LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

STRATEGIES USED IN THE ENGLISH LEARNING AND TEACHING PROCESS CONSIDERING CULTURE

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NOTA DE ACEPTACIÓN

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JURADO

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JURADO

A nuestros padres, por ser un punto de partida para nosotros.

A nuestras madres, por acompañarnos siempre en cada paso y en cada decisión que hemos tomado.

A todas las personas que estuvieron con nosotros, compartiendo y superando todos aquellos obstáculos que se presentaron en el camino.

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Contents

Strategies Used in the English Learning and Teaching Process Considering Culture

Abstract

This article explores strategies for the teaching and learning of the English language through a documentary review of approximately 35 documents published during the last 5 years, which considers the culture factor, its impact and how students perceive that not only the language is taught, but also jointly the culture and the specific contexts in which it is used. Even what is the perspective that researchers have had in making these studies and the considerations or recommendations they can make regarding each of these teaching and learning strategies. Research reveals that in the process of teaching and learning a second language must be interconnected with the study of culture, since the different authors agree that culture is an essential aspect when studying and learning a second language.

Key words: strategies, learning, teaching, culture.

Resumen

Este artículo explora estrategias para la enseñanza y aprendizaje del idioma inglés mediante una revisión documental de aproximadamente 35 documentos publicados durante los últimos 5 años, donde se considera el factor cultura, su impacto y cómo perciben los estudiantes que se enseñe no sólo el idioma, sino de manera conjunta la cultura y los determinados contextos en los cuales éste se use. Incluso cuál es la perspectiva que los investigadores han tenido al hacer estos estudios y las consideraciones o recomendaciones que puedan hacer respecto a cada una de estas estrategias y proyectos de enseñanza y

aprendizaje. Las investigaciones revelan que en el proceso de enseñanza y aprendizaje de una segunda lengua debe ir interconectada con el aprendizaje y enseñanza de una segunda cultura, puesto que los diferentes autores coinciden en que la cultura debe ser un aspecto imprescindible al estudiar y aprender una segunda lengua.

Palabras claves: estrategias, aprendizaje, enseñanza, cultura.

Introduction

The teaching-learning strategies play a fundamental role in the process of knowledge acquisition and how it is built bilaterally between students and teachers. Rosas, Jimenez and Ulloa (2017) affirm "Teaching strategies are procedures that the teaching agent uses in a reflective and flexible way to promote the achievement of meaningful learning in the students" (p. 59). Considering the above, we can see that teaching strategies are those procedures or steps taken by the teacher in a conscious and reflective way when new knowledge is built up to the students and thus promote the acquisition of this. In addition, when we talk about learning strategies we must take into account that these constitute decision-making processes about the procedures which are best suited to reaching the objectives of each specific situation (López-Aguado, 2010), with it being necessary to create social situations which are suitable for learning (Hortigüela-Alcalá, Pérez-Pueyo, & López-Pastor, 2015). Learning strategies involve planning the design, evaluating and adjust the activities to perform with specific conditions (Pozo et al., 2001). Therefore, learning strategies do not just include micro strategies, but also other elements of control and metacognition, as well as socio-emotional elements.

Taking into account that humans are social beings and that most of their knowledge is obtained from their environment, Fives and Buehl (2011) state "there are contextual factors related to the institutional culture and climate, relationships, resources, etc., that influence teachers' conceptions, sometimes leading to a disagreement between the beliefs expressed and the teaching practice" (p. 63); teachers must be able to work on the motivation of their students by connecting language with their context, making this process a satisfactory process, due to the sociocultural theory of Vygotsky (1988) has proven that learning strategies are best developed through social interaction having as main point culture and context. But, what are the strategies used in the teaching and learning process taking into account the influence of culture? The principal purpose of this article is to explore and to analyze strategies used in the English learning and teaching process taking into account the influence that culture has in strategies and to compare the results that the strategies have had in the context in which they have been used.

Different research has been done on the problems that children, adolescents and adults in a foreign language, in this case English, have been presenting, and it is because they are ignoring the link between the culture and the teaching and learning process of that language. One of these studies was developed by Wang (2009) who highlights the problem that Communicative Language Teaching (CLT) has in the Chinese context, this regarding the subject of culture-economy and that in the classes the teachers continue using a traditional school system (Grammar Language Translation). Contrary to the New Zealand context in which the teachings are more "open" between students and teachers and in which communicative Language Teaching is their strength, Chinese students did not feel

culturally compatible with the teaching method adopted in New Zealand and in many cases, they expressed that they had learned more English in China than in New Zealand.

