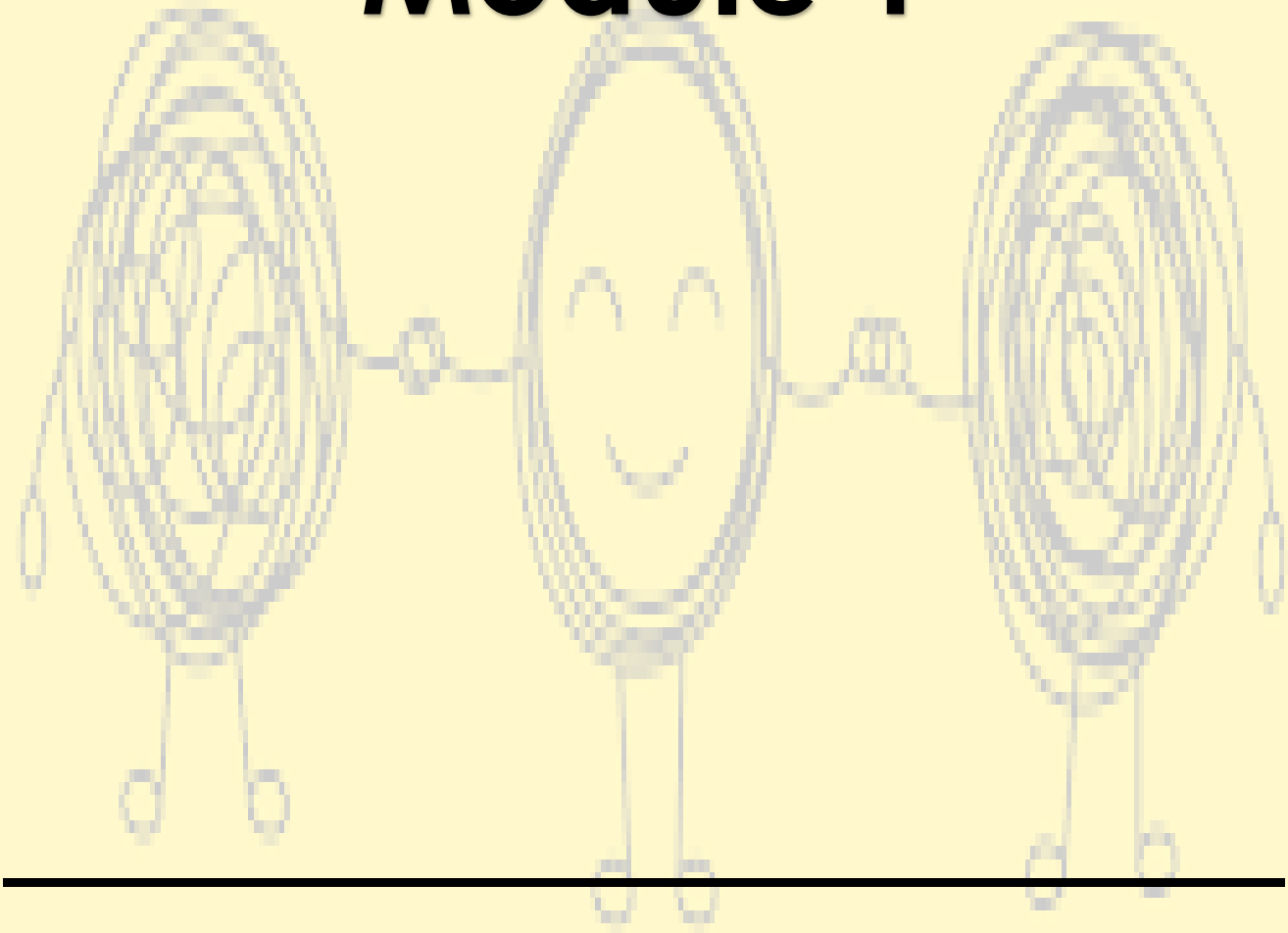
Module 1



Inclusion in Higher Education

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Section 1 – Diversity, Inclusion and Equality

1 Take a close look at the following meme.

1. What aspect of university students does it illustrate?

2. Do you feel identified with any of the pictures? Why?
3. Which Leonardo
   - is celebrating? Why is he doing that?
   - is looking worried and disturbed? Why is he looking like that?
   - is starting university? How is he feeling?
   - is feeling anxious? Why is he feeling like that?
   - is having fun? Why is he doing so?

2 What year are you attending at UNLaM? Match the options on the two columns.

1. I am studying for my first degree at college. …..
2. I am attending second year at UNLaM. …..
3. I am attending my last years at UNLaM. …..
4. I am attending my first year at UNLaM. …..

a. I am a fresher.

b. I am a sophomore.

c. I am an advanced student.

d. I am an undergraduate.

e. I am a junior student.

f. I am a senior student.

Look at the verb phrases in the first column.

What do they have in common? What tense is it?

