the group also focused on communication skills such as speaking without halting and being comfortable speaking to native English speakers. All these skills increase general fluency. Many ELL students feel intimidated or shy when speaking English to native speakers, but the garden provided a non-threatening and encouraging atmosphere where ELL students felt more comfortable taking risks in practicing their English, asking questions, and learning from other ELL students as well as from the instructors. Because the gardeners/students were sharing expertise (about the crops, pest control, irrigation and planting strategies) a dynamic developed where everyone had something of value to share; even if a student/gardener was weak in English, he/she could contribute in other ways, offering skills and knowledge that others could learn from while at the same time increasing his/her oral communication skills.

The objective of language immersion when teaching ELL is to speak to the students only in English, using very simple sentences, props, gestures, mime, and facial expression when needed with early ELL. Because the instructors in the garden did not speak all of the various languages represented, the immersion strategy was not really one of choice. Because there were typically two or more people of the same culture working in the garden, they would often speak their common language to each other, but then have to switch to English to communicate with other gardeners or the instructors.

Although in a strict model of language immersion ELL pedagogy these moments of switching and translation are not encouraged, in the garden they seemed a natural extension of the learning environment since every student was at a different level. The language switching allowed the less fluent English learners to build a more sophisticated vocabulary by turning to a friend and saying, "How do you say X in English?"

Philosophy of How Community Gardens Relate to ELL

The community gardens and ELL are related in the context of an immigrant's/refugee's reality because the gardens allow the individual to provide for themselves and their family, thereby achieving a great sense of empowerment and pride. Additionally, growing one's own food and speaking English more fluently allow the refugee/immigrant to offer valuable resources to the community, thereby becoming an involved, trusted community member.

Recall Henry Giroux's quote when describing an active citizen as someone "who has the capacity not only to understand and engage the world but to transform it when necessary, and to believe that he or she can do that." A mobile writing center can be the turning point for many of these citizens.

Purpose

The purpose of connecting ELL lessons with the community garden is to allow the gardeners to build community across cultures. Engaging in the ELL classes lifts language and cultural barriers so that gardeners not only feel more comfortable talking with each other, but they also know each others' names, create trusting relationships, and share knowledge. The shared knowledge and trusting relationships create a dynamic where the gardeners are able to grow more and better crops. They share seeds, plants, and vegetables, in addition to insight about issues that are not a part of the garden (job opportunities, community services, and friendships).

Benefits

Creating connections between ELL and the community garden yields tangible benefits such as better crops (by sharing knowledge on pest control, irrigation, and growing conditions, crop yields are higher). There are intangible benefits as well, such as when an immigrant/refugee makes a friend outside of his/her cultural community or feels less isolated because they belong to something that is bigger than their own ethnic community. Benefits also include saving money on food because the gardeners grow part of what they need to feed their family. Some gardeners are also able to sell some of their produce and thereby gain income. For some, the skills they learn at the community garden (both English skills and farming skills) will allow them to engage in larger farming endeavors where they can earn a living by farming.

Cost Analysis

There is no cost to participate in the community garden apart from the cost of buying seeds or plants. The garden cooperative volunteers provide the tools needed for basic gardening at no charge to the gardeners. The cooperative acquires seeds, plants and tools with grant money or from community donations**[1]**. The English lessons are also provided free of charge. Therefore, any crops that are consumed or sold by the gardener are 100 percent profit (minus whatever he/she invests in seeds or plants).

ELL at the community garden provided a perfect opportunity to educate gardeners on the organic philosophy behind the community gardens--organic gardening practices and healthy planting, nurturing, and harvesting methods. By using ELL as a spring board to teach organic practices, gardening and farming practices change as the way people talk about their gardening/farming practices change.

The role of women in the immigrant/refugee communities

The role of women in each immigrant/refugee community differs. As such, working with the immigrants requires that the gender dynamics of each culture be taken into account even as the immigrants and refugees learn about the status of women in North American culture. Because the ELL courses were taught by three women, immigrants/refugees coming from cultures where women are not seen as men's equals often had more difficultly seeing the teachers as sources of valuable knowledge. Even if they understood that the teachers were knowledgeable about the English language (because the teachers were native speakers), they often resisted the idea that the female teachers could offer males sound advice or have any knowledge about farming practices.

