

1. Introduction

The general perception regarding the traditional target audience of foreign language teaching is that it is normally represented by various types of young learners, ranging from children , to adolescent and , sometimes, to very young adults. Consequently, when the language student's position is occupied by adult learners, the teaching process is considered to be more problematic. Today , maybe more than ever before, this view is supported by parents , educators and policymakers, who, in their effort to prepare children for a multilingual future, put forward the concept of “ the earlier the better “ when it comes to learning a foreign language. But is it really true that the older the students are , the more ineffective they are as language learners? Even if not all methodologists share this opinion , there seem to be a general consensus that the learners' age is associated with specific needs, competences and cognitive skills, which , in their turn , involve characteristic teaching and learning patterns. This paper will discuss the special features presented by the adult students , will identify the challenges that might occur when working with this category of students , and , then , will consider some methodological implications for the process of teaching English to mature learners.

1.1 Andragogy versus Pedagogy

Although learning a process of getting new pieces of information should be more or less the same for everything, teaching adults has its specifics and is very different from teaching children.

Rogers mentions two main characteristics common to all forms of teaching adults.

Firstly " The participants are voluntary learners "

Secondly, The process of learning in their case is " intentional ", which means they have some goal they plan to reach (Rogers 1996). This might look rather obvious, but many people do not realise to what extent the learning process of the children is actually forced, as most of them do not even participate in the choice of the school they go to or the subject they study. The adult students intentionally choose to study some subject (a foreign language in this case) for some particular reason, which can also be a motivation for the studies. The other important problem is that unlike children, who do not have any other thing to do except for their school studies (and very often all their life and their family lives too turn around the school and its matters), the adults have their professional careers and families to run, they are then (usually most of them) rather limited in their possibility to choose the time of the course, they have to take many things into consideration such as location of the school, financial matters or timing. The process

of teaching has its specifics too, No teacher of children assumes these days that the children when coming to his / her class would be no experience or knowledge as it was assumed in the past. However the children still have limited knowledge and experince, compored to the adults learners and thus the teacher has and must have more roles than the one of the language teacher, as he or she (the teacher)participates on over all education and formation of the young human being Oconnor, Bronner and Delaney (2002 : 127-128) adults learning differently, depending upon their expensive, aptiticle, and attitude. When you learn best in class room environment, by reading a book, or through. Web based training, depends on number of elements. These include your inividual characteristics, the perceived value of the learning take to you, and how much expensive you have had with the subject in the past.

1.2 Learning Versus Acquisition

Modren direction of teaching are much more than in the past interested on the process of learning it self, and what to do to make the process easier and less "paninful" for the student, current direction realise that it is much more effective for the children and learners too if they learn without knowing they learn. This is acquisition.

According to Rogers (1997:77) indicates that learning is not connected only with schools and courses. It is expected we will

continue in learning even after learning schools and finishing formal education.

He describes learning as : Those more or less permanent changes brought about voluntarily in one's patterns of acting thinking or feeling. It is the receipt of knowledge and skills from outside. Recent work on learning indicate that.

- Learning is personal, individual : we can learn from and in association with others, but in the end, all learning change are made individually.
- Learning is active not passive receipt of knowledge skills.

Acquisition, is unintentional learning. It is any process which occurs when person comes across a new piece of information which he / she remember and is able to use later. This can be any activity such as, reading a book, listening to the radio or speaking to friend watching television. In language learning we may speak of acquisition for example in case of immigrants, who often acquire the language without any form of formal teaching (Course or School) they start working and meeting new people using second language as means of communication in every day situations, they actually learn without knowing they do learn. They learn unintentionally.

1.3 Specifics of Teaching Language To Groups of Adults And Individual (one-to-one)

Although this sub chapter deals with teaching adults, a special line must be drawn between these two dramatically young adults notions. There is not a big difference between teaching young adults and adults, this difference is mostly in the choice of teaching children at school, many teachers legitimately complain about the excessive school educational plan, which puts too enough time for individual attitude or longer explanation.

Dornyi(2001:64) comments on it in his book when quoting Jeffposs. Teacher are under enormous pressure to "cover" the curriculum. State mandates, district policies, and especially standardized tests have forced many teacher to rush through the required content, despite substantial evidence that doing so results in a lack of student motivation, interest and long term learning. Clearly, there is not enough time in the day or year to adequately address all the while student time in class is steadily being reduced. One – to – one lessons otherwise, must be perfectly prepared, the (T T T) may be to some extent higher than in the case of group courses, because he / she is partner conversation. Some activities, so effective in the group courses, such as mini – dialogues, short theater, peer correction and many other, are not possible.

