Methods Used by Teachers of Literary Education
Working with Texts in the Shoah Theme

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Abstract
The paper presents partial results of a quantitative research survey, the research tool of which was a non-standardized questionnaire. The main aim of the research is to find out the opinions of teachers of Czech language and literature at the second grade of primary schools on the implementation of the Shoah theme in the teaching of literature. Within the quantitative phase of the research, a total of eighty teachers of a defined educational field were tested in full-time primary schools in the Vysočina Region. The region was chosen mainly because there is no college in the area of education of future teachers, which led to our willingness to increase the willingness of the potential respondents to participate in the research. This assumption has largely been fulfilled. In the article we present the views of the sample of respondents in the area of the methods used in literary texts dealing with the theme of Shoah as part of the teaching of literary education. The most common answer (75%) was the understanding of the text (unknown words, etc.), discussion (71.3%), and the search for information related to the art story (51.3%). The presentation of these results can lead to some improvement of the situation for the pedagogues working with Shoah texts, thus increasing the effectiveness of the educational activities of the defined texts on the recipients.

Keywords: Shoah, Holocaust, literary education, teacher, methods of working with texts, research.

1. Introduction
The issue of Shoah² is becoming more and more relevant today. “Antisemitism³ is rising sharply across Europe, experts have said, as France reported a 74 % increase in the number of offences against Jews last year and Germany said the number of violent antisemitic attacks had surged by more than 60 %” (Henley, 2019). The novelty of the phenomenon can be demonstrated

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² “Shoah is the Hebrew word for ‘catastrophe’. This term specifically means the killing of nearly 6 million Jews in Europe by Nazi Germany and its collaborators during the Second World War. The English-speaking countries more commonly use the word Holocaust, which is Greek for ‘sacrifice by fire’” (Mémorial de la Shoah, 2017). Compare: Kokkola, 2003: 4-5.
³ The official definition of anti-Semitism by the International Holocaust Remembrance Alliance is: “Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities”. See https://www.holocaustremembrance.com/working-definition-antisemitism. Compare: Le Project Aladin (http://www.projetaladin.org/).

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by research conducted by the company Fondation pour l’innovation politique⁴, Violence antisémite en Europe 2005-2015 (France, Allemagne, Suède, Norvège, Danemark, Russie et Royaume-Uni). Out of a total of 16,500 research participants who identified themselves as Jews, 85 % said they saw the rise in anti-Semitism as a serious problem⁵.

- The most commonly used methods in dealing with the Shoah theme in literary education are the methods of understanding the text, discussing and searching for information.
- The least used methods are the comparison of the text (theater) masterpiece and the film (theatrical performance).
- There are some differences in teachers’ views on appropriate methods for dealing with Shoah-related texts and methods used in educational reality.

We believe that the increasing rate of increase in open anti-Semitism is related to the considerable globalization of the contemporary world. Clementina Acedo (2010: 2) remarks: “In a time of increasing globalization and migration, when many societies have reached unprecedented levels of cultural diversity, resurgent nationalism and xenophobia can remind people of the events that led to the Shoah”⁶.

The rise in anti-Semitism in history has led to the development of one line of war events that can be defined by the term Shoah. A summary of the phenomena that warns us of this phenomenon summarizes Irwin Martin Abrams (1997), when he claims that the Shoah events can be perceived as a drawback, “who is ‘different’ – whether black or white, Jew or Arab, Christian or Moslem – everyone whose orientation differs politically, philosophically, sexually”.

We believe that the best way to prevent the manifestations that led to events that can be characterized by the term Shoah in history is to familiarize the citizens of democratic societies with defined events at the earliest age (second grade of primary schools)⁷ and to the greatest possible number of educational fields (respective school subjects)⁸. Clementina Acedo (2010: 2) notes: “In a time of increasing globalization and migration, when many societies have reached unprecedented levels of cultural diversity, resurgent nationalism and xenophobia can remind people of the events that led to the Shoah”.