GRAMMAR FOCUS

Present Continuous

We use the Present Continuous to talk about actions which are temporary or incomplete. We can use temporal expressions: **now, at present, currently, at this moment**. Focus on these examples:

Affirmative and negative forms

I	am (am not)	attending	English
You	are (aren't)		
He	is (is not)	studying	Medicine
She	's (isn't)		
It	is (isn't)	working	
We	're (aren't)	feeling	worried
You	are (are not?		
They	're (aren't)		

Subject + am/are/is +verb ing + rest of the sentence

Interrogative: yes-no questions

Am	I	attending	English?
Are	you		
Is	he	studying	Medicine?
	she		
	it	working	
Are	we	feeling	worried?
	you		
	they		
Am/ Are/ Is + Subject + rest of the sentence?			

Interrogative: Wh- questions

What subjects	am	I	
What	are	you	attending?
	is	he	studying?
Where		she	
Why		it	working?
How	are	we	feeling?
		you	
		they	
Wh-word + am/ are/ is + Subject + rest of the sentence?			

3 Complete the following dialogue between two university students at UNLaM using the present continuous in the correct form.

María: Hi, is this seat free?

Ian: Yes! Have a seat! How are you?

María: Great, thanks! I'm a bit nervous because this is my first class and first year at university. What about you?

Ian: I'm a senior so I ……[1] (attend) my last subjects this term.

María: Really? Congratulations! What programme ……[2] (you / study) at UNLaM?

Ian: I ……[3] (study) social communication and I want to start a master's degree when I finish this one. How about you?

María: I ……[4] (not take) a humanistic programme, my brother and I ……[5] (study) accounting.

Ian: Cool! Oh, let's pay attention, the professor ……[6] (come).

4 Look at the following meme. Read the sentences and choose one option, justify your choices.

1. The young woman is enjoying university life. **Yes / No**
2. The young woman is feeling exhausted at college. **Yes / No**
3. This meme communicates the idea that the transition from secondary school into higher education is really easy. **Yes / No**

5 Choose the option you feel identified with:

	😃	😐	😔
1. The transition from secondary school into higher education was really easy.			
2. I feel valued and respected at university.			
3. I am aware of the different events and workshops at UNLaM			

6 **Read the title of the text on the next page. Predict the content by choosing one picture that can fill in the space below the title.**

A.

B.

C.

DIVERSITY, INCLUSION AND EQUALITY

Universities can promote inclusion in different ways. First, there are diverse student organizations on campus, such as clubs, where students with different interests can join. Second, there are also inclusive policies to ensure that students with disabilities have equal access to education. Third, there are events and workshops to create an inclusive environment.

UNLaM recognizes the diverse experiences of all its students and that there is diversity in society in general. It also understands that inequality often has adverse consequences that can marginalize people. For this reason, there are different programmes to promote inclusion and avoid discrimination.

For example, UNLaM offers (a) the Integrated Tutoring System, coordinated by the Department of University Pedagogy, to reduce low academic performance in English and other subjects. This system promotes the continuity of their education and facilitates the students' adaptation to university life with the accompaniment of a tutor. (b) There is the Students' Welfare Department that advises and accompanies students by offering them various benefits such as the Monetary Scholarship Programme, (c) the Disability Programme for the inclusion of students with disabilities, (d) the Protocol of Institutional Action for situations of violence and gender or sexual orientation discrimination, (e) the Internship Programme, which helps students to access the labour market.

UNLaM, like all higher education institutions, is entitled under law (Higher Education Act 24521) to offer support and guidance to all students, especially students with disabilities. That way, everyone feels valued and respected.

7 Complete the following chart.

How do universities promote inclusion?	
Universities in general	**UNLaM**

8 Choose the correct answer.

1. According to the previous text, how many ways are there to promote inclusion?

a. There is one way.
b. There are three ways.
c. There are many ways.

2. How many initiatives are there at UNLaM to promote inclusion?

a. There are four programmes.
b. There are five programmes.
c. There are six programmes.

3. How many laws are there to guarantee equality?

a. There is one law.
b. There are two laws.
c. There are many laws.

Focus on the previous exercise.

What do you say in English when you want to describe something that exists?

GRAMMAR FOCUS

Expressing existence

We use ***there is*** and ***there are*** when we refer to the existence or presence of someone or something. look at these examples:

- **There is** a disability programme for the inclusion of disabled students at UNLaM.
- **There are** ramps and lifts for wheelchair access to the buildings.
- **Are there** English tutoring classes for students at UNLaM?

Statements: **There is (not) + singular noun. / There are (not) + plural noun.**

Questions: **(How many…) + is/are there …?**

9 ***Use there is/are, there isn't/aren't, is/are there***.

1. ..... a department that helps students with financial difficulties.
2. ..... many recreational activities for students with disabilities.
3. In UNLaM's Welfare Department, ... more than ten programmes for students from all backgrounds.
4. ..... ramps and lifts in the campus?
5. ..... specific resources for people with disabilities at the library?
6. How many benefits ..... for freshers at UNLaM?

What verb tense appears in the text "Diversity, Inclusion and Equality?"

