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REVIEW OF LITERATURE OF CONSTRUCTION OF TEACHER JARGON AS A SOCIOLINGUISTIC PHENOMENON

REVISIÓN DE LA LITERATURA DE LA CONSTRUCCIÓN DE LA JERGA DOCENTE COMO FENÓMENO SOCIOLINGÜÍSTICO

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Abstract

Teaching jargon has received special attention from researchers in the field of education, as it is considered a shared code that facilitates communication, the construction of professional identity, and the transmission of pedagogical knowledge within the academic community. This interest has led to a considerable increase in the number of publications in this field. In this regard, this article presents a review of the literature on teacher jargon from a sociolinguistic perspective, with the aim of understanding its conceptualization, its role in shaping identity within the teaching profession, and its transformation

in contexts of technological mediation of teaching processes. The review included theoretical and scientific studies published between 2000 and 2025. The works were selected for their relevance, thematic pertinence, and methodological rigor. The results indicate that teaching jargon constitutes a specialized lexical-discursive repertoire that not only organizes pedagogical knowledge but also acts as a marker of professional belonging and legitimacy. Likewise, a significant transformation in this repertoire has been identified as a result of the digitization of teaching, which has generated new forms of hybrid, technical pedagogical, and standardized language. It is concluded that teacher jargon is a dynamic discursive practice, permeated by power relations, professionalization processes, and identities in constant negotiation. Finally, there is a need to

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promote a more aware, inclusive, and thoughtful use of professional language in contemporary education.

Key words: Pedagogy; Teacher jargon; Teaching; Technological mediation; Sociolinguistics

Introduction

Teaching jargon, understood as a set of expressions, technical terms, idioms, and communicative structures shared by education professionals, constitutes a key socio-linguistic phenomenon within pedagogical discourse. (Gee, 2004; van Dijk, 2008). This linguistic variety not only facilitates communication among teachers, but also fulfills identity, social, and cultural functions within the educational field (Bernstein, 1971; Fairclough, 2001).

In the field of education, jargon plays a fundamental role in enabling the transmission of specialized knowledge, the configuration of pedagogical practices, and the construction of shared knowledge (Halliday, 1975; Labov, 1983). Furthermore, it reflects the historical and professional development of the teaching profession, making it an instrument of cohesion and differentiation within the school environment (Bourdieu, 1991; Christie, 2002). Teachers' jargon includes terms specific to their field of work, such as "lesson planning," "formative assessment," "meaningful learning," and "pedagogical intervention," which have specific meanings in educational discourse and may be meaningless to those outside this social group.

From a socio-linguistic perspective, teacher jargon can be analyzed as a manifestation of group language or social group variety, similar to other professional jargon, with its own rules, functions, and limits. (Fasold, 1984; Holmes & Meyerhoff, 2003; Trudgill, 2000). Its use shows not only that the user is a member of a professional community, but also the ways in which that community develops and negotiates its social and professional identity through language; (Bucholtz & Hall, 2005; Fishman, 1971; Wenger, 1998).

Various studies have addressed teacher jargon from discursive and critical perspectives, raising questions

about its impact on initial teacher training, the inclusion of external actors (families, students, parents, among others) in the educational process, and institutional communication processes. (Bolívar, 2005; Perrenoud, 2001). Some studies suggest that excessive use of jargon can hinder understanding among educational actors and create communication gaps (Rodríguez, 2012), while others highlight its potential to reinforce teacher professional development (Contreras, 2014). However, there is still a need to conceptually define teaching jargon and explore its sociolinguistic implications in various educational contexts.

In this article, teaching jargon is understood as a specific linguistic repertoire shared by education professionals that not only organizes pedagogical knowledge, but also builds a discursive identity specific to the teaching community. This identity is shaped through communicative practices that distinguish the group from other social actors, consolidating an epistemic community with its own language, common values, and particular ways of interpreting educational reality. (Beacco, 2007; Díaz Barriga, 2006).

In this context, and recognizing the relevance of this linguistic and conceptual repertoire of teaching jargon in shaping the identity of the teaching profession and its relationship with the technological mediation of teaching processes, this study aims to answer the following questions: On the one hand, what is the concept of teacher jargon in the context of education, given that this sociolinguistic phenomenon can be understood as a set of expressions, technical terms, codes, and linguistic forms used by educators in their daily work? This way of speaking not only communicates information, but also expresses values, beliefs, and power structures within the educational system. In response to this, Bernstein (1971) refers to linguistic codes in school contexts and how language use varies between different social groups. His theory distinguishes between elaborated and restricted codes, providing a basis for understanding how teachers' language is configured. Similarly, Bourdieu (1991), based on the theory of *habitus* and linguistic capital, establishes that language in professional

contexts acts as a form of symbolic capital. Teaching jargon can be seen as cultural capital that positions educators within their professional field. Along the same lines, and from a Latin American context, Frida Díaz Barriga and Gerardo Hernández Rojas (2002) have studied educational practice as a discursive practice, where teachers' language is not neutral but reflects pedagogical conceptions, ideologies, and institutional structures.

