THE LANGUAGE POLICY OF LEARNING ENGLISH AS SUPPORT TO THE INTERNATIONALIZATION MANAGEMENT OF UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA [MEXICO]

David Guadalupe Toledo Sarracino¹

ABSTRACT

Objective: The objective of this work is to provide the management actions of internationalization and teaching of the English language carried out by Universidad Autónoma de Baja California (UABC). In the first place, concepts of soft skills (softskills), linguistic, digital, socio-emotional and environmental are described that the student learns in an interdisciplinary way when learning a foreign language and must have associations in the disciplinary field and its relationship with the language policy of English teaching. Secondly, the results of the strategies used by the UABC to promote student exchange are analyzed.

Theoretical Framework: The theories that support this study are the language policy by Cooper (1997) and Arnoux & Bein (2015) related to the way English is learned at the UABC and how the internationalization policy makes you participate in it. For this reason, the results of the strategies used by the UABC to promote student exchange at the UABC are analyzed.

Methodology: This study focuses on the quantitative-descriptive methodology using a 15-item survey addressed to 100 students to collect information on the improvement of English during the student exchange. The results were plotted in an .xlsx matrix; the instrument that was validated under the calculation and interpretation of Cronbach's Alpha (1951). That is, through the variance of the items used in MS Excel with the statistical package SPSS (22).

Results and conclusions: An explicit language policy proposal is presented in the short term from an institutional perspective of the UABC, which will have an impact on having highly qualified graduates towards a successful labor insertion.

Research implications: The main contribution of this study is to make known the importance of the role of learning the English language during university studies and the benefits that the student brings when participating in the student exchange in English-speaking countries.

Originality/value: This research contributes significantly to the scientific knowledge of student exchange management and, consequently, the impact of learning English at the University so that graduates have direct access to a secure job.

Keywords: Language Policy, Skills, Internationalization, English.
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El campo disciplinar y su relación con la política lingüística de enseñanza del inglés. En segundo lugar, se analizan los resultados de las estrategias utilizadas por la UABC para promover el intercambio estudiantil.

**Marco Teórico:** Las teorías que sustentan este trabajo es la política lingüística Cooper (1997) y Arnoux & Bein (2015) relacionada a la manera como el inglés se aprende en la UABC y cómo la política de internacionalización lo hace participe de ella. Por ello se analizan los resultados de las estrategias que utiliza la UABC para promover el intercambio estudiantil en la UABC.

**Metodología:** Este estudio se enfoca en la metodología cuantitativa-descriptiva utilizando una encuesta de 15 ítems dirigida a 100 estudiantes para recabar información sobre el mejoramiento del inglés durante el intercambio estudiantil. Los resultados se gráfican en una matriz.xlsx; el instrumento que fue validado bajo el cálculo e interpretación del Alfa de Cronbach (1951). Es decir, mediante la varianza de los ítems empleado MS Excel con el paquete estadístico SPSS (22).

**Resultados y conclusiones:** Se presenta una propuesta de política lingüística explícita a corto plazo desde una mirada institucional de la UABC lo que incidirá contar con egresados altamente calificados hacia una inserción laboral exitoso.

**Implicaciones en la investigación:** La principal contribución de este estudio es dar a conocer la importancia que juega el papel de aprender el idioma inglés durante los estudios universitarios y los beneficios que trae al estudiante al participar en el intercambio estudiantil en países de habla inglesa.

**Originalidad/valor:** Esta investigación contribuye de manera significativa al conocimiento científico de la gestión del intercambio estudiantil y, en consecuencia, el impacto que tiene el aprender inglés en la Universidad para que los egresados tengan un acceso directo a un empleo seguro.

