






Learning as Apprenticeship Sociocultural



“We need to support the socialization of ELLs into the practices which define a discipline. Learning can be observed as changes in participation over time.”






Shifts Required of Teachers of ELLs



From ...		To... (Unpacking STANDARDS that support ELLS)
seeing language acquisition as an individual process		understanding it as a social process of apprenticeship
conceptualizing language in terms of structures or functions		understanding language as action
seeing language acquisition as a linear and progressive aimed at accuracy, fluency, and complexity		understanding that acquisition occurs in nonlinear and complex ways
emphasizing discrete structural features of language		showing how language is purposeful and patterned
lessons focused on individual ideas or texts		cluster of lessons centered on texts that are interconnected by purpose or by theme/topic






Source: Heritage, Walqui & Linqunti, 2015

Shifts, (Continued)

From ...		To... (Unpacking STANDARDS that support ELLS)
activities that pre-teach content		activities that scaffold students' development and autonomy as learners
establishing separate objectives for language and content learning		establishing objectives that integrate language and content learning
using simple or simplified text		using complex, amplified texts
teaching traditional grammar		teaching multimodal grammar
the use of tests designed by others		the use of formative assessments

Source: Heritage, Walqui & Linqunti, 2015

Shifts for Leaders

From ...		To... (Unpacking STANDARDS that support ELLS)
Administrator		Learning leader: setting up visions of the possible, determining short-, mid-, and long-term goals and plans, refining them as evidence of impact is gathered
Transmitting norms and requirements		Modeling, providing invitations for other educators to apprentice
Acquiring the latest programs		Streamlining what is acquired, ensuring educational coherence with goals
Using data as a hammer		Using data to go deep into problems of practice and learn
Representing external accountability		Fostering the development of personal and collective internal accountability

Source: Heritage, Walqui & Linquanti, 2015