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LANGUAGE-CULTURE-SOCIETY: AN ANALYSIS FROM THE EXPERIENCE OF THE UNIVERSITY TEACHER IN THE CLASSROOM

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ABSTRACT

This study considers the analysis of the language-culture-society relationship from the perspective of a university professor. It is argued that the teaching-learning of a language should involve an intercultural and multilingual approach taking into account the sociocultural context of the students. The approach is qualitative, focused on classroom observation and the evaluation of practice by its author. Reflection on the teaching experience reveals the complex network of values, beliefs and practices that affect teaching mediated by the culture of the language, in which language, culture and the subjects that produce it must converge. Likewise, the challenges faced by teachers in social contexts of inequality, diversity of profiles and scarce cultural capital of the student body are raised, as well as the strategies that allow them to be overcome. The latter becomes one of the mediations that allows interaction and dialogue between the different models and frames of reference in contact.

KEYWORDS:

1. INTRODUCTION

Proposals for Mother Language Teaching, especially at the university level, demonstrate, in general, an approach that separates the language from its functioning in interaction and from the sociocultural context where it occurs. Therefore, not only do they present a reductionist conception of language but also contribute to its teaching in an equally fragmented way. In the classroom observation, we investigate how these aspects influence the teaching-learning process, the evaluation modalities and their possible implications for the pedagogical training of university teachers.

The teaching practice is also part of an institution in the metropolitan region where students from different provinces coexist, with different accents and learning rhythms, who present marked inequalities in the symbolic capital they carry to access it. The experience, in this context, allows us to reflect on the paradigms that guide the teaching of language, culture and society, as well as on the obstacles and learning that arise from praxis. In this line, a critical analysis of three dimensions is proposed: the intercultural and multilingual approach, the technological devices used and the teaching practices mediated by the institutional culture.

2. THEORETICAL FOUNDATIONS OF THE LANGUAGE-CULTURE-SOCIETY RELATIONSHIP

Studies on sociocultural diversity have shown that a language is not just a system of codes and norms. Language performs multiple functions in social life, including the function of cultural mediation. For this reason, the culture of the speakers is reflected both in their utterances and also in their ways of being and doing; their culture is found in those structures that are their own and that underlie communication in concrete situations. Consequently, the process of teaching and learning language should include the mediation of the culture, history and daily life of its speakers. In turn, culture is a key and complex concept that encompasses people's ideas, beliefs, customs, ways of behaving, dressing, living, working, art, literature, language and identity. It develops over time and is constantly changing. Language has a constitutive social character, so that it is assigned a fundamental place in the constitution of societies, in the construction of social relations and in the production and reproduction of cultures. At the same time, language is constituted as culture, since the culture of the speakers is reflected in its utterances.

Language is the means by and through which individuals constitute themselves, constitute others

and construct the reality they inhabit. The language system is made up of a set of norms and rules of use, which are socially agreed upon and which speakers master to a greater or lesser degree. In a first approximation, we could speak, then, of a standard language, which is the language that is usually taught in educational institutions, that is used in the media, that is written in literature and that is accepted by society as a cultured language. However, language as a system is not only produced or reproduced in the production and comprehension of texts, but also in all kinds of oral and written interaction. Thus, speakers of a language also produce and reproduce the language when using it in specific situations.

3. METHODOLOGY AND PEDAGOGICAL APPROACH

The fundamentals of the research are developed from a qualitative approach from the observation of the classroom of a foreign language course at the National University of San Luis, Argentina; complemented by evaluation and reflection in teaching practice. Observation has an interpretative character and uses classroom witnesses as the main source of information. The analysis and interpretation of the experience are linked to the teaching of Spanish as a heritage language and to the intercultural-multilingual approach based on a referential framework of linguistic, cultural and social diversities of the students.

