

Dual Language Program Teachers' Survey

Spring 2015

Martha Doolittle, Ph.D.

Publication 14.141 RB
November 2015

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 **most respondents agreed that it was important for their students to be bilingual, biliterate, and bicultural**, which are three tenets of dual language. However, only 57% agreed that the Gómez and Gómez (2015)¹ 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, **48% agreed that the Gómez and Gómez model was easy to implement in their classrooms**. 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)

Survey Question	Percentage Agree or Strongly Agree
I believe that it is important that my students be bilingual.	95%
I believe that it is important that my students be biliterate.	95%
I believe that it is important that my students be bicultural.	97%
I believe that the Gómez & Gómez DL enrichment model is an effective bilingual education program for my students.	57%
I am confident in my ability to implement the components of the Gómez & Gómez DL model.	80%
I believe that the Gómez & Gómez DL model is easy to implement within my classroom.	48%
I believe that the district supports me in delivering the Gómez & Gómez DL model to my students.	64%
I believe that my campus supports me in delivering the Gómez & Gómez DL model to my students.	67%

Source. AISD Employee Coordinated Survey records, Spring 2015

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

Bilingual and English as a Second Language Programs

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 Bilingual Education and English as a Second Language Programs Summary Report 2014–2015. This report will be available online at AISD's Department of Research and Evaluation's website:

www.austinisd.org/dre