Regardless of the community/culture, women tend to be the people who plan and prepare meals for the family. Their role as the family nutritionist creates a connection between the way food is grown and prepared and their family's overall health.

Within the community garden, the Sudanese women seemed to be the only group that was wholly responsible not only for preparing the food, but for growing it as well. These women were knowledgeable farmers who modeled the centrality of women's role in cultivation for groups that excluded women from the garden because it was seen as a public sphere. (Traditionally, Muslim women – in this case Iraqi and Bosnian women – are not allowed into the public sphere unless it is absolutely necessary.)

The Hispanic/Latina women worked alongside the men in the garden, while the Iraqi and Bosnian men always came to the garden

in male-only groups to do the work and harvest the crops.

Women as family nutritionists, dieticians, and wage earners

Traditionally, women around the world are responsible for their family's nutrition and become the persons responsible for preparing and serving healthy and nutritious food, if this foods is available. In some cultures the men traditionally grow and harvest the food; however, there are cultures, especially in Africa, where the women are responsible for growing and harvesting the food as well. The ecofeminist philosophy sees the importance of women planting and harvesting the food their family consumes. The rationale is that women will take better care of the land and the crops, making sure the food is not integrated with harmful chemicals or GMOs, because they see a direct connection between the farming and the health and well-being of their family.

Both ecofeminists and progressive English/writing teachers might argue that the reason many countries, cultures, and continents are facing contaminated ground water, soil that is unable to produce food without chemical fertilizers, and the over-use of toxic herbicides and pesticides is because males have been responsible for food production. Because males are not responsible for feeding their family (preparing food and keeping nutrition at the forefront of food preparation), they are not as likely to see the connection between how the land is worked and how the produce affects the lives and health of the people who consume it. From the moment a baby is born, a breastfeeding mother has a physical connection to the nutrition and health of her child. A mother concerns herself with the feeding and nutrition of her children in a way that fathers are not often called upon to do.

Therefore, in working in the community garden, lessons regarding organic farming practices were directed towards the females whenever possible. That is not to say that the males were neglected, but that a direct connection exists between women growers and awareness of family nutrition. In addition, when women are taught sound farming practices, they can use their knowledge to become wage earners for the family, selling produce at the local farmers' market or roadside stands. In becoming wage earners, or supplementing the wages they receive from other jobs, the immigrant and refugee women build familial and cultural capital, thus raising their status within the community and their families. Attaining a higher status within their families and within the immigrant/refugee community allowed women from stridently patriarchal cultures to wield a bit of power for the first time in their lives.

Women as sustenance farmers and world ecologists

When women hold knowledge that is valuable to the culture and the family, their status is raised. When women begin to feel empowered through that knowledge, their lives and the lives of their children improve. When women of various cultures learn how to successfully become sustenance farmers through ELL, they begin to see their connection to the earth and their power in the world. Through ELL, they learn of organic farming practices and how to articulate their role in the world's ecology.

Jeanette, a Sudanese refugee, talks with another farmer while planting her crops.

In one community garden, women from a local long-term shelter (typically women who are in shelter as a result of domestic violence or because they are making the transition from prison to community living) worked a plot in the garden. Although these women did not participate in the ELL classes, learning how to grow food through community gardening was another step towards strength and empowerment. Many of the women from the shelter first came to the garden not knowing gardening basics, e.g. how to plant seeds or seedlings or how to harvest plants. When it came time to harvest some lettuce from their plot, they pulled out the entire lettuce plant instead of just pulling off the leaves. With guidance, however, these women quickly learned the basics and became sources of knowledge for other community gardeners. The skills they learned at the community garden (from how to plant, to harvesting, to healthy food preparation) allowed them to carry this new knowledge into their "new" lives. There is a strong connection between feeling empowered by planting, harvesting, and cooking one's own food and feeling empowered in other areas of one's life.

Once women know how to plant and harvest healthy food, how to treat the soil organically, and how to farm free of toxins, using water conservation practices, they become world ecologists.

