



Are Textbooks Enough? Alternative Ways of Teaching English to Adult and Adolescent Groups of English Learners

Ders Kitapları Yeterli mi? Yetişkin ve Ergen İngilizce Öğrenen Gruplarına İngilizce Öğretmenin Alternatif Yolları

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Abstract

Adults as well as adolescents create exceptional groups of English language learners with their specific expectations. At present text books are the main source used to teach English. Although it is undisputable that they provide a syllabus, and a range of language activities, taking into account communicative purpose of a language, it is advisable to enrich English language lesson in supplementary materials. These materials should include neurobiological aspects in foreign language learning, the way foreign language is acquired, and personality factors such as multiple intelligences and affective factors. Hence, the author of the present article discusses the reasons why teaching English with the application of textbooks only is not enough, and subsequently suggests additional activities in the form of teaching through culture, stories, poems, songs, and games.

Key Words: Foreign language, textbooks, teaching, authentic materials, adolescents, adults.

Özet

Yetişkinler ve ergenler, özel beklentileri olan istisnai İngilizce öğrenen grupları oluşturur. Günümüzde İngilizce öğretiminde kullanılan ana kaynak ders kitaplarıdır. Bir dilin iletişimsel amacını göz önünde bulundurarak bir ders programı ve bir dizi dil etkinliği sağladıkları tartışılmaz olsa da İngilizce dersinin ek materyallerle zenginleştirilmesi tavsiye edilir. Bu materyaller, yabancı dil öğrenimindeki nörobiyolojik yönleri, yabancı dilin edinilme şekli ve çoklu zekâ ve duyuşsal faktörler gibi kişilik faktörlerini içermelidir. Bu nedenle bu makalede, yalnızca ders kitaplarının uygulanmasıyla İngilizce öğretmenin neden yeterli olmadığını tartışılıp, kültür, hikayeler, şiirler, şarkılar ve oyunlar yoluyla öğretimde ekstra etkinlikler önerilmiştir.

Anahtar Kelimeler: Yabancı dil, ders kitapları, öğretim, otantik materyaller, ergenler, yetişkinler.

1. Introduction

At present teaching English is primarily based on omnipresent textbooks that do not match students' characteristics, attributes and passions, at the same time not taking into account their background knowledge. Many educators and scholars claim that the application of textbooks in a foreign language classroom is inevitable. Textbooks primarily serve as the basis for the content of language lessons. However, they do not comply with neurobiological aspects of learning, the mechanisms according to which languages are acquired, individualization of a learner, and personal aspects such as affective factors and multiple intelligences. Adults, as well as adolescents, are sui generis English language learners. On the one hand, adults come to English classes with their own history arising from their previous

learning experience. On the other hand, adolescents undergo so-called storm and stress period which can have an impact on their learning experience. In order to ensure education that lives the expectations of these two specific groups of learners it is advisable to enrich English language classroom in additional, authentic materials. Therefore, it is relevant to advocate the alternative English teaching solutions tailored for the needs of both, adult and adolescent groups of English learners. The author of the present paper recommends teaching English through culture, stories, poems, songs, and games.

Factors determining the way languages are acquired and learned

In order to investigate whether textbooks are enough in English language teaching it is applicable to begin with neuroscience, Krashen's hypotheses, and Gardner's multiply intelligences. Neuroscience and education are two fields which overlap. Bowers (2016) perceived psychology as sufficiently enough to expand students' classroom achievements but psychology deals solely with human behaviour, whereas neuroscience with brain mechanisms handling with behaviour. Kelly (2017) posed a number of questions related to learning. These include: What happens in the brain during critical period (or sensitive) periods? What are learning disabilities and their symptoms? Why are stories so effective? How does brain change from childhood to adulthood? What is stress? What is brain-based teaching? How does the brain do reading? What are the key factors of learning? What role does emotion play in cognition and learning? or Why does personalization work? All these questions cannot be answered purely by psychology.