The experience takes place in a classroom mediated by the institutional culture of an Argentine national university and its training offer. Both technologies and media in the university classroom and teaching practices mediated by institutional culture are contemplated. The challenges that characterize the university classroom and the diversity of student profiles are presented, especially their cultural capital and their inequalities of access, which require curricular adaptation and fair evaluation. Testimonies and teaching experiences that account for successful strategies of linguistic and cultural mediation, the obstacles that arise and the learning that are generated from praxis are described and analyzed.

3.1. *Qualitative approach to classroom observation*

In the 2021 academic year, a classroom observation was carried out in the context of a four-month language and culture course, to evaluate the feasibility of including a language-culture-society approach in the curricular programs of the National University of Río Cuarto. The design included a qualitative approach and a critical analysis of the

practices, from the role of observer, applying specific tools for the evaluation of both the teaching activities and the profile of the students in relation to the proposals. It was concluded that the classroom is a space rich in cultural diversity, but that this diversity is not always expressed in the teaching-learning process and that, sometimes, this lack of expression is due to the difficulty of teachers to adapt to the times and rhythms of student learning; These difficulties could be avoided if educational institutions generated spaces for interaction and participation that favored the construction of identity, the sense of belonging, and commitment to the community.

The observation was carried out from the role of teacher in the classroom, in a Language and Culture I course of the first year of the Sworn Translator career. An adaptation of Enroth's teaching evaluation grid was used, and two of the dimensions analyzed in the subsequent reflection are reproduced below: teaching practices mediated by institutional culture and technologies and media in the university classroom.

3.2. Instruments for teacher evaluation and reflection

For the evaluation of students' learning, self-evaluation and co-evaluation have been used, fundamentally, which allow greater involvement in the learning process, favor reflection on their own practice and develop the ability to make judgments about that of others. In this way, it is ensured that the students take ownership, at least partially, of the assessment, and it becomes a more enriching process, since the group is transformed into a learning community in which there is not only individual growth, but also a change in the culture of the class.

On the other hand, rubrics have been prepared, adapted and used to guide both self-evaluation and co-evaluation as well as teacher evaluation and even the design of some activities. The inclusion of this last aspect highlights the importance of planning, not only as a means of facilitating the process at the didactic level, but also as a tool for professional development. Some of these rubrics, such as those that allow the student to evaluate collaborative work and participation in oral practice, are especially valuable.

4. DIDACTIC PARADIGMS IN UNIVERSITY TEACHING OF LANGUAGE AND CULTURE

The didactic and methodological paradigms in university teaching of language and culture for communication in Spanish as a Second and Foreign Language are analysed from three points of view: the intercultural and multilingual approach to the

development of competences in a foreign language; the mediation of institutional culture in teaching practices; and the use of technologies and media in the university classroom.

From the intercultural and multilingual approach, emphasis is placed on the understanding of language as a dynamic and constantly changing system, and on its teaching as a process in which culture is not presented as a set of data and customs to be memorized, but as a factor that runs through the teaching-learning process and that must be taken into account in each of the didactic decisions. Culture is not seen as an object of teaching, but as the representation that speakers make of the world and that must be considered in each of the acts of communication, as well as in the teaching of the Spanish language to students who are speakers of other languages.

Teaching practices in Spanish as a foreign language are mediated by the institutional culture and by the diversity of student profiles. One of the characteristics of the university classroom is the plurality of needs, expectations and motivations presented by the students, most of whom are Spanish speakers and belong to a culture that has another language as its mother tongue. While the obstacles that this diversity poses to linguistic and cultural mediation are recognized, the possibilities for enrichment it offers are also valued, not only to students, but also to teachers.

4.1. Intercultural and multilingual approach

The complexity of the Latin American social fabric requires the inclusion of optional courses on interculturality in the training of future promotions of teachers of the Spanish language. This challenge, proposed by a university in the Andean region, seeks a relationship of respectful reciprocity between cultures, but it is limited by the scarce opportunities for integration of the indigenous community in the teaching staff. The context shows a double inequality: in access to university education and in the cultural capital of the students who enroll in the course. Through a qualitative approach, classroom observations and subsequent reflection on assessment instruments constitute two concrete mediation strategies that attempt to blur linguistic and cultural boundaries in the classroom. The idea of educating for diversity, although not without shortcomings, becomes one of the most positive experiences of language teaching-learning in the university environment.