Wiberg (1987:6) Summarises the difference between group and one – to – one teaching.

One essential difference, however, from classroom teaching is that it is no longer the teacher who initiates all the role changes. The one – to – one teacher's task is much more to respond to changes of mood and controller of the classroom.

Just as the classroom teacher needs to be aware of why each activity is being conducted in the way it is, so one – to –one teacher needs to be explicitly aware of the personal role (S) he is fulfilling in relation to the student at any time.

1.4. Frequent Mistakes On The Side of The Teachers And How To Avoid Making Them.

One of the most important aspects of teaching is self-reflecting. A teacher (and it is not important whether a novice teacher or experienced one) should analyse his / her work, why he/she does it and why this particular way, whether it could have been better. He /She should never stop asking and looking for interesting methods both existing and new ones. Feedback of the lesson is very important for everyone, so one can notice the mistakes he / she makes. Scrivener (2007 : 109) comments on the most common and frequent mistakes the teachers of languages tend to make. They vary according to the subject taught and even the region and / or nationality of the teacher.

1.4.1. Lesson Plan

Every good teacher is aware of the fact, that a good plan for "every" lesson is essential. One should have at least a brief idea what he / she wants to do in the lesson, what the lesson is going to be focused on and why, what he / she expects the students to know/understand/get acquainted with at the end of the lesson. It doesn't matter whether it is a group or individual lesson. All modern text books have much more materials and teachers books with perfectly planned lessons and may be it is not always possible to use all the materials, it is still every good help to a novice teacher.

Rogers (2001 : 17) reminds the form of the course is not completely up to the teacher and thus the teacher must incorporate these set requirements to his / her lesson plan and adjust the lessons accordingly. We are not completely free in drawing up our proposals.... many aspects may already have been fixed for us when planning our course

- The timing of the course
- Its frequency
- The duration of the class
- Location

However, especially individual face-to-face lessons tend to be very different from a group lesson because it is possible (and also expected) to tailor the lesson to the needs of the student. Which means spending more time on interesting and difficult topics or

passing quickly or avoiding those which are not of his / her interest. This is obvious, less people means more time for them and their questions, more possibilities to explain things individually. And actually this is the reason why the individual students pay many times more per one single lesson than they would pay if it is important, although it is almost never completed without a change, one hardly ever teaches strictly according to it.

Every lesson is about the people involved so smaller or even bigger adjustments to the plan are more than all right ; it was Scrivener who said that the teacher does not teach the plan but the students. Prepare thoroughly. But in class, teach the learners, not the plan.

1.4.2. No (or improper) Correction , Over Correction

There are problems especially in the " reading exercises " (when correcting too often and a loud maybe problematic, the student may lose confidence, may feel humiliated in front of the rest of the group or the teacher), and in the "speaking" written assignments are usually not a problem because it is easy to analyse the mistakes and write notes and it is understandable for the student (and tactful).

Scrivener (2007 : 299) reflects on the subject of error correction : An important consideration here is the aim of the activity. Is it to improve learners accurate use of English ? If this is the case, then correction maybe helpful. However, if the activity is aiming to encourage fluency, interruptions and corrections might get in the

way of the work. It is up to every teacher to decide which mistake is so serious that needs to be corrected and which the teacher will ignore because it is either too difficult to explain to the student at his / her current level or it would be rather ineffective (and wasting of time) or both.

Scrivener (2007 : 299) advises what to take into consideration prior the correction takes place : There are other factors to take into account when deciding if a correction should be made : will it help or hinder learning ? Are they correcting something they don't know ? (If so, there doesn't seem much point). How will the student take the correction ? what are their intention in correcting ?

Finally, it is necessary to mention that proper correction (even speaking or reading exercises) is crucial. Many mistakes may become deep-rooted and are very difficult to avoid by the student. It is useful to use other means of communication – body language, work with voice and its melody, have signals which the students are acquainted with, use white board and lot of colours in individual one – to – one lessons, in the group lessons (or at least two students). However this must be done very carefully and tactfully, because not all the students may accept the peer correction (especially older beginners can find this problematic). A very similar case is over correction. This is very often a mistake of a careful young enthusiastic teacher who does not realise, that correcting a student too much and too often firstly reduces the

teacher talking time, that the student can not remember all the rules and correct versions immediately and that especially older students may lose their confidence and even craving for studying a language (proving themselves that they are too old or incompetent to learn at their age or situation).