Therefore, to examine learning process in the classroom context a strict interrelation between education and neuroscience should be acknowledged. However, opponents of incorporating neuroscience in the classroom claim that education is a social occurrence, and social issues depend upon social solutions (Lalancette & Campbell, 2012). What is more, data collection in neuroscience, including brain imaging is performed in controlled experimental conditions which are distant from the classroom (Turner, 2011). Also, mainstream commercialized media overuse the notion of neuroscience which can make it dubious as a genuine education related field of study.

In the area of foreign language learning, neuroscience is even of greater importance. It enables teachers the insight into more aspects of education such as learning disorders, emotions, motivation, language input, language processes, developmental stages etc. What is more, neuroscience instils a wider perspective in foreign language education as language learning is not limited to concrete facets such as explaining grammatical forms or having a textbook unit done.

The most notable foreign language theory which originates in neurobiology is the theory of Krashen's Five Hypotheses (Krashen & Terrel, 1988). In Language Learning/Acquisition Distinction Hypothesis Krashen recognized language acquisition and language learning. Learning is a conscious process concentrated on a language form (structure), whereas language acquisition is an unconscious process which can be compared to the first language acquisition by a child. In the classroom context, learning a language where students focus on form receives primary position. Nevertheless, in natural language environment, language users seldom focus on form. The second Krashen's language hypothesis is the

Natural Order Hypothesis which claims that language is acquired according to the certain order which points out that some language structures are acquired before the others. Surprisingly, the third-person singular of a Present Simple tense is acquired last. Even advanced students tend to forget about this form. Another Krashen's Monitor Hypothesis subdivide monitor users into three groups of learners. Monitor overusers-the students who do not believe in their own language abilities so they produce a language based on learned competence, as a result speaking without fluency. The monitor-underusers-the learners who are not interested in language correctness so they maintain fluency while speaking a foreign language but their language speech is deprived of correctness. The last group is the optimal group of users who sustain balance between accuracy and fluency as well as between language learning and language acquisition. The subsequent input hypothesis states that learners progressively acquire the language slightly beyond their current language level (i+1). This theory together with the former Krashen's hypotheses put emphasis on the language acquisition rather than language learning. The affective filter hypothesis which is also originated in neurobiology is the latter. It distinguishes three variables which affect students' foreign language success. These are: motivation, self-confidence and anxiety. Krashen's five hypotheses also relate to the selection of teaching materials as the knowledge of how a language is acquired and which factors hinder language acquisition can enable the teachers the most optimal choice.

In traditional teaching practice, foreign language learning was organized in a way that all the learners were treated as if they all were the same. However, a great number of researches confirmed that students represent different profiles. Reid (1999) enumerated the areas of language learning which vary among students. These include: multiple intelligences, perceptual learning styles, and field independence/dependence. Gardner (1999) suggests holistic approach to students, whose learning cannot be treated as exclusively cognitive activity, and emphasizes the physical and affective side of a human. Damasio (1994, xii) advocating his point of view in studies of the brain, claims that emotions are "an important part of the machinery of reason". Moreover, the support for the utilization of neuroscience in the learning process could be Brown & Cocking's (1999) research which confirmed that studying alters the structure of the brain, learning forms the brain, and distinct parts of the brain may be arranged to work at different times. Also, learning intensifies the brain's neural network. The more we learn, the stronger the connections become.