This evidences that the conventional teaching method centered on the teacher still continues to have an effect on students and their way of seeing the language, while having a different method they do not respond, but a teaching method focused on the teacher. Now, in our field it is essential the idea that control a language and his culture, taking into account they are educative objectives both mother tongues as foreign languages.

In his work, Atienza (2002) names two aspects on which he does not agree, he considers that understanding among peoples depends on knowledge of languages and the cultures of other people, since throughout history it has been shown that knowing these aspects they had greater possibilities of interacting with the others, introducing in this way the cultural dimension in the education rekindling the desire of the students and reducing on this way the level of disappointment of the teachers by the low obtained results. Atienza (2002) adds that teachers should focus more on cultural content and move away from the movements that try to mechanize education, in order to achieve better results.

There is an important explanation why it is considerate that the education and the culture are linked. It is because the language is the distinction that can differentiate a group of people with one culture from another, knowing that inside a group of people with a culture it is necessary to use whatever way to communicate each other's, this example even occur into the nature, where kind of animals have different ways to be in contact with their groups.

Within the process of teaching foreign languages, it will be necessary to emphasize that every person involved in the process must be aware of the fundamental role of culture to acquire a new language, it means, second language educators in general should be able to help their students to understand the foreign society and that they can communicate in that language, even that the students' own culture and the culture that they want to experience can be infinitely different in several aspects.

Additionally, Ramirez and Pamplón (2012) tried to find a relationship between all the components that rely on the teaching-learning (teachers, students and method) and what is the effect they are having in this process. This study shows us that the cultural part plays an important role in learning because the foreign language is involved in the cultural framework managed, in this case Mexico; it is evident that gender, age, level of studies, social position, etc., confirm the hypothesis that a relationship exists between these factors and learning styles. By teachers the researchers find two important aspects that affect the teaching of the second language: the working conditions and the level of preparation of the teachers. Finally, the researchers talk about the strategies used for the teaching-learning of foreign languages and what has been the impact they have had on the process, suggesting that the students have managed to learn the language through its use and not only of memorization, while other studies indicate that collaborative learning has also managed to improve the level of students.

Of the above background, it is concluded that not only teachers have flaws in their strategies for teaching, the environment in which these are teaching also has a great impact on teaching and students to learn, since each part wants to give the best of themselves, but seeing the surrounding environment are discouraged.

Some authors agree with the thought that the teaching and learning of the English language process has to be connected with context and culture, to be more significant. For example, Krasner (as cited in Choudhury, 2013) expresses

Learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that the behaviors and intonation patterns that are appropriate in their own speech community may be considered otherwise by members of the target language speech community. They have to realize that, in order for communication to be successful, language use must be in harmony with the culturally appropriate behavior (p. 20).

McKay (as cited in Choudhury, 2013) claims that culture influences language teaching in two important ways: linguistically and pedagogically. Linguistically, culture is significant in the linguistic dimension of the language itself, affecting the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. He argues that in order to master a language, students have to learn both, its linguistic and cultural norms.

Kramsch (as cited in Beltran, 2015) defines culture in relation to language and understands it as an environment in a discursive community that shares a common social space and history, as well as imaginaries forged through perceptions conceived as group or community. So any experience that an individual may have within a given culture may

affect the multiple aspects of their personal identity (gender, age, religion, class, etc.) which also alters various circumstances of the individual's life.

Considering what previous authors say about the different issues and the studies they did to support their ideas, it can show that everything has an influence in people's learning, what is taught to others, and how it applies to everyday life. It has been found that attention; participation and mood have a great impact on the teaching-learning process, because it can help advance to a new level or just keep us how to handle the current level.

