



## Don't miss these scholarship opportunities!

The Nevada Adult Educators organization will again offer ten scholarships to NAE members to cover the early bird registration to the Mountain Plains Adult Education Association's annual conference. Scheduled for April 10-12, with a preconference on April 9, the event will be held in Cheyenne, WY at the Little America Hotel & Resort.

Access the application at [www.nvadulted.org](http://www.nvadulted.org); deadline for submission is February 11. Contact is NAE Board member Kathleen Jameson.

MPAEA also offers scholarships to the conference and for teacher innovation and graduate studies, as well. Visit [www.mpaea.org](http://www.mpaea.org) for details.

### Nevada's MPAEA Board Members:

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## Adult educators continue to evidence classroom success

Educators earn Nevada's outcome-based Certificate of Performance by showing their students succeed (via educational gain or by passing the GED Test). The initial Certificate is valid for three years; to renew, teachers and tutors must again provide evidence of student achievement and complete thirty hours of meaningful professional learning. Congratulations and kudos to these recent recipients!

- ★ Initial Certificate: Catherine M. Forkush (Catholic Charities); Eugene Lang (College of Southern Nevada); JoAnne Goena (Western Nevada College); Glaydis Briscoe, Blanche Dieket, and Tatiana Gouem (Truckee Meadows Community College)
  - ★ Renewal: Silvia Rodriguez (TMCC) and Geraldine Thomson (WNC)
- For more information, visit <http://nvedu.org/abecp>.



### Career & Technical Education: Five Ways that Pay

Along the Way to the B.A., a September Georgetown University report, examines the five pathways that provide career and technical training that lead to the 29 million jobs that pay middle-class wages.

According to the report, there are 29 million "middle jobs" in the United States that pay \$35,000 or more on average and don't require a bachelor's degree. These 29 million positions represent one out of every five jobs in the American economy and nearly half of all American jobs that pay middle-class wages. More than 11 million middle jobs pay \$50,000 or more annually, and four million pay \$75,000 or more. For both men and women, the best jobs are in sub-baccalaureate STEM (science, technology, engineering, and mathematics) and healthcare, where over 80 percent of jobs pay middle-class wages.

There are five Career and Technical Education (CTE) pathways that educate and train Americans for these jobs: associate degrees, postsecondary certificates, industry-based certifications, apprenticeships, and employer-based training. The study examines each of these five CTE pathways in major detail.

Download the report from <http://cew.georgetown.edu/ctefiveways/>.

# Language education vs. language training

Condensed from an article by Ted Klein, from [Texas Adult & Family Literacy Quarterly](#), October/November 2012. Ted Klein ([www.tedklein-ESL.com](http://www.tedklein-ESL.com)) is an independent consultant in language and intercultural training and an ESL instructor of adult education at Austin (TX) Community College. His complete article may be found at <http://nvae.us/79>.

A school teacher once asked me how long I had been a “language educator.” My answer, which came out rather spontaneously, was, “I’m not a language educator, I’m a language trainer.”

A lot of ESL and other language instructors are doing too much educating and not enough training. You can spend years “informing and enlightening the understanding of English” [a definition of education], and that doesn’t necessarily mean that one’s students can function and communicate in the English language. However, a “relentless” trainer who subjects the students to “proper regimen and exercise” and teaches students to “perform certain actions” [definitions of training], tends to get the most results. One of the best favors that a teacher can do for his students is to entice them to continue to learn their target language so that their functionality will pay off in real-life.

If my objective is to have my offspring ride a bicycle, do I have to send him to Old Tech University to study “bicycle engineering?” Or should I put my kid on a bike with training wheels, tell him where he should and shouldn’t go, and remove the training wheels a few days later? The latter seems to work well if the objective is *function*.

I have “inherited” ESL students from countries where they have been in English classes for five or six years, and in some cases have vocabularies exceeding those of some native speakers of English. Some also have classically good information on English grammar and could easily pass a test on that subject. The problem is that many of these same students do not know what to say or how to say it when they need directions to the restroom, want to buy something in a

mall, or need a good meal or a place to stay. I’m not saying that a good vocabulary and some information on how structures work in English is useless. However, given a choice, function should come first.

Function doesn’t interfere with knowledge. As a matter of fact, it accelerates it. Language production and understanding is a gift that the vast majority of humans seem to have. I have spent time [visiting residents] in an institution for the handicapped. Levels of intellectual limitations there ran the full gamut. However, the vast majority of persons in that institution could communicate verbally and relatively correctly.

The interesting thing is that perhaps one-third of the residents were bilingual and capable of instant code switching, going from one language to another depending on my input. Functionality in two or three languages is *not* a question of “intellect.” It seems to be a natural gift that is a result of communicative needs. The residents’ conversations were not particularly interesting or enlightening. That’s where education comes in, and not everybody is educable. If I’m functional in several languages, it’s [not because I’m “smart,” but] because I’ve lived in several countries, where my survival depended on knowing a language other than my own.