The focal point of Gardner's multiple intelligence theory was the philosophy according to which each student has different needs and teacher's instruction should respond to students' expectations (Richards & Rodgers, 2001). Gardner (1983) identified six types of intelligences which then became applicable in language learning and teaching. The first intelligence is the musical-rhythmic intelligence which is possessed by the students who recognize and appreciate music. Music has a vital role in language teaching. The research conducted by Lozanov (1988) revealed that students who were exposed to music during language classes had better language achievements. Music also entails distinct mood in students (Benenson, 1995). The visual-spatial intelligence is observed in the ability to recognize form, shape, space, and colour. Visual-spatial intelligence proves to be effective in comprehensible language input. For instance, the application of visual aids such as charts,

drawings, pictures or slides is conducive to information retrieval. The logical-mathematical intelligence helps students in the tasks related to finding analogies, differences, solutions to a problem, or critical thinking. Students with bodily-kinaesthetic intelligence are able to express themselves with their bodies. Classroom activities such as games, drama or project work refer to bodily-kinaesthetic intelligence. Some students have well developed interpersonal intelligence revealed in the ability to communicate and cooperate with other people, or to understand the point of view of others. This intelligence is recognized in cooperative learning realized in pair or group work. The following intelligence is the intrapersonal intelligence noticeable in students' ability to understand the inner-self and to build self-discipline. Goleman (1995) placed self-discipline on metacognition: noticing personal emotions, the ability to control them, and motivate the self. The awareness of self is perceived in the activities related to colour, size or texture expressing students' emotions. The capability to distinguish various species of animals or plants as well as ecological sensitivity is attributed to naturalist intelligence. Therefore, activities incorporating sensitivity towards the nature can be also included in the language classroom.

Adult and adolescent learners

Students' age is an essential factor determining the selection of teaching methods and materials as people of various ages have different cognitive abilities, competencies, and their developmental stage affects the way they learn. Although age belongs to stable facets, many authors point out the critical period in second language acquisition. Curtiss (1977) conducted a case study on a girl who was deprived of language input in her childhood and as a result, was unable to receive a proper language (Curtis & Fromkin, 1978). Children exposed to a language will acquire better pronunciation, fluency, and grammar skills (Lightbrown & Spada, 1999).

Adult learners study a language with the application of their cognitive skills to analyse the syntactic of a foreign language, whereas younger learners are dependant on their rote memory for learning. Many adults are willing to learn through syntactic analysis as they are aware that they encounter problems in remembering all the sentences they hear (Oroji & Ghane, 2013). Adults are self-directed learners knowing their own preferences. Their self-direction is noticeable in renouncing things they regard redundant. Throughout the years they managed to develop the skills to think logically and learning strategies that adolescents do not have (Celce-Murcia, 2001). They also dedicate most of their time to work, and consequently, they are able to devote more time to language learning than adolescents, at the same time having a longer attention span. Adults enter the language classroom with the luggage of experiences from former education which can be either positive or negative.

On the other hand, adolescents searching for individuality and identity may behave in a disruptive and uncontrollable manner which is partly a result of depriving them of opportunities to participate in the language class. (Puchta & Schraz, 1992). Moreover, they frequently reveal the need for peer approval and self-esteem. Thus, in order to maximalise

teaching effectiveness, adolescents should be aware of the rules of conduct and teaching materials must reach their expectations. They also have their own history of foreign language learning which is not as long as adults' history. Hence, the more failure they experience, the fewer achievements they expect but nothing cannot be more motivating than success.

English textbooks for teaching and learning English as a foreign language

Most materials to learning a foreign language should involve three categories of language practice: a mechanical practice which relates to controlled classroom activities such as repetition or language drill, meaningful practice in which language is still controlled but students are expected to make decisions during their language activities, and communicative practice where the spontaneous and authentic language "is not totally predictable" (Richards, 2005; p.15). Many textbooks present a format that does not contain real-life communicative activities. These include predominately repetition, formal grammar study, drilling, and matching activities for controlled (mechanical) practice. The meaningful practice covers matching exercises, answering questions, multiple-choice activities or filling in the blanks, which still are not substantially authentic. Communicative practice in those textbooks is based on dialogues, writing letters, emails or answering open-ended questions being far from authentic communication.

