

**Abstract (in English):**

The productions of language of the students learning Czech or other foreign languages may be evaluated in light of three criteria – the accuracy, the fluency and the complexity. The improvement of the quality of each of these can be influenced by a variety of factors, inter alia, personality of the student, the topic, the possibility to prepare before the production and so on, but also by student's language competence or the didactical methods used to reach this level of competence. In this master thesis, the main focus will be placed on the fluency, more precisely on the methods, which are contributing to its development; Rather than focusing on their effectiveness, the scrutiny will analyze the attitude of students as well as the teachers towards each of those methods. Also, we compare, how the preferred aspect (accuracy or fluency) influence the evaluation of the methods and, in the end, if and how the evaluation of the activities is being influenced by the students' level of language.

Within questioning we obtained data from teachers and students of Czech as a foreign language. With them, we verified the role of the factors above for the respondents evaluations. Apart from that, we compared, in which measure the evaluations of students and teachers differ and we occupied with a question, if the students evaluate the chosen activities as suited for beginners/low intermediate as the authors of the publications we used.

By the accomplished research we found out that the students evaluated the activities just as the authors. The students' evaluation of the chosen activities is alike the evaluation of the teachers, in the worst case, there is a difference at most 15 % of the evaluating scale. It emerged that the level of Czech language and the preference of accuracy (or fluency) are irrelevant for the evaluation of the activities. Another important finding out is unequal understanding of the term *accuracy* and *fluency* by both of the asked groups.

**Key words (in English):**

Fluency, foreign language, point of view of students, point of view of teachers, teaching methods, teaching activities