

Abstract (in English):

The work in this diploma contains an analysis of speech accuracy and fluency of Russian speaking and English speaking students of Czech language, based on case studies. For these case studies two Russian speaking students and two English speaking students were chosen to take part. The results were compared to the results of one native Czech speaker. The accuracy and fluency analysis was carried out based on the language principles of Rod Ellis. Within the accuracy analysis, the number of error free clauses and the average number of mistakes per one hundred words were measured. Accuracy of speech is examined through concrete grammatical phenomena like the usage of reflexive particle *se/si* and the usage of the verb to be in the past tense. The work in this diploma also considers the ability of analysed speakers to switch between language codes and to distinguish features of formal and spoken Czech language (spoken language in informal situations). The fluency of speech is studied based on the speech rate of all analysed speakers by counting the number of syllables per one hundred words. Subsequently, the number of false starts, repetition of words or phrases, the frequency of usage of parasite words and hesitation sounds were also examined. One of the diploma hypothesis is the statement that for Slavic students the acquisition of another Slavic language is easier than for Non-Slavic students. Based on this statement a lower error rate and higher percentage of accuracy were expected to be found. This hypothesis was verified by the qualitative analysis and acquired results. In this diploma work it was confirmed that this is very difficult for Czech language students to distinguish between language codes. The spoken language of the analysed speakers contained features of spoken Czech language (typical for informal situations), but we did not gain any confirmations about speakers' ability to be aware of it and switch it to a more formal mode of expression. The hypothesis defined for the speech fluency was that the language speed of non-native speakers, who live in the country, where the language is spoken, reaches higher speed. Results for speech speed confirmed this statement for both Russian speaking students and one English speaking student.