

Disertační práce *Konkrétní poezie v literární komunikaci ve výuce cizího jazyka*

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ABSTRACT

We have formulated the research problem in the doctoral thesis called *Concrete poetry in the literary communication in the foreign language teaching* as a problem of reception of concrete poetry which is a distinctive and atypical poetry genre as well as its potential integration into the teaching of French as a foreign language to specific groups of university students. In the end we change the subject from the substantive theory which says something just about the reception of concrete poetry in students in question in particular conditions (in four specific groups of university students) to formal theory (which says something about the phenomenon itself; how and why the concrete poetry deepens relationship to the foreign language as well as to its linguistic and literary aspect, and about the contribution of the integration of the poetic, or the more precisely literary text into the foreign language teaching in general). **The aim of our action research** is to contribute to the extension of the expert knowledge which in our case consists in combining literary-scientific knowledge with the topic of concrete poetry and a didactic and theoretic knowledge and subsequently in transformation of this knowledge into qualitative didactic research concerning reception of concrete poetry in the foreign language teaching. Our research has also a **practical aim**. The information obtained about the reception of concrete poetry in the foreign language teaching can be used not only for the meaningful integration of this genre into the foreign language teaching, but also in a more general way, for making the work with poetry, or rather with the literary text in the foreign language teaching, more effective, .

According to the results of our action research the linguistic aspects present in the literary texts of the concrete poetry can **fulfil goals** that are inaccessible in the use of the non-literary texts in the foreign language teaching. The poetic function of the concrete poetry texts strengthens the tangibility of features and draws attention to its material quality. The particular poetry seems to be one of a few text types when poetry as a literary text helps the process of a foreign language learning without the student having to achieve first a solid language level according to the Common European Framework of Reference for Languages in order to discover a literary text with its language structure rules and aesthetic dimension. We therefore defend the concrete poetry as fully-fledged education content.

KEYWORDS

Concrete Czech and French Poetry

Semiotics

French as a Foreign Language

Literary Communication in a Foreign Language Learning

Didactic Interpretation of the Text

Action Research

Reception Aesthetics