The next question is: What identity does teacher jargon give to the social group in which it is established? Teacher jargon fulfills an identity function because it allows members of the social group to recognize themselves as part of a professional community. The shared use of certain terms and expressions contributes to group cohesion, but it can also mark boundaries of belonging and exclusion. This is established by Wenger (1998) with his concept of communities of practice, in which he points out that professional groups develop their own language that reinforces collective identity. In the case of educators, teaching jargon acts as a social practice that shapes the very concept of "being a teacher." For her part, Judith Butler (1990), drawing on the theory of the performativity of language, offers a perspective on how discourse not only describes but also constructs identities. Teacher jargon, the way teachers express themselves, also shapes their professional identity. Giroux (1992) takes a look at this issue from the perspective of critical pedagogy. He proposes that educational language is a tool for constructing meaning and agency. Thus, teaching jargon is not only technical, but also political, in that it reflects positions on knowledge, power, and teaching.

Finally, the question is posed: How is teaching jargon transformed through the technological mediation of teaching processes? This question refers to the incorporation of digital technologies in education, which has led to an expansion and reconfiguration of teaching jargon, integrating new terms and modifying communication practices. In this regard, Manuel Castells (2001), with his theory of the network society, explains how new technologies are transforming

communication processes in all areas, including education. There, he shows how teaching jargon now incorporates concepts such as "virtual classroom," "gamification," "*feedback*," and "asynchronous," among others. Similarly, author Henry Jenkins (2006) develops the idea of participatory culture and digital convergence, which implies that teachers not only use technical pedagogical language, but also language that is highly influenced by digital environments. This leads to the assertion that teaching jargon is becoming hybrid, reflecting the fusion between pedagogy and technology. From the context of Latin America, authors such as Carina Lion (2012) have analyzed how the incorporation of ICT transforms teaching practices and discourse, showing that traditional pedagogical language is redefined with the inclusion of new tools.

Methodology

Research approach

This study takes a qualitative, documentary approach and is based on a systematic review of literature focusing on teacher jargon as a sociolinguistic phenomenon. The objective of this review is to identify, analyze, and synthesize theoretical approaches, empirical findings, and academic debates on the use of jargon in educational contexts, as well as its relationship with the social, cultural, and professional identity processes of educators, in order to answer the three questions posed.

Conceptual frameworks from which the review is conducted

With the aim of conceptualizing teaching jargon as a sociolinguistic phenomenon that is transformed by the technological mediation of teaching processes, this paper implemented a two-stage systematic literature review methodology (Benet Rodríguez et al., 2015). First, materials were selected based on the proposed search equation and eligibility criteria. Afterwards, the review continued with the analysis of the resulting studies.

Inclusion and exclusion criteria

To ensure the relevance and quality of the selected sources, the following inclusion criteria were established:

- 1) Publication period: scientific articles published between 2000 and 2025.
- 2) Type of publication: articles from indexed scientific journals,
- 3) Central theme: research whose main objective is teaching jargon from a sociolinguistic perspective.
- 4) Access: Texts that were freely accessible and allowed the entire content to be read.

Similarly, documents that addressed jargon but in non-educational contexts, with a focus other than sociolinguistics, or with a study population other than teachers, were excluded.

On the other hand, Table 1 presents the stages of selection of the materials that made up the analytical corpus of the study's literature review.

Table 1. Stages of selection of materials included in the review.

Stage	Activity	Criteria applied	Quantity of materials
Identification	Application of equation	Results obtained by equation	123
	Filter by geographic area		3
Identified documents			120
Screening	Selection by document type	Books, book chapters, and session documents	31
	Access verification	Not retrieved	1
Documents available for eligibility			88
Eligibility	Title and abstract analysis	They have no connection with teaching jargon.	7
	Reading	The approach is not related to the objective of the review.	17
Materials included			64

Source: Author's own elaboration.

Search strategy

The search was conducted between April and July 2025 using recognized academic databases: Scopus, Web of Science, RedALyC, and SciELO. Pilot combinations of keywords in Spanish and English were used, such as:

"jerga docente", "lenguaje profesional de los profesores", "discurso docente", "sociolingüística y educación", "teacher jargon", "professional language in teaching", "educational discourse", "sociolinguistics in education".

This led to the search equation being established as follows:

TITLE-ABS-KEY ("jargon") AND TITLE-ABS-KEY ("teacher") OR TITLE-ABS-KEY ("instructor") OR TITLE-ABS-KEY ("professional") OR TITLE-ABS-KEY ("academic") OR TITLE-ABS-KEY ("pedagogical")

The results were managed using the Atlas.Ti software, which enabled the selected sources to be classified, stored, and coded.

Analysis procedure

Once the sources had been selected, a thematic analysis (Braun & Clarke, 2006) was applied to identify recurring patterns in the conceptualization of teacher jargon, its function within professional discourse, and the predominant sociolinguistic perspectives. This process was carried out in three phases:

1) Exploratory reading and open coding to extract emerging categories.

2) Axial coding, to group related concepts and define key dimensions (communicative functions, professional identity, etc.).

3) Interpretative synthesis, aimed at establishing relationships between categories and generating a comprehensive view of the phenomenon.

The rigor of the analysis was ensured through theoretical triangulation and cross-checking of findings with classic conceptual frameworks from sociolinguistics and discourse linguistics (Bernstein, 1971; Fairclough, 2001; Gee, 2004).