A second experience related to the diversity of multilingual profiles of students and the implementation of an admission system that does not

check the mastery of the Spanish language at its different levels of complexity is found in the scope of a certification program of competences in the Spanish language. The heterogeneity of students in terms of their knowledge and use of the Spanish code, culture and language, and teaching mediated by information and communication technologies have been analyzed from the perspectives of the multilingual and intercultural approach to the teaching of foreign languages. The difficulties and achievements that arise in this experience reflect the idea that teaching a language is also an approach to a culture.

4.2. Teaching practices mediated by institutional culture

The profile of French language students presents the typical diversity of a public university, with a permanent contrast between the intense motivation of some and the low interest of others and a variable preparation in the language. Given this variety, one of the successful pedagogical strategies, in the context of language and culture courses for non-native speakers, is to recognize that learning at university is a process that requires time and effort, but not always of the same intensity or at the same time. It is a path, long desired and planned, that students must travel at their own pace and that the teacher cannot accelerate, even if their success and that of the class requires it. However, if interest, pleasure and curiosity are lost, the path becomes too steep and the final journey is unsatisfactory. In these cases, the adaptation of the curricular horizon, alternative evaluations and the establishment of different levels of demand, without implying a reduction in the objectives, are fundamental instruments for the journey to be finally rewarding.

A second strategy that has been successful is to encourage active participation, the collective construction of a sense of class and the identity of the group. This implies offering a space for expression, reflection and debate on the modality of work, activities, times and even the content of the course, so that each one feels that their voice is heard and taken into account and that their opinions, observations and advice are useful to the rest of the group. Often, more advanced students offer their peers the clues that helped them overcome the critical stages of their own learning, while those who are receiving more simplified explanations tend to suggest preferred activities, without this involving less effort per se.

4.3. Technologies and media in the university classroom

In the institution where this analysis is developed, language-culture-society are considered integrated

components of general training subjects. In their permanent interaction, they take a leading role in teaching spaces, strengthening communication, learning and institutional culture. The approach mediated by technologies and media has its time and space in various subjects. A language laboratory and classrooms are accessed with digital means. Technologies are used in academic communication and in the design of final products, coordinating language-culture-society, inside and outside the classroom. Forums, chats and videoconferences are used. Literary and artistic production projects are developed and learning situations are simulated where students are the protagonists.

However, in the current context, there is a risk of intensive use of technological platforms which, added to the massive influx of students, can lead to a weakening of the language-culture-society relationship and learning in general. Institutional culture is built on the characteristics of each generation. In order for the institutional culture to mediate the learning of all students, there must be spaces where participation is truly active, where people can talk and give their opinion on decisions and teaching and learning processes. Instances must be created where the identity of the educational community is enhanced. In addition, it is essential to prevent all academic processes from becoming virtual, to maintain direct contact and to establish learning rhythms and times appropriate to the characteristics of each generation.

5. CHALLENGES PRESENT IN THE UNIVERSITY CLASSROOM

The university classroom is not a mere continuation of the secondary level classroom. Indeed, although students continue to study, their motivations are different from those that might exist at the secondary level. Many times their choice for the career is due to reasons that are not related to vocation, but to the desire to change the status that a university degree gives or to a cultural capital of the parents that allows or obliges them to continue studying; In the case of students who come from countries or regions other than the country of the university, who come to study a language other than their mother tongue (for example, Spanish) in a non-Spanish-speaking region, the choice of career is not a desire to deepen their knowledge of the language and culture, but the need to finish a cycle that opens the doors to a better future. The university classroom, in this case, becomes a space for linguistic and cultural mediation, where if language comes first, culture is always present. For this mediation to be successful, it must be conceived and planned as such.

