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# The Educational Research in the Context of the Language Degree

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**Abstract** – The research is, and will be seen as a sequence of studies and analyzes that allow us to make discoveries and solve current problems, for that very reason, it is considered with great importance. However, there has been a decrease in research work carried out by students of the Language career at the Universidad Juarez Autonoma de Tabasco. In this article, the results obtained from surveys applied to language degree students regarding their experiences with the research area and a brief analysis of them will be exhibited.

**Keywords** – Research, Profile, Performance, Educational Model, Students.

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## I. INTRODUCTION

The importance of educational research becomes more relevant by the constant changes that have been taking place in the Mexican Educational System (MES).

Against this background, educational research is constituted as a bastion of intellectual struggle to produce research that provokes reflection and consequently activates the actions of the country's educational actors, such as principals, teachers, students and parents, in order to have valid proposals that help to have a better vision of what is happening in the national, regional and state educational environment, which results in the decision making process, in order to access the much mentioned educational quality.

In general, the purpose of research in any area of human knowledge consists of discovering, checking and systematizing knowledge that, due to its validity, clarifies and increases the cultural heritage that society needs for its development; Regarding the educational field, we have that every inquiry process has an impact on the reforms of the curricular designs, which seek to improve the learning process. This set of systematic activities brings with it training and design as well as the production of new values (Latapi, 1994). Anorga, Valcarcel and Che (2008) point out that currently scientific research in educational contexts (and the degree in languages is not exempt) has revolutionized the way in which research practices are carried out regardless of whether they are theoretical or empirical, since they seek approach a paradigm typical of the social sciences in general.

The bachelor's degree in languages (reason for this work), is one of the four taught in the Academic Division of Education and the arts. It aims to train graduates in critical and reflective languages with skills to understand, interpret, communicate and disseminate Spanish languages, English, French or Italian from an interdisciplinary perspective with an innovative vision and broad culture that allow her to develop with ethics and quality in the fields of teaching or translation and interpretation, and the research factor plays an important role.

Given the problem of the low production of educational research, it is required to assume a responsible attitude of teachers, to reconcile personal and group interests and correct the situation aimed at creating a culture of educational research in the area of languages which is what should distinguish this degree.

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Therefore, in this research the following objective is proposed:

Use a teaching methodology, centered on the student, based on the ZPD (Zone of Proximate Development), to encourage educational research.

The research objective is based on the guidelines established by the Educational Model of the UJAT, which determines the following:

“The Educational Model is based on the constructivist and humanist pedagogical conception of learning, which indicates that a training that places the student at the center of attention of the academic process is privileged, leaving aside the traditional conception of the student as a recipient of knowledge and information.

Learning understood from a constructivist perspective is based on the premise that knowledge is not something that can be transferred from one person to another, but is built by the individual himself.”

#### *A Look at the Educational Research from Critical theory and the Zone of Proximate Development.*

Frequently the need to investigate arises from curiosity, from the moment in which questions are raised about how things work, about people's behaviors and in general, everything that is around human life. Research helps us increase our knowledge and understand the phenomena and events that we observe in reality.

These characteristics of the research are what they want to provoke in the students of the degree in languages of the Universidad Juarez Autonoma de Tabasco, for this reason it has been considered to resort to the approaches of critical theory to guide students so that their research they are not just a photograph of fait accompli, but they delve deeply into the problems that are submerged in the national, state and institutional educational environment, today we are overwhelmed with indicators that, officially, show progress in education, but reality exceeds these indicators since they hide a reality that educational research must unravel, in order to generate proposals according to the Mexican educational reality.

Tovar (2000 p. 158) indicates that the: “construction of a person who thinks of himself as a social being, that is, educate for participation, for the acceptance of diversity, for creativity and cooperation, for flexibility and the ability to generate personal and social progress based on a humanistic ethic constitutes one of the most important challenges”.

