

My dissertation introduces a new programme for language teaching of adult people in the working process. Its goal is to describe the tutorial with a focus on achieving the levels B1-B2 according to the classification of Common European Reference Framework.

The starting-point is an identification of specific conditions for learning in companies, which are especially students' big busyness, accompanied by irregular attendance in courses and minimum opportunities for their home self-study.

Available teaching materials are not adapted suitably and the learning process based on these materials is very inefficient.

This mainly means an inappropriate presentation of vocabulary in form of vocabulary lists, which suggest learning word-units without the context and dividing the grammar system into many partial phenomena in a large number of lessons, which does not allow to create and keep solid grammatical foundations.

The structure of the educational materials disregards the specifics of teaching adults and is set for high school learning environment, expecting long-term systematic studies including regular home studying. The new programme adequately addresses the methodology and organization of teaching in limited learning conditions. Acquisition of language skills was divided into complementary learning systems, called alpha, beta, gamma and delta.

The system Alpha enables the basic communication skills, the Beta is a language system necessary for achieving communication goals, the Gamma expands the communication skills by working with authentic recordings of student's speech and the Delta is focused on a developed understanding and producing of formally more difficult structures on the basis of authentic texts from the Internet.

The basic methodological principle, common to all educational systems, is specially the contextual presentation of vocabulary through the translation of foreign language structures below the line, allowing

with an auxiliary label system (literal translation) to identify immediately the statement's meaning, so the student is able to respond quickly or to reproduce a dialogue without being limited by the lack of vocabulary knowledge that he naturally acquires through working with the texts (simulating dialogues, individual speaking with support of the text).