Results

Materials included in the review

As shown in Table 2, after advancing through the selection stages, a total of 64 articles were obtained that met each of the inclusion criteria.

Table 2 Materials included in the review.

No.	Articles
1	Alarcón, M. (2011) Aproximaciones al concepto de discurso profesional docente. <i>Literatura y lingüística</i> 23 (1), 141-165
2	Alliaud, A. (2015) Los saberes docentes en la mira: una aproximación polifónica. <i>Revista de la escuela de ciencias de la educación</i> 10 (1), 111-130
3	Alonso, E. (2022) Ser docente: un acto de amor pedagógico. <i>Tendencia pedagógica</i> 19 (1), 70-79.
4	Antón, A.; Moraza, J. (2014) Concepción de los docentes universitarios y evaluación de los aprendizajes. <i>INFAD Revista de psicología</i> 5 (1), 273-282.
5	Ávalos, B. (2011) El liderazgo docente en comunidades de práctica. <i>Educación</i> 47 (2), 237-252
6	Baquero, P.; Villa, W. (2012). Representaciones de la práctica pedagógica. <i>Enunciación</i> 17 (2), 26-39

7	Barreto, J.; Rodas, M. (2012) Discurso del docente y diversidad cultural: realidades contrapuestas entretejidas. <i>Revista infancias imágenes</i> 11 (2), 44-50.
8	Berenstein, D. (2019) El docente, sus contextos y adecuaciones. Distintas experiencias en educación universitaria. <i>Jornadas de sociología. Núm. extra</i> , 3-18
9	Biscarra, C.; Giaconi, C.; Assaél, J. (2015) El docente en la legislación educacional chilena. <i>Psicoperspectivas</i> 14 (3), 80-92
10	Burbano, D.; Betancouth, S. (2017) El afecto en la relación docente-estudiante. <i>MedUNAB</i> . 20 (3), 310-318
11	Caballero, R. (2016) "Buen o buena docente" desde la perspectiva de estudiantes que han egresado de educación secundaria. <i>Revista electrónica educare</i> 20 (3), 1-23.
12	Cabrera, J. (2003) Discurso docente en el aula. <i>Estudios pedagógicos</i> 29 (1) 7-26.
13	Camacho, M. (2012) El uso de mandos interactivos: una innovación para aumentar la motivación y mejorar el aprendizaje del alumnado universitario. <i>Educación y cultura en la sociedad de la información</i> 13 (1), 412-436.
14	Cardelle-Elawar, M.; Irwin, L.; Sanz de Acedo, M. (2007) Análisis transcultural de factores motivacionales que influyen en la identidad del profesor. <i>Electronic journal of research in educational psychology</i> 5 (3), 565-578.
15	Carrera, M (2008). Anotaciones sobre la jerga de los maestros canteros de Transmiera (Cantabria). <i>Hesperia. Anuario de filología hispánica</i> 11 (1), 13-20
16	Chirinos, N.; Padrón, E. (2010) La eficiencia docente en la práctica educativa. <i>Revista de ciencias sociales</i> . 16 (3), 481-492.
17	De la Cruz, G.; Reyes, S.; Colina, F.; Pantigoso, N. (2023) Comunicación no verbal docente y uso de material didáctico. <i>Revista electrónica de ciencias de la educación, humanidades, artes y bellas artes</i> 6 (12), 134-151.
18	De la Cruz, M.; Baudino, V.; Caino, G.; Ayastuy, R.; Ferrero, T.; Huarte, M.; Palacio, M.; Reising, A.; Scheuer, N.; Siracusa, P. (2000) El análisis del discurso de profesores universitarios en la clase. <i>Estudios pedagógicos</i> 26 (1), 9-23.
19	Di Giacomo, M.; Castelo, V.; Galagovsky, L. (2009). De la mente al discurso: ¿qué comunicamos los docentes cuando utilizamos dibujos? <i>Enseñanza de las Ciencias: revista de investigación y experiencias. Núm extra</i> , 192-197.
20	Díaz, M.; Monroy, M. (2017) Las preguntas pedagógicas: su papel en la formación docente. <i>Revista de ciencias humanísticas y sociales</i> 2 (1), 34-50.
21	Díaz Barriga, F. (2010) Los profesores ante las innovaciones curriculares. <i>Revista iberoamericana de educación superior</i> 1 (1), 37-57.
22	Díaz Villamil, R. (2017). Exploración del ethos del docente de español en Colombia. <i>Folios</i> , 46 (1), 175-188
23	Donato, M. (2005) La complejidad de la profesionalización docente. <i>Educación</i> 28 (3), 437-460.
24	Esteve, J. (2001) Éxitos y derrotas en la profesión docente. <i>Andalucía educativa</i> 26 (1), 7-9.
25	Fávero, A.; Román, M.; López, A. (2013) Profesores reflexivos: reinventar la práctica desde la innovación. <i>Linhas críticas</i> 19 (38), 187-205.
26	Genovard, C.; Gotzens, C.; Badía, M. Dezcallar, M. (2010) Los profesores de alumnos con altas habilidades. <i>Revista electrónica de formación del profesorado</i> 13 (1), 21-31.

