

During Spring 2015, a sample of Austin Independent School District (AISD) elementary teachers providing instruction in the dual language program were emailed an online survey. They were asked about their beliefs on dual language instruction. Table 1 shows their results, and

the three tenets of dual language,

which are three tenets of dual language. However, only 57% agreed that the Gómez and Gómez (2015)<sup>1</sup> DL enrichment model used by AISD was an effective bilingual education program for their students. When asked about their confidence in their ability to implement components of the Gómez and Gómez DL model, 80% agreed. However,

When asked about whether teachers felt they received support for delivering the Gómez and Gómez model to their students, 64% agreed they received district support and 67% agreed they received campus support.

Table 1.  
AISD Dual Language (DL) Teachers' Survey Responses, Spring 2015 ( $n = 225$ )

Source: AISD Employee Coordinated Survey records, Spring 2015

<sup>1</sup>Gómez, L., and Gómez, R. (2015) *The Gómez & Gómez dual language enrichment (DLE) model*. Retrieved from <http://dlti.us.3.html>.

Descriptions of bilingual (BE) [including late exit and dual language (DL)] and English as a second language (ESL) programs can be found at the district's website (<http://www.austinisd.org/academics/ell/programs>).

An evaluation of AISD BE/ESL programs will be reported in the annual AISD BE/ESL Report.