**Palabras clave:** Política Lingüística, Competencias, Internacionalización, Inglés.

1 INTRODUCTION

In 2003, the Universidad Autónoma de Baja California (UABC) carried out a university reform in which student exchange became an educational policy in line with the new trends in higher education in Mexico. In 2006, the student exchange was strengthened with the guidelines and complementary norms that allowed the university to promote the student exchange of all educational programs taught by the university under the leadership of Dr. Gabriel Estrella Valenzuela as Rector and Dr. María del Socorro Montaño Rodríguez who operated the internationalization at the UABC during that administration. For this purpose, the university allocates every year extraordinary financial resources from a University Scholarship Fund (FUB) in order to meet this indicator, which is one of those required in accreditations of educational programs by the bodies recognized by the Council for the Accreditation of Higher Education (COPAES), by the evaluations of the Interinstitutional Committees for the Evaluation of Higher Education (CIEES) and the National Postgraduate System (SNP) of the National Council of Science and Technology (CONACyT), as well as the requirements that the same institution has defined to be placed in national and international rankings.

The student exchange at UABC has been a joint work of management of officials and managers at the University. The decision making of the rectors has been crucial for the growth of internationalization considering it as an institutional policy in the different administrative periods from 2003 to 2019. As a result, an economic budget line has been maintained to meet national and international indicators. In turn, the directors of the academic unit have contributed to the promotion of the programs offered by UABC. Based on studies related to global and
entrepreneurial universities such as Aragão, E. de M., Jesús, V. de, & Santos, M. J. C. dos. (2022) in the global dimension of an educational institution should consider the indicators of exchange, collegiate research with foreign universities (where English plays a crucial role), linguistic competence, socio-emotional aspects and awareness of care for the environment, which represent the indicators of research with international collaboration.

At present, the student exchange is a training program abroad for students of the UABC, with the university structure develop global competences, such as problem solving, decision making, experiential experiences, interaction with speakers of other foreign languages and their respective cultures; and learning new knowledge explicitly with disciplinary contents lived during the exchange. All this set of competences adds to the accumulation of knowledge that the student develops before and after their experience abroad.

The proficiency of English in Mexico is of added value that add to the body of knowledge, such as an adequate use of Spanish, added to the soft skills (soft skill) developed by the student during the university career. Therefore, soft skills have a dominant space in the life of the university student, who uses what is learned transversally and internalizes it. That is, for university students, the development of soft skills supports them to perform better in labor and interpersonal relations. Experts in higher education point out that technical skills can be developed more easily and in contrast, soft skills must have specific components such as critical thinking, oral and written communication and development of thinking. Therefore, the labor sector, especially those who carry out training for work, states that, if you have employees with good communication (in Spanish or English), negotiation skills and socialization skills, they should be retained in your organization (Ortega, 2017, p.7).

It is necessary to note that the UABC has made efforts since 2003 to promote a culture of learning English, one of them is to request in their calls for exchange that students must have English certification to participate in any application, regardless of the language of the destination country. Then, in 2015, it incorporated as an explicit language policy (it is the one that is described, documented, clear and legislated) in the outgoing call for national exchange, that the students who apply must have the basic level of English [level A2 of the MCERL] (endorsed by the Faculty of Languages), which represents an added value to the student at the time of completing procedures to obtain a scholarship granted by the UABC, or by the Consortium of Mexican Universities (CUMEX) and the National Association of Universities and Higher Education Institutions (ANUIES).

2 FRAMEWORK

2.1 The Internationalization of UABC

The UABC integrates the topic of internationalization as a policy that comprises a series of academic, research, technological development activities, promoting socio-cultural practices and processes with an international dimension; therefore, it governs the institutional work in order to raise educational quality and international cooperation, academic mobility and strengthening the curriculum. Therefore, internationalization in the University is conceived as an institutional policy with defined strategies inside and outside the institution that directly impacts the development of the public, private and social sectors (UABC-PDI, 2019-2023, p. 107).

Therefore, starting from the University Reform of the UABC, implemented by the rector Dr. Alejandro Mungaray Lagarda in 2003, the university's internationalization (exchange, academic cooperation, and inbound and outbound mobility) was a priority. Then, with the UABC International program, implemented by the rector Dr. Gabriel Estrella Valenzuela, the university managed to mobilize more than 1000 students per year with the partner universities
with which the UABC had collaboration agreements (in a period from 2006 to 2015). These figures were maintained during the period of rector Dr. Felipe Cuamea Velázquez until 2015, where internationalization was a milestone of the University.

