

Figure 5.1 Multidimensional Assessment of Classroom Language Use in Dual Language Classrooms

DIMENSIONS OF LANGUAGE	EVIDENCE OF INFLUENCE OF PARTNER LANGUAGE 1 ON PARTNER LANGUAGE 2	EVIDENCE OF TRANSLANGUAGING	EVIDENCE OF INFLUENCE OF PARTNER LANGUAGE 2 ON PARTNER LANGUAGE 1	EVIDENCE OF STUDENTS' METALINGUISTIC AWARENESS
<p><i>Discourse</i></p> <ul style="list-style-type: none"> • Directionality of writing • Cohesion of thoughts • Expressive language organization • Cross-linguistic/ curricular representation of ideas • Linear versus circular thinking and coherence of ideas • Cultural patterns of dialogue 				
<p><i>Sentence</i></p> <ul style="list-style-type: none"> • Syntactical order in both program languages • Complexity of structure in both program languages • Connective language in both program languages/ prepositional phrases 				
<p><i>Phrase/Word</i></p> <ul style="list-style-type: none"> • Cognates and false cognates • Multiple meanings • Idiomatic expressions and when they are appropriate for use • Collocations 				

Source: Adapted from Gottlieb (2022, p. 136)

Retrieved from the companion website for *Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity* by Joan Lachance and Andrea Honigsfeld. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2023 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.