

Applying the Hugging and Bridging Framework to an EAP context

Which strategies do you use in your course? Which could you add to your classroom practice?

Hugging	Bridging
<p>Setting Expectations: Tell students, and remind them regularly, how something they learn in the (EAP) course can be used in the target context-i.e at university.</p> <p>Example: ‘Paraphrasing will be important in your university assignments.’ Elicit ‘why?’ ‘According to a graduate survey, 85% of the students in their first semesters had to give presentations.’</p>	<p>Anticipating Applications: Ask students to predict possible applications for the skills they are learning.</p> <p>Example: ‘When do you think you might have to write a formal e-mail at university?’ ‘Why is formality important?’ ‘When might you have to give peer feedback?’</p>
<p>Matching Adjust the learning so it is a similar experience to the target application.</p> <p>Example: Using course materials or resources from the target context or similar tasks-i.e. presentations, tutorial discussions</p>	<p>Generalising Concepts: Ask students to generalise from their experience to produce widely applicable principles, rules and ideas.</p> <p>Example: Ask students to brainstorm tips for new international students about giving effective presentations, academic writing style, effective discussions, etc...</p>
<p>Simulating: Use simulation, role-playing acting out to approximate the intended application of the learning.</p> <p>Example: Q and A, taking notes from an authentic lecture, MOODLE discussion board, debate</p>	<p>Using Analogies: Engage students in finding and elaborating an analogy between a topic under study and something rather different from it.</p> <p>Example: Show students an assignment from a university course. Ask, ‘How is this task similar to what you are doing in this course?’ ‘What could you do to cope with this task?’</p>
<p>Modelling Demonstrate rather than just describe or discuss.</p> <p>Example: modelling how to edit an essay, using video of authentic tutorial discussions, providing essay models</p>	<p>Parallel Problem-solving Work on problems in different areas but have similar structure.</p> <p>Example: Analyse problems and solutions in different fields-urban planning vs. food science. Ask students to think about discussion skills in a presentation vs. tutorial.</p>
<p>Problem-based learning Ask students to work through problem-solving tasks that are similar to problems in the target context.</p> <p>Example: using case studies to make a recommendation or take a course of action, creating and summarising surveys in groups</p>	<p>Metacognitive Strategies Prompt and support students as they plan, monitor and evaluate their own thinking about what they learned.</p> <p>Example: Prompt students to reflect on success and failure in their own learning and plan for improvements in future tasks. i.e. after an exam, presentation, writing task, etc..</p>

Hugging: making the learning experience more like the target application. Students do and feel something like the target application (aimed at facilitating low road transfer). *See James.

Bridging: making conceptual connections between what has been learned and other applications. This is more cerebral and less experiential. Students generalize and reflect (aimed at facilitating high road transfer).

Adapted from: James, M (2006). Teaching for transfer in ELT. *ELT Journal*, 60 (2), pp. 151-159.

Based on the framework in *How to Teach for Transfer* by Robin Fogarty, David Perkins, and John Barell, Palatine, Illinois: Skylight Publishing, 1992.

This worksheet was created by Meredith MacAulay 2016.

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