**Introduction (Peter Smith – 100 words)**  
The shared philosophical strategy that combines bilingual education program which promotes the development of two languages and English as a Second Language programs could have some similarities in terms of teaching strategies. Both focus on teaching language to students. They both focus on developing language skills for reading and writing. Bilingual education is a sanctioned use of more than one language in U.S. education. The Bilingual Education Act (1968), combined with a Supreme Court decision (1974) mandating help for students with limited English proficiency, requires instruction in the native languages of students. It is an important part of an education.

**Body (Joe Wilson – 100)**  
English Language Learner needs to learn English in an appropriate learning environment. Special education is different and some of the teaching strategies are different from teaching strategies in language. There are many levels in special education so it requires the gamut of teaching strategies to accommodate the students’ learning disabilities. Funding could be a greatest advantage in combining special education with bilingual education and English as a second language program. Special education gets a greater amount of funding than bilingual education and ESL. The pedagogical ideals and teaching strategies that are used in all three programs could benefit the students.

**(Susan Jimenez – 100)**  
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**Conclusion (Susan Jimenez – 100)**  
The three programs used to assist English Language Learner students are easy to use. They are meaningful teaching strategies that promote cognitive development through practical and easy to understand teaching strategies. The English Language Learner and Special Education departments can collaborate with each other through Professional Learning Community learning environments. Participation in these programs also may aid students in making effective use of cross-linguistic transfer when instruction across the two languages is coordinated, so that students learn new and difficult concepts in the language they know best, while being taught the vocabulary and discourse to access this knowledge in English.