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LANGUAGES: WORKING ON PROFESSIONALIZATION

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Abstract: The teaching of English as a second language becomes indispensable in professionalization in Mexico since it is closely linked to the expectations of the international population, educational demands, research and, of course, internationalization. In this document: a review has been made of the different areas of opportunity that can be achieved through language learning in order to meet national and international requirements, in addition to the institutional educational needs and the policies that govern the different educational areas. The elements that allow different institutions to achieve the skills and competencies necessary to achieve professionalization require not only attention but also understanding, commitment and constant analysis. The main objective of this research is to gather documentary and field information that makes evident the professionalizing actions that authorities, and teachers carry out together to achieve the goals and objectives. In addition to making these elements visible to the future researcher so that they can consider them in their future interventions. Finally, we document the opinion of some professors from the Universidad Veracruzana, in Mexico.

Keywords: Teaching, English language, Linguistics, Pedagogy, Professionalization.

The term professionalization is not alien to educational institutions in Mexico, in addition to being used in various spheres of society, in educational, productive, and service processes. According to the Dictionary of Oxford, 2023; "It is the action or process of giving an occupation, activity, or group professional qualities, typically by increasing training or raising required qualifications" Therefore, professionalization is not only achieved through formal education, but also through the transmission of knowledge from one generation to another. Four qualities

that distinguish the professional are: speed, accuracy, precision, and care in the final preparation of each project. It is worth mentioning that the word professionalization comes from the English word professionalism, which is derived from professionalize and its meaning in this language is: "to give a professional character to.." ("Webster's Dictionary", 1983)

When talking about professionalization, it is imperative to approach the understanding and analysis of this topic. Therefore, some of the conceptions and the use of this concept in the teaching-learning process must be mentioned. There are some characteristics that distinguish it, and some authors list the following: a) it enables the design of professional training processes; b) favors the generation of practices that manage quality; c) improves communication in different areas; d) improves the interrelation of disciplines and knowledge in educational and/or training contexts; e) integrates individual and institutional needs; f) encourages the creation of research; g) the discernment of information and the mass media that provide it.

To achieve the consolidation of knowledge and the comprehensive training of future professionals, these characteristics allow the cohesion of elements that favor the mainstreaming of educational experiences in the study plans of educational institutions in Mexico.

Van De Camp, K., Vernooiji-Dassen, M., Grol, R., & Bottema, B. (2004) defines three main areas on professionalism, all their skills and attributes were considered here.

"Interpersonal professionalism
- *Attributes necessary for effective relationships with clients and colleagues, including: altruism, respect, integrity, service, compassion, reliability, communication skills, trust, caring, ability to educate, avoiding the misuse*

of power, admitting errors in judgement, asking for help, when necessary, tolerance, sensitivity to diversity, politeness, tact, responsible, benevolence, and empathy.

Public professionalism - *Attributes that society expects of a person in a given profession*, including: accountability, commitment, ability to regulate one's emotions, excellence, duty, expertise, thoroughness, deliverance of quality, skill or technical competence, knowledgeable, adherence to guidelines or standards, transparency.

Intrapersonal professionalism - *Attributes within the individual professional*, including: maturity, morality, humility, goodwill, ability to deal with uncertainty, courage, self-awareness, ability to deal with stress, motivation, lifelong learning.

Making a distinction between professionalism and professionalization could be important in this point, as we mentioned before professionalization is a process meanwhile, professionalism is a competence or skill. After Jorge Mahecha 2023: Speaking of professionalization involves doing so from the study sociology has carried out on the characteristics of occupations as social order structures. In teaching, the path of professionalization involves acquiring the characteristics of high-status occupations, which include certifications and accreditations and the existence of professional associations. There are several points that must be considered in order to organize and document our findings. Within a university institution, learning a language constitutes not only an educational experience, but it can very well be the solution for obtaining, managing, and using information, the link of knowledge, and update of the same, in addition to the investigation and dissemination of all professional activity.