27	Giacobbe, C. (2016) La autoridad en el aula: percepción de los profesores de escuelas secundarias en Córdoba (Argentina). <i>Cuestiones de sociología</i> 15 (1), 1-16.
28	Giraldo, G.; Osorio, J.; Flórez, J. (2015) Lenguaje docente: presencia y potencia en el aula. <i>Diálogos pedagógicos</i> 26 (1), 34-47.
29	Gómez, E. (2018) Práctica docente en psicología: la interactividad en la clase. <i>Interacciones. Revista de avances en psicología</i> 4 (1), 49-58.
30	González, C. (2016) Identidad docente en Chile. <i>Voces de la educación</i> 1 (2), 38-45.
31	Gutiérrez-Gonzales, V. B., Felices-Morales, R. L., Palomino-Gutiérrez, R. J., Rojas-Tello, L. L., & Cuya-Arango, N. (2019). Estudio léxico-semántico de la jerga en la expresión de los estudiantes de pregrado. <i>Investigación Valdizana</i> , 13 (4), 214–223.
32	Hernández, A.; Flores, L. (2012) Mediación pedagógica para la autonomía en la transformación docente. <i>Revista electrónica Educare</i> 16 (3), 37-48.
33	Inciarte, M. (2008) Competencias docentes ante la virtualidad de la educación superior. <i>Télématique</i> 7 (2), 19-38.
34	León Guerrero, M. (2016). Reseña de la jerga de la reforma educativa. <i>Profesorado. Revista de Currículum y Formación del Profesorado</i> , 7 (1), 1-2.
35	López, S.; Paladines, L. (2024) Análisis del discurso didáctico: semiosis y motivaciones a la lectura. <i>Enunciación</i> 29 (2), 271-288.
36	Mahecha, A. (2022) Actitudes lingüísticas de los maestros bogotanos hacia el lenguaje inclusivo. <i>Entramado</i> 18 (2), 1-19.
37	Martínez García, I.; Herrera García, M. E. (2009). Aproximación al estilo lingüístico docente. <i>Enseñanza & Teaching: Revista Interuniversitaria de Didáctica</i> 1 (7), 18-31.
38	Mena, P. (2009) Actitudes lingüísticas e ideológicas educativas. <i>Alteridades</i> 19 (17) 51-70.
39	Mora Monge, G. (2017). El lenguaje docente como una forma de exclusión educativa en las aulas universitarias. <i>Folios</i> 46 (1), 109-124.
40	Perello, T. (2011) Innovación y equipos docentes. Aportaciones desde el proyecto Estructura Social i Imaginació Sociològica. <i>Revista de innovació educativa</i> 7 (1), 19-24
41	Pérez, S. (2010) Reflexiones sobre las prácticas docentes. SABER. <i>Revista multidisciplinaria del consejo de investigación de la universidad de oriente</i> 22 (2), 193-197.
42	Pinto, T.; García, B. (2007) Formación de formadores. Nivel de conocimiento de docentes de aula y estudiantes de la licenciatura en educación integral. <i>Laurus revista de educación</i> 13 (24), 11-35.
43	Porta, M. (2017) La formación docente del profesor universitario. ¿Alcanza con saber una disciplina para ser docente? <i>Reflexión académica en diseño y comunicación</i> 19 (35), 46-48.
44	Prieto, B. (2012) Revisitando la práctica docente. <i>Shopia</i> . 8 (1), 36-46.
45	Quilez, J. (2016) ¿Es el profesor de química también profesor de lengua? <i>Educación química</i> 27 (1), 105-114.
46	Quintero, K. (2019) Discurso del docente como líder transformacional. <i>Revista científica</i> 14 (4), 228-248.
47	Reyes, M. (2003) Las estrategias creativas como factor de cambio en la actitud del docente para la enseñanza de la matemática. <i>Sapiens, revista universitaria de investigación</i> 4 (2), 1-26.
48	Roa, M.; Stipcich, M. (2009) Los docentes en relación con las tecnologías. <i>Educación y cultura en la sociedad de la información</i> 10 (1), 151-171.

