Abstract:

This thesis focuses on the teaching of Spanish *gustar*-type verbs in the Czech educational context. Based on a detailed literature review of the challenges involved in teaching the verb *gustar* and an investigation into the interlanguage of Czech learners of Spanish, it seeks to assess the effectiveness and adequacy of how *gustar* is presented in Spanish textbooks for Czech students. The work first lays the theoretical and methodological foundations: it describes the verb *gustar* and so-called "*gustar*-type" verbs from a linguistic perspective (Chapter 1), then examines in detail the instruction of this phenomenon (Chapter 2) – drawing on the Instituto Cervantes curriculum framework, commenting on the challenges and current state of *gustar* instruction, and summarizing key points of the scholarly debate. Next, the study explores the interlanguage of Czech students at the A1–A2 levels by analysing errors in learners' output elicited via a test questionnaire (Chapter 3). Building on this interlanguage probe and the findings of the literature review, it presents an original didactic model for teaching *gustar* (Chapter 4). The final research phase (Chapter 5) consists of an analysis of six textbooks according to selected criteria, aimed at evaluating whether *gustar* is treated with the target group in mind. In doing so, the thesis contributes to the development of instructional materials for Czech learners of Spanish as a foreign language and offers concrete methodological recommendations for educators.