Concluding Remarks

The community gardens were a writing center without walls, i.e., a place of learning, tolerance and peace. Teaching and learning in our post post-modern global world are indeed challenging tasks. Students today are globally astute, with knowledge of many issues and facts at the touch of an "Enter" key on any computer keyboard. The job for English and writing teachers is to continue to confer skills that will be forever necessary and demanded--the ability to speak, write, and otherwise communicate fluently--to global students so they can be active, contributing members of the world. Perhaps then the students whose lives we touch will help to create not only writing centers without walls that are places of learning, tolerance and peace, but a planet that is such.

Notes

[1] *This program is made possible by a grant from the Cooper Foundation.*

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Learning theories and examples – Instructions

Print each page on a different color of paper. Cut each paper into pieces, with one theory or practice on each piece. Give participants one or two pieces of paper, then ask them to match their theory with a corresponding lesson (or vice versa) by reading it on a table, walking around and talking to other participants, or in some other way.

All behavior caused by **external stimuli.** All behavior can be explained without the need to consider internal mental states or consciousness.

Learning is an **active process** that consists of taking sensory input and constructs meaning out of it. Learning involves the learner's engaging with the world.

The crucial action of constructing meaning is mental. It happens in the mind. Physical actions, hands-on experience may be necessary for learning but we need to provide **reflective activities** that engage the mind too.

Learning is a **social activity.** Conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

Learning is **contextual**. We learn in relationship to what else we know, what we believe, our prejudices and our fears.

One **needs knowledge** to learn. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner must provide a path into the subject for the learner based on that learner's previous knowledge.

It takes time to learn. We need to **revisit** ideas, ponder them try them out, play with them and use them.

The teacher's primary role is to **transmit** knowledge to students, “depositing" information into students as they would deposit money into a bank.

Learners should acquire individual speaking, reading and writing skills through a process of **inquiry** into the nature of real-life problems facing the community of learners.

Learners learn a new language best when they receive input that is **just a bit more difficult** than they can easily understand. In other words, students may understand most, but not all, words the teacher is using.

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Teacher: There's a cup on the table ... repeat
Students: There's a cup on the table
Teacher: Spoon
Students: There's a spoon on the table
Teacher: Book
Students: There's a book on the table
Teacher: On the chair
Students: There's a book on the chair

Learners keep a journal of things they learn, questions they have, and the goings-on in their lives.

In this lesson, learners are working on colors. They walk around the classroom and the school finding as many things as possible that are blue, then red, and so on. When they are not sure of a word for something, they draw a picture and find out when they get back to the classroom.

"Conversation cards" have questions that learners can practice asking each other. Their partners practice answering the questions.

Immigrants in a tough part of town tell their teacher they want to learn vocabulary around crime and punishment, and want to know how to ask their landlord to fix things that are broken in their apartments.

Learners practice using irregular past-tense verbs after learning to construct sentences in the present tense with different pronouns (he goes, I go, we go).

At the beginning of very class session, someone in the class writes the date on the board, as well as the dates for the day before and the day after, and the class repeats "today is ..., tomorrow will be..." and so on.

A teacher explains how to form a question by writing questions and answers on the board.

A class decides that the intersection in front of the school is too dangerous, and decides to see if they can do anything to get a blinking light pointing out the crosswalk.

After a unit on grocery shopping, a teacher brings in a newspaper article on how the price of diesel is affecting the price of food.

Workshop Feedback Form for Date: _____

Please answer only the questions you feel comfortable answering.

In what capacity are you taking this workshop (ESL teacher, garden educator, community member, other)?
Please complete the following as well as you can without thinking about it too much.
What is one thing you learned about how people learn languages? One thing you still wonder about?
The most important reason to teach and learn English is:
I feel more confident about teaching ESL now because: I'm a little nervous because:
The ways I learned best in the workshop were: I didn't really learn very well when:
I have these two new ideas for helping others learn English:
Do you think you will practice teaching ESL in the garden within 2 months?
I would change these things about the workshop or materials:
I think the these things absolutely need to remain the same:
I have this additional feedback or advice, or these impressions:

Thank you for attending! You are awesome!

If you have more feedback later, you can email the address on your copy of the consent form.