The diversity of profiles and rhythms, and the inequality of cultural capital and life experience, which are present in university classrooms, become obstacles to successful learning, where a critical and reflective attitude towards language and culture is adopted. An attempt is made to provide an answer by adapting the curricular design and assessment instruments to the characteristics of the reality of the classroom.

5.1. Diversity of student profiles

Some of the subjects they teach bring together young people from different places of origin, previous training, ability, expectations and desire to learn. Some students have a basic command of Spanish, which allows them to understand what is happening in class, but not to interact with their teachers or classmates. In other cases, the students are native speakers, but they have a limited vocabulary and their way of speaking is characterized by the use of colloquial Spanish. There are also those who have completed their primary and secondary studies in a Spanish-speaking context, but who do not have the command of Spanish that they should have, and their way of communicating is still far from the academic level that is required. Even though everyone shares the use of Spanish, differences in cultural and school training cause inequalities when it comes to analyzing, comparing and articulating experiences.

The different profiles require adequate times and proposals that take into account all learning margins, recognizing that, in general, the same content is not evaluated in all cases, but criteria must be established that allow it to be done in a fair way. There is also diversity in students who, due to their previous training, have been in contact with areas such as Grammar, Literature or Culture, but who have learned little. In these cases, teaching takes on a character of recovery of knowledge that they should have incorporated.

5.2. Inequalities of access and cultural capital

The teaching of language and culture in higher education contexts, and in particular, in Spanish-speaking contexts, is not alien to the diversity and social inequalities present in the region, which affect both access and academic performance. The observation of a disadvantage gap in language learning and in cultural capital in the broad sense, relegating students – even if prolonging the trajectories – to an almost unsystematic learning of the language with little academic use, leads to the adaptation of the curriculum and, mainly, of the assessment so that students are offered the opportunities to achieve learning that allows them to

overcome obstacles and access to the language and culture of academia. Proposals for modifying the curricular design are scarce and, before the evaluation bodies, the way to ensure aid is in a deposit of, so to speak, "rights" that translates into teaching and evaluation methods being adapted to the needs of a small group of students, who do not necessarily require the achievement of the minimum grade.

A critical reflection on evaluation practices and their articulation with the growth of competition, which does not harm them, is essential in order not to perpetuate the underlying social inequality in access to higher education. Along with the adequacy of the evaluation criteria, it is important to foresee and promote spaces where diversity emerges and a new specific weight is articulated that is reflected in the formation of groups based on common interests and in joint design projects for the shared use of the language and its different varieties. In this sense, basic level second language courses, where students from different countries attend, seem to offer a good opportunity; However, it is necessary to tend to a greater balance in the distribution of time between learning and the use of the language.

5.3. Curricular adaptation and fair evaluation

The characteristics of the students and the orientation given to the subjects tend to influence the evaluation more than the performance. The concern to establish evaluations that allow obtaining a final approval or recognition of learning and not an exclusion mechanism suggests the need to design a different evaluation system, adapted to the diversity of needs and rhythms, which includes and accompanies all students. To do this, it is advisable to verify whether the previous instances can really collaborate in the learning process.

González (2008) states that the inclusive approach is related to the recognition that exclusion and discrimination are major obstacles to sustainable human development and that they must be overcome by all stakeholders. It involves attention to diversity and the design of programs that recognize differences and allow all students to have equal opportunities. Curricular adaptation is part of the inclusion process, and consists of a pedagogical response that seeks to respond to these differences.

6. TEACHING EXPERIENCES AND TESTIMONIES

The narratives collected here focus on the teaching of a foreign language in higher education. Some mediation processes that have worked are described and obstacles that have led to specific learning are discussed. The theoretical framework presented

supports this choice and establishes the conditions for the inclusion of language as a means of access and culture as a means of participation in the construction of identities.

The stories are organized into two sections. The first brings together strategies that have contributed to effective teaching based on linguistic and cultural mediation, while at the same time favoring the integration of students in a different social and communicative space. The second presents difficulties that have put a strain on teaching practice and have generated new learning. As a whole, the narratives allow us to glimpse challenges related to the diversity of student profiles, differences in the formation of cultural capital, and learning times.

