

The diploma thesis concerns the topic of writing skills in foreign language textbooks of Spanish. The original idea was that there are not enough exercises in the textbooks and that writing is not practised sufficiently. In the theoretical part there are explanations about the concept of writing. Then the mutual influence of language skills and writing is treated. The next chapter deals with psycholinguistics and its approach towards writing skills. In the following chapter lingvodidactics and writing is outlined. Next, there is a chapter dedicated to methodological streams in foreign language teaching from history till nowadays and their appreciation of writing. Attitude towards writing is also reflected in two important documents of the European Union: the Common European Framework for Languages and Portfolio. In the penultimate chapter exercises dedicated to writing are divided into different groups. In the last chapter of the theoretical part ideas of the author about teaching writing in a foreign language are presented.

The practical part starts with a detailed analysis of six Spanish textbooks: Španělština pro jazykové školy I., II., Fiesta 1, 2, 3, Ven 1, 2, 3, Español sin fronteras 1, 2, 3, Primer Plano 1, 2, 3, 4 a Suea 1, 2, 3, 4 (for all levels: teacher's books, student's books and workbooks). The first two were published in the Czech Republic or former Czechoslovakia, the others are of Spanish origin. The result of qualitative and quantitative analysis showed that only one textbook practises writing well and systematically. It is Suea that is based on the communicative method and also integrates all language skills. The least number of exercises for writing had the oldest Czech textbook Španělština pro jazykové školy inspired by the grammar-translational method.

In the subsequent part of the thesis instructions to some writing exercises were analysed. In the final practical chapter several example exercises for practising writing were chosen from the analysed textbooks and the author made comments to improve their instructions.

In the conclusion we can state that the attitude towards writing depends on the methodological orientation of the textbooks. In some cases there were more exercises and more types of writing exercises in higher levels, especially in the third and fourth volumes of textbooks.