Methodology

A thematic review was carried out in education databases such as Google Scholar, Scielo, Dialnet and Redalyc; and articles from specialized journals. The articles were in English and Spanish, and they were published between 2014 and 2018, with the following descriptors: Strategies in Teaching and Learning Process of English; culture and education; influence of culture in a second language. Thirty-six documents were collected and organized in alphabetical order by author(s) and title, highlighting the methodology, abstract, results, relevant quotes and references. Titles and abstracts were reviewed separately, and references considered relevant were selected subjectively. Finally, the documents that allowed achieving the purpose of this review were completely analyzed

Results

Communicative approach in the teaching of Language and Culture

Some researchers have studied different strategies for the teaching-learning of foreign languages and how culture (customs, gender, age, social position, economic factor) can be an important factor in the process of language acquisition. For example, Mojica & Castañeda (2017) claim that "foreign language teachers should consider not only students' linguistic knowledge, but also the knowledge students learn through language socialization processes taking place in classrooms settings" (p. 3). It is important to know that communication is linked to the necessities made from that specific context or environment where is taking a place, because it is not the same to speak English in China, Japan, Italy, Egypt, USA or Colombia, even in those countries where the language is English, there are some characteristics in some uses of the language so it is necessary to understand each culture to get a deeper understood about the language.

In several cases, researchers have been able to demonstrate the low level of English that exists in the classrooms, the few strategies used when teaching a foreign language and the negative predisposition that exists between teachers and students when facing the language. The beliefs previously exposed were the key point in a research conducted by Duran, Lastra and Morales (2017) , because in the interviews with students and teachers they showed their frustration with the language with which they had little or no contact, but through the time in which the research was hard they could also notice that this frustration was changing to motivation at the moment in which the teachers used strategies that they

could develop alone or in company such as body language, visual aids, paraphrasing, among others, which gradually created an environment of mutual reliance and helped and generated a growing feeling of achievement in their learners and in themselves as teachers.

While it is true that students and teachers generally feel fear when using a second language, we can find that they use communication strategies, which help them to express what they want to say when they have difficulties interacting with another person (Bialystok, 2014).

Castro and López (2014) and Rosas (2015) set out to investigate which communication strategies were used by both teachers and learners of a second language. Castro and López (2014) focused on which communication strategies were most used by teachers in training and what was the relationship that CS had with the level of proficiency that they were managing at that time, finding that students with a proficiency level in A2 they had some difficulties at the time of using communication strategies, while students with a higher proficiency level (B2) find it easier to use these strategies when expressing themselves with another person who manages the language.

Rosas (2015) investigated the relation that the CS had with the linguistic competence used by the students, finding that when confronting a native speaker, the students used communicative strategies. As expected, the main finding of this study indicates that the lower level learners –because of their limited command of the L2– resorted to a higher number of CSs than the more proficient learners. However, a closer look at the results revealed that, contrary to what was expected, the higher level learners resorted to a slightly higher number of CSs than the Pre-intermediate Level. This outcome

also corresponds with other studies, which have concluded that more important than the relationship between proficiency and frequency of CS usage is the learners' choice of CSs, which also seems to be related to their proficiency level.

However, teachers have to understand that the learners of a foreign language are not native speakers they are in the learning process that is why teachers should not evaluate them as if they were 100% bilingual since they are in a learning process where those students are handling new knowledge.

Korosidou and Griba (2016) talk about Content and Language Integrate Learning (CLIL) which consists of "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle, Hood & Marsh as cited in Korosidou and Griva, 2017, p. 117) and how through this project it was possible to integrate the culture within the contents seen in class, the acceptance of the students when developing the different activities within which they were able to acquire a cultural awareness and sensitivity towards the different personalities that are found in the classroom, showing how this project can contribute not only to content development and language learning, but also to create active and responsible citizens in their culture.

Ricoy and Alvarez (2016) based their research on the teaching strategies used during English classes. They found that although in the classroom they had all the disposition and tools (digital board, laptop, books) to learn and teach a second language using didactic resources, the teacher avoided making uses of these, in his words:

I recognize that I flee from the new media because I think that the students are very

distracted, although I sometimes use them. In my opinion, they are not essential to

learn English. I am comfortable with the textbook. (p. 5)

The teacher is supported by the idea that the new teaching environment, besides

being a great help, is a great distraction for the students. Researchers find that the strategy

used by the teacher is based on the traditional method, is a strategy of repetition, translation

and little speech. In addition, the class is based on the teacher and not the student, since the

latter when making a choice of strategy change "is disoriented". Unlike problem-based

learning that focuses on the student, Muñoz (2016) found that

The participants had a great acceptance in this learning strategy, close to or more

than two thirds of them agree that the PBL contributes to their cognitive

development, reflection / criticism and knowledge integration, self-control learning

and their research and development of social skills (...) became evident in the

solutions proposed for each problem during the oral presentation of each group,

revealing integration of theoretical and practical knowledge acquired from several

sources consulted (...) that this learning strategy (PBL) transfers the control of their

learning to themselves, fosters their general professional development by linking the

classroom with acquired knowledge with problems in real school contexts and that

this learning experience is another opportunity to improve and demonstrate their

communicative language skills in English in formal training contexts (p. 38)