49	Rodríguez, A. (2018) Actitudes e ideologías lingüísticas de docentes de español: entre la corrección y el valor de la diversidad. <i>Revista análisis</i> 50 (92), 95-117.
50	Rodríguez, J. (2001) La jerga de la reforma educativa. <i>Revista de currículum y formación del profesorado</i> 7 (2), 277-278.
51	Rodríguez, M. (2006) Consideraciones sobre el discurso oral en el aula. <i>Enunciación</i> 11 (1), 59-72.
52	Rodríguez Llanes, M. (2022). El uso de la Tecnología y la innovación en la post-pandemia. <i>Visión educativa</i> 4 (1), 1-7.
53	Salazar, A.; Pérez, A. (2023). Las actitudes lingüísticas de los docentes frente a la diversidad lingüística presente en las aulas. <i>Revista signos</i> 56 (111), 127-149
54	Soler, R. (2012) ¿Es el lenguaje de los docentes creativo? Análisis de sus expresiones más frecuentes. <i>Revista iberoamericana sobre calidad, eficacia y cambio en educación</i> 3 (1), 88-104.
55	Soler, R. (2012) ¿Qué palabras y expresiones utilizan los docentes en el aula y fuera de ella? Análisis de los términos y expresiones del lenguaje de la educación. <i>Revista Interuniversitaria de formación del profesorado</i> 26 (3), 43-58.
56	Soler, R. (2013) La educación, polifonía de discursos-vozes. <i>Revista interuniversitaria de formación del profesorado</i> 26 (3), 13-18.
57	Santos, I.; Torrente, A.; Rodríguez, N.; Romero, J. (2023) Análisis del uso de las redes sociales como recurso docente. <i>Innovación docente en los estudios universitarios en comunicación</i> 26 (1), 182-204.
58	Torres, R. (2008) Nuevo papel docente. ¿Qué modelo de formación y para qué modelo educativo? <i>Perfiles educativos</i> 82 (1), 1-19.
59	Trejo, J. (2023) El diseño de desarrollar publicaciones científicas: la experiencia del centro regional de formación docente e investigación educativa, CRESU, México. <i>Paradigma, revista de investigación educativa</i> 30 (50), 161-180.
60	Tuñez, M. (2012) Las redes sociales como entorno docente: análisis del uso de Facebook en la docencia universitaria. Pixel-Bit. <i>Revista de medios y educación</i> 41 (1), 77-92.
61	Valencia, N. (2015) El lenguaje del docente en la virtualidad y los lenguajes de las TIC. <i>Revista reflexiones y saberes</i> 2 (3), 1-3.
62	Vargas, M. (2024) Cuestiones de la identidad profesional docente. Análisis a partir de la elaboración de un estado del arte. <i>Revista latinoamericana de estudios educativos</i> 54 (2), 359-385.
63	Villani, A.; Guridi, V. (2009) Profesor investigador y formación de profesores. <i>Tecné, episteme y didaxis</i> 3 (1), 351-359.
64	Viñals, A.; Cuenca, J. (2016) El rol docente en la era digital. <i>Revista universitaria del profesorado</i> 30 (2), 103-114.

Source: Author's own elaboration.

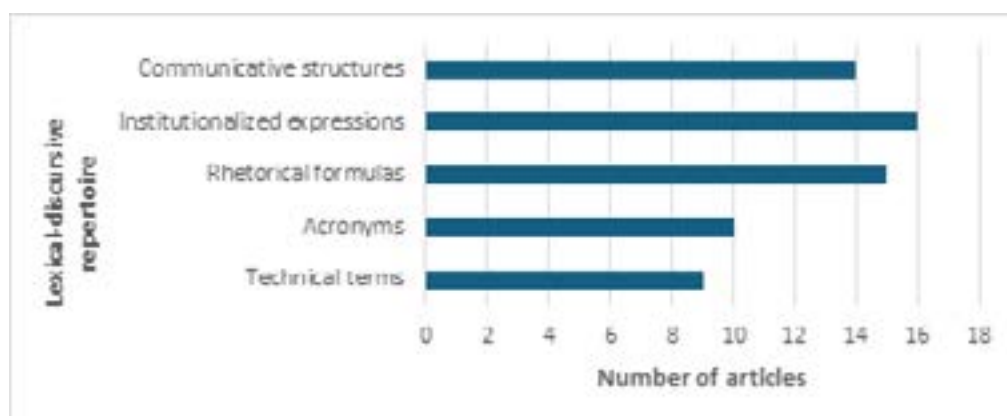
As a result of the analysis of the reviewed literature and based on the projected research questions, three broad thematic categories were identified that allow us to answer them and understand the role of teacher jargon in the field of education from a sociolinguistic perspective: (1) its conceptualization in the educational context, (2) its role in shaping identity within the teaching profession, and (3) its transformation in environments where technology mediates teaching processes. The findings in each of these dimensions are detailed below.

Conceptualization of teaching jargon in the educational context

Most of the studies reviewed agree in defining teacher jargon as a lexical-discursive repertoire consisting

of technical terms, acronyms, rhetorical formulas, institutionalized expressions, and communicative structures that are specific and characteristic of the professional practice of teaching (Christie, 2002; Gee, 2004; Reyes, 2003; Rodríguez, 2012). This set of linguistic resources is not arbitrary, but rather responds to the need to represent, organize, and communicate specific knowledge in the field of education (see Figure 1). Therefore, its use is closely linked to the professional dynamics of teachers (Hernández et al., (2012); Soler, 2012), educational policies (Baquero, 2012; Prieto, 2012; Torres, 2008), training practices (Gómez, 2018; Inciarte, 2008; Pinto et al., 2007), and institutional school culture (Rodríguez, 2006; Salazar and Pérez, 2023).

Figure 1. Conceptualization of teaching jargon in the educational context



Source: Author's own elaboration.

From a functional perspective, teaching jargon serves a fundamental dual purpose. Firstly, it allows pedagogical and didactic knowledge to be structured and systematized, providing precise terms to describe teaching-learning phenomena (e.g., “formative assessment,” “metacognition,” “didactic sequencing,” or “collaborative learning”) (Fávero, 2013; Soler, 2013; Trejo, 2023). Secondly, it functions as an instrument of professional socialization, since mastery of this linguistic repertoire facilitates teachers’ integration into school communities and educational institutions, thus consolidating their membership in a professional group with its own shared language (Contreras, 2014; Wenger, 1998).

