

The following chart provides a brief overview of some common EL programs. Each program requires that teachers have specialized training in meeting the needs of ELs (e.g., an ESL or bilingual teaching credential and/or SEI or ELD training) and have demonstrated the skills to effectively implement the chosen EL program.

SOME EL PROGRAMS CONSIDERED EDUCATIONALLY SOUND IN THEORY UNDER CASTAÑEDA'S FIRST PRONG

Program Option	Program Goal	Language/s Used for Instruction
English as a Second Language (ESL) or English Language Development (ELD)	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).	Usually provided in English with little use of the ELs' primary language(s)
Structured English Immersion (SEI)	Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with little use of the ELs' primary language(s)
Transitional Bilingual Education (TBE), or early-exit bilingual education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary.	Students' primary language and English
Dual Language or Two-Way Immersion	Bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language.	English and another language