Teachers of languages, mathematics, and science, as a general rule often use books

to teach new or old topics, but very few who use Literature to teach; Gómez (2015)

conducted a fieldwork in which he found that language teachers used literature as a learning strategy, beginning to use, in the first levels of teaching, short stories with which students were acquiring vocabulary and also they learned to use words in specific contexts and that a single word could have different meanings; although at first the students had difficulties and used the dictionary to look up the meaning of the word, as time passed, they were already able to identify the meaning based only on the context.

Cultural contents in language lessons

Culture is a crucial facet of teaching English as a Foreign Language, the goal behind engage the culture of the foreign language with the own culture of students, must be to inculcate intercultural communicative competences among them.

The results found shows and emphasis that people are cultural being and the process of acquiring a second language depends on several factors, but also on the environment that surrounds them, with language being a necessary tool in its context, allowing communication and at the same time transmitting of traditions, giving this context a meaning to what you say, for example: trick or treat and give me a candy, in both you are asking for sweets but the first is used only on October 31st (Halloween) and the other can be used in another day; With this example, we can recognize that context affects communication, therefore a second language must be taught by the context and the culture.

The term "culture" is quite complex and difficult to define since it has been served to refer to a multitude of things throughout history, for what has been studied from different

points of view (Rodríguez, 2004: 243). Next, Rodríguez (2004) delves into the variety of definitions that have given different authors to the word culture. For Sapir, (1966 as cited in Rodríguez, 2000: 242), culture becomes all product of human activity Consequently, it is what a society does and thinks, Claxton (as cited in Rodríguez, 2004, p.p. 242-243) explains that the Man describes through language the world as he perceives it. The language itself is grammatically structured and the things that can be said within that structure. On the other hand, Serrano (as cited in Rodríguez, 2004, p. 243) points out that the perception of the world is marked by our language, and therefore, for our culture.

Sagredo (2007, p.1) explained the reason why the cultural aspect should be integrated in class. The cultural aspects of a language are very important, due to that the cultural heritage of each society is linked to the evolution of its language. For this reason, popular creation, art and social action are transmitted together with the language. Therefore, some socio-cultural factors must be incorporated in the process of teaching language learning. But the most important here is to realize that it does not matter the century of our world but always the theme culture has been present and taking part of us as human beings.

Learning a foreign language does not consist in reaching a perfect level. It is also about transmitting and connects the cultures of both, the country of origin and the language to be learned. It is our responsibility to help creating that link for each culture and collaborating in the positive acceptance of diversity. As teachers of a foreign language, we have to understand and teach that there is not enough to know the meaning of some words or the correct grammar of the learning language, to achieve a successful communication, it

is necessary to understand the cultural context which is very important to decode correctly a message.

Cardona (2012) talks about the culture-language relationship, she explains that when acquiring a new language, we acquire a new culture, being culture and language two fundamental aspects to learn a new language, not only learning the grammar, but also learning the linguistic signs that has some words in everyday moments. Choudhury (2014) supports the above, because his research tells us that a particular language is a mirror of a particular culture, thus describing the relationship between language and culture, these two factors being inseparable for this researcher. It also explains the influence of culture on the grammatical aspects of a language: speech, listening, reading, writing and vocabulary; He gives us a very specific example of culture in the vocabulary of colors; For example, he speaks about white color, which in Western countries means purity, morality, etc., and which is used by brides on their wedding day, contrary in China that this color is used in funerals, as it means weak or absence of life and in this country brides wear red, which means happiness, good luck and prosperity. In classrooms Choudhury (2014) advises teachers to investigate the cultural background that students may have, what is the influence of their environment on them and how this can influence the acquisition of a second language. The strategies that can be used to include the culture in the classrooms according to this researcher, can be dramas, role plays, being these strategies used as assimilators of culture, because in these strategies students can put themselves in the "shoes" of the another and understand the points of view of other people, because it would not be a situation outside of them.