1.4.3. T T T (Teacher Talking Time)

Every teacher has to keep in his/her mind the balance between " Teacher Talking Time " (T T T) and " Students Talking Time " (S T T). Although it is necessary for students to hear correct grammar with proper pronunciation, every time the teacher speaks the students misses his/her opportunity to express him self / here self. There exist many varied methods and ways to start lessons with such students, every teacher defending his / her way, some totally disagreeing with using any other language except for English (from the very beginning), some starting with the help of the first language and slowly reducing the ratio of the first language and increasing the use of the second language. They as a teacher prefer the second way. They use czech language in the classes with beginners, although they try to speak English as soon as possible. Especially older students do not feel very comfortable when English is used from the very beginning of the lessons. What is find more important then restricting occasional use of mother tongue for explanations is how much space the student really gets in the lesson, how much it is him / her who "produces" something

in the language lesson, not the teacher him / her self. Scrivener (2007 : 105) recommends teachers on T T T : " The more you talk, the less opportunity there is for the learners. They need time to think, to prepare what they are going to say and how they are going to say it. Allow them the time and quite they need. Don't feel the need to fill every gap in lesson. Explore the possibilities of silence ". How ever – even in the individual lessons with a total beginner the teacher has to "count", give as much space and time to the student as possible – the T T T must be considered at all situations.

1.4.4. Echo (Parroting)

This is one of the most common mistake. Many teachers in desir to help their student's parrat the student's good answers or even finish them. There exist many ways how to avoid it. This is one of the ways how the time of the lesson is wasted, parrating is not on effective way how to make the student remember the thing (word , sentence , collocation). In the case with more students it is not a problem to let the other student repeat the sentence in case the teacher hesitates if everybody understood it. In case of individual lessons this many be a problem because the student might hesitate to repeat it. However, ever in one – to – one lessons there are other ways how to make the student say it again (we may ask him / her to write it, to put it to a different person or grammatical tense) sometime it is not possible to avoid parroting the student's words , but it should be really rare.

Scrivener (2007 : 105) comments on echoing in his book. When you echo, they soon learn that they don't need to listen to anyone except you, because they know that you will repeat everything! That has a dramatically negative effect on interaction patterns with in the classroom.

1.4.5. Insufficient And Unclear Instructions

To reduce using the matter tongue the student should acquire the so called classroom language. This enables and helps him / her to understand most of the instructions in the text books and case his / her studies at home when doing her / his home work. Every exercise should be provided with an explanation, the student must know why he / she is doing it. After reading the instruction it is good not to only ask whether the student understands but in the case of more difficult (longer or unusual) instructions it is very useful to let the student explain in own words what to do and how to do so.

Scrivener (2007 : 106) also advises to ensure about it. Even the clearest instructions maybe hard to grasp so, after you have given them, it is worth checking that they have been understood.

1.4.6. Uninteresting lessons

They are aware of the fact that all of the teachers do their best in order to have as funny. We all try to have funny and witty classes with a lot of laughter and many up to date materials interesting for us as well as for our students. Every body knows that the less the language lesson resembles the school the better, that playing games, doing role – plays and small projects is very often much more beneficial for the students and they learn more than doing boring and dull drill exercises. It is true that funny lessons do not usually appear from no where and usually those perfect amusing lessons cost the teacher a lot of time preparation, that a very good plan and often pre-prepared questions and topics for conversation are sometime crucial, as well as improvisation and acting on the side of the teacher. All of us know that feeling that the teachers prepare an activity which looks stunning and great at home and than in the class it does not work the expected way. This is the time for a good plan- no hesitation – finish it quickly and to another activity.

Scrivener (2007 : 107) comes with another possible reason of a boring lesson : A common cause of boredom in the classroom is when the material used is too difficult or too easy. The former is not hard to recognize – the learners cannot do the work. A more difficult problem is when work is simply not challenging enough. Teachers often have rather limited expectations about what people

can do and keep their classes on a rather predictable straight through activities that are safe and routine. Try to keep the level of challenge high.