At the UABC English is a requirement for graduation, so based on studies conducted by the University, English has been a challenge for students, managers and for the same institution. Although the UABC has agreements with 380 national and foreign universities in more than 24 countries, 56% of the universities are located in Spanish-speaking countries and 44% in English-speaking countries. Therefore, the UABC has taken actions to encourage greater participation of students to English-speaking countries with the support of the UABC Foundation (FUABC). This effort has been supported by the FUABC presidency and its partners. In other words, 80% of the scholarships offered at FUABC are aimed at exchanges with non-Spanish speaking countries, including Germany, Brazil, Belgium, Canada, the United States, France, the Netherlands, Hungary, the United Kingdom, Russia, Portugal and the Czech Republic.

For the purposes of this study, we will focus specifically on the language policy of learning English, an essential component of social management for students to participate in student exchange calls, considering that language enables students to have better performance (performance) and competence (competence) in their exchange performance. It is important to note that this requirement has been a challenge and an obstacle for those who do not have the command of the foreign language. This has awakened a high level of improvement in students, since when they arrive in destination countries they can communicate in the second language and take subjects taught in that language.

2.2 Language Policy in the University Context

The ANUIES in Mexico in 2018 proposed a text on higher education that explains how education is visualized in Mexico, in this document states that Mexican universities should diversify options and facilitate students' access to learning a second language, particularly English (ANUIES, 2018 p. 125). This initiative of the ANUIES converts this educational policy into a national guideline for learning the English language, and is in accordance with the educational model. Mastery of a foreign language for Mexicans makes it easier for graduates to enter the work context immediately, in addition to strengthening skills and abilities relevant to the world of work.

The UABC held business consultation forums to build its institutional development plan in 2019, in this event prior to the construction of the university's educational policies, employers externalized through several discussion exercises that UABC graduates should possess the following competencies:

1. Soft skills (such as competencies to be developed with greater value)
2. Knowledge of English (necessary for labor insertion in the northern border Mexico-United States)
3. Decision making / teamwork / problem solving
4. Global competences (performing in international settings)
5. Knowledge of disciplinary content
6. Training as proactive graduates
7. Innovation thinking

Rethinking the importance of English language proficiency in the university and was indicated in the list of basic requirements that employers. This indicates that, for recruitment purposes, entrepreneurs in the border region require qualified and English-speaking staff to negotiate, sell, serve English-speaking customers, communicate via email, attend meetings in
English and travel to countries to attend to international business issues and develop an awareness of environmental care.

Another *explicit language policy* action in the UABC that has been incorporated in its School Statute and in the complementary standards of student exchange, which represents that the teaching of English as mentioned by Arnoux & Bein (2015) in the book *Linguistic Policy and Language Teaching*, analyzes that languages are directly linked to the political orientations or decisions of the organization and go hand in hand with identities (p.15) and the interests of the agents (school-society) involved in learning in specific social situations (Cooper, 1997, p. 60). Therefore, the UABC has established as a requirement of mastery of the foreign language for students participating in the calls for national and international mobility to have accredited at least the basic level of English proficiency to apply for the scholarships offered by the institution, in addition to meeting the established requirements of average, letter of acceptance of the destination university, socioeconomic study and table of equivalencies of the subjects to be studied at the destination university.

According to Sandoval and Santiago (2019), college students do not choose a country of exchange where English is spoken or they pursue subjects in English. There are reasons such as:

1. Lack of proficiency in English (where English is the first language used for international exchanges).
2. The lack of collaboration agreements with foreign universities that support students to have the best academic spaces.
3. The lack of homologation of English language courses with content and/or that there are no subjects taught in a foreign language (English).
4. Ignorance of administrative processes and requirements to strengthen exchange with foreign universities and requirements requested by universities.
5. Cost of living (high in G20\textsuperscript{2} countries).

### 3 METHODOLOGY

This study used a quantitative-descriptive methodology, in which results were obtained from a survey directed to 100 students who participated in student exchange during the year 2019. The students' profile was made up of students who exchanged in Spanish and non-Spanish speaking countries in a satisfactory way. That is, students who did not fail subjects abroad. Information on the experience of student exchange associated with the improvement of English was obtained through a survey composed of fifteen items. The answers of the students were plotted in a matrix .xlsx, this instrument was validated with the Cronbach Alpha method (1951). We also analyzed the variance of the items used in MS Excel with the statistical package SPSS (22).