2. Place of the Shoah theme in the educational system: Education and teachers

The issue of the Shoah should be an integral part of the educational field of History, which is intended by its postulated expected outputs for the presentation of history and the history of anchored events. In addition to the above-mentioned subject, we provide a suitable implementation area for the defined phenomenon of Czech language and literature, the literary component of the subject, not only with its focus on educational aspects. “From (...) perspective that the (educational) power of literature does not lie properly (or at least not solely) in enabling the perception, bringing to presence a world of existing relationships, in which we can say or

⁴ [http://www.fondapol.org/](http://www.fondapol.org/).
⁵ Due Enstada, 2017. See [http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD_2017-09-19_web.pdf](http://www.fondapol.org/wp-content/uploads/2017/09/115-NOTE-A4-DUE-ENSTAD_2017-09-19_web.pdf).
⁶ Compare United States Memorial Museum, *Why Teach about the Holocaust?*
⁷ “The education system is the state institution in chargé of the formation of citizens and it is via national memory inculcated in schools that they become members of society and conform to the social order” (Resnik, 2003: 300).
⁸ Overview of education courses for primary and lower secondary school: see Jefábek et al., 2017.
indicate the Geography or the History or the Nature the society that is there, let us say, reflected in words and silences" (Oliveira, 2017).

When thorough analysis we have found that the term Shoah is not anchored in the pages of this curriculum document. Here we find the term holocaust, within the curriculum of History (the thematic unit “Modern history”).

Literary texts provide space for pupils to develop fantasy, pose positive or negative patterns of behavior or allow the presentation of certain events through artistic narration. Jordan (2004: 192-200) expresses the role of literary education as follows: “[literature is] one of the best pedagogical tools for educating youngsters about the facts of the Holocaust, for conveying the importance of remembering what happened without explicitly divulging emotionally disturbing information”.

Through artistic narratives, some factual events related to the narrative theme can be conveyed to the recipients. “The reality of the Holocaust is the only reason its literature exists, language arts teachers must allow history to drive any literature based-study of the event” (Lindquist, 2008: 29). Ondřej Hník, the erudite Czech scientist dealing with didactics of literature, in connotation with Lindquist’s claim states that working with non-literary aspects of a work can “understanding the text to enrich the extra-literary contexts: period, thought, biography” (Hník, 2012: 143).

The primary link between pupils and the Shoah is teacher. We assume that history teachers are systematically prepared in the context of pre-graduate training to effectively present different events to pupils. As mentioned above, we believe that one of the most appropriate educational disciplines for the implementation of the Shoah phenomenon is literary education. At this point, it is important to emphasize some contradictions between the required (or curricular) situation in the field of normative documents and the willingness of the teachers of literature to implement the given issue in the teaching of literature. Teachers of a given field of study are not apriori prepared to present a wiped-out historical stage, which in some ways is abstract, complicated and indescribable (?). Based on these aspects, pupils may experience some contradictions between their current knowledge of the world and the facts that teachers

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9 Compare: Hník, 2012, p. 143; Beach & Appleman & Fecho & Simon, 2016.
10 Results: see Mašát, 2018.
11 The Framework Educational Programs define within the Czech educational system the curriculum to be given to pupils and determine when to present the prescribed subject matter. It can be said, therefore, that this curriculum defines certain school curricula, under which schools set up School education programs (a compulsory school curriculum document that schools are obliged to observe). The Framework Education Programs are available on the website of the Ministry of Education, Youth and Sports of the Czech Republic: http://www.msmt.cz/. Compare: Rýdl & Šmelová, 2014: 20.
12 See Jeřábek et al., 2017: 56. Towards the curricular anchoring of the terms Shoah and Holocaust as part of Czech normative educational documents see for example Mašát & Sladová, 2019; Mašát, 2018; in the global context see for example Carrier et al., 2015; Cohen, 2016.
13 Compare: “Reading literature would provide a powerful way of reading history” (Tinberg, 2005: 73-74).
14 Compare: Working with the non-literary aspects of the work, “understanding the text can be enriched by extra-literary contexts: contemporary, thought, biographical” (Hník, 2012: 143).
15 Approaches to the presentation of Shoah (holocaust) to pupils see for example Cohen, 2016; Drahi, 2015; Hirsch & Kascandes, 2004; Grech, 2000; Imber, 2013; Lindquist, 2008, 2010, 2013; Martin, 2007; Moisan & Hirsch & Audet, 2015; Schär & Sperisen, 2010; Shaer, 2017; Tinberg, 2005; Tinberg & Weisberger, 2014.
16 See Wiesel, 1999. Compare: “The Shoah’s complexity necessitates that teachers establish a well-defined framework as they introduce the topic to their students” (Lindquist, 2013: 32).
demonstrate through artistic narratives\textsuperscript{17}. David H. Lindquist in the article *Complicating Issues in Holocaust Education* (2010) postulates the idea that teachers who want pupils to become acquainted with the term Holocaust “must be aware of several unique and potentially troublesome issues that can arise as the Holocaust is presented to students, thus complicating both the teaching of the event and students’ understanding\textsuperscript{18} of it” (Lindquist, 2010: 78).

