

A Review of High-Leverage Teaching Practices: Making Connections Between Mathematics and Foreign Languages

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Abstract: Recent discussions in the field of teacher education call for more practice-based professional development as a way to provide pre-service teachers with the necessary skills to significantly advance student learning. High-leverage teaching practices (HLTP) are a core set of teaching practices that, when executed proficiently by accomplished novice teachers, are said to promote higher gains in student learning over other teaching practices. In this review, we define and identify possible practices within specific teaching domains against the backdrop of the history of HLTP in the field of mathematics education, a pioneer in this area. We then extend and apply the work in mathematics to foreign language (FL) education. Examining HLTP from the perspective of mathematics education provides a useful initial framework to the FL education community to identify and establish its own set of practices and ground future research in this area.

Key words: anticipating student misconceptions, best practices, high-leverage teaching practices, multiple representations, problem-solving

Give me a place to stand and with a lever I will move the whole world.
(Archimedes)

Introduction

Over the last 50 years, research in the field of teacher education has focused on characteristics of effective teachers, teacher knowledge, teachers' beliefs about learning and instruction, and teacher thinking and decision making (Cochran-Smith & Lytle, 1999; Grossman & McDonald, 2008; Vélez-Rendón, 2002). At the same

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High-leverage teaching practices (HLTP) are practices that can have significant impact on student learning when executed with proficiency by accomplished or novice teachers. In this review, four possible high-leverage practices from mathematics education are selected and explored for their applicability to foreign language education. Discussion around HLTP reflects a growing movement in the field of education to identify effective teaching practices across disciplines and to begin making connections across subject areas.