Along these lines, Bernstein (1971) introduces the concept of “elaborated codes” to refer to the linguistic forms that characterize formal and institutionalized discourses, such as educational discourse. According to the author, these codes enable teachers to construct abstract meanings, operate with specialized concepts, and transmit knowledge in a systematic manner. In this sense, teaching jargon should not be understood simply as a collection of technical words, but as a specific way of representing, understanding, and narrating educational reality (Barreto et al., 2012; Mahecha, 2022; Martínez et al., 2009). Its structure, use, and evolution respond to the communicative needs of teaching work, but also to relationships of

power, authority, and legitimacy within the school system (Bourdieu, 1991; Fairclough, 2001).

On the other hand, studies such as those by Díaz Barriga (2006) and Fairclough (2001) point out that educational language—and particularly professional jargon—is loaded with ideological meanings that reflect specific conceptions about teaching, the role of the teacher, the nature of learning, and the purposes of education. Thus, expressions such as “educational efficiency,” “school performance,” or “competency-based learning” are not neutral, but rather refer to normative frameworks, public policies, and dominant pedagogical approaches. This ideological dimension turns teaching jargon into a tool for regulating discourse, conditioning not only how the educational experience is communicated, but also how it is conceived and put into practice (Alliaud, 2015; Donato, 2005).

Finally, teaching jargon presents a constant tension between accessibility and specialization. On the one hand, it represents a form of professional development of educational language; on the other, it can become a code that is difficult to understand for those who are not part of the professional group, creating barriers to communication with students, families, and other actors in the educational community (Alonso, 2022; Berenstein, 2019). Consequently, studying it from a sociolinguistic perspective not only allows us to understand how pedagogical discourse is organized, but also to analyze the dynamics of linguistic

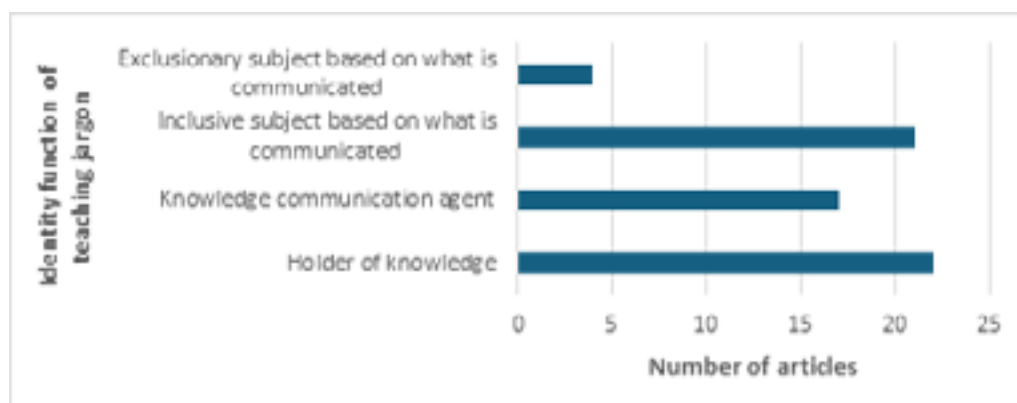
inclusion and exclusion that are generated within the educational system (Cabrera, 2003; Roa et al., 2009).

Identity function of teacher jargon in the professional group

Various studies recognize that teaching jargon has a strong identity component, acting as a sociolinguistic marker that defines the boundaries of the professional group and influences the processes of constructing and reaffirming the role of teachers within the education system (Contreras, 2014; Wenger, 1998). In this sense, the mastery, use, and reproduction of jargon is not only a technical skill, but also a symbol of belonging and legitimacy that places those who use it within a framework of knowledge and practices specific to teaching (Biscarra, 2015; Díaz, 2017).

Within school settings, this jargon takes on a performative character, in that its appropriate use allows teachers to assert themselves as authoritative figures in pedagogical discourse (Mora, 2017; Quintero, 2019). This means not only knowing how to speak “like a teacher,” but also doing so at the right times, with the right people, and in accordance with institutional expectations (see Figure 2). Thus, jargon acts as a symbolic boundary that distinguishes the professional group from the rest of the educational community (students, parents, administrative staff, among others) (Rodríguez, 2001; Soler, 2012), reinforcing a logic of linguistic inclusion/exclusion that affects power relations within the school (Bernstein, 1971; Fairclough, 2001).

Figure 2. Identity function of teacher jargon in the professional group



Source: Author's own elaboration.

According to Bourdieu's sociological theory of language (1991), the use of teaching jargon is part of a professional discursive *habitus*, that is, a set of acquired linguistic provisions that structure the way teachers perceive, interpret, and communicate their practice (Porta, 2017; Villani et al., 2009). This *habitus* contributes to the reproduction of symbolic hierarchies, as it legitimizes certain ways of speaking and delegitimizes others. For example, a teacher who is fluent in terms such as "pedagogical approach," "learning paths," or "differentiated assessment" positions themselves as a competent actor within the field of education, while those who are not fluent in these codes may be perceived as less professional (Vargas, 2024).

The identity-forming function of jargon can also be analyzed from the perspective of communities of practice (Wenger, 1998), where the language shared among members not only facilitates coordination and cooperation, but also builds collective identity. Through repeated interactions, the use of certain terms becomes normalized, their meaning is reinforced, and specific forms of communication are consolidated that define what it means to "be a teacher" in a particular context.

