

## **Abstract**

The objective of this dissertation is to contribute to foreign language teaching methodology based on the practical skills acquired by the author in the course of her classroom-centered lecturing environment in English at the Faculty of Transport, Pardubice University.

To be able to sufficiently complete the above objective, a lecturer must implement up-to-date teaching methods; in other words, s/he has to pursue the learner-centered approach to teaching.

The paper is divided into two main parts. The first deals with the characteristic features of the learner-centered language acquisition methodology approach (in which the core of the teaching is a student's need). This part focuses on the fundamentals of language teaching focused on the professional needs of technically orientated students.

In the second part the author seeks to verify several hypotheses in the process of defending the thesis that a language teacher's reflection on a learner's language learning 'needs analysis' impacts significantly on certain aspects of language teaching.

The first chapter examines the theory of teaching objectives in terms of the relation objective – contents – method. In the second chapter, the author succinctly portrays the essence of applied linguistics as a theoretical framework for the presented topic.

An important element of applied linguistics is the concept of language learning for specific purposes. This phenomenon is dealt with in the third chapter, presenting the features of LSP (language for specific purposes). To achieve maximum effectiveness, it is essential to approach language teaching in a manner that reflects the students needs. Based on this assumption, the teacher designs a course syllabus and prepares the required materials. Taking student needs into consideration, one must count on the use of authentic materials in the given field.

All the above indicated factors reflect the most important fact that the author pays attention to – it is an inevitable prerequisite for a successful course that it is based on a teaching an approach in which the student and their needs are the focal point of the language learning process.

An integral part of a successful language course is the evaluation hereof and consequently, the feedback acquired both in regards to its positive and negative aspects. A useful tool for doing this effectively is the Common European Framework for Languages, which is discussed in chapter four.

Prior to carrying out the research, it is essential to investigate the common problems of foreign language teaching at technical universities. The Faculty of Transport, where the research took place, is such an institution. The facts in regards to this situation are analyzed in chapter five.

The following four chapters present the research results based on two groups of students - a base group and an experimental group. By means of a didactic test in reading with comprehension, by monitoring active participation in language sessions and by the evaluation of speaking performance, the author verified the validity of the three hypotheses.

In the conclusion the author presents recommendations for the continuation of the research presented.