GRAMMAR FOCUS

Simple Present

We use the Simple Present for descriptions, repeated or habitual actions, for thoughts, feelings and states, and for an idea which is always true. Look at these examples:

Affirmative sentences

Be			Other lexical verbs		
I	am	a fresher.	I		conversations with new peers in the classroom.
You	are	a sophomore.	You	have	
He She It (UNLaM)	is	a senior.	He She	accepts	diversity.
		an inclusive university.	It (UNLaM)	collects	personal information about all students.
We You They	are	advanced students.	We You They	accept	diversity.
Subject + verb in the present + the rest of sentence					

Negative sentences

Be			Other lexical verbs		
I	am not	a fresher.	I You	don't discriminate	against disabled peers in the classroom.
You	are not / aren't	a sophomore.			
He She It (UNLaM)	is not / isn't	a senior.	He She	doesn't ignore	UNLaM's policy on inclusion.
		a discriminatory university.	It (UNLaM)	does not / doesn't reject	disabled students.
We You They	are not / aren't	advanced students.	We You They	do not / don't reject	diversity.
S + am not/aren't/isn't + the rest			**S + don't/doesn't + infinitive verb + the rest**		

Interrogative sentences: yes-no questions

Be			Other lexical verbs			
Am	I	a fresher?	Do	I you	reject	mates in the classroom? disabled students? diversity?
Are	you	a sophomore?				
Is	he she it	discriminatory?	Does	he she it		
Are	we you they	advanced students?	Do	we you they		
Am/Are/Is + S + the rest?			**Do/Does + S + infinitive verb + the rest?**			

Interrogative sentences: wh- questions

	Be				Other lexical verbs			
Wh	am	I	a fresher?	Wh	do	I You	reject	mates in the classroom? disabled students? diversity?
	are	you	a sophomore?					
	is	he she it	discriminatory?		does	he she it		
	are	we you they	advanced students?		do	we you they		
Wh + am/are/is + S + the rest?				**Wh + do/does + S + infinitive verb + the rest?**				

10 Match the following columns.

1. Universities promote	a. valued and respected.
2. They have	b. students to find jobs.
3. The Internship programme helps	c. clubs for students with different interests.
4. Inequality marginalizes	d. inclusion in different ways.
5. Everyone feels	e. people.

11 Complete the blanks with the correct form of the verb in the Simple Present.

Argentinian universities ……[1] (not discriminate) against students with disabilities because their policy on inclusion ……[2] (make) all campuses accessible to them. There ……[3] (be) ramps and lifts. Their objective is to eliminate barriers to access. After a student ……[4] (present) the documentation of his/her diagnosed disability, he/she ……[5] (have) an initial appointment with a learning specialist. In this session the expert ……[6] (do) an evaluation of the students' previous learning experiences. This is where the student and the specialist ……[7] (begin) to collaborate on possible interventions to make the student's life easier.

12 Choose the correct option to complete the blanks in the following text.

Leopoldo Marechal Library

UNLaM's Library ……[1] (have) a capacity of 850 readers in an area that ……[2] (cover) 1,690m2. It ……[3] (contain) approximately 20,000 books and more than 75,000 volumes of bibliographic materials. It also ……[4] (provide) access to hundreds of subject-specific databases. All the library resources ……[5] (be) available to students and academic staff both on and off campus. Because UNLaM ……[6] (not discriminate) against disabled students, the library ……[7] (include) an area for visually impaired students who ……[8] (need) to study and do research through audio and Braille systems. At this moment, engineers from the Department of Engineering and Technological Research ……[9] (develop) the latest technology through the creation of a digital and electronic repository of academic productions.

1. is having – does not have – has
2. is covering – cover – covers
3. is containing – contain – contains
4. is providing – provide – provides
5. are – is – am

6. isn't discriminating – doesn't discriminate – don't discriminate
7. is including – include – includes
8. is needing – need – needs
9. are developing – develop – develops

13 Unjumble the following questions.

1. more – there - programmes - are?

   .....

2. are - new - they - ensure - making - modifications - to - inclusion?

   .....

3. support - is - economic - there?

   .....

4. all - students – valued - at - feel - do - supported - UNLaM - and?

   .....

5. they - programmes – do - offer - what?

   .....

14 Complete the following conversation with the questions above.

Lena: UNLaM offers different programmes to promote inclusion.

Sophie: .....?

Lena: Well, there's an Integrated Tutoring System to reduce low academic performance in subjects like English.

Sophie: .....?

Lena: There is also a Disability Programme to ensure that all students have equal access to education and an Internship Programme, which helps students to get work experience.

Sophie: Oh wow! .....?

Lena: Yes, the Students' Welfare Department supports students by offering them various benefits, including the Monetary Scholarship Programme.

Sophie: That's great. In your opinion, ……..…?

Lena: Absolutely. They also have a Protocol of Institutional Action for situations of violence, gender, or sexual orientation discrimination.

Sophie: ……?

Lena: Yes, they are always working on that. There are considering modifications such as emotional and mental health support, assistive technologies, and more online courses.