Along these lines, Bucholtz and Hall (2005) argue that professional language—including jargon—plays a crucial role in the formation of discursive affiliations, that is, in the mechanisms by which people align themselves with group identities through the shared use of language. This linguistic affiliation reinforces the internal cohesion of the group, strengthens professional ties, and creates a sense of belonging that goes beyond the workplace to become a cultural and social identity (Mena, 2009; Rodríguez, 2018).

However, this identity-related aspect of teacher jargon can also cause tension. On the one hand, it empowers the professional community, differentiating it from other fields of knowledge and institutions; on the other hand, it can reproduce dynamics of exclusion towards those who do not master this language, such as teachers with basic training, families with less schooling, or students from diverse sociocultural

backgrounds (Camacho, 2012; Díaz, 2010; León, 2016). This situation raises the need to critically reflect on the use of jargon as a cultural practice that not only communicates but also classifies and positions individuals within the school environment. (Burbano et al., 2017)

In short, teaching jargon operates as a technology of the professional self, a linguistic device through which individuals construct their teaching identity, negotiate their belonging to the profession, and position themselves within the discursive structures of the educational institution (Alarcón, 2011; De la Cruz et al., 2000; Santos et al., 2023). Understanding this identity function is key to analyzing not only how teaching is done, but also who can teach, with what authority, and under what conditions of discursive legitimacy.

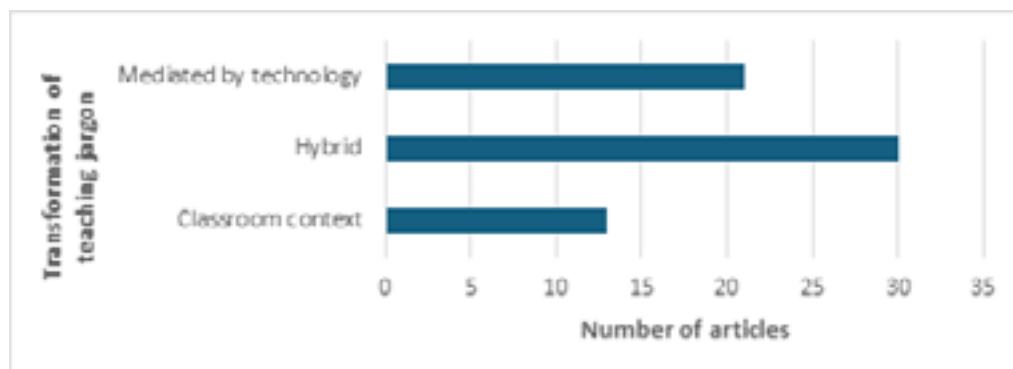
Transformations of teaching jargon in contexts of technology-mediated teaching processes

One of the most significant transformations in professional teaching discourse in recent decades has been the result of technological mediation in teaching processes (Perello, 2011; Tuñez, 2012; Viñals et al., 2016). The widespread introduction of digital technologies in school environments has had an impact not only on teaching practices, but also on the way teachers name, conceptualize, and communicate their work (Valencia, 2015). In this context, teaching jargon has undergone an expansion and reformulation that responds to new educational realities and the demands of the digital age (Pardo Kuklinski, 2020; Selwyn, 2016).

One of the main effects of this transformation has been the incorporation of new terms and technicalities into the lexical repertoire of teachers (Quilez, 2016). Concepts such as "flipped classroom," "platform," "asynchronous education," "digital rubrics," "gamification," "virtual learning environments," and "artificial intelligence in education" have become part of everyday language in schools (see Figure 3). This new vocabulary, often imported from Anglo-Saxon techno-pedagogical frameworks, not only introduces

terminological variations, but also reflects changes in pedagogical conceptions and teaching practices (Pérez, 2010).

Figure 3. Transformations of teaching jargon in contexts of technology-mediated teaching processes



Source: Author's own elaboration.

In addition to incorporating new terms, teaching jargon has been affected in terms of how it circulates and is appropriated (Rodríguez et al., 2022). The shift from face-to-face to hybrid or virtual modalities has altered traditional channels of communication between teachers (meetings, staff rooms, lectures) and has given rise to new forms of interaction mediated by digital platforms. In this environment, discursive practices are adapted to shorter, written, and functional formats, such as forum posts, institutional emails, video calls, or learning management systems (Giraldo, et al., 2015; Gutiérrez-Gonzales, 2019). This transformation involves not only technological change, but also a reconfiguration of teachers' linguistic and relational practices.

Authors such as Cabello (2021) highlight that this transition has generated a process of discursive hybridization, in which elements of traditional pedagogical language coexist with terms and structures specific to the technological field. This mixture has given rise to new professional discursive genres, characterized by more technical, abbreviated, and standardized language, which can facilitate certain forms of operational communication, but also generate risks of depersonalization of teaching discourse and barriers to access for teachers with lower digital competence or from more traditional

educational contexts (Cardelle-Elawar et al., 2007; Carera, 2008; Di Giacomo, 2009).

In the same vein, Area Moreira (2018) argues that the emergence of digital technology in education has led to a redefinition of the teaching profession, where it is no longer enough to master the curriculum or teaching strategies; teachers are now expected to be proficient in a range of concepts, tools, and practices specific to digital culture. This transformation has led to the incorporation of a techno-discursive component into teaching jargon, which has become a new marker of legitimacy and expertise within the field of education (Chirinos, 2010, González, 2016).