#### 3.1 Scope of the Study

This mixed study collects information about the level of English language of students participating in UABC's student exchange programs in 2019. According to Hernández, Fernández y Bautista (2014), quantitative-descriptive studies quantify from results and raise the necessary properties to answer the questions established in this study, however, through this type of study it is intended to know the relationship between the experience of student exchange and the components that helped the student to improve his level of English.

\[2\text{ It is a group of industrialized and emerging countries composed of 20 nations such as: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, South Korea, Russia, South Africa, Turkey, the United Kingdom, South Korea, the United States and the European Union.}\]
3.2 Sample

For this study we considered a database of 100 students who participated in student exchange in 2019 (who were studying the last four semesters of their university education). For the determination of the sample, enrolled students of the disciplinary and terminal stage who passed the courses and obtained satisfactory results in the exchange of careers in engineering, language teaching, translation, tourism management, international relations, law, economics, international relations and medicine were considered. All respondents participated voluntarily.

3.3 Object of Study

The object of study makes relevant the level of English language that from an explicit language policy pays the participation of 100 students who performed international student exchange. It is mentioned that 100% of the students are bilingual (English-Spanish).

3.4 Instrument

Students were surveyed using the instrument of the research project entitled “The language policy of learning English as support in the internationalization of the Autonomous University of Baja California” (see Annex 1)
https://docs.google.com/document/d/1J4UJ7GcIo9MA_D72KCI96FoN3UBvqNR/edit#heading=h.gjdgxs

It was developed with Likert Scale, whose results were plotted in a .xlsx matrix for analysis. The instrument consisted of 10 items designed to obtain information related to the students’ perceptions of the level of English and the level of competence for their future employment. The instrument was validated under the calculation and interpretation of Cronbach's Alpha (1951) for the case of internal validation, that is, by the variance of the items used MS Excel with the statistical package SPSS (22).

Cronbach's Alpha (1951)

\[
\alpha = \frac{K}{K-1} \left[ 1 - \frac{\sum V_1}{V_t} \right]
\]

Where the following meaning of the calculation is indicated:

\( \alpha \) (Cronbach alpha)
\( K \) (Number of items)
\( V_1 \) (Variance of each item)
\( V_t \) (Total variance)

In summary, the reliability of the survey is described below:

<table>
<thead>
<tr>
<th>Table 1. Reliability Statistics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Cases</td>
</tr>
<tr>
<td>Excluded to</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Source: Own production from Cronbach's Alpha (1951).

a. The elimination by list is based on all procedure variables.

Reliability statistics


Table 2. Processing variables.

<table>
<thead>
<tr>
<th>Cronbach alpha centered on standardized elements</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.984</td>
<td>15</td>
</tr>
<tr>
<td>.990</td>
<td></td>
</tr>
</tbody>
</table>

Source: Own production from Cronbach’s Alpha (1951).

To perform the procedures with Cronbach's Alpha (1951), the items of the survey were validated, then the results were obtained which were analyzed according to the responses of the students who outsourced their performance and academic improvement after having made the exchange and the benefits they obtained on their return. English was crucial for the success of their stay abroad for the purposes of developing linguistic, soft and global competences.

4 RESULTS

In Figure 1, the age of the participants is identified, ranging from the following age ranges: 19-21, 22-25 and 26-30 years. Fifty per cent of the participants are male and the other 50 per cent are female. In the informants there was an equity in the gender of the study.

![Figure 1. Age](source)

Figure 1. Age
Source: Own production (2023)

In relation to the participants of the studies by campus, in Figure 2, it is identified that in the Ensenada campus participated with 27%, in the Tijuana campus with 50% and in the Mexicali campus with 23%. There is a greater participation of students in the Tijuana campus since it is the campus that has the highest concentration of students. That is, of the 65,000 students of the UABC of the bachelor's degree level, in Tijuana around 30,000 students are concentrated. It is also the campus with the largest participation in international student mobility.
In Figure 3, it describes the most preferred countries to conduct student exchanges for the students revealed in this study are: Argentina, Spain, Colombia, South Korea, Chile and France. The participation of the students in the study was Colombia 35%, South Korea 19%, Chile 13%, France 13%, Argentina 10% and Spain 10%.