By the way…

Nouns as pre-modifiers

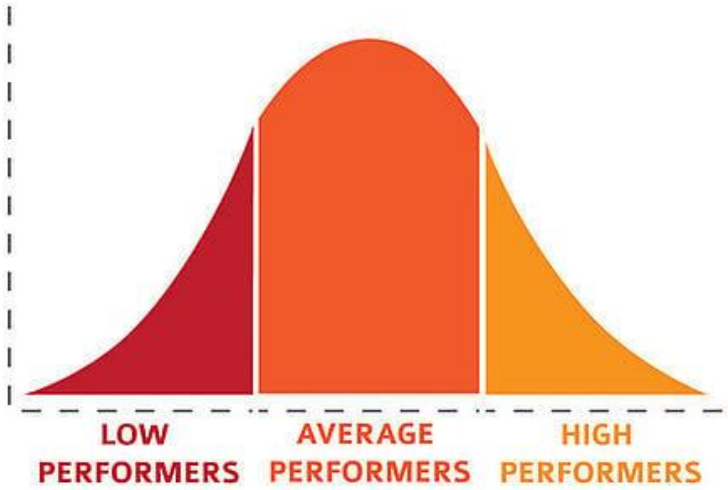
Scholarship programme
Gender discrimination

15 **Extract from the text other examples and underline the head.**

1. ……
2. ……
3. ……
4. ……

MIeL **Log in for more practice.**

Section 2 – Policy on inclusion: Attention to low-performers



1 Tick the indicators of low-performers at university.

- ☐ Low grades
- ☐ Incomplete or missing assignments
- ☐ Lack of motivation
- ☐ Poor attendance
- ☐ Failed courses

2 Sort out the following in the corresponding column

lack of motivation – study skills workshops - ineffective study habits – motivating teaching approaches - weak foundation in secondary school – lack of support and resources – a supportive community – tutoring programs - high academic demand

Factors behind low performance	Possible solutions

3 **Listen to the complete dialogue between Mark and Sophia, two senior students, and write down the gist, the main idea.**

- ☐ Indicators of low performers at university
- ☐ Factors behind low performance
- ☐ Possible solutions for low academic performance

4 **Read the dialogue and complete it with the words in the box.**

environment – interesting – workshops – low performers – support (2) – education (2) – Inclusion – difficult -

Hey, Mark! Have you heard about the new initiatives for .....[1] at university?

Yes! I know they want a more inclusive environment.

Absolutely! Um. One of the most .....[2] strategies is the support to low performers, you know, the implementation of tutoring programs and study-skills .....[3].

Right, it's essential to give everyone a chance to succeed. .....[4] are as capable as those who get the best results.

I agree! With the right resources and .....[5], anyone can improve.

Now, some students just need some extra guidance. If they have the necessary tools, they can become better than they ever imagined!

Exactly! This approach makes .....[6] easier for everyone. And it'll create a more inclusive learning .....[7].

Well, but what about the most .....[8] subjects? Some areas require intense dedication and effort.

You're right. Some concepts will naturally be harder than others, and so it's important to give the necessary .....[9] to those working with the hardest topics. With guidance, even the most challenging subjects can be simpler.

I couldn't agree more! And that is the true potential of .....,[10] isn't it?

5 **Now, listen to the dialogue again and check your answers.**

6 Re-read the dialogue and choose the right option to the following questions.

1. What is the purpose of the policy for inclusion at their university?

   a. To create a more inclusive environment.
   b. To make everyone feel supported.
   c. To make education easier for students.

2. What is one of the strategies to support low performers?

   a. To give them with extra homework.
   b. To give them better grades.
   c. To organize tutoring programs.

3. Why is it important to provide support to low performers?

   a. To make them feel worse about themselves.
   b. To give them an unfair advantage over other students.
   c. To give everyone a chance to succeed.

4. What does Mark believe about providing students with the necessary tools?

   a. It's not important to provide students with tools.
   b. It won't make a difference in their academic performance.
   c. It can help them become better than they ever imagined possible.

5. What does Sophia believe about difficult areas?

   a. This approach will make them the easiest.
   b. This approach will make them simpler.
   c. It creates a more inclusive learning environment.

7 Choose the correct option while re-reading the dialogue.

1. At university, some students have a **(a) more low (b) lower** performance than in the secondary school due to lack of motivation.
2. With support, difficult subjects can be **(a) simpler and easier (b) more simple and easy.** Supportive strategies will create a **(a) inclusiver (b) more inclusive** learning environment.
3. With the necessary tools, low performers can be **(a) better (b) more good** than they ever imagined. Also, low performers are **(a) capable than (b) as capable as** average and high performers.
4. Tutoring is effective even with **(a) the hardest (b) hardest** subjects.

5. Some students show low performance in **(a) the easiest (b) easiest** subjects and others in **(a) the difficultest (b) the most difficult** subjects. It depends on many factors.
6. **(a) The goodest (b) The best** students can give support to low performers

Look at the adjectives in activity 7.

Why do some adjectives look different from others?

GRAMMAR FOCUS

Comparison of adjectives

To compare differences between two objects, we use **adjectives in their comparative forms**. They are used in sentences where two nouns are compared.

*In my opinion, tutoring systems are **more useful than** study groups.*

The second item of comparison can be omitted if it is clear from the context.

