

Theme: English for Academic Purposes, *University Success*

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Skills and Scaffolds: Working with Academic Discourse for University Success

Abstract

University-bound English-language learners need practice with realistic academic materials. Reading students must encounter academic vocabulary and text structures that frame challenging ideas. Writing students must develop precise, substantial expression in academic genres. Listening and Speaking students need work with natural, unpredictable lectures and discussions. University Success bridges the skills gap with authentic academic inputs and careful scaffolding.

Summary

University-bound English-language learners will be entering a whole new academic community; they need to learn the language and expectations of academy study. This requires exposure to and practice with realistic academic inputs, including readings, multi-media texts, lectures, and discussions. The inputs demonstrate how academic English works, and careful scaffolding helps students step up, level by level, towards autonomy in academic English.

In Pearson's University Success each volume features contributions in the STEAM subject areas from Stanford University professors and carefully constructed lessons in skills and strategies. At the lower levels of the series, scaffolding is stronger and skill advice more profuse; at higher levels there is less scaffolding. This helps students make manageable and realistic progress towards university readiness.

This talk begins with excerpts from listening, reading and writing passages in University Success Intermediate to High Intermediate (B1 to B1+) and Advanced (B2 to B2+). With the help of the audience, it discusses the academic skills that students need to understand and work with these passages. It also shows how teachers can help students develop these skills by highlighting relevant skills and activities from the series. Audience members take away fresh ideas for EAP instruction with the ultimate goal of preparing for university success.