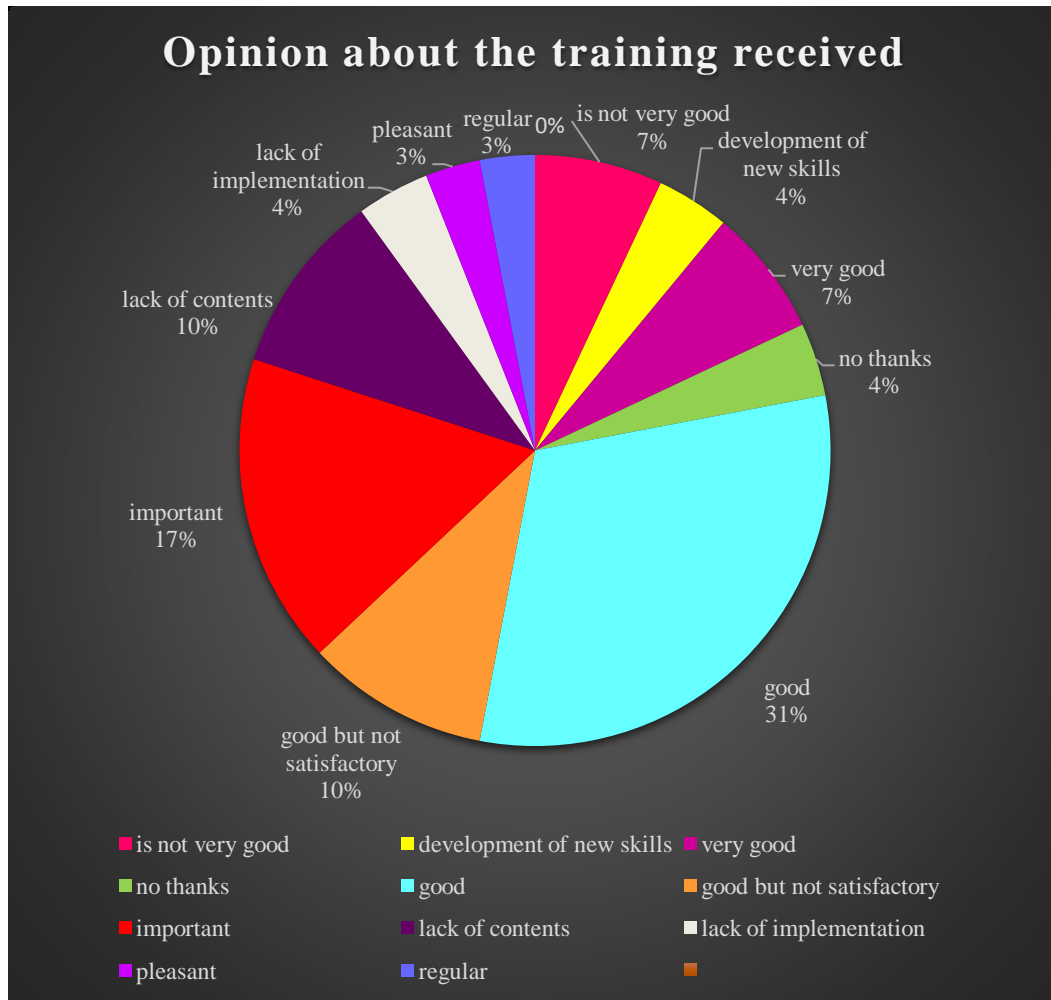
Another element that has been used to support this work is that of the Near Development Zone (ZDP), which for Ehuletche and Santangelo (nd) “... is supported by the socio-cultural perspective and refers to the importance of the processes of social interaction and help and support within the framework of this interaction, for the progress in individual learning, referring to the concept of scaffolding, such as transfer and progressive transfer of control and responsibility, consider that the concept of ZPD is important to explain the progress in the construction of knowledge that people are making from interactions with other people who have more experience and adequate help from teachers in relation to such progress.

## **II. METHODOLOGY**

To know the opinion of the students on this subject, an option survey was applied to 200 students of this degree, in which they were asked if they considered that knowing how to research would be useful for their professional development.

100% of the students stated that knowing how to research will be useful in their professional performance, 59% of these students considered that research training is implicit in the curriculum of the degree in Languages (21%), which allows them to develop investigative skills (21%), and all this gives them access to a diverse range of information, which enriches their knowledge in order to base their research in the best possible way (17%).