Materials such as textbooks, workbooks and DVDs are the first options selected by teachers of English. There are different opinions about textbooks among teachers and educators. Cunnigsworth (1995) argues that textbooks are powerful sources for presentation, practice, and production of a language, and they reflect primarily learning objectives defined in a syllabus. Moreover, Richards (2001) claims that textbooks arrange structure and syllabus. In fact, when we consider textbooks from educational requirements and preparation for the final exam standpoint, textbooks are the most relevant source. However, when dealing with the main objective of a language which is communication, the employment of merely textbooks appears to be dubious.

Over past years communicative language teaching (CLT) has been perceived as the most efficient language teaching method. Since language is a means of communication, communicative skills should be promoted in the classroom. Hymes (1972) defined communicative competence as the ability to convey, interpret, and negotiate the meaning with the other speakers in a distinct context. Gomez-Rodriguez (2010, p. 17) characterized language competence as:

"the ability that allows learners to establish successful communication in a foreign language, in genuine contexts, and through everyday tasks found in real life. Being competent implies more than knowing the linguistic code; it also necessitates being able to negotiate meaning and interact socially in the target language"

Many scholars point out that textbooks do not realize students' needs as far as communication is concerned. They believe that authentic materials are more effective than textbooks, and textbooks do not cover real life situations which are essential in

communication. They also claim that textbooks present artificial material (Gilmore, 2007; Guo, 2012). Another opinion against textbooks has been stated by Tomlinson & Masuhara (2008) who state that the lack of success of many foreign language students is caused by the fact that textbooks focus mainly on linguistic items, and not communication.

If the main objective of a language class is communication, then it is suggested that additional materials should be used in order to help students achieve communication skills. Peck (2007) suggests several authentic activities such as project work, group work, role-play games, or small group discussions. Therefore, the concept of the communicative approach requires the employment of authentic materials that will enable students to develop communicative competence, promote interaction, help them to be acquainted with globalized cultures, and explore the other cultures. What is more, the appropriate selection of teaching materials should comply with Krashen's hypotheses (1988) which means proper language acquisition with the required amount. Also, a balance between correctness and fluency and maximalisation of positive affective factors such as motivation and self-confidence should be maintained, at the same time minimalizing negative factor which is anxiety. Besides, a typical classroom consists of students with different abilities, preferences, attitudes, learning styles, and different dominant intelligences. Thus, teaching materials should be so varied as to live the expectations of all students present in the classroom and in accordance with their multiple intelligences.

Teaching English through culture, stories, songs, and games

The quality and amount of the language input in foreign language learning are vital. Krashen's hypotheses (1988) state that language input should be natural, meaningful, comprehensible, and provided step by step so students ought to be exposed to teaching materials that will enable them gradually familiarize with a new language. Therefore, with regard to obtaining communicative competence, aside from regular materials such as textbooks and workbooks, it is advisable to implement additional materials and activities. The author of the following paper, who is also an active English teacher, based on her experience suggests the application in foreign language teaching elements of culture, stories, songs, and games with the employment of authentic materials.

A strict interrelation between a language and a culture exists, as language is a culture carrier and mirrors the culture. However, culture is a wider notion than language and has a tremendous impact on a language. Culture can be taught through different activities such as reading, translating, communicating, or games. The cultural background of the students is essential as it facilitates understanding of a text. Many teachers put emphasis on vocabulary or grammatical structures without teaching culture. As a result, comprehension of a text becomes troublesome. When we agree that language is a culture carrier, we cannot treat working with a text as a merely inter-lingual process as it is in nature cultural bound. Also, the presence of culture in communication is evident. Culture determines conditions in which information is

sent as when being in contact with the other cultures and when we are deprived of cultural values, we use our native cultural pattern. When we are unaware of cultural differences, we can send negative messages, for instance, if we are not informed that in Saudi Arabia when introducing, a woman should not be touched. Moreover, due to the fact that the world became a global village, intercultural communication has become vital, and communication between different cultural stances has become more frequent. It is necessary to understand the values of the other cultures, similarities, and differences between cultures, deepen our cultural knowledge and clarify misunderstandings. Thus, it has been observed that culture has an enormous impact on foreign language learning and should go beyond language skills. (Zhao, B., 2011).