The above-mentioned potential contradictions in the interaction between the shoah-text, the pedagogue and the pupil were the main reason for the realization of a research survey which focuses on the views of Czech language teachers and literature at the lower secondary schools on the implementation of the Shoah theme in the teaching of literature. Within the framework of the Czech professional public dealing with literary interactions within the educational process, the issue is neglected (no results of such oriented research have yet been published in the Czech Republic), at the expense of the research of reception of various texts by pupils\textsuperscript{19} with a focus on the ability of critical thinking\textsuperscript{20}. We do not claim that the preferred topics are up-to-date, but it is important to remember that the teacher is the primary subject at the level of the pupils, the level of choice of the subject and the choice of methods. If we take a general statement of the research we have done, it is necessary to describe the current state of the teachers’ opinion on the specific issues, which will enable us to direct the further development of the education in the Shoah through artistic literature.

3. Methodology of research

The presented research consists of three parts. The first part, qualitative, took the form of semi-structured non-standardized interviews with eight\textsuperscript{21} teachers of Czech language and literature working in the lower secondary schools in the Vysočina Region\textsuperscript{22}. The qualitative phase served as a misty insight into the issues examined, interviews were also used to form questionnaires, a research tool for the quantitative part of the research. This method was chosen mainly because of the limited choice of the “other” response in the questionnaire and also for a certain ease in stochastic data processing.

The questionnaire was distributed through an electronic template that allowed for the required questionnaire (in terms of the required form of answers, distinction between compulsory and non-mandatory questions, etc.). The link to the questionnaire was sent via email to all directors of full-time basic schools (primary and lower secondary degree) in the region asking for a link to the Czech language and literature teachers in the given school. In this way, we ensured that the questionnaire reached all the teachers of the subject within the required level of institutional education.

\textsuperscript{17} Compare: Štěpáník & Slavík, 2017.
\textsuperscript{18} See Pupil’s preconceptions as the constitutive component of L1 instruction (Štěpáník & Slavík 2017: 58-80).
\textsuperscript{19} A certain overview of such oriented research, including methodology and basic findings, is presented in Jindráček, 2018.
\textsuperscript{20} For example, the latest ones Bednářová, 2018.
\textsuperscript{21} In determining the sample size for the first phase of the research, we used a well-known and recognized statistical formula for a minimum number of respondents in a qualitative research survey, \( N_{\text{min}} = 0.1 \sqrt{\text{number}} \) (Chráška, 2007: 26).
\textsuperscript{22} Randomly via e-mail, teachers in the Vysočina Region were approached. All educated educators agreed to participate in the research.
The questionnaire contained an entry that allowed respondents to leave contact if they were interested in divulging responses to quantitative research in the form of an interview (the third – qualitative phase of the research).

Before the start of the quantitative phase of research, the numbers of respondents were determined for the quoted selection method, which was established as a methodological basis. Quotas were established on the basis of freely available documents containing the number of teachers of the lower secondary schools in the Vysočina Region – document *Pedagogical staff in regional education according to data from the Payroll Information System* (2017) available on the website of the Ministry of Education, Youth and Sports of the Czech Republic; data obtained from *Payroll Information System* we have supplemented with information from an email correspondence with ing. Jiří Teplý from the Regional Administration of the Czech Statistical Office in Jihlava. The information we found was confronted with the *Statistical Yearbook of the Vysočina Region 2017*.

Table 1: Number of teachers at the lower secondary schools in the Czech Republic and Vysočina Region

| Czech Republic | Vysočina Region |
|----------------|-----------------|
| 30,552         | 1,589           |

Converted to full time (*Payroll Information System*, 2017). The data are current at the end of 2017.