1.4.7. Supplementary Materials

At present there are many high quality books which also contain supplementary materials on the given level and topic. This is a problem the teacher in individual courses does not need to solve. There are fewer students (very often only) in the class and thus the teacher may afford to spend more time on such activities, looking up for something new, interesting or will filling for the group / student. Everything, however, has its pros and cons. The problem is that many games are designed (planned) for more two or three people that activities which are very a amusing and at the sometime educational for the group may seem boring for the individual client. It is true that the teacher must substitute the partner in the game but still some of the activities (such as peer correction, peer collaboration) are impossible . the choice of supplementary materials for individual class is rather limited, somehow the authors of the books do not count with lessons of this type probably the best advice for a novice teacher is to create a portfolio of workable, enjoyable and tried activities ; this should be divided according to the levels, number of students in the group or it is necessary to do the given activity and also according to their

interests. It may be practical to distinguish whether the activity is more interesting for a woman or for a men.

1.4.8. Excessive Quantity of Details

For a new teacher it can very difficult to assess how much and in what details he / she should mention a given questions. The problem is that the lesson should not be too easy. Although at the beginning it may give the student a false feeling he / she is progressing really well in their language studies, finally when there is no particular progress within weeks or months studies, the effect might be the opposite, it may lead the student to the feeling he/she will not learn the language any ways. However, very similar is the opposite problem, when the teacher in his / her desire to do the best, provides the student with all the possible information feed back and answers connected with the given problem. This undoubtuedly leads to total chaos and the effect will be less than zero. The student is lost in all given rules, exceptions and explanations. And surprisingly the final effect can be can the same as in the previous case, losing the student, because he / she might think that the language is so complicated that is impossible for him/her to learn it anyway.

Rogers (2001 : 37) cites Sir Richard Living stone who appositely described such teachers providing their students with too many details than : ... (they) behave like people who would try to give their children in a week all the food they require for a year : a

method which might seem to save time and trouble but would not improve digestion, efficiency or health.

It is very difficult to balance the lesson properly – in terms of provided information and details. The lesson cannot be too easy, but it cannot be too difficult either.

1.4.9. Unclear Structure of The Course

One of the crucial things a teacher must do before the course is to think rationally what he / she expects from the course, from the student. It is easier for those teaching bigger groups because such an individual attitude is not possible and thus the course is designed the way to correspond with the needs of most of the students. Especially if the teacher is employed with a language school, the school usually has its own methodology, its head teacher responsible for the courses, rules and procedures which make it easier for the teacher to lead the course. However, self-employed teachers do not have this sort of help. They are totally dependent on their judgement concerning the selection of the teaching materials and the methods they are going to use in their lessons. The teacher must analyse the needs of the student, know exactly what the student requires and why. The teacher should be aware of the fact that the student started studying for some reason but this may not be enough to keep him / her continue in his / her studies. Throughout the course, the evaluation of the lessons and course and outcome of the studies should take place. There must

be on going communication with the student, changes of styles and techniques if necessary. Questions as " Is everything OK " say nothing to the teacher about how the student really feels and the student will probably not start explaining that something goes wrong, mostly because he/she is not a professional teacher and thus it is very difficult for him / her to discover so unl it is too late (which may result in tun possible ways – either changing the teacher and the style of teaching or quitting the language studies in general for all) The problem is that very often the students do not know them selves or they know it very vaguely. And this is when the professional and experienced teacher must help to choose the proper way for the particular student.

1.5. Frequent misunderstanding on the side of the students

A good teacher and a selection of a proper language course are important. However, it is the client who often neglects to ask him / her self fundamental questions on the basis of which his / her selection of the course and the teaching method might be more successful and thus the client might benefit from the studies more.

The a bove mentioned questions include :

- What do they need the foreign language for ?
- Why do they want to learn ?
- How often can they go the course ?

- What are their aim in the language ?
- Will they have support of their family members ?

It is very much up to teacher or a language school manager of studies, to consult the above mentioned questions with the students, to ensure the student and the teacher understand each other. The biggest mistake usually is to start the course without prior discussion and sufficient information.