6.1. Successful strategies of linguistic and cultural mediation

The analysis of teaching and learning experiences in relation to language, culture and society makes it possible to identify strategies that favour meaningful learning and generate spaces for linguistic and cultural mediation. Attention to diversity in the classroom, offering multiple formats, modalities and supports, as well as to "practice for others" (M. Osorio), promotes collective learning, and the creation of spaces for participation in the construction of knowledge is essential in scenarios characterized by the simultaneity of levels of training, prior knowledge and cultural capital.

Linguistic and cultural mediation becomes especially relevant when speakers of different languages converge in the classroom. The consideration of the different linguistic repertoires and respect for the use of languages other than the language in which the course is taught enrich the experience. In these contexts, it becomes clear that language is not the only aspect that guarantees understanding; Prior preparation, interest in what is said and the relationship established with other interlocutors are factors that also affect the ability to understand.

6.2. Obstacles and learning from praxis

A central obstacle lies in the impossibility of dedicating adequate time to teaching a language in the classroom, a time that is not determined by the formal workload but by the internal rhythms of the learning process. The need to transmit an unmanageable amount of information leads, on the one hand, to an assessment of the exam as a means of evaluation and, on the other, to a level down, requesting standardized answers, which do not take into account the different abilities of the students. To compensate for the lack of basic training of students and their slow progress in the language, the content

of the assessments has been simplified and make-up work for non-attendance has been proposed, which does not guarantee the true learning of the minimum contents, but becomes "board exams", which allow students to obtain a pass without making the effort required for a real learning exercise.

It has been shown that both the interest in learning and the cultural and social capital brought by students do not always translate into a solid development of the language, despite the progress made. Consequently, a language level test is proposed that, for one semester, allows the most advanced students to acquire a basic use of the language and, at the end of it, a real advance in reading comprehension. The undeniable need to interrupt progress in the study programs due to the lack of basic knowledge is reaffirmed by the visit of the teachers of the different disciplinary subjects and the observation that the language requirements for admission to the career have become a real filter for progress in the teaching-learning process.

7. CRITICAL ANALYSIS OF INSTITUTIONAL PRACTICES

The relationship between language-culture-society, a topic analysed from the experience of university teachers in the classroom, is framed in a qualitative approach. Through classroom observation, a professional view of the teaching-learning process is offered in the initial levels of the training of interpreters and language translators. The approach is mediated by the diversity of profile and cultural capital of the incoming students, the evaluation practices and the curricular design. The stories presented show the impact that inequalities of access and the lack of a specific cultural capital for the career have on the pace and time of learning and on the process of identity construction.

Given the diversity of training and interests of the students, it is necessary for the different teachers who teach the subjects to work together, so that the profile of each one contributes to the development of meaningful learning mediated by culture. An intercultural and multilingual approach is required in teaching/learning, which considers the cultural context of the speakers (both Spanish and foreign language) and which contemplates the use of technologies and different types of media, not only in the classroom, but also in the design and evaluation of activities.

7.1. Learning rhythms and times

The study of diversity in the university classroom not only highlights the wealth of students' previous experiences and knowledge, but also reveals the difficulties that the encounter between different

profiles and trajectories generates. Often, the moment of encounter and teaching practices are not able to sustain the rhythm and time of learning of the different groups, nor to satisfy the demand for attention and communication. Sometimes, the same course receives students with different levels of deepening of their knowledge and skills. This variability is also manifested in the differences in the use of the mother tongue, in the knowledge about the history and culture of the country in which the students are living, in the ability to read in a foreign language, in the specific knowledge of the career, in the ability to access and use technological resources, among others.