(Rojas, 2017) La profesionalización del docente universitario constituye una temática de actualidad que ha sido abordada en el contexto latinoamericano, pero al proyectar su perfeccionamiento evidencia limitaciones pese al reconocimiento explícito de la necesidad de profesionales capaces de resolver problemas de manera innovadora y creativa, verdaderos modelos en modos de actuación profesional.

In agreement with (Rojas, 2017) The professionalization of a professor in our country is a current issue but when projecting its improvement, it shows limitations despite the explicit recognition of the need for professionals capable of solving problems in an innovative and creative way, true models in modes of professional action.

The most important task of every professor in Mexico must be to overcome all those limitations that, whether in the personal or professional field, prevent them from projecting their improvement, which is why we consider that learning a language and/or the existing connection in this experience significantly influences different domain areas that allow the development and capitalization of skills and academic effort; transforming the language acquisition process into a professionalizing transforming axis. Thus, we can distinguish different areas of action that we will briefly mention below. a) Linguistics, which we have considered the importance of all those aspects related to knowledge of languages and the use of them. b) Teaching Practice; c) Information, and d) Social Responsibility.

THE PARTICIPATING ACTORS OF PROFESSIONALIZATION

Currently we can mention several actors who are directly involved in professionalization. Namely, any individual who actively or passively participates in work, executive or academic projects or actions is part of the professionalizing community. Therefore, there are directly agents or actors that allow or limit professionalization actions such as: international organizations, government institutions, administrative staff, academic directors, academy coordinators, teachers, students, and society. It would also be pertinent to remember that professionals are the ones who can produce, train, and accompany the process of professionalization in our country.

When the professional in training meets the functions and tasks of his profession, he or she begins an endless process of appropriating the culture of the profession, learning a professional jargon and a technical vocabulary that can only be acquired and enriched in daily contact with the object of the profession. Unfortunately, when a professor starts studying a foreign language, he or she tends to look for transfers of the lexicon from the mother tongue to the foreign one, which leads to numerous errors and communication failures. (Montejo et al 2020, p. 56)

LINGUISTIC

Within this area of action, we must consider two sections separately since they complement each other. We must start by explaining the importance of neurolinguistics in every act of the life of the professors at the Universities in Mexico. From being able to identify some elements that can improve teaching practice through habits and/or actions to motivate students, enrich their learning, and build appropriate learning environments for each group and their needs, knowledge of the

neurolinguistics; however, this science acquires the character of indispensable when it comes to generating habits of autonomy, reflection and / or professional analysis. In addition to improving communication between teachers and students, to the intervention related to issues of religion, culture, and inclusion, and all the elements of innovation and creativity.

On the other hand, the very close relationship that exists between language and culture is indisputable, this relationship involves a living linguistic process, in constant evolution and includes a series of linguistic phenomena that are difficult to list but among which we could mention the generation of an identity. Linguistics, the formation, and knowledge of existing and new words; finally, sociolinguistics allows us to study and analyze the historical, cultural, and artistic constitution of different peoples and civilizations. Therefore, sociolinguistics has a functional character by allowing us to contextualize the different learning situations in each of its environments.

TEACHING PRACTICE

Attentive to the changes and demands that prevail in educational institutions, teachers are requested who have academic preparation and training corresponding to the needs of modern times, the new type of students, the different learning environments, the new mechanics, and habits of interactions, etc. Sometimes professionalization is defined as the commitment that the teacher acquires from the moment, he/she decides to be a teacher. Calling teaching with the term profession, talking about professionalization is difficult, as Ferreres and Imbernón (1999) affirm:

Teaching has a universal application, for all social and educational contexts; It is a work activity of a social nature, in which the characteristics of the individuals, the context in which they practice, and the diversity of

specific work activities they must assume, are of great variety and, therefore, cannot be found boundaries between professional and non-professional. All this makes difficult to find a clear establishment of characteristics or qualities common to the entire profession. (p.20)

INFORMATION

The importance of mastering computer tools for the discrimination, analysis, and management of all information. Which implies much more than the use of electronic and non-electronic tools. Even though Montejo et al, 2020, suggest that the first thing must be the knowledge and management of electronic resources.

