



# Certification on Reading Comprehension for the Educational Field with a Focus on Culture and Interculturality

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# The National Pedagogical University UPN

The National Pedagogical University (UPN) of Mexico was founded in **1978** to improve educational quality by training teachers.

The UPN, part of a national education reform, focuses on **innovative** teaching methods.

With a central campus and 76 subsites, the UPN has a broad reach in teacher training.





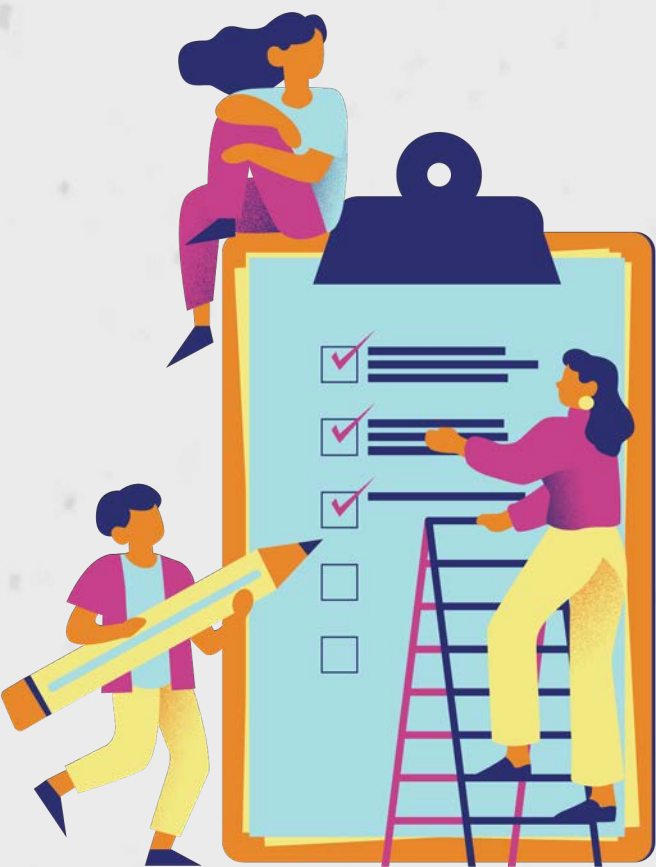
# Centro de Enseñanza y Aprendizaje de Lenguas

The **CEAL** was established in 2014.

**Academic Entity:** teaching, research and dissemination of knowledge.

Serve institutional needs, linking languages to academic programs, establish new knowledge through academic interaction with peers, encourage academic mobility and free exchange of ideas.

**Principles:** integral development, international intercultural communication, multilingualism, research based



# UPN's first postgraduate program to be offered was the Master's in Educational Development (1981) to enhance educational professionalism.

## Notable postgraduate programs :

- Master's in Educational Research.
- Master's in Educational Psychology.
- Master's in Curriculum Development.
- Master's in Education with a focus on Basic Education.
- Master's in Teacher Training and Professional Development.
- Doctorate in Educational Research.
- Doctorate in Educational Development.
- Doctorate in Pedagogical Innovation.
- Specialized Diplomas and Certificates.





These programs demonstrate UPN's commitment to advancing educational theory and practice in Mexico, fostering a culture of continuous improvement and innovation within the educational sector.



The offering of the postgraduate programs came along with the need to certify students in foreign languages which in our field were mostly focused on Reading comprehension texts.

The early approaches to reading comprehension exams focused primarily on the following methods:

- ➔ **Grammar-Translation Method.**
- ➔ **Direct Method.**
- ➔ **Silent Reading and Questions.**

Reading topics, the first exams were designed according to the students program profile where the texts were mainly chosen according to the content based approach





Nowadays the requirement for reading comprehension in foreign languages in postgraduate programs in the UPN has a broader scope and is driven by several key reasons:

## 1. Access to Global Knowledge and Research

- Breadth of Resources.
- Innovative Practices.

## 2. Academic and Professional Collaboration

- International Conferences and Workshops.
- Research Collaboration.

### 3. Competitiveness and Professional Development

- Enhanced Employability.
- Continued Education.

### 4. Cultural Competence and Global Awareness

- Intercultural Understanding.
- Global Perspective.

### 5. Policy and Curriculum Development

- Informed Decision-Making.
- Best Practices.