For this study, it was relevant to know the student's appreciation of language proficiency, which allowed him to have a better performance in student exchange. Figure 4 describes the results: 35% learned English by watching T.V. and on the radio, 25% because they lived in the United States, 25% learned English in private schools, and at pre-university levels. Seventeen percent learned English in any of the university English-learning programs, and eventually 3 percent learned English using social media. These five scenarios were the most significant for the 100 students of How Did They Learn English?
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Figure 4. Language proficiency level
Source: Own production (2023)

In order to get a better appreciation of student exchange performance, as shown in Figure 5, participants pointed out that speaking and writing allowed them to have a better linguistic performance (Performance); 35% of students said they fully agree, 30% strongly disagree, 20% disagree, 10% agree and 5% neither agree nor disagree. Which means that there was a diversity of perceptions around reading and writing. 55% of the sample is greater number of students oscillates between the range according to totally agree.

Figure 5. Performance of classes abroad
Source: Own production (2023)

At UABC, the campaign began with an advertising campaign about the benefits of student mobility aimed at first semesters students in order to create awareness from their entry. Students have the opportunity to prepare two years before fulfilling 50% of the credits and can apply for the scholarships offered by Fundación UABC, the National Exchange Call of the UABC and international calls of the consortia.

The mobility program requires students to prepare two years in advance with improving their level of English, as well as taking care of the average and taking subjects that can help them for the exchange. Figure 6 shows whether students prepared prior to the exchange, 28% said they fully agree, 23% agreed, 23% disagreed, 14% disagreed and 12% strongly disagreed.
This means that more than 51% were prepared to exchange. This represents that the work of the tutors was substantive in this activity.

![Figure 6. Pre-exchange preparation](image)

Source: Own production (2023)

Softskills developed or established before, during and after the exchange are an added value for students. In the exchange process the student learns to know himself, develops interpersonal competences and a capacity for self-management, positive and proactive attitude, and leadership that will allow him to be successful upon his return. Therefore, the foreign language supports the processes of communication and understanding of other cultures.

Figure 7 describes how the English language allowed each student who lived the exchange experience to develop skills associated with personality, and thus performed successfully on their return. 24% said they neither agreed nor disagreed, 22% agreed, 21% fully agreed, 17% fully agreed and 16% disagreed. This means that 50% prefer a range according to full agreement, which indicates a representative percentage to demonstrate the importance of language proficiency.

![Figure 7. Soft Competence Development](image)

Source: Own production (2023)
It is important to mention that 100% of the students participating in this study are bilingual (Spanish-English). For this purpose, the English language was considered the platform to communicate with colleagues from other countries where English is spoken. Thus, in Figure 8, 26% indicated that they disagree or disagree, 23% disagree and 22% agree, 18% completely disagree and 11% totally agree. That is, 50% of the sample externalized that English did help them to improve their level of how to relate to their peers in the exchange.

![Figure 8. English as a means of socialization](image)

**Source**: Own production (2023)

Figure 9 presents the results of the student’s proficiency (competence) and performance (performance) in English language proficiency in class. 28% strongly agreed, 28% disagreed, 23% disagreed, 11% disagreed and 10% strongly agreed. Which meant that 60 percent of them felt that communicating in English with their teachers made them communicate fluently. On the other hand, one of the best strategies to avoid using the mother tongue (Spanish) was to try to practice the target language of the destination country in order to avoid living and speaking with Spanish speakers, which would mean losing the opportunity to improve communication skills.

![Figure 9. Communication in English with teachers](image)

**Source**: Own production (2023)
In Figure 10, it is identified that 23% agreed, 23% disagreed, 23% disagreed, 23% disagreed, 20% agreed, and finally 11% agreed. In other words, 54% of the respondents agreed to avoid speaking in Spanish in order to improve their level of communication in the second language. Which means that the higher the level of exposure in English, the better the level of language proficiency.