It is important to compare and contrast the student's culture with the new culture to get an intercultural understanding. In this way, we should be able to understand the difference between having a culture and being aware of the new culture. Thuy (2017) in her research tries to integrate culture within the teaching-learning process of a second language, based on models previously proposed by Piatkowska (2015) and Larzen (2005). He suggests three levels of learners outcomes: Cultural Knowledge that consists of a level of basic knowledge of the culture as people, customs, habits, literature, art, among others; Cultural Awareness, at this level the student is able to become aware of the impact that the new culture may have, obtaining personal experiences of the individual; Cultural Competence, learners should have broad cultural knowledge and deep cultural awareness.

They are not only able to understand and participate successfully in cross-cultural contexts, but also able to self-experience, reflect, analyze, argue and construct their own critical views of different cultural issues and their positive cultural identity. This reflection on their own culture will make students aware that the language they are learning is the expression of a culture different from theirs, although, obviously, there may be some similar aspects.

Culture and technology in the learning and teaching process

Never before in the history of humanity ICTs have been so important for the development of society. For example- new work modalities are developed, such as teleworking, or new forms of training, such as teletraining, which have allowed the extension and globalization of work activity to different areas of the planet, its relocation

from the venues central companies, the incorporation into the productive world of different groups, such as the female, or the delocalization of the training centers that have traditionally played this role (Cabero, 2016).

With the use of ICTs we not only talk about computers and projectors, we also talk about everything that has to do with technology such as cell phones, laptops, applications, etc., and how they can be a great help when teaching and learning a second language. These interfaces allow us to approach people who are miles away, in other cities, countries and even in other continents, resulting in an impact in the cultural field by learning not only from our immediate environment, but from one we know medium of other people to converse through applications, learning the differences and similarities that may exist between both cultures and to face and accept the different cultural clashes that may occur, all of the above without the need to travel to other countries and only using as Cell phone and computer tickets. Moreno, et al (2017) based their research precisely on these applications of cell phones and computers, evidencing the potential that has to favor the process of teaching and learning a second language with inclusive characters (alluding to the integration of all students in these activities), mentioning that the interfaces that these applications possess allow the knowledge of other cultures and that they counteract the existing technological gap in the educational institution, thus facilitating the communicative approach when confronting daily situations of life.

Beltran (2015) in his research talks about the relationship between culture and education, showing that the socio-cultural environment of an individual has a great impact on the development of learning a foreign language and that the interest of students of a second language is increasing when this teaching goes hand in hand with the teaching of

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equal culture, because not only is teaching an article in a new language but also explaining that it has to do with the customs of that society, because what in our eyes is new or strange, in the eyes of other people is extremely normal, because the result of the relationship with culture is an evolutionary path, set of practices, products and points of view on the environment that is shared between people and specific contexts (Moran, 2015, pp. 345). An example that can support this work is an investigation carried out by Guadamilas (2017) in which it is evident how the use of ICTs can improve language skills and in the same way explore the culture of their peers, since this project consisted of carrying out an exchange of knowledge in a virtual way between Spanish-speaking students (Spain) and English-speaking students (United Kingdom) in order to improve in both cases the use of the language and how the use of words may vary depending on the context in which are used.

Parra (2016) tells us that strategies for teaching English should be gratifying for students but also for teachers, that is why it is absolutely necessary to create, develop and apply new strategies or styles in order to help students to increase their knowledge and to develop their skills into their learning processes. One of the strategies presented in this time is E-learning which consist in connecting the technology with the classroom, the idea of this method is to make easier the learning process for those students who are getting a foreign language, this "tool" is easy to use, students must have access to lot of things, it has didactic exercises and games, students and teachers can be connected no matter the distance between them, students can get a class at home from video-classes but also they can learn something by themselves, but there exist a contrast which is that this strategy or style cannot be applied in rural zones because of the lack of "tool" for example: computers, TV's

and so on. That means and reaffirms that it is not enough to have just one strategy and that one strategy cannot work in whatever places.

Strategies for teaching culture in foreign language classes

Taking into account the importance of cultural activities, it will be presenting some ideas about how to incorporate this one into the classroom not as a bleak theme but as a complement of their learning process. Authors such as Byram (1989), Byram and Esarte-Sarries (1991), Byram and Morgan (1994), and Morgan and Cain (2000) have pointed out that one of the dimensions that is often ignored in foreign language teaching is the learning of cultural awareness and understanding (Tran, 2010).