*Inclusion in the classroom helps students become **better** persons.*

*UNLaM offers specialized guidance to students with a **lower** academic performance.*

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality. They are used in sentences where a subject is compared to a group of objects:

***The most challenging** subjects can become simpler.*

(In)Equality can be shown with the following structure:

(not) as + adjective + as

*Traditional workshops are (not) **as important as** online tutoring.*

The form depends on the number of syllables in the original adjective.

Number of syllables	Adjective	Comparative	Superlative
One syllable	hard	hard**er** (than)	**the** hard**est**
	weak	weak**er** (than)	**the** weak**est**
	sound	sound**er** (than)	**the** sound**est**
Two syllables	simple	simpl**er** (than)	**the** simpl**est**
	easy	easi**er** (than)	**the** easi**est**
	handy	handi**er** (than)	**the** handi**est**
Three or more syllables	inclusive	**more** inclusive (than)	**the most** inclusive
	interesting	**more** interesting (than)	**the most** interesting
	necessary	**more** necessary (than)	**the most** necessary

There are common adjectives that have completely irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better (than)	**the** best
bad	worse (than)	**the** worst

Compare:

	Spanish	English
comparative	"más" adjective	adjective…er (than) more + adjective (than)
superlative	"más" adjective	**the** adjective…est **the** most + adjective

After the comparison, what conclusions can you make?

8 **Read the following text and complete the blanks with an appropriate form.**

UNLaM's Tutoring System

The combination of inclusion and quality education is one of ……[1] challenges for UNLaM. Part of its mission is the Tutoring System to help students reduce their ……[2] academic performance in comparison with others. This system is ……[3] by students in the first year of their studies. It also promotes the continuity of their studies and facilitates a ……[4] adaptation to university life with the accompaniment of a tutor who assists the students in their learning process and gives them a ……[5] support. The tutees feel ……[6] and ……[7], and their learning becomes ……..[8].

1. the greatest – greater – greater than
2. weak – weaker than – the weakest
3. preferred than – more preferred than – the most preferred
4. more successful – more successful than – the most successful
5. more personalized – more personalized than – the most personalized
6. better – better than – the best
7. more confident – more confident than – the most confident
8. more autonomous – more autonomous than – the most autonomous.

9 **Put the questions in order and then complete the dialogue below.**

1. initiatives – any – are – there- other?
   ……
2. students – what – as – senior – do – can – we?
   ……
3. you – about – talking – what – are- programs?
   ……..
4. they – are – doing - what?
   ……..

Sophia: Hi Mark! Do you know about the new changes to help low performers?

Mark: ……?

Sophia: They're doing some things so that everyone gets a fair chance. It's good to see some new programs.

Mark: ……..?

Sophia: Tutoring. One of the cool things is that students who are having trouble in their classes can now get extra help like tutoring.

Mark: ……?

Sophia: I think the university will organize some workshops. By helping those who need it, we can all benefit from a more supportive environment.

Mark: ……?

Sophia: Why don't we organize study groups? We can provide support so that every student has a chance to succeed.

Focus on Sophia's last two sentences.

How do you call the verbs CAN and WILL?

GRAMMAR FOCUS

Modality

Modality in English, and in Spanish too, refers to the degree to which an idea is possible, probable, certain, permitted, or prohibited.

Modal verb	Uses	Example
CAN	To express possibility	The most challenging subjects can be simpler.
	To express ability	Senior students can support freshers.
WILL	To make predictions. It shows a high degree of certainty for future events.	Some concepts will always be the most complex.

Affirmative/Negative

Subject	Modal	Infinitive	Rest of the sentence
I /You	can	support	the new changes.
He/She	cannot/can't	organize	study-skills groups.
It (This approach)	will/ 'll	make	higher education more accessible.
We/You/They	will not/won't	change	the future of education.