1.6. Understanding The Role of The Teacher

It is not difficult to understand the role of the teacher from the point of view of a young learner or a school pupil. A good teacher leads the children in their exploration of the given subject in foreign, but also meeting new culture, learning about people from all over the world and their habits. The teacher of children is expected to help form the personality of the pupil to be the formative participant on their overall education. It is true it may be more difficult to understand the position of a teacher in the courses for adults.

Harmer comments on teaching adults : (2007 : 41) . As teachers of adults we should recognize the need to minimize the bad effects of past learning experience. We can diminish the fear of failure by offering activities which are achievable, paying special attention to the level of challenge presented by exercises. We need to listen to students concerns too and, in many cases, modify what we do to suit their learning tastes.

A language teacher in a language school is in a totally different situation. It is not rare that in his / her teaching career he / she will meet people of one or two generations older, very often well education with a successful professional career :

The problem is that novice teachers are not taught how to deal with such a situation. It may not be as easy as it looks and their learning tastes. A language teacher in a language school is in a totally different situation. It is not rare that in his / her teaching career he / she will meet people of one or two generations older, very often well educated with a successful professional career. The problem is that novice teachers are not taught how to deal with such a situation. It may not be as easy as it looks and it could be unpleasant for both sides, too. Rogers (2001 : 161) mentions other roles of the teacher of adults, these are in his opinion :

- Leader of the group (whose purpose is to keep the group together, to keep things going).
- As teacher, an agent of change.
- As member of the group, subject to the pressures it exerts.
- As audience, outside of the group, the person before whom the group members will perform their newly acquired learning in search of evaluation and reinforcement. On a very personal level it is very difficult to set to the given base, lesson plan and professional level, to stick to the topic and them and proceed to the given goal. Nobody probably every counted the maximal

time, when it is possible to lead one – to – one course. On the other hand, it rather limits the topics for conversation, when both sides know everything about each other. It is also more difficult for the other side to solve potential problems or misunderstanding concerning the teacher, his / her style and methods or the lessons in general, if he / she is too close to the teacher.

1.7. Underestimating Home Preparation

The teachers as well as other professionals have not yet come to a final conclusion. The language courses in language schools or individual lessons present a totally different problem. Many teachers consider home preparation crucial and especially for beginners or elementary students it is more than wise to teach them to learn at home regularly prior the lessons. Surely it is much wiser on the part of the teacher (when he/she sees the student fails to prepare any home work in general) to find a different activity or agree on a different style of home revision (such as reading, browsing internet, listening to the radio or watching films in the target language). It is useful to agree with the student on the system in advance, whether or not the homework will be required and whether it is actually feasible for the student to do it. However, home preparation changed more than anything else. Many students who had problems with book based homework find it easier via internet. A teacher can be in touch with his / her student from the

comfort of his / her home, possible problems maybe solved, answered via internet or skype, a great plus is in the individual attitude to the student, which is necessary and required especially in the case of small groups or individual lessons.

1.8 Overestimating The Significance of The First Partial Failure

Every student of any subject and of any age wants to feel successful in what he / she is doing. The part of the teacher's work is the magical, this individually targeted praise. It doesn't really if the student is nine or ninety, everybody likes to feel that what he/she is doing has sense and it is not wasted time and energy. However, not everything can be easy in the lessons and in every course there are moments, when the student needs to be encouraged. Sometimes it maybe difficult for the teacher to find out what the problem is, because in his / her opinion everything is OK, the student does the required and expected progress. The process of learning resembles doing physical exercises ; at the beginning everybody is ready and perfectly prepared, with new trainers and gym outfit, but after a week or so the enthusiasm disappears and the gaps between the visits of the gym are bigger. However, when the person overcomes the reluctance and pain, soon regular visits to the gym become a habit. An experienced teacher feels the atmosphere in the class, the mood of the individual student. It is up to the teacher to make the student feel successful, although it might

mean to slow down the pace of lessons, not to finish the chapter or unit in time. The success maybe reading an easy English book or its part, having a conversation with a native speaker or watching a film with subtitles in the target language. Especially older students are often professionals in the fields, having a successful career, a good job, a family. Human brain is like any other muscle in human body. The more it practices the better it is and the less time it needs to make progress.