Peterson & Coltrane (2003) and Dai (2011) mention that the use of authentic materials that involve the development of the culture from which students are learning a second language is an essential factor for them to improve their comprehension capacity. Dai (2011) recommends making use of dialogues, as these, in addition to being authentic, are a reflection of the cultural behavior of native speakers. For his part, Peterson & Coltrane (2003) recommends making use of multimedia materials (movies, news broadcasts, and television programs, among others) because through these materials the teacher can offer vivid images and sounds that help to awaken the interest of the students. The idea of this one is to connect the real context of the target language with the students making a real motivation into the learning process; this one can be apply in too many ways for example: TV Shows that are presented in this case in English, can be taken to share with the students, then the students should try to understand (depending on their levels of the

language) what topics have been taken in the TV Show, or a post of a recognized newspaper about a random topic in which teacher can encourage students to debate and defend the different points of view that they could have.

Another strategy used by teacher is role-plays in which students can act out a miscommunication that is based on respect. For example, after learning about ways of asking for service on a restaurant, students could role-play a situation in which an inappropriate treat is used. Other students observe the role-play and try to identify the reason for the miscommunication. They then role-play the same situation using a culturally appropriate form of asking for service. Frank (2013) affirms

> Is a strategy to encourage students to explore questions such as "what is important to human beings? Why some things in particular culture are the same as ours, while others are different?" and to use new knowledge of a culture to simulate authentic situations is the use of role plays (p. 8).

Frank (2013) and Peterson & Coltrane (2003) agree that role plays are an interactive strategy that allows students to represent a lack of communication based on cultural differences, in addition to practicing them without serious consequences, while other students observe and identify the reason for the lack of communication and generate a solution to the error and Xu (2016) adds

> Role play can be very effective for experiencing cultural principles and cultural awareness because it gives an opportunity to be emotionally involved in cross-cultural learning and reflects upon cultural differences, and the students learn to examine their perceptions and treat other cultures with empathy. Using drama to

teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language teaching. Real communication involves ideas, emotions, feelings, appropriateness and adaptability (p. 169).

Transforming the conventional classroom, it will be created a collection of lot of things that represent many countries, cultures and dialects, it is called Cultural Collection; Frank (2013) defines it as "One way to foster curiosity and openness to English-speaking cultures is to establish a 'collection' of cultural information in a vari-ety of formats"(p. 7). This can help students because they will be more exposed to new things for example: popular movies, literature, music, online sites and everyday items like stamps, currency, toys, musical instruments, menus, travel brochures and so on. By offering students the chance to smell, touch, see, use, and listen to "real" things from a different culture, we can connect concepts beyond ideas and help students understand the realities of life in that culture. It is one thing to tell students how Halloween is celebrated in the United States— but just imagine how excited they will be to dress up in ghoulish costumes while bobbing for apples and carving jack-o-lanterns (Frank, 2013, p. 7).

One strategy that can complement Cultural Collection is Culture Capsule, defines by Seelye (1974-1993) as

A culture capsule is a brief description of some aspect of the target language culture (e.g., what is customarily eaten for meals and when those meals are eaten, marriage customs, etc.) followed by, or incorporated with contrasting information from the students' native language culture.

Peterson & Coltrane (2003) and Hughes (as cited in Tran, 2010) agree that when using cultural capsules students are presented with objects (figures, tools, jewelry, art) or images that originate in the culture of destiny, being students responsible for the information on the element in question, either by carrying out investigations or by receiving clues to investigate. Teachers can also use the capsules of culture as a basis for distributing cultural, historical and linguistic factors related to objects. After conducting the object investigation, the students made an approximation about the differences found in the cultures in which this object is used, accompanying it with images and questions to awaken the motivation of the class.

Xu (2016) in his research talks about the Cultural Comparison strategy, which helps language students to a precise understanding and a more appropriate use of the target language, being aware of the cultural difference that exists between both cultures, accepting that cultural factors play an important role in teaching and learning a foreign language and using language as a reflection of culture. By comparing the native culture with the target culture, students can clarify the differences and similarities between them. Valdés (as cited in Xu, 2016) points out:

Intercultural understanding is an acknowledgment of the ways in which two cultures resemble each other, as well as the ways in which they differ. The similarities usually arise through an examination of the differences. Discussions and general theories about cultural differences are necessary to consider specific cultures in their relation to the objective culture, and the one without the other is like a river without a current (p. 165).