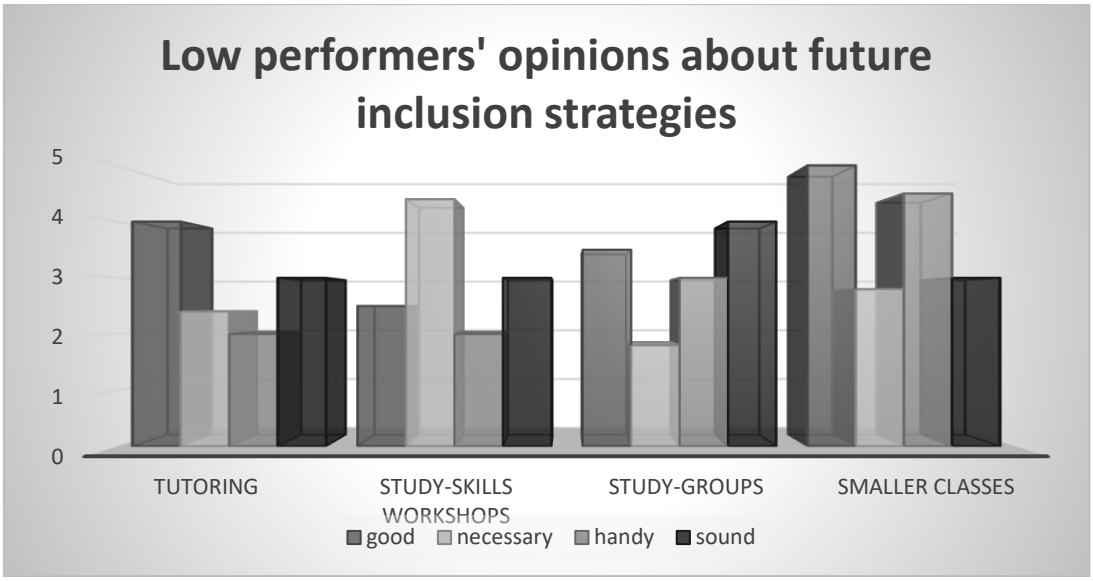
Interrogative

	Modal	Subject	Infinitive	Rest of the sentence
(Wh-word)	can	I /you	support	the new changes?
	cannot/can't	he/she	organize	study-skills groups?
	will	it (this approach)	make	higher education more accessible?
	won't	we/you/they	change	the future of education?

10 **Choose the correct option. When both are possible, think of a different context.**

1. In some years, state-run universities **will/can** organize more workshops for low performers.
2. High performers **will/can** collaborate with their tutors.
3. Everyone **will/can** improve in a supportive learning environment.
4. **Will/Can** all students benefit from supportive innovations?

11 **Look at the chart where the results of a study are displayed and do the following:**



a. Write true or false. If the information is false correct it.

1. Tutoring will be handier than study skills workshops.

   .....

2. Study groups will be sounder than tutoring systems.

   .....

3. Smaller classes will be as necessary as study-groups.

   .....

4. Tutoring systems will be better than study-skills workshops.

   .....

b. Do you agree with the results? If you don't, give your opinion. (See page 69 for expressions of agreement and disagreement.)

1. Students think that smaller classes will be the handiest strategy.

   .....

2. According to the results, study groups will be the soundest innovation.

   .....

3. The results show that study-skills workshops will be the most necessary of all.

   .....

4. Students agree that smaller classes will be the best innovation.

   .....

12 Choose the correct verb and complete the following conversation.

Sophia: Hey, Mark! .....[1] about the future initiatives for inclusion at our university?

Mark: Oh, yeah! They .....[2] some changes so that everyone .....[3] welcome.

Sophia: Absolutely! One strategy .....[4] the support to low performers.

Mark: Great, some students just .....[5] a little extra guidance.

Sophia: Exactly. And you know what? I .....[6] this approach makes education easier for everyone because everyone .....[7].

Mark: In a supportive learning environment, even the most challenging subjects .....[8] simpler. With the necessary resources, we .....[9] them become more effective students.

Sophia: When we .....[10] that, we unlock the true potential of education.

1. You know – Are you know – Do you know
2. make – are making – is making
3. feel – feels – is feeling
4. be – will be – can be
5. are needing – needs – need
6. believe – believes – believing
7. will improve – can improve - improves
8. becomes – are becoming – become
9. can't help – can help – will help
10. are doing – is doing - do

MIeL **Log in for more practice.**

Section 3 – Fiction Time: Harrison Bergeron

1 **Read the word cloud below. What type of words can you identify? Tick the right option.**

- Proper names
- Years
- Adjectives
- Nouns with a negative connotation
- Nouns with a positive connotation
- Verbs
- A military grade or position
- Words you do not know
- Other words

2 Read Part 1 of the short story "Harrison Bergeron" by Kurt Vonnegut.

Part 1

It was the year 2081. Due to Amendments 211, 212, and 213 to the Constitution, every American was fully equal; that is, nobody was stupider, uglier, weaker, or slower than anyone else. The Handicapper General (HG), Diana Moon Glampers, and a team of agents ensured that the laws of equality were enforced.

One April, fourteen-year-old Harrison Bergeron was taken away from his parents, George and Hazel, by the government. George and Hazel weren't fully aware of the tragedy. Hazel's lack of awareness was due to average intelligence. In 2081, those who had average intelligence were unable to think for long periods of time. George couldn't comprehend the tragedy because the law required him to wear a radio twenty-four hours a day. The government transmitted noise over these radios to interrupt the thoughts of intelligent people like George.

3 Match the questions to the answers.

1. What laws made everybody in the US equal?
2. Why do you think society obeyed the Constitution?
3. Was there diversity in that society?
4. Who was in charge of incapacitating the people?
5. Who was Harrison Bergeron?
6. Why did the Handicapper General take Harrison away from his parents?
7. Can you compare George's and Hazel's levels of intelligence?
8. What was the effect on George's mind of the government transmitter?

a. He couldn't comprehend the family tragedy: when Harrison was taken away from them. Besides, he was not able to remember events clearly.
b. Because he was a rebel. The government thought that he was dangerous.
c. George was more intelligent than Hazel and Hazel had an average intelligence.
d. He was a fourteen-year-old boy, George and Hazel's son.

e. The laws that made everybody in US equal were Amendments 211, 212, and 213 to the Constitution.
f. Because it was obligatory.
g. No, there was no diversity. Every American was fully equal; nobody was stupider, uglier, weaker, or slower than anyone else.
h. The Handicapper General.