English can also be taught through stories which are called “a meaningful and fun way for children to learn the language” (Gonzales, N.I.P, 2010). According to Krashen’s Hypotheses (1988), we are natural learners and we learn faster when we are exposed to a language that takes place in a natural language environment or in formal language settings but when learning becomes meaningful, long-lasting and entertaining process. Storytelling develops the capability to understand a foreign language in real-life communication and evokes creative thinking. Listening to stories expands learners’ ability to use strategies for general meaning, hypothesizing, or guessing the meaning. It also instils cultural values in students, integrates obtained information, and stimulates learners to become self-confident in expressing their views spontaneously. Reading stories helps to make connections between printed and spoken language. It is relevant to introduce pre-reading activities in the form of games, matching activities or songs associated with the story, and then post-reading activities that can ease the comprehension of the story. These can be implemented in telling the story which means speaking creatively. Also, vital is listening to stories which gives students the opportunity to become acquainted with new linguistic items such as vocabulary or grammatical structures (Gonzales, N.I.P., 2010). Another activity that is worth mentioning is teaching a foreign language through poems. Teaching with the application of poems has been always avoided by teachers as many of them seem neither comfortable with poems or enjoy them. However, it is vital to underline that poetry can be efficient in teaching a language. It develops both, receptive and productive language skills (reading, replication of poetry, memorization, or translation).

Gaston (1968) explained that music presents three dimensions in therapy: helps to maintain personal relations, raises self-esteem and self-satisfaction, brings order and energizes through rhythm. Neuroscientists discovered that musical and language processing are placed in the same part of a human brain, and consequently complement each other (Maess & Koelsch, 2001). Learning through songs develops cognitive skills together with enhancing language skills. Thus, classroom activities should be arranged with songs, ought to be interesting and motivating. Also, the employment of songs in the classroom develops musical intelligence in students through rhythm and melody. Songs and lyrics of the songs expand learners’ vocabulary, teach new words or recall already taught vocabulary. Depending on what skills teachers want to develop in students, different activities with songs can be suggested. These activities can embrace listening comprehension, listening for summarizing,

writing, learning grammar, or developing speaking skills through listening to the same phrases many times.

Hadfield (1998, p. 4) characterized the game as “an activity with rules, a goal and an element of fun”. She also subdivided games into: communicative-related to the exchange of information, and linguistic-based on accuracy (Hadfield, 1998). Games have a positive impact on foreign language learning. They boost students’ motivation, evoke spontaneous use of a language, build stress-free and relaxing environment in the classroom, advocate students’ collaboration, and associate Gardner’s multiple intelligences. Moreover, games enable students’ practice both, productive (speaking and writing), and receptive (listening and reading) language skills.

Based on the researches mentioned above, it could be concluded that although English textbooks provide a wide variety of activities, many of them do not leave the needs of adult and adolescent students. Adults, as well as adolescents have exceptional expectations built on their past history of learning. Textbooks appear to be monotonous, predictable and implemented according to the same pattern in each unit. Hence, in the subsequent section, the author of the paper suggests a few activities to teach English through culture, stories, songs and games. Obviously, the number of such activities is countless, and the selection of them depends on the creativity of an English teacher.