These characteristics and qualities coupled with the commitment that every professional must maintain upon completing their studies and entering the labor field. Their training requires developing skills, competencies, habits, disciplines and, of course, knowledge and values that allow them to comply with institutional rules, educational policies, labor, administrative and/or environmental contracts, health, technological innovations, in addition to skills such as solving problems, teamwork, tolerance to frustration, in addition to the development of content with the use of platforms, technological didactic means, in addition to the management of social networks, etc.

SOCIAL RESPONSIBILITY

Nowadays, professors are expected to have a master's degree and/or postgraduate studies, educational experiences abroad, postdoctoral stays in other countries, to be fluent in more than two languages, to make presentations nationally and internationally, as well as relevant, team research while promoting student autonomy, collaborative work, and of course the common good.

In addition, international demands call for learning one or more languages, which has become a culture, not only a need that, framed in globalization, allows countless professionals to carry out student, academic, professional, labor mobility, etc. So that during the teaching-learning process of a language, new dilemmas and/or paradigms arise that teachers must attend to respond to current demands, demands of a globalizing population with more specific and at the same time more globalizing needs.

The Development Plan of the Dependencies [PLADE] of the Language Centers of the Universidad Veracruzana (2017), carried out by the director of these, Adriana V. Abad Florescano, points out some of the challenges surrounding the language teaching-learning process, among which are the following:

Learn different languages, in this case English, know the topics that allow students to achieve certification, know the essential grammar content, acquire communication and production skills, recognize reading comprehension skills to be able to focus their efforts on issues related to their area of knowledge, consolidate their sociolinguistic knowledge in a way that allows them to interact naturally in different cultures, learn to carry out practices that help them conduct research, intervene in dissemination processes, and after publication, consolidate oral production to make public presentations, job interviews, promotional videos, etc. acquisition of accreditation language skills, acquisition of basic knowledge in the use of TACs, creating their linguistic and professional identity. This is why the new approach:

It requires an integration process. The professionalizing approach is expanded, reinforced, and consolidated in it: the appropriation and systematization of the linguistic, communicative culture and of the student's pedagogical field, among other

aspects. Now the field of action is expanded, and coupled with this, a professional-pedagogical knowledge is inserted into the student's technological experience that allows them to perform adequately according to their social insertion once they graduate. (Alberteris et al., 2016, p. 25)

Thus, language centers and faculties must allow integrating into their study programs, their plans and glossaries, as well as their daily practices, integration and flexibility for the incorporation of integrating dynamics that allow the capitalization of time and language training with a professional approach.

For which it is necessary to have the support of experts who participate generating forums, congresses, round tables, workshops, etc. This new process involves a new set of relationships, strategies, activities and/or dynamics where the acquisition of the English language is no longer a tool, or a vehicle, but an axis with a guiding-communicative character and dialectical use.

That is why authors such as Richards refer to a specific professional knowledge constituted by a basic knowledge (Knowledge Base), coming from Linguistics and the theory on language learning, the value of the didactics of foreign languages (Teaching Methodology) and teaching practice (Practice Teaching)". (Alberteris et al., 2016, p. 25)

The opinion of professionals who today find themselves at crucial moments and in key places must also be considered, to develop elements or consolidate base knowledge in the professionalization process. For this reason, we have recorded their opinions.

"Any teaching professional must study and/or manage the English language at a level of comprehension and communication. This will allow you to communicate with other colleagues from different parts of the world and interact with them to learn about methods or techniques used in other contexts. Reading comprehension will allow

you to keep up to date with all the advances and discoveries that are generated through research or pedagogical experiences in other contexts and in this way be able to apply those that you consider may be successful with your students".