1	2	3	4	5	6	7	8

4 What option is the correct one? Focus on the highlighted words.

1. The HG and a team of agents **ensured** that the laws of equality were **enforced**.
   a. The government had to make sure that the laws were implemented.
   b. The government had to obey the laws.
   c. The government made the laws.

2. George and Hazel weren't fully **aware** of the tragedy.
   a. They were conscious of the tragedy.
   b. They were unconscious of the tragedy.
   c. They were not completely conscious of the tragedy.

3. Hazel's lack of **awareness** was due to average intelligence.
   a. Hazel knew about the tragedy because she was smart.
   b. Hazel did not know about the tragedy because she was not smart.
   c. Hazel did not know about the tragedy because she did not have an exceptional intelligence.

4. Those who had average intelligence were **unable** to think for long periods of time.
   a. Those people who did not have a great intelligence did not have the capacity to think for a long time.
   b. Those who were super smart were incapable of thinking.
   c. Those who were extremely intelligent were not able to use their brains.

5 Watch the first part of the video. Write T (True) or F (False) next to the following statements.

1. It was the year 2181. ……..
2. Everybody was equal only before the law. ……..
3. There was a superior human who permanently kept an eye on everybody. ……
4. The intelligent people wore weights to make them weaker, and the strong people wore earpieces not to use their brains. ……..
5. The beautiful people sometimes wore masks because their beauty was too distracting. ……..
6. Life in the golden age of equality was right. ……..
7. The HG men took Harrison away from his house. ……..
8. George was fixing the TV. ……

6 Match the words with their synonyms.

1. Equal	a. Identical **1**
2. Smarter	b. Block
3. Amendments	c. Repairing
4. Weights	d. Modifications
5. Fixing	e. Cleverer
6. Handicap	f. Heavy loads

7 Imagine. Who is speaking in each example?

1. ……: "We have to control that everybody is equal."
2. ……: "Sure, it is our job."
3. ……: "Darling, are you fixing the TV set?"
4. ……: "Our son is only 14."
5. ……: "No, please! He is not a criminal."
6. ……: "I'm not more intelligent than my wife because I wear a handicap."

MIeL **Log in for more practice.**

SECTION 4 – Introduction to Academic Literacy: The Abstract

1 **Take a look at the screenshots. What information do they offer? Are you familiar with sources like this?**

Journal scope statement

The *Journal of Experimental Psychology: Learning, Memory, and Cognition*® publishes original experimental and theoretical research on human cognition, with a special emphasis on learning, memory, language, and higher cognition.

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Equity, diversity, and inclusion

Journal of Experimental Psychology: Learning, Memory, and Cognition supports equity, diversity, and inclusion (EDI) in its practices. More information on these initiatives is available under EDI Efforts.

2 Answer the following questions.

1. What is the Spanish equivalent for *journal*?

   .....

2. Do you read journals in your programme at UNLaM? Which ones?

   .....

3. What types of texts do journals include?

   .....

4. Do you know if UNLaM publishes any journals?

   .....

5. Are you interested in any of the following journals[1]?

[1] For more examples visit
https://www.elsevier.com/searchresults?labels=journals&query=international%20law&page=1

Journal of Exercise Science & Fitness

Volume 1 | **ISSN** 1728-869X | Journal website

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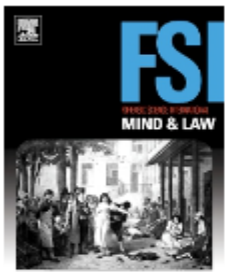
Critical Care and Resuscitation is the official journal of the College of Intensive Care Medicine of Australia and New Zealand. It is a quarterly digital publication with original ...

Computers in Human Behavior: Artificial Humans

Volume 1 | **ISSN** 2949-8821 | Journal website

Computers in Human Behavior: Artificial Humans (CHBAH) is a scholarly journal dedicated to examining artificial agents (social robots, algorithm-based agents, AI), the interactions...



Forensic Science International: Mind and Law

Volume 1 | **ISSN** 2666-3538 | Journal website

Forensic Science International: Mind and Law is a gold open access journal which promotes the interdisciplinary exchange of ideas between psychiatric, psychological, legal, and oth...

3 Read the following text and answer the questions below it.

Abstract 1

Journal of Experimental Psychology:
Learning, Memory, and Cognition

© 2011 American Psychological Association
0278-7393/11/$12.00 DOI: 10.1037/a0021802

Unskilled but Aware: Reinterpreting Overconfidence in Low-Performing Students

Tyler M. Miller and Lisa Geraci
Texas A&M University

People are generally overconfident in their self-assessments and this overconfidence effect is greatest for people of poorer abilities. For example, poor students predict that they will perform much better on exams than they do. One explanation for this result is that poor performers in general are doubly cursed: They lack knowledge of the material, and they lack awareness of the knowledge that they do and do not possess. The current studies examined whether poor performers in the classroom are truly unaware of their deficits by examining the relationship between students' exam predictions and their confidence in these predictions. Relative to high-performing students, the poorer students showed a greater overconfidence effect (i.e., their predictions were greater than their performance), but they also reported lower confidence in these predictions. Together, these results suggest that poor students are indeed unskilled but that they may have some awareness of their lack of metacognitive knowledge.