When situations of decompensation occur in the same course, it is a challenge to find strategies that allow the group's skin to be attended to while maintaining interest and challenge for everyone. Contact with students from other countries with a different mother tongue can be rich and attractive for one group, while for others it can be a difficult obstacle to overcome. Evaluations at this time should be carefully thought out. It is very likely that a student has not had the opportunity to access a written exam and through the language of study at the recommended times and that, over time and with different activities, he has been able to achieve it and, nevertheless, does not enjoy the privilege of having been examined under conditions equivalent to those of his peers.

7.2. Spaces for participation and identity construction

The pace and timing of teaching and learning are essential to the student experience and should be taken into account by teaching professionals. The entry and exit of students from each course is conditioned by multiple factors, and sometimes it is not always possible to meet ideal conditions. These aspects should be able to be considered during course planning and addressed as topics of conversation; Understanding the times and rhythms of each one is what can allow you to enjoy the journey, even with the worries and challenges that must be overcome.

The teachers who are directors of diploma courses and programs to accompany the admission of students in disadvantaged situations have pointed out that the creation of spaces for participation, such as the organization of serious and recreational activities, helps to generate a sense of belonging among students throughout their training and involves them in the construction of an identity in the language-culture they are learning. The lack of a space for formal participation, of semester or annual recreational activities that integrate all the programs and all the languages that are taught is an issue that

returns every year. In some cases, the activities are carried out, but with a change of organizers every year; It is important that there is a group of students who take it as their own activity, who repeat it and who generate a space of belonging and shared identity, despite the ephemeral nature of the moment.

8. IMPLICATIONS FOR UNIVERSITY TEACHER TRAINING

The analysis of university teaching practice and the teaching and learning conditions in Language I and Language II of the Faculty in Spanish Language and Literature of the National University of Mar del Plata and in the Spanish Leveling Test of the Center for Foreign Languages of the same university allows us to make a series of reflections and formulate proposals that contribute to the design of specific teacher training spaces and to the development of professional development programmes for in-service teachers. These spaces and programs are answered by teachers who teach Language and Culture in different academic backgrounds: translation, engineering, medicine, law and teachers. Their answers constitute basic data for a diagnosis that guides the planning and reasoning of the programs, in addition to allowing a qualitative evaluation of the first experiences of application.

The proposal is organized in two ways. On the one hand, linguistic and cultural mediation strategies that produce positive results, overcoming obstacles and favouring student learning are highlighted. On the other hand, it points out what teachers have been able to learn from their practice: the appreciation of the particularities of learning, the review of learning time, the generation of spaces for active participation and the construction of a group identity.

8.1. Professional Development Programs

Teaching experience and reflection on practice are essential elements for the growth of all educators; however, a space is required in which to collect information about teaching and share it with others. Professional development programs must contemplate moments in which teachers from the same area or from related areas can propose changes in the classroom. Taking into account those who are in direct contact with students is essential for the continuous improvement of curricula.

Professional development programs must contemplate the training and updating of teachers in specific areas of knowledge, through the teaching of courses that meet their needs. The design of a seminar on the teaching of the language and culture of the target language, which includes the intervention of experts in the field, responds to this need. The

teaching of the language and culture of the target language is a complex process that cannot be left to the good disposition of teachers. It is necessary to train and/or update teachers in the use of effective mediation strategies in a classroom characterized by convergence and diversity.

8.2. Design of courses and seminars

At the institutional level, formal spaces for teacher participation are required, which allow for the construction of a joint path and contribute to the creation of a climate of trust, respect and mutual acceptance. The adaptation of the contents and evaluation criteria is strictly necessary to respond to the diversity of learning rhythms and the difference in the cultural capital of the students. The offer of leveling and support courses in Spanish and English must be continuous and articulated with the language subject of the corresponding career, to avoid the perception of these courses as exclusive or lower-level disciplines.

The cultural meanings that students construct in college are not linked to the language they learn and are not necessarily positive. The creation of spaces for participation inserted in institutional practice is essential for the construction of one's own identity, which does not copy other people's programs or is empty of content. The language that is learned does not represent a mere code for the transmission of other people's meanings, but a system that must be used in communication situations that make sense to those who learn and that, at the same time, contribute to the construction of cultural meanings.