The general principles that guide the UPN promote the training of its students under the principle of "Educate to Transform" and assume the proposals of UNESCO related to achieving an education oriented towards human and sustainable development:  
***“learning to learn, learning to do, learn to be and learn to live together.”***



**The term "interculturality" has been popularized by various works and international organizations, notably UNESCO, which has advocated for intercultural education as a means to promote global understanding and cooperation.**

**"the existence and equitable interaction of diverse cultures, based on mutual respect and dialogue."**

**UNESCO**


**"The ability to interact effectively and appropriately with people from different cultural backgrounds."**

**Milton J. Bennett**

**"According to Hall, interculturality involves understanding and navigating cultural differences to foster effective communication and collaboration"**


**Edward T. Hall**





**According to Bartolomé (2002), interculturality in education involves promoting exchange and interaction between students and teachers from different cultural origins.**

**For Sáez (2006), intercultural education requires recognition and respect between the different cultural groups present in an educational context.**



**Aguado (2003) points out that intercultural education should be oriented towards mutual recognition, dialogue and learning between people and groups of different cultural backgrounds.**

# These approaches converge in that interculturality in education implies:

**Promote exchange and interaction between cultures**

**Promote recognition, respect and harmonious coexistence**

**Develop intercultural competencies such as dialogue, mutual learning and open attitudes.**



**Michael Byram's framework has been widely adopted in language education and intercultural training programs to equip learners with the necessary skills to navigate and engage effectively in a multicultural world.**



**Savoirs (Knowledge)**

**Savoir comprendre (Skills of interpreting and relating)**

**Savoir apprendre/faire (Skills of discovery and interaction)**

**Savoir être (Attitudes)**

**Savoir s'engager (Critical cultural awareness):**

# Interculturalit y

Type of text

Lexicon

Computer basis

Different types of questions

Approaches





# Recent trends in reading and comprehension examinations in English as a foreign language.

1. Task-Based Approach:

2. Integrated Skills:

3. Authentic Texts:

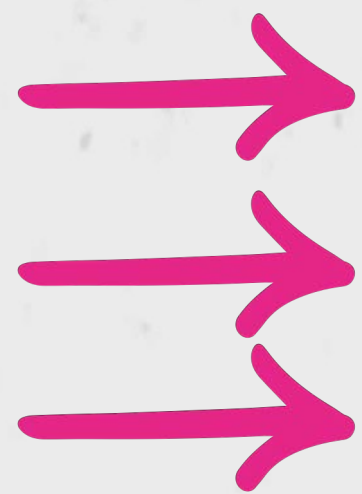
4. Critical Reading Skills:

5. Digital Literacy

# 1. Narrative Texts

## Characteristics:

Plot,  
Characters,  
Setting,  
Theme,  
Point of View



**Critical Analysis of Themes and Motifs:**

**Character Development and Motivation:**

**Narrative Techniques and Their Effects:**



## 2. Expository Texts

### Characteristics:

**Informative Purpose,  
Clear Structure,  
Evidence and Examples,  
Objective Tone**

- **Evaluating Argument Structure and Evidence**
- **Synthesizing Information**
- **Implications for Practice**

# 3. Argumentative Texts

## Characteristics:

Persuasive  
Purpose  
Thesis Statement  
Logical Arguments

Counterarguments

- Application to Educational Theory and Practice:
- Analyzing Logical Consistency and Coherence:
- Debating Counterarguments:
- Application to Educational Theory and Practice:



## 4. Descriptive Texts

### Characteristics:

Sensory Details,  
Imagery,  
Organized by Space

- Application in Graduate-Level Exams:
  - Interpretation of Descriptive Language
- Contextual Analysis
- Application to Educational Scenarios

## 5. Procedural (How-to) Texts

### Characteristics:

Sequential Steps,  
Imperative Language,  
Visuals

- Critical Evaluation of Processes.
- Application to Educational Practice.
- Comparative Analysis.



## Reading comprehension examinations that emphasize culture and interculturality have distinct characteristics compared to standard tests.



1. Culturally Diverse Texts: Selecting texts that represent a variety of cultures and intercultural experiences.
2. Cultural Knowledge Integration: Requiring students to analyze and interpret cultural elements in the texts.
3. Intercultural Comparison and Analysis: Asking students to compare and analyze cultural similarities and differences between their own culture and those in the texts.
4. Critical Thinking and Reflection: Encouraging students to critically think and reflect on cultural diversity and intercultural interactions.
5. Language Proficiency Assessment: Assessing students' reading comprehension skills alongside the cultural focus.

# Reading comprehension exams to evaluate intercultural competence has several potential limitations:

1. Limited Contextual Depth:
  2. Cultural Bias in Text Selection
3. Assessment of Practical Skills
  4. Overemphasis on Knowledge Over Attitude
5. Static vs. Dynamic Processes:
  6. Language Proficiency Confounding
7. Reflection and Practice



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# Thank you for your attention!