Keywords: metacognition, overconfidence, prediction

1. What is the Spanish equivalent for *abstract*? Do you know the concept of *abstract*? Can you give a definition?

   .....

2. What is the topic or the problem that the abstract introduces?

   .....

3. What is the purpose of this study?

   .....

4. Are the authors giving information about any results?

   .....

5. Does the abstract finish with a conclusion?

   .....

4 Explain the abstract in Spanish.

5 Read Abstract 2 and answer the questions about the information it communicates.

Abstract 2

Research article

Factors that influence the university's inclusive educational processes: perceptions of university professors

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b University of Granada, Department of Business Organization II, Faculty of Economics and Business, Granada, Spain

ABSTRACT

Training in attention to diversity is a key aspect for achieving the inclusion of students with special educational needs in higher education for these students to have access to the same rights as any other student. The purpose of this study is to determine, through the perceptions of university professors, if the existence of barriers that arise in the teaching-learning process is determined by various factors of interest, such as gender, training in attention to diversity, and the attitudes that the professors present before the inclusion of these students. The research was carried out in eight universities in Andalusia (Spain), using as the main method of data collection a validated survey, the APTD Scale (Accessibility, Processes, Training, Demand), with the participating sample of 580 university professors. The university professors generally agree to perform inclusive actions in their teaching-learning process, although there is a significant association between variables. The study includes a series of perceptions that may help other university professors to make their practice more inclusive.

Keywords: Higher education, University professor, Inclusive process, Special educational needs

Adapted for pedagogical purposes.

1. What is the topic of the abstract?

   .....

2. What field of knowledge or discipline does the topic relate to?
   - Medicine?
   - Social Sciences?
   - Psychology?

- Social Work?
- Economic Sciences?

3. What key words in the abstract indicate that discipline?

   .....

4. What is the purpose of the study?

   .....

5. Who are the participants of the study?

   .....

6. What method of data collection was used?

   .....

Explain the abstract in Spanish.

Log in for more practice.

Speak your mind

TIP TO IMPROVE YOUR SPEAKING
Writing down your opinion before speaking it out is important. It helps you think about the topic, discover your ideas, organise them and prevents any mistakes in your oral production. Have a go and write it down.

Useful expressions to give your opinion

I think / believe / consider / feel that…
I have no doubt that…
I strongly believe that…
I would say that...
I think it is reasonable to say that…
In my opinion, ...
To my mind, ...
From my point of view, ...
My point of view is that…
It seems to me that...
To my way of thinking, …
Personally, my opinion is that…
Personally speaking, …

Example:

I have no doubt that *inclusion is the best policy because we have the same rights…*

1 Choose the option that gives a coherent opinion.

1. Low performers are lazy students.
   a. In my opinion, you are right.
   b. I strongly believe that it's more complex than that. It's not good to label students.
   c. It seems to me that various factors can contribute to academic difficulties; for example, learning disabilities, personal circumstances, or disinterest in the subject matter.

2. Universities are gradually becoming more empathetic towards low performers.
    a. Sure, it's legal and, from my point of view it's ethical. There are constantly new initiatives to give them support.
    b. I would say that respect in the classroom helps students become better persons.
    c. It seems to me that it's important to approach students with empathy.

3. Diversity is enriching for all the academic community.
    a. My point of view is that there are few students who have more tolerant attitudes towards diversity.
    b. When diverse voices are considered, we can approach problems from different angles.
    c. I think it's reasonable to say that there is diversity in the academic community.

4. Inclusion, diversity, and equality are necessary at university.
    a. I strongly believe that because the focus on inclusion darkens the aim of education.
    b. To my mind students do their best during their studies at university.
    c. From my point of view, universities need to be more welcoming to everyone. Many people feel excluded due to their gender, disability, age, etc.

2 Read the following opinions and choose the one you align yourself with

1. Inclusion at university.

    a. Jenny: "It's important to have diverse perspectives in the classroom, but accommodating everyone's needs can be difficult depending on the situation and person."

    b. Shiv: "Inclusion is everything! It's frustrating to see people ignored just because they're different."

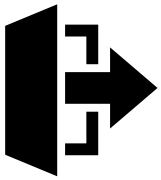
    c. Samantha: "I don't think inclusion is realistic. Some people are naturally gifted while others have to work really hard, and trying to force everyone to be equal is unrealistic.

2. Mentoring and tutoring are key for low performers at university.

    a. John: "I don't think it's a good idea. They should be able to study on their own at this stage. That's how I did it."

    b. Maria: "I like the idea of having mentors guide you. At my university, they offer mentoring programs, and I joined one in my first semester. It really helped me."

    c. Sam: "I'm not sure if mentoring is helpful for people who need extra support. It depends on the mentor teaches and the effort the student puts in too."

3 Complete the following ideas with your opinion. Revise the texts from Sections 1 and 2 for the necessary vocabulary.

1. Not all students can ……
   ……
2. I think the university will not ……
   ……
3. In some years, smaller classes ……
   ……
4. Even low performers ……
   ……
5. In our region, universities ……
   ……