1.9 Necessity to Agree on The Out Come of The Course / Student's Evaluation

At schools the teachers have ideal and desired outcomes of the students set by the curricular documents which are binding for them. These documents set explicitly what the pupils must achieve at a certain level of the studies, at given age / year. Although the teacher may – to certain limit – adjust his / her work, pace of the lessons and demands and difficulty to the pupils and the class, he/she is still very much bound by the above curricular documents. In contrast to school education, individual lessons and courses are not bound by any document like this. This has its pros as well as cons. Many teachers make the mistake of planning just one or two lessons ahead without having a real structure of the course, at least a quarterly plan. A good course plan (at least for half a year, preferably all school year) is very important in these cases. It is good to sit at the beginning of the course and speak to the student

about his / her expectations, what the outcomes of the lessons should be, whether he / she would like to try to sit an international language exam. The other thing which is different from schools is the evaluation – actually very often the lack of evaluation procedures. Although it might seem improper or inadequate, to mark adults in their free time, some form of evaluation is necessary, useful and highly motivating for the students. It is very practical, if the teacher agrees with his adult student on the system he / she is going to use, it does not matter if the tests or essays will be just corrected with marked percentage on them. Marks at school may not be perfect system, but it is the only one we have in the Czech Republic and the students are acquainted with it very well. After the test students often ask a question. Many private teachers do not write tests or evaluate their private students. However, the teacher should not forget that it is not only grammar and listening, which is to be evaluated, even in the case of one – to – one lessons, the teacher should regularly evaluate all the skills (listening , writing , reading and speaking). Scrivener (2007 : 203) comments on a good test : A good test will seem fair and appropriate to the students (and anyone who needs to know the results ...), it will not be too troublesome to mark. It will provide clear results that serve the purpose for which it was set. The important part of evaluation is error correction throughout the lessons. In the classes with adult students it may be rather sensitive and many especially novice teachers tend to avoid it if it is possible. The teacher must perceive

the error as an important step in students learning. Scrivener (2007 : 298) concerning errors in most things, humans largely learn by trial and error, experimenting to see what works and what does not. It is the same with language learning. Student errors are the evidence that progress is being made. errors often show us that a student is experimenting with the language, trying out ideas, taking risks analysing what errors have been made clarifies exactly which level the student has reached and helps set the syllabus for future language work.

1.10 Wrong Choice of The Course / Teacher / Method.

Every student is an individuality requiring a different style methods. What is good for one does not necessarily have to be good for the other. Many of the so called " false beginners " claim ; a similar method maybe very useful but again not for everyone in every situation. For some people this literal "throwing in the water" maybe the impetus to start learning the language deeply and acquire it on a very high level for others the stress might be so discouraging and the effect very poor. Often the fluency of speaking maybe accompanied with so many mistakes when speaking, that it is hard to understand it is true that as non professionals they might not have. Known about the existence of more methods of language teaching and it should be up to the language school is manager of studies to inform the condidates on the method (S) the school uses, however – today in the age of the

internet it is not a problem to browse the net and think about which possibility and method of teaching would suit each student best.

Conclusion

This research deals with the problem of teaching adults and how to overcome potential difficulties when doing so. This research deals with general attitudes, methods and major difficulties concerning teaching adults, including the most common mistakes made by language teachers and possible ways how to prevent these mistakes. Another important part which is commented on is the adult learners motivation and how different it is in comparison with young learners. Specifics of teaching adults in class and in one – to – one lessons are depicted as well as advice on how to avoid problems in particular types of courses. The main aim of this research is to provide help to novice teachers of languages as well as to experienced language teachers who for any reason change class teaching for one – to – one adult courses. They wanted to prove that the effectiveness is not only in the good score in the tests. The adult student need to use the language at various (and often very specific) situations and thus tailored lesson are the proper way not only to motivate them but often to make them stay – at the course , with the teacher.

Bibliography :

Dornyei, Z. Motivational strategies in the language classroom.

Cambridge University Press : Cambridge, 2001.

Print.

Harmer, J. The practice of English language Teaching.

4th ed. Harlow : Pearson long man , 2007. Print.

O'Connor, Bridget. Bronner , Michael and Delany , Chester.

Training for organisation : Delmar / south – western Thomson ,
2002. Print.

Rogers, A. Teaching adults. Open University Press : Philadelphia,
2001. Print.

Scrivener, J. Learning Teaching : A Guide book for English
Language Teachers. 2nd ed. Oxford : Mac Millan , 2007. Print.

Wilberg, P. one to one : A Teacher's Hand book. Hove : language
Teaching publications , 1987. Print.