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?**

<table>
<thead>
<tr>
<th>Hugging</th>
<th>Bridging</th>
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| **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.  
*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.’ | **Anticipating Applications:** Ask students to predict possible applications for the skills they are learning.  
*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?’ |
| **Matching**  
Adjust the learning so it is a similar experience to the target application.  
*Example:* Using course materials or resources from the target context or similar tasks - i.e. presentations, tutorial discussions | **Generalising Concepts:** Ask students to generalise from their experience to produce widely applicable principles, rules and ideas.  
*Example:* Ask students to brainstorm tips for new international students about giving effective presentations, academic writing style, effective discussions, etc... |
| **Simulating:** Use simulation, role-playing acting out to approximate the intended application of the learning.  
*Example:* Q and A, taking notes from an authentic lecture, MOODLE discussion board, debate | **Using Analogies:** Engage students in finding and elaborating an analogy between a topic under study and something rather different from it.  
*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?’ |
| **Modelling**  
Demonstrate rather than just describe or discuss.  
*Example:* modelling how to edit an essay, using video of authentic tutorial discussions, providing essay models | **Parallel Problem-solving**  
Work on problems in different areas but have similar structure.  
*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. |
| **Problem-based learning**  
Ask students to work through problem-solving tasks that are similar to problems in the target context.  
*Example:* using case studies to make a recommendation or take a course of action, creating and summarising surveys in groups | **Metacognitive Strategies**  
Prompt and support students as they plan, monitor and evaluate their own thinking about what they learned.  
*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.. |

**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).


This worksheet was created by Meredith MacAulay 2016.


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