Figure 10. Avoiding speaking Spanish to improve English
Source: Own production (2023)

The students who participated in the study, studied subjects in English, therefore, they were helped to improve language skills in order to have a better command of the language. Figure 11 shows that 33% strongly agree, 23% strongly agree, 22% strongly disagree, 17% agree, and 5% disagree or disagree. This means that 77% among the rank according to totally agree points out that upon his return to university, the English language served to him to have a better academic performance in his university career. Plus, all the social opportunities to be able to communicate in a second language. It is also worth noting that, in an almost automatic process, students returning from abroad have the facility to be able to prove foreign language proficiency, which is a qualification requirement at the university.

Figure 11. Improving the level of English upon return from exchange
Source: Own production (2023)

Finally, Figure 12 describes how the experience of being in a foreign university gives students the opportunity to manage their own finances, negotiate, take care of their health, eat properly, maintain mental health, acquire new learning, among others. Students learned to understand the processes of socialization, new linguistic scenarios where English was the medium of instruction and were able to succeed in the exchange. In that regard, 55 per cent
indicated that they fully agreed, 38 per cent disagreed, 5 per cent disagreed and 2 per cent fully agreed. This meant that more than 57% could develop their socio-emotional activities and a better development in their personal life from the exchange and learning of new knowledge.

![Figure 12. Improvement of socio-emotional skills.](image)

Source: Own production (2023).

To conclude with this section, it is considered of great value that students of national and international exchange can demonstrate the level of proficiency of a second language through evidence that demonstrate that the future potential to graduate from UABC has the necessary tools to compete in a global market, where English is a mandatory requirement for the citizen who resides at the border, for those who want to work in a multicultural environment or live in other places where English is the most prestigious foreign language in the academic world in Mexico. As pointed out by Florêncio da Silva (2018), Romero, J. G. R. (2022) and do Canto, N. R., Dullius Verschoore, A. C., Dias, P., & de Barcellos, M. D. (2020) in their interdisciplinary studies of foreign language learning, innovation and culture of care for the environment. The authors point out that learning foreign languages will be necessary for students to become aware of new ways of attending to the needs of the world around them. Therefore, it is important to train citizens committed to the social, cultural, environmental environment in support of the development of communication skills, the development of an autonomy towards learning, care for the environment and the development of an intercultural life to learn for life. Therefore, the results of this study allow decision makers to assess the relevance of speaking and writing English at university.

5 DISCUSSION

In this section, the results are discussed where most of the participants who are in the age ranges of 19-21, 22-25 and 26-30 years are those who have decided to participate in student mobility. In addition, 50 per cent of the sample is male and the other 50 per cent is female, an indicator intended to ensure gender equality for the study participants. Undoubtedly, two types of students are identified: 1) university students who were born after the eighties, knowledgeable of the digital era, with a high attitude in values based on social responsibility and ethics. 2) Students who learned English with family and friends by living in border cities and living with family and friends who do not speak Spanish, therefore, speak English.

Based on the research carried out by BBVA Research (2010), which describes the characteristics of millennials (millennia) according to the study called: Who are the millennium
people and why are they a unique generation?, this study describes the particularities of this generation, highlighted by citizen entrepreneurs, rewarded for the projects they develop, committed to the environment, and for being self-taught in different scenarios, such as learning languages through digital platforms, social networks and the Internet. Therefore, this study identified that millennial students tend to develop soft competencies effectively with appropriate guidance.

On the other hand, there is another generation, generation Z university students, who consider themselves digital natives, centenarians or post millennials, where the participants of this study are students who share the characteristics of the use of technology, resort to electronic media at all times, do not feel in the world or in academic spaces without the use of technology from their devices (mobile, tablet, laptop) as they are found as the study BBVA Research (2010) points out. This type of student is the largest number of students participating in this study. Thus, the characteristic of the study participants goes hand in hand with the largest number of participants in the programs launched by the university in an institutional manner. In agreement with Camacho Lizárraga (2017, p. 95), this type of students are formed under a practical look with fundamental educational reasons with the values, interests, needs and benefits expected for universities globally.