Therefore, teaching jargon in the technological mediation of teaching processes not only responds to the need to adapt to new tools and environments but also acts as a mechanism for building professional identity in the technological age (De la Cruz et al., 2023; Giacobbe, 2016). The fluent use of this new linguistic repertoire positions teachers as innovative, competent, and up-to-date actors, while their lack of knowledge can represent a form of symbolic or professional marginalization, especially in contexts where technology is presented as an unquestionable value.

In summary, the technological mediation of teaching processes has not only transformed teaching tools and methodologies, but also the very language with which education is taught, learned, and represented. This linguistic transformation reveals how professional teaching language is dynamic, adaptable, and deeply linked to the socio-historical contexts in which it is embedded (Ávalos, 2011; Cabrera, 2003). Understanding these changes is crucial for developing policies on continuing education, digital inclusion, and democratization of access to pedagogical knowledge.

Discussion

The results of this review allow us to understand teaching jargon not only as a set of technical terms, but also as a profoundly sociolinguistic phenomenon that integrates knowledge, practices, and identities in the educational sphere (Mahecha, 2022). The conceptualization of teaching jargon as a specialized discursive repertoire (Christie, 2002; Gee, 2004) highlights its structuring function within the field of education, where language not only describes practice, but also constructs and legitimizes it (Antón et al., 2014).

From a critical sociolinguistic perspective, teacher jargon can be seen as an instrument of symbolic reproduction (Bourdieu, 1991), as it establishes boundaries between those who are part of the professional educational community and those who are not. This dynamic can strengthen the cohesion of the teaching group and reinforce its professional identity (Contreras, 2014; Wenger, 1998), but it also generates risks of exclusion and communicative opacity with other actors in the school system, such as families, students, and non-teaching staff (Rodríguez, 2012).

In this sense, teaching jargon acts as a linguistic identity marker (Bucholtz & Hall, 2005) that reinforces belonging to a community of practice through shared codes, discursive norms, and particular ways of naming the educational experience (Díaz et al., 2017). This identity-forming function, however, is not neutral: it is mediated by historical, institutional, and social

conditions that affect the way teachers access, learn, and reproduce these linguistic repertoires (Bernstein, 1971; Díaz Barriga, 2006).

A novel contribution identified in recent literature is the transformation of professional teaching language through technological mediation (López and Paladines, 2024). The emergence of new digital teaching environments has reshaped the lexical repertoire of teachers, giving rise to a hybrid jargon where traditional pedagogical terms coexist with technical terms specific to the digital sphere (Cabello, 2021; Selwyn, 2016). This transformation involves not only a change in terminology, but also a redefinition of teaching practice and its discursive identity in virtual contexts (Esteve, 2001).

In this context, the incorporation of expressions such as “virtual learning environments” or “asynchronous learning” reflects the adaptation of teaching jargon to new educational realities (Area Moreira, 2018; Genovard et al., 2010; Pardo Kuklinski, 2020). This process suggests a growing interdependence between language and technology, which poses challenges for teacher training and the development of pedagogical discourses that are accessible, inclusive, and understandable to all stakeholders in the education system.

Finally, it should be noted that although teaching jargon fulfills technical, identity-related, and organizational functions, its indiscriminate or uncritical use can contribute to communicative fragmentation between schools and society (Caballero, 2016; Vargas, 2024). In this regard, it is necessary to promote thoughtful use of professional language, which allows teachers to negotiate meanings, contextualize terms, and open up pedagogical discourse to the participation of other social subjects.

Conclusions

This literature review has highlighted teacher jargon as a complex sociolinguistic phenomenon that brings together linguistic, social, identity, and technological

dimensions within the field of education. Far from being a simple set of technical terms, teaching jargon represents a specialized discursive system that structures pedagogical practices, facilitates the development of knowledge, and reinforces belonging to the professional community. In this regard, it is possible to state the following.

On the one hand, the studies reviewed agree that teaching jargon is a functional linguistic variety, characterized by its contextual use, its terminological specificity, and its ability to organize pedagogical knowledge. Its existence responds to the need to codify complex concepts in educational practice and to establish common forms of communication among professionals in the school environment.

Similarly, teaching jargon plays a key role in identity formation by building and consolidating a sense of belonging to the teaching community. Mastery and use of this language reinforce professional legitimacy and act as a status marker within educational institutions. However, it can also function as a mechanism of symbolic exclusion, hindering understanding and interaction with other non-specialized educational actors.

Additionally, the transformation of teaching discourse in technology-mediated contexts has led to the evolution and expansion of teaching jargon. The technological mediation of teaching processes has introduced new terms, formats, and forms of interaction that redefine pedagogical language and require teachers to develop new communication skills. This phenomenon highlights the flexibility of teaching language and the need to adapt its uses to constantly changing educational contexts.

Taken together, these findings suggest that understanding teacher jargon from a sociolinguistic perspective not only enriches theoretical reflection on language in education but also allows for a critical examination of its practical implications. Promoting a more conscious, inclusive, and context-specific use of professional teaching language can contribute to improving school communication processes,

strengthening teacher training, and promoting a more democratic and accessible education.

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