When we asked what was their opinion regarding the training they received in their undergraduate degree to develop their investigative competences, 31% consider that their investigative training is good, 17% that it is important and 20% stated that it is poor or unsatisfactory. The results are shown in graphic 1.



Graph 1 Opinion about the training received.

If all the students have displayed that research capacity is important in their professional vocation, in their opinion the pertinent actions are not being taken for this to happen, since around 20% of the students state that their research training is between what is scarce and unsatisfactory, 48% between what is important and what is simply good.

When students were asked to share their reflections on their research training process, the following resulted: 35% stated that they consider research to be important in their professional training, 14% that research helps them become interested in addressing problems that are present in the educational field, and 14% stated that there is uncertainty since they recognize that they do not have sufficient knowledge to carry out research, which translates into a lack of motivation.

And this contrasts with the graduation profile of this degree in which it is intended to develop communication skills in a second language: English, French or Italian in order to carry out teaching and translation and interpretation activities, considering the relationship between language and culture, develop skills in English, French or Italian to understand, interpret, communicate and disseminate the Spanish, English, French or Italian languages, based on international standards, apply the theories and methodologies in the teaching and learning of Spanish, English, French or Italian as second languages, in order to achieve significant learning, taking into account the requirements of different educational levels, apply the didactic skills to promote the use of information and communication technologies in teaching, translation and interpretation to achieve efficiency and effectiveness based on institutional requirements, to apply the principles, processes, mastery and production of the English and Spanish languages at a level that allows the application of translation and interpretation techniques and models in specialized texts, to express the languages studied appropriately, considering the relationship between language and culture, as well as respecting the diversity and particular characteristics of each one of them in the fields of teaching, translation and interpretation, to develop research projects in the field of languages, teaching, translation, interpretation and culture, to generate a critical and reflective practice in order to achieve a permanent improvement of the professional practice, based on the results obtained.

The reflections provided by the students are very significant since they recognize that research is important in their professional training, since this competence will mean that they will understand the problems that are currently being generated in their future field of work.

One aspect that calls a lot of attention, despite the fact that the percentage is not high, 14%, is when students refer to the uncertainty that invades them because they do not feel capable of developing research work, which discourages them.

The students of the degree in languages, are convinced that research is an important factor in their professional training and that this expectation is supported by the entrance profile: Willingness and interest in learning languages, ability to communicate orally and in writing in everyday life in Spanish, basic knowledge of the English language, know and handle the basic rules of writing, respect for their culture and openness to other cultures, vocation for teaching and translation and interpretation, ability to acquire knowledge of various areas of study, know and handle reading strategies and show interest in the pursuit of knowledge.

### **III. CONCLUSION**

With the results presented in the present investigation we observe that, even with a majority of positive results, a small, but no less important, number of students gave negative answers, this leave us with a somewhat worrying result, since it seems that some students have problems conducting research and others do not believe they have enough knowledge for the same.

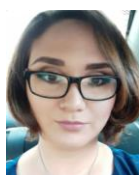
This can be due to many factors: students simply have no interest in research subjects (even knowing their importance); the students have trouble receiving or decoding, information from their teachers and don't take time to seek help if is necessary; teachers are not promoting research in a suitable way for those who are entering to the world of research; the aforementioned will remain to be confirmed in future works.

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### **AUTHOR'S PROFILE**



#### **First Author**

**Norma Evangelina Reyes Perez**, I was born the 2th of October of 1991, in Villahermosa, Tabasco, México. I'm 29 years old, I studies the language degree in the University Universidad Juárez Autónoma de Tabasco. My parents are Norma Perez Zurita she's a teacher of kindergarden, and Oscar Reyes Walle, he's a Industrial Chemical Engineer I live with my mother, and my little brother Oscar Jesús Reyes Pérez. My hobbies are exercising, watching movies (I love horror movies), watching TV series, doramas (Dorama is the term used in Japan to refer to the live-image television series of local production), listening to music (my favorite is pop) and I also like to see japanese cartoons (better known as anime).

I also love drawing, painting, and read books. I consider myself as an educated lady, with a lot of aspirations and dreams in my future.

#### **Second Author**

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