

# Online Curriculum Support in Languages Other Than English

Report to the Legislature



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# Online Curriculum Support in Languages Other Than English

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## **I. PURPOSE**

Washington State continues to experience steady growth in its English language learner (ELL) population which makes it necessary for schools to find multiple learning methods to adequately meet the needs of this diverse student group. In order to provide additional avenues for ELL students to learn rigorous academic content while developing English language skills, the 2008 Legislature asked for a report on the availability of appropriate online curriculum in other languages. Engrossed Second Substitute House Bill 6673, Section 5, outlines the need to explore online curriculum support in languages other than English. The top language groups represented in Washington State's English language learner population are Spanish, Russian, Vietnamese, Ukrainian, Somali, Chinese (all), Korean, Tagalog, Punjabi, and Arabic.

The entire text of E2SSHB 6673 can be found at <http://apps.leg.wa.gov/billinfo/summary.aspx?year=2008&bill=6673>

## **II. PROCESS**

The Office of Superintendent of Public Instruction (OSPI) has researched the types of online curriculum support that are currently available in other languages for Washington State ELL students. This research was conducted in the following manner:

- 1) The Migrant and Bilingual Education office at OSPI sent an e-mail to more than 360 district bilingual program contacts, representing nearly 200 districts across the state, with the request to submit any information on online curriculum in other languages that promotes academic content development for ELL students, whether the district was using this curriculum or not.
- 2) The World Languages Coordinator at OSPI sent an e-mail to more than 300 world languages educators and community members across the state, representing K–12 and higher education, with the request to submit any information on online curriculum in other languages that promotes academic content development.
- 3) Staff at the Migrant and Bilingual Education office at OSPI conducted separate research to determine the availability and accessibility of online curriculum in other languages that promotes academic content development for ELL students.

### **III. FINDINGS**

#### **Academic Content Online Curriculum in Other Languages for ELLs**

The e-mail queries and research revealed that there is a significant dearth in online curriculum in other languages designed to promote academic content development for ELL students.

The most significant program available is CONEVyT (Consejo Nacional Educativa para la Vida y el Trabajo or the National Council for Education Life and Work). CONEVyT is designed to serve educators who desire to use Mexican education resources in Spanish. A portal for educators to access this curriculum has been established with the Yakima School District through an agreement with OSPI and National Institute for Adult Education (NIEA) or the National Institute for Adult Education in Mexico. A copy of this agreement is available at this web address:

[http://washingtonst.conevyt.org.mx/portal\\_washington/english\\_information/pdfs/ospi\\_inea\\_ysd\\_050205.pdf](http://washingtonst.conevyt.org.mx/portal_washington/english_information/pdfs/ospi_inea_ysd_050205.pdf)

Here is the link to access the CONEVyT portal through the Yakima School District: <http://washingtonst.conevyt.org.mx/>

Many schools throughout Washington have accessed CONEVyT to provide curriculum support, predominantly in mathematics, for students who have adequate Spanish-language skills and prior education in a Spanish-language environment.

#### **Support Resources in Other Languages for ELLs**

While no other comparable online programs were found, there are several academic glossaries and resources available in other languages, which could assist English language learners working in various content areas in Washington State schools.

One such program is GLOSS or the Global Language Online Support System, available at this website: <http://gloss.lingnet.org/>

Here is a description directly from the GLOSS website:

“GLOSS online language lessons are developed for independent learners to provide them with the learning/teaching tools for improving their foreign language skills. Reading and listening lessons are based on authentic materials (articles, TV reports, radio broadcasts, etc.) and consist of 4 to 6 activities. The motivating tasks are accompanied with in-depth feedback that provide learners with thorough explanations and tutoring just like an attentive and experienced teacher would do. With more than 5,600 instructional hours

of materials, GLOSS is a valuable resource in maintaining and improving language ability of the learners.”

Another website available through Argentina provides learning resources and links to other learning websites for native speakers of Spanish and is most appropriate for students at the middle school level and above. The website can be accessed at: <http://www.chicos.net/cole/index.html>

An additional resource that provides a glossary of mathematics terms in more than 10 different languages, including Spanish, Russian, Chinese, Korean, and Arabic, is available through McGraw-Hill and appropriate for Grades 6–12. This resource can be accessed at: <http://www.glencoe.com/apps/eGlossary612/landing.php>

#### **IV. RECOMMENDATIONS**

Considering the overwhelming lack of online curriculum support in languages other than English to address the academic needs of the major language groups represented in the state’s ELL population, the recommendation is to expand the use of CONEVyT among school districts with large Spanish-speaking populations. This curriculum has had topical alignment with the state’s Grade Level Expectations (GLEs) but would need a deep alignment with the GLEs to make it a more viable academic support program for ELLs with a high level of Spanish language competency and prior education in Spanish.

Funding would be needed to provide for deep alignment of existing CONEVyT courses with the state’s GLEs. Additional funding would be needed to provide technical support and training to districts that would like to begin implementing CONEVyT. To begin implementation in 20 districts would cost an estimated \$750,000.