We need to take a look at what we are really doing with our ESL students. Are we feeding them too much information and not enough performance? Is this because that’s how our French teachers taught us French? Are we *really* functional in French? Don’t we want to do better for our students?

## Context counts!

In July 2012, EdTech Leaders Online ([ETLO](#)), a national research-based learning program in Massachusetts, published a 41-page research report, [Models of Contextualization in Developmental and Adult Education](#). Its purpose is to help inform the development and delivery of contextualized teaching/learning models in developmental and adult education programs.

“Contextualization” is defined in the report as “the practice of systematically connecting basic skills instruction to a specific content [area] that is meaningful and useful to students.” Some examples of specific practices that represent contextualized teaching include:

- Contextualized Instruction: Teaches the basic skills of reading, writing or math within the context of a specific content area, such as a vocational area, for the purpose of meaningful application
- Integrated Instruction: Scaffolding is utilized in the classroom to move students through content areas, such as science, social studies, or career areas

The overarching goal of all of these practices is to accelerate and enhance student learning by building both

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## Are your students engaged with success?

Wonderlic recently completed a study in conjunction with the Imagine America Foundation to determine what factors affect adult student engagement and, hence, success. Dr. Brett Wells, Wonderlic's lead research scientist, reported on the three characteristics found to have the greatest implications for successful educational outcomes:

1. Engaged students are interested in the material. The research found that interested students are more likely to perform well and complete their programs. In addition, the study found that students whose interests matched their programs also felt that they were learning more.
2. Engaged students believe that they are in control of their destiny and attribute success and failure to internal factors — that is, factors that are directly under their control. The analyses found that students who believe that graduating is within their control have higher grade point averages.
3. Engaged students have strong support networks both at home and at school. Indeed, to succeed is no small task; nor is it an individual one. Students who felt that the important people in their lives, such as their family and friends, support their decision to go to school were also more satisfied with their progress towards completing their education.

**Graphics and video**  
at <http://nvae.us/7a>



The spring of 2010 saw two World Education staffers on a mission: To equip learners in adult basic education programs with strategies for managing a high level of chronic stress that interferes with



effective learning and the ability to reach life improvement goals for themselves and their families. They secured funding from Jane's Trust, a private foundation, and implemented a project that served more than 350 students, reached more than 400 adult basic education practitioners, and trained over 35 practitioners in adult basic education programs.

Drawing from trauma research and theory, expressive therapies, multiple intelligences, mind/body research, art, and activism, teachers learned about the effects of stress, trauma, and adverse life experiences on the brain and learning. They were mentored in curriculum and teaching approaches to reduce stress, promote well-being, and practice healthy coping skills for themselves and their families. One seasoned adult ESOL teacher who participated in the project said, "This was the most significant staff development project I've ever been involved in, and I've participated in many in my career. I'll never teach the same way again."

The many resources generated by this project have been gathered together at <http://nelrc.org/managingstress/>; the website contains a wealth of ideas for the classroom, as well as a comprehensive list of tools and resources.

### **Context counts!** *(Continued from page 2)*

specific content knowledge and basic skills at the same time. The report provides some insight into what does and does not work in this area. It includes:

- Several different Contextualized Adult Basic Education and Developmental Education Models
- Other models that can integrate contextualization into their programs
- A review of two models of professional development for teaching in contextualized environments

The report provides an understanding of the different elements of the various models, the evidence of effectiveness, and the lessons that can be learned for those who are currently developing and delivering contextualized teaching/learning models in adult education programs in the United States.

[ETLO](#) provides flexible, capacity-building courses and services to enable educational organizations to offer successful online and blended learning for teachers, administrators and students.

This professional development project is a leadership activity funded by a grant from the Nevada State Department of Education, Workforce Investment Act, Title II (Adult Education and Family Literacy). There is no discrimination or denial of participation on the basis of race, color, sex, age, religion or religious creed, national origin, sexual orientation, ancestry, or disability.

## Traditional or online: which is better?



It is a common belief that students who are in the traditional classroom and receive face-to-face education do better than online students. Ken Silber, in a recent [blog post](#) at Wonderlic, Inc, reflects on a May 2012 study that shows that this may no longer be the case.

The study followed two groups of students: one group that attended strictly classroom sessions and another that took the course online plus attended a one-hour, in-person lecture each week.

The report, [Interactive Learning Online at Public Universities: Evidence from Randomized Trials](#), discusses the results from the study in great detail.

The results indicate no significant statistical differences in the learning outcomes between traditional and hybrid students. In fact, online students and those who combined traditional and online learning did as well as or better than strictly traditional classroom students.

Silbur wrote, “What I found to be very interesting was even though they performed better, students in the hybrid program rated the class lower than traditional students. In general, students felt that they did not learn as much as they would have if they had attended the course in person.

“This is fascinating considering that the hybrid students took one-quarter less time to achieve the same results as the traditional students.”

Silber acknowledges that distance education students taking hybrid courses face other challenges that may impact their perceptions and leaves readers to their own conclusions.

Access the complete study at <http://nvae.us/6->