Language activities in teaching English through culture, stories, songs, and games

The aim of teaching English through culture is to provide learners with cultural knowledge at the same time expand students’ lexicon, and language capabilities. The author of the present article suggests the employment of a book by Bogusławska & Mioduszevska (2011) Teaching English through culture. This book offers different exercises for students of different levels of English beginning from intermediate to upper-intermediate. The provided activities include: reading, writing, listening, speaking, role play, quizzes, board games, crosswords and purs. The basis for cultural lessons is learning about famous people, places in history, and celebrations. Each reading includes various tasks. For example, the unit about Valentine’s Day begins with brainstorming related to Valentine’s Day associations, which can be followed by a discussion about the topic. The book also recommends role play in which students are split into pairs of both genders, and play the roles. The task for Student A is “It is Valentine’s Day. You are a young and independent woman. Being a confirmed single, you are not interested in making friends, especially with strange and importunate men. Unfortunately, one of them is doing his best to ask you out. Do your best to get rid of him.” Student B receives the task: “You are an interesting sophomore college student. Your fast life has not allowed anybody to have a girlfriend yet. But today you have the only chance to meet a special woman. You saw her at the bus stop: She is elegant and beautiful. Try to start a conversation.” Then the book presents a text about the origins of Valentine’s Day in comparison to Halloween Day, and about Valentine’s cards. Below the text, the questions are provided, and the task to match the definitions to vocabulary. The last task is group work in

which the students discuss: top ten ideas for an outstanding Valentine date, and top 10 ideas for the worst Valentine date. The last task is to design a Valentine card. Obviously, cultural education can be intertwined with the other activities: games, stories, poems or songs. Teacher's approach to culture depends only on his/her imagination.

The main objective of teaching a foreign language through stories is to expand students' language skills: reading, writing, listening, and speaking and recreate their ability to write a grammatically correct and logical piece of writing. The choice of the story depends on the student's language level. The author of the paper will apply as an example the story written by Christian Andersen "The emperor's new clothes". The lesson can begin with the elicitation of the vocabulary related to the emperor such as the king, the queen, or the prime minister. Then the teacher writes difficult vocabulary from the story on the board, and students match the vocabulary to the definitions: magnificent, naked, vanity, etc. Subsequently, the students are reading the story but without ending, after which the teacher gives them three possible endings of the story. The learners discuss the endings and guess the correct one. Afterwards, they read the ending of the story. This can be followed by answering the questions about the story for example, What did the emperor love? How often did he change his clothes? Finally, the teacher arranges discussion about the message of the story.

Teaching through poems seems to be unattractive for students. Unfortunately, reading poems is also not very popular among students. However, it is worth trying to encourage our students to read poetry. As an example, I chose the poem "The New Colossus" written by Emma Lazarus (see Appendix 1). With reference to this poem culture, history, new vocabulary and critical thinking can be taught. Teachers can begin with the introduction of the author of a poem who had Jewish ancestry. Her ancestors had to leave Portugal, and then Brazil to escape prosecution. Then in the USA, she was helping Jewish refugees. At that point, the teacher can ask students to analyse the content of the poem. The analysis may begin with the description of the title "The New Colossus", the explanation of what "The Colossus", a statue which at the island of Rhodes harbour was, but is not there anymore. Then the comparison to the Statue of Liberty, which was then intended to arrive at New York, is required. Finally, the expressions such as Mother of Exiles, from her beacon-hand glows world-wide welcome or Keep ancient lands, your storied pomp should be explained. Using these expressions, the author of the poem demonstrates that the Statue of Liberty invites people (refugees) who had to leave their countries, she is welcoming people and like www. (worldwide web) available to everybody. She is also telling that America's lifestyle is different from European countries with aristocracy. Obviously, the poem could be analysed in this way till the last line. Finally, the problem of refugees which is still a controversial issue, whether to welcome these people or not and about the standards of humanity, can serve as a basis for discussion.