Mariza Guadalupe Méndez López Ph.D.
MEILE coordinator Veracruz, México

"With technology used in all aspects of everyday life, education is no exception. Teaching, as well as learning, have made so much progress with the use of technology in the classroom, that teachers have faced the need to improve their teaching regarding this innovation. So, professors have to take advantage of all the tools that help them improve their teaching and keep them updated. An example of this, is the learning a second language. Being able to speak another language would provide professors with all kinds of sources to harness in order to improve their day-to-day task. Mastering a second language, professors have in their hands a wide range of new information, they might find innovative material to incorporate in their courses, and they can have access to updated bibliography that would take some time to find in their own language. Another advantage an individual obtains when speaking a second language is that not only the language itself is what is learned, knowing about culture is always part of the process. This enriches the vision professors might have of their field of expertise. Bilingual professors can provide students not only with expertise in their field but with a more modern mindset.

Learning a second language should be fostered among educators of all levels as it benefits them not only professionally resulting in a better job performance, but personally as well.

Rosa Elena Vega Murillo MD
Self-Access Center, coordinador Veracruz

The English language is the Latin of our times, especially for academics, since approximately 70% of scientific literature is in English, as are most scientific journals, conferences, books, and online resources relevant to research,

available must of them in English. To access the most up-to-date and relevant information in their field, academics need to understand and communicate in English, in addition to the following reasons:

1. *International collaboration: Collaboration between researchers from different countries is essential for the advancement of knowledge. English has become a common language for scientific and academic communication around the world. Being proficient in English makes it easier to collaborate with colleagues from other countries, which can lead to broader research projects and a greater diversity of perspectives.*

2. *Participation in academic conferences and events: Many of the most prestigious academic conferences and events are held in English. To present research and participate in discussions at these conferences, it is essential to have English skills both to understand other academics' presentations and to effectively communicate their own ideas. These will allow them to increase and strengthen their linguistic skills.*

3. *Publication and dissemination: If an academic wishes to publish his or her work in high-impact international academic journals, it is generally required that he or she do so in English. This expands the audience and increases the visibility of your research globally.*

4. *Access to funding opportunities: In many cases, grants and funding opportunities for academic research and projects are offered in English or require applicants to submit proposals in English. Having language proficiency is crucial to taking advantage of these opportunities.*

5. *Effective communication: Effective communication is essential in the academic world. Academics must be able to communicate accurately and clearly in lectures, debates, research articles and presentations. English is a language that is widely used in academic communication and is therefore important to ensure that their ideas are correctly understood.*

6. *Mobility and employability: Being proficient in English can open doors to job opportunities and international mobility. Many universities and employers value English skills when hiring or accepting students, researchers or visiting professors from other countries.*

7. *In summary, English proficiency is essential for academics because it allows them to access global resources and opportunities, collaborate with colleagues from different countries, effectively communicate their research, and increase their employability in academia and the workplace.*

Jesus Lau Noriega, PH. D.

Research Professor at "Facultad de Pedagogia", Veracruz, Mexico

Today, education brings with it that all professors in our country have the essential skills to be able to function optimally in regional, national, and international areas. The foregoing brings the need for professors in our country to learn and acquire linguistic skills related to a second language. The acquisition of a second language not only allows professors to communicate abroad, but also allows them to have job opportunities in transnational companies. Fulfilling an assignment abroad becomes a priority task for every teacher and researcher, languages then become an axis that consolidates all the opportunities that can be accessed. All professors now must consider professionalization brings professional enrichment, the capitalization of different work aspects, along with the honorable fulfillment of our daily work, are no longer a necessity of yesteryear., nor soon, are a reality and a requirement today.

The process of professionalization of every area of knowledge in Mexico is linked to social need and the service that is owed to society. The construction of new or innovative schemes will not be able to transcend borders without professionals trained to share them with the rest of their international peers.

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