The evidence previously presented shows that it is of supreme importance to implement strategies and / or methods that contribute to and help the teaching and learning processes, taking into account the influence of the culture and environment in which the students are exposed, considering that each culture has their own concepts and practices, the purpose is to approach them and transmit to the students what they will really need by using what they know to finally help them to be immerse into those environments since learning will be more meaningful for them.

Conclusion

Culture may be considered as the "whole" of the society in which we are involved in. Nowadays, it has changed a lot because of the modern generation which has been full of technological gadgets that can make our life easily or even make it worse, it all depends on how we use them in order to live in community. In this regard, what concerns about English language has been a demanding one that most of people have to be aware of, taking into consideration that nowadays English is recognized as one of the popular and necessary languages in the world..

Culture has an important roll into the process of learning a language, since it would help learners in many different situations. That is why some elements must be integrated into the teaching and learning process, it should be noted, that in the society the linguistic diversity help us to understand many cultures, so if we as teachers take advantage of it and

applied it into the English teaching classroom by using sources such as: music, movies, literature and so on, the engage of that language must be excellent for students.

For the aforementioned reasons above, it is suggested that emphasis must be placed on the connection of the cultural environment and in this case the English language, allowing the learners greater acceptance of the new knowledge they are about to internalize, recognizing that in many cases students become reluctant to learn a new language.

This connection must appear at the beginning of the learning process helping the students and teachers in this new phase, it is suggested because of many comments done by the researchers, but also our own testimony about how can a second language in this case (English) is taught just by using the American and British culture. It is clear that it is important to know the culture of a language in order to learn it, but it is not enough, that process (learning a second language) must be emphasized into the culture of whom are or want to learn it.

Students must be contextualized as to what they are going to be exposed but also the place where they are living, taking into account that they learn and grow up as an individual person, this environment is made by people (family, neighbors, their classmates…) with their own knowledge, values, experiences and so on. It means that not only people but actives elements with their own values can be working by helping positivity or negatively into the process of whatever student. In this way, it will get the linked between what they learn inside and outside the class, trying to create a bilateral deal between the school and the family, taking advantage to what they could learn being exposed to their contexts, to supply the lacks that would appear.

As yet, it will be necessary to move long to accept that for the students and the school community find a real scholar sense, will be depending on the connection that the school makes between the learning activities and the social ones inside the environment of the same students, applying what they do in the school but also what the community do, for example: social events or cultural ones. This necessity is because of the image of the school as a dynamic element that is in a continuous contact with the social reality.

Lamb (2017) talks about motivation as a fundamental pillar when it comes to teaching, the different dimensions that motivation can have in the field of teaching; One of these dimensions is culture, cultural contents when explaining a class, as examples of everyday actions in the classroom can arouse students' motivation when explaining a topic, since nothing strange is being taught, nothing foreign to the student, on the contrary he is being taught actions, terms that are part of his life, that he sees every day in the company of his family and friends.

What this author tries to say is that the learners should be familiarize with they are going to learn, it is clear that the language could not be known but routines, places, family can be, in this way the teacher should use the context and reality of the students in order to make easier the learning process for them.

On the other hand, Escobar (2015) explains in a certain way the influence of the interaction of students and teachers in the teaching-learning process and how students can feel motivated to learn the contents seen in class through this relationship, she underlines

The communication in the student-teacher interaction is something primordial, because it is an element that favors the development of the necessary skills to live in

society, for example how to manifest clearly what is thought and felt; the ability to listen and understand others, that is, to maintain a dialogue in a peaceful and tolerant way with someone else (p. 7).

But also, Escobar (2015) tells us that both actors (teachers and students) must be balanced in this process, while the student handles a dimension of particularities that make it unique, the teacher must learn to know these particularities and create strategies that allow students to exploit their maximum potential through the knowledge acquired day by day.

Based on the previous research carried out by the various authors, we were able to conclude that the nature of the relationship between language and culture is fundamental to the learning process of another language. In the use of language, it is the cultural context that creates meaning for all, but teachers and students must work together because a theory based on letters and numbers is not being taught, the teacher needs to be involved with the students, in their environment, culture, their learning style; Motivate them to see the second language as their own, to begin to internalize it, because in addition to learning to speak the language, they must also learn to transmit what they feel, their customs, their tastes. Although it is true that expressing oneself in a second language is not easy, having the necessary motivation can be done.

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