With regard to the ages of students per campus, it can be observed that the Tijuana campus has the highest number of enrollments, followed by Mexicali and third Ensenada. Similarly, the Tijuana campus registers the largest number of participants in the 2019 student exchange calls, who apply for candidacies to non-Spanish speaking countries, followed by Mexicali and Ensenada.

The results show that students prefer to go to Spanish-speaking countries and a lower percentage to English-speaking countries. However, students preferences are identified regarding choice of destination country, it was found that most correspond to countries where the universities with the greatest impact and collaboration with the UABC are located, such as Argentina, Spain, Colombia, South Korea, Chile, United States and France, but to study in them students must speak English. It follows that, with a good command of foreign language, the student can obtain satisfactory results in the exchange. This will represent challenges for the exchange student abroad: from building a resilient character, learning to be empathetic, learning from other cultures, being respectful of the environment and the environment, learning from the management of their emotional and socio-affective intelligence, and strengthening competences, knowledge, attitudes, skills and values that should be reflected in the success cases of the student experience of the participants in the study. In a way, students with global competences from new experiences lived, which also share them in the forums and exchange colloquia organized by the UABC each school period.

6 CONCLUSION

This section describes some reflections on the implicit language policy of the UABC on English learning is not fully strengthened, it has not been possible to influence all educational programs taught in the institution have an internal program to promote English learning. There can be no internationalization process in universities without considering the political, economic and socio-cultural and linguistic reasons. It is pertinent that the socio-cultural factor is promoted in organizations is from the national and binational identity (Mexico-United States), the mutual understanding of the culture and proper of the glocalization that surrounds those involved in the process of internationalization, requires detonation of a bilingual or multilingual border citizenship with a global vision.

In this sense, opportunities for student exchange, global perspectives and international experiences are expected that encourage future employability and multidisciplinary education,
as well as the acquisition of skills demanded by the labor market (entrepreneurship, multimodal learning). To this it is necessary to add that the expected benefits cannot be realized without the linguistic component (in English) as the essential part for the development of the internationalization of universities. The international student exchange where English is required as a communication or socialization tool is and will be the tool that provides practice spaces to students by learning or improving linguistic and social skills towards employability.

For the purpose of this study, seven actions have been proposed in accordance with the plan of internationalization of the UABC, which could affect a lifelong learning (lifelong learning [LLL]) of students of the UABC, for this reason they must have the support of experts in student exchange in schools and faculties. These actions seek to provide students with additional support for their immediate employment upon graduation from university. Therefore, the proposed actions are described as an intervention project called and which has been named: The Language Policy of English Learning as Support in Internationalization. a) Strengthen a comprehensive assessment of English proficiency to diagnose the level of all students who enter the UABC and thus have a technical report on the level of language with which students enter the university. b) Improve the teaching practices of English, so that university students fulfill the purposes of carrying out student exchange and, in a short term, it will affect the completion of their university studies that are immediately incorporated into a good paid job. c) Improve the method of teaching English language training at the UNISER university auxiliary entity, UABC A.C. in addition to updating the required English courses in the university's academic units. D) To incorporate as an explicit language policy in recruitment systems that teachers must have English language proficiency at intermediate level to work in the institution.

Finally, these actions cannot be carried out without the support of the UABC authorities. Therefore, the main contribution of this article is to provide guidelines that revolve around forming global citizens, aware of a community committed to their environment in a society in the new normal. It is necessary that the directors of the UABC strengthen the relationship with the 368 universities and associations and build an institutional program for learning English, which is considered as a thematic axis to strengthen the learning of the English language. Without a doubt, interculturality, care for the environment, the development of digital competences and socio-emotional practices are elements that strengthen training throughout life, which will result in benefits of Mexican society. Having said that, mastering a foreign language will represent a significant step forward for citizens with global competences. Therefore, with this type of studies, it is imperative to formulate groups of work or academies of experts in applied linguistics and management to give continuity to other research and good didactic practices that has characterized the UABC in teaching, research and extension of culture.

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