Songs can be presented as satisfactory material to teach culture, grammar, and the whole expressions to adult as well as adolescent students. There are different songs which can be used to teach grammar. On YouTube, many videos teaching irregular forms of verbs may be found. Apparently, the most popular teaching material is a video recorded by one of the YouTube users at the same time being a teacher of English who recorded how he teaches irregular forms of verbs through rap to his students. To revise and practice the usage of

Present Perfect Tense a song by U2 “I still haven’t found what I am looking for” (see Appendix 2) could be applied. In order to enrich the grammar task with elements of culture, the song “Where the wild roses grow” by Nick Cave & Kylie Minogue (see Appendix 3) can be applied. Namely, this song is applicable to revise irregular forms of verbs. It is based on an Irish scary legend about a girl called Elisa Day murdered by her boyfriend who took her to the riverbank, kissed her, and killed her with a rock in his hand. It is thought that her ghost is wandering along the river, where the wild roses grow. The song tells us the whole story. It can serve as a basis for speaking activities through: retelling the story, discussing the topic of love, jealousy, controlling in a relationship, etc. The following song suggested by the author of the paper is “Bohemian Rhapsody” by Queen (see Appendix 4). This song may be employed to teach students the whole expressions such as: throw away, carry on, shivers down somebody’s spine, or face the truth. Students can find equivalents to expressions such as: throw away-get rid of something. With reference to culture and creative thinking, teachers can begin with the explanation of the title Bohemian Rhapsody where bohemian means a socially unconventional person, especially in relation to art, and rhapsody, a piece of music without formal structure expressing a powerful feeling, bringing different styles together, as in this song, elements of a ballad, piano music or ballet. Moreover, the beginning “Mama, just killed a man put a gun against his head” shows metaphorically a deep message- Freddie’s coming out (admitting he was bisexual), which he wanted to convey to his mother. Songs can also be a basis to develop students’ writing skills. The teacher chooses a song in which one person is singing to someone else. The students imagine that they are a person someone is singing to or a singer, and write an e-mail explaining their feelings. Students can also write a dialogue based on the lyrics of a song.

Also, games are a valuable fun way to teach English to adolescents and adults. Undoubtedly, there are popular games such as the information gap game where one student holds a picture which he/she describes, and the other student reproduces a similar drawing by listening and drawing. Another popular game is a guessing game in which one person is thinking about a popular person, place, or thing and the rest of the students ask twenty questions to find out the hints to guess who or what the student is thinking about. Also, an excellent way of teaching speaking is a search game in which the students are given charts which they fill out with the names of the other students, walk around the classroom, and try to find for instance a student who plays computer games or a student who loves spinach. Roleplay games are also beneficial in developing students’ speaking skills. Students perform a role of a candidate who wants to enrol in a course or of a customer in a shop (Klimova, B. F., 2014).

What is more, movement games are worth mentioning. These are the games in which students are physically active. A good example of a game to teach vocabulary is a game called vocabulary race. The learners are divided into two teams. Both of the groups are standing in the line. In front of two lines of students, one of the learners is standing and showing a picture. The student who guesses, goes to the end of the line. The winner is the team which receives more points. Another game with physical activity is the game called charades. One student has to act out (can be a person, place, or a word), and the rest of the class guess. A good example of movement activity is a game that can be successfully applied at the

beginning of a school year or when students do not know each other. The students are sitting in a circle, and one of them in the middle of a circle. The learner in the middle says true about himself/herself, for instance, "I have been to London". These students for whom it is true, stand up and change the seats. This game is a good way to practice orally grammatical forms. Apparently, there can be a wider range of those activities depending on the creativity of a teacher.

2. Conclusion

The application of textbooks in an English classroom is indisputable. They are the primary source of linguistic input, cover a core material vital in accomplishing learning objectives and therefore they play a role in learning and teaching. Textbooks form a structure and syllabus which enable the standardization of teaching instruction. They are beneficial especially for inexperienced teachers as they incorporate organized units with a ready prepared plan of the lesson, limit the preparation time, and they standardize teaching instruction. From the students' perspective textbooks give the opportunity for self-directed learning which can be also realized at home.