9. IMPLICATIONS FOR ACADEMIC AND CURRICULAR POLICIES

9.1. Integration of language-culture-society approach in curricula

The teaching of a language and its associated cultures has a meaning that transcends the mere transmission of content, required by the configuration of various curricular areas. From this point of view, teacher training and training programs should be developed that involve the interaction of a group of teachers who, each in their specific area of knowledge, propose to evaluate and reconstruct their practices, following an intercultural approach. This type of approach allows taking into account not only the linguistic component, but also the treatment of culture in teaching mediated by an additional language.

The accumulated experiences suggest that it is necessary to design and implement an initial plan, common to all students, which takes into account the diversity of the students' profile and which addresses language-culture-society as an interacting system.

The distribution, both in terms of space and time, of the different courses should follow the logic of an immersion process and also of networking between the different teachers. In this regard, adequate spaces and times must be offered for the evaluation and integration of the different contents covered throughout the training. Likewise, the construction of a true lingua franca of communication, which allows and stimulates the active use of English as a condition of access and participation in different spaces, offers a challenge to the academic system that, due to its own dynamics, often limits the possibility of experiencing culture and language in the classroom. The inclusion of institutional culture in teaching and in the media makes it possible to put their communities at the centre of the teaching and learning process.

9.2. Integration of the language-culture-society approach in curricula

The relationship between language, culture and society is fundamental in university education, so its integration into the curricula should be an objective of every educational institution. In this sense, it is suggested to provide teachers with continuous training, focused on the examination of their classroom practices and the proposal of new approaches, as well as to provide spaces for reflection on the teaching, learning and evaluation of the language, based on the experiences of students who are in a process of acquiring cultural capital simultaneously with the acquisition of a second language.

Reflection on the learning and use of language in the university environment, in particular in relation to language-culture-society, the diversification of the profile of students, the development of a multilingual and intercultural content approach, the introduction of technologies, media and resources in teaching, the design of a curriculum that ensures a quality learning process and the construction of an appropriate context, that contemplates rhythms, times and spaces of teaching and learning, are aspects that contribute to improving the experience of students in the classroom and, therefore, the teaching-learning process.

9.3. Institutional evaluation and continuous improvement

The institutional evaluation of programs, careers, and projects has a relevant place in the development of teaching activities. Its forward-looking, formative and continuous improvement construction must allow learning processes to adapt to the different rhythms of students. The times required by students to assimilate the content during the teaching-learning

process must be considered and respected. The information that flows between students and teachers can contribute to a more pleasant and successful navigation. The detection of learning problems or difficulties in the initial stages is essential for the formation of heterogeneous groups that can support each other, based on the articulation and mediation of teaching.

Finally, specific instances of evaluation and reflection on what happens in the classroom should be generated. The creation of spaces that allow dialogue between teachers with different backgrounds is essential for the enrichment of practice. Openness to class observation, as well as the joint analysis of what has been observed, are actions that should be part of daily work. The creation of an academic community with common interests would facilitate the exchange of experiences and the search for successful strategies to assist students in the development of multilingual and multicultural skills.

10. CONCLUSIONS

Throughout his professional career as a university professor in the area of language-culture-society, a

pedagogical proposal was formed that tries to respond to contemporary challenges in language teaching in contexts of diversity. By critically analyzing the teaching and learning process, some strategies that enrich linguistic and cultural mediation practices were identified and specified. Other aspects that hinder and question the teaching mission also emerged, highlighting the need to reflect on one's own actions and the context in which they occur.

The findings are analyzed and interpreted from a deontological perspective, from the conception that teaching transcends the mere transmission of content, as well as from an intercultural and multilingual approach. Successful strategies are those that allow establishing instances of communicative flow, that use culture as a bridge for language learning and that take advantage of new technologies and the means available in the university classroom. Likewise, the importance of taking advantage of the diversity of profiles, differences in access and cultural capital of students is highlighted, adapting curricular proposals and evaluation processes based on the search for greater equity.

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