However, the employment of textbooks resulted in a long-lasting debate among educators due to their constraints. Firstly, they sometimes encompass material that is unauthentic, out of date, or far away from the real world. Adults, as well as adolescents, are the most demanding groups of English learners, frequently prejudiced against coursebooks. Also, textbooks often contain cultural bias which can be avoided by using authentic materials (Clarke, 1990), and most of the presented dialogues are inappropriate for natural communication.

Therefore, teaching materials that are offered to adult and adolescent learners should be carefully selected taking into account neurobiological aspects of learning, language acquisition process, and students' multiple intelligences. Textbooks may not take into account students' needs, match their language level, and frequently are the passive medium for providing language information with limited learners' activation. They do not encourage students to learn a language but rather to be passive. Hence, choosing teaching materials tailored for our students, we should bear in mind that they are unique individuals with their own learning pace and interests. Teaching with the use of additional, authentic materials provides students a wide range of activities: individual work, pair work, group work, developing various skills (reading, writing, listening, speaking). In order to increase students' interest in a language lesson, it is advisable to enable them full creativity, composing a lesson plan and choosing stories, songs, or poems they would like to work with. Moreover, it is essential that teaching materials mirror the real language used in natural foreign language environment, evoke students' engagement in learning a language, promote cultural sensitivity, and enable students to work according to their own pace. Also, activation of different senses will enable students to acquire the language in accordance with neurobiological aspects of learning, and consequently more efficiently. Finally, giving attention to the fact that teaching a foreign language in public schools is based on a syllabus comprising foreordained learning objectives, the best solution is to complement lessons with authentic activities that will

motivate adolescent as well as adult learners, keep them interested and live their foreign language learning expectations.

Appendices

Appendix 1: Teaching English through poems-activity

The New Colossus

BY EMMA LAZARUS

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

Appendix 2: Teaching English through songs-activity

I Still Haven't Found What I'm Looking For

U2

I the highest mountains

I through the fields

Only to be with you

Only to be with you

I have run I have crawled

I these city walls

These city walls
Only to be with you
But I still
What I'm looking for
But I still haven't found
What I'm looking for
I honey lips
Felt the healing in the fingertips
It burned like fire
This burning desire
I have spoke with the tongue of angels
I the hand of a devil
It was warm in the night
I was cold as a stone
But I still haven't found
What I'm looking for
But I still haven't found
What I'm looking for
I believe in the Kingdom come
Then all the colors will bleed into one
Bleed into one
But yes, I'm still running
You broke the bonds
and you loosened chains
carried the cross of my shame, of my shame
You know I believe it
But I still haven't found
What I'm looking for
But I still haven't found
What I'm looking for
But I still haven't found
What I'm looking for

But I still haven't found
What I'm looking for

Appendix 3: Teaching English through songs-activity

Nick Cave & Kylie Minogue
Where the wild roses grow
They call me The Wild Rose
But my name Elisa Day
Why they call me it I do not know
For my name was Elisa Day
From the first day I her I knew she the one
She in my eyes and
For her lips were the colour of the roses
That down the river, all bloody and wild
When he on my door and the room
My trembling in his sure embrace
He would be my first man, and with a careful hand
He at the tears that ran down my face
They call me The Wild Rose
But my name Elisa Day
Why they call me that I do not know
For my name was Elisa Day
On the second day I her a flower
She was more beautiful than any woman I'd seen
I said, "Do you know where the wild roses grow
So sweet and scarlet and free?"
On the second day...

Appendix 4: Teaching English through songs-activity

Bohemian Rhapsody

The Queen
Mama, just killed a man
Put a gun against his head
Pulled my trigger, now he's dead
Mama, life had just begun
But now I've gone and

Mama, ooh
..... to make you cry
If I'm not back again this time tomorrow
.....,.....as if nothing really matters

Too late, my time has come
.....
Body's aching all the time
Goodbye, everybody, I've got to go
Gotta and face the truth

Mama, ooh (Any way the wind blows)
I don't want to die
I sometimes wish I'd never been born at all

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