The resulting total number of respondents was set at 114. The amount was obtained by estimating the range of choice for nominal or ordinal data at the required relative precision of 4%, with a confidence factor of 95% and a relative frequency of 0.05 (Chráska, 2007: 25). At this point, it is necessary to emphasize that the sum is based on data that concerns all pedagogues at the lower secondary schools in all approvals. We believe that, for this reason, the necessary number has not been achieved. The resulting total number of questionnaires is 80. The table shows the distribution of respondents based on gender and length of practice. We believe that the number of teachers tested is significant: if, on theoretical level, we assume that in a hundred and thirty-four complete primary schools work on average two teachers of the given educational field (the so-called theoretical number of 238 teachers), the number of completed questionnaires reached approximately 30%; our statement also reflects the fact that the quantitative stage preceded the qualitative phase with eight teachers of Czech language and literature.

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23 As part of the contribution, we use the singular masculine shape in a uniform way, due to a certain clarity and greater consistency of the text. The same procedure is to be followed by the noun teacher.

24 See [https://www.kr-vysocina.cz/skolsky-portal.asp](https://www.kr-vysocina.cz/skolsky-portal.asp).

25 See [http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/genderova-problematika-zamestnanec-veskolstvi](http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/genderova-problematika-zamestnanec-veskolstvi).

26 See [https://www.czso.cz/csu/xj/domov](https://www.czso.cz/csu/xj/domov).

27 Statistics focusing only on teachers of Czech language and literature in the Vysočina Region do not exist.

28 A complete list of complete and incomplete basic schools in the region is available on the website of the School Portal of the Vysočina Region. There are 134 complete primary schools in the selected region (i.e. schools with second grade).
Table 2: Nominal and percentage of respondents who participated in the questionnaire survey

| age of teachers | representation nominally | representation percentage | practice length | representation nominally | representation percentage |
|----------------|--------------------------|----------------------------|-----------------|--------------------------|----------------------------|
| to 24 years    | 1                        | 1,3                        | to 2 years      | 10                       | 12,5                       |
| 25 – 29 years  | 10                       | 12,5                       | 3 – 6 years     | 11                       | 13,8                       |
| 30 – 34 years  | 11                       | 13,8                       | 7 – 12 years    | 6                        | 7,5                        |
| 35 – 39 years  | 10                       | 12,5                       | 13 – 19 years   | 20                       | 25                         |
| 40 – 44 years  | 11                       | 13,8                       | 20 – 27 years   | 11                       | 13,8                       |
| 45 – 49 years  | 11                       | 13,8                       | 28 – 32 years   | 9                        | 11,3                       |
| 50 – 54 years  | 10                       | 12,5                       | over 32 years   | 14                       | 17,5                       |
| 55 – 59 years  | 10                       | 12,5                       |                 | 80                       | 100                        |
| 60 – 64 years  | 6                        | 7,5                        |                 |                          |                            |
| 65+            | 0                        | 0                          |                 |                          |                            |
| **Σ80**        |                           | **Σ100**                   |                 |                          |                            |

The questionnaire was shown by 132 people, out of which 80 questionnaires filled in comprehensively\(^{29}\), the overall return on the questionnaire (in terms of complete completion) is 60.6%. Respondents are composed of 86.3% of women, the remaining 13.8% are men. A total of 96.3% of the tested teachers said they had an approval (i.e., a graduate) for Czech language and literature.

![Time to fill in the questionnaire (%)](image)

**Figure 1**: The time spent by the respondent by completing the questionnaire.

4. Results and discussion

The aim of the paper is to present the results of the second (quantitative) phase of the research on questions about methods which, according to the opinion of a defined sample of respondents, are suitable for work with the theme of Shoah in the texts in the teaching of literary education.

We believe that a very subtle description of the given area may lead to a certain understanding of the work of teachers in the presentation of various texts to pupils, it may reveal some methodical or didactic difficulties of teachers in conducting classes of literary education, it can show a certainty in the used methods of working with literary examples, on the basis of these

\(^{29}\) The distribution of the time spent by respondents by filling in the questionnaire is shown in Figure 1.
partial results it will be possible to trace some tendencies in the field of (non) used methods of work in literature lessons. A detailed description of the phenomenon in a connotation with the Shoah issue can then be used to compile a Shoah-themed set of texts that would be equipped with methods for working with the examples, while the methodological guide for the work of Shoah texts would be compiled based on the educational reality of the second grade of basic institutional education in the field of applied methods. We take the view that a certain type of transfer of educational reality, expressed in the opinion of respondents in a research survey into practical teaching aids, can increase the use of specific aids (by representing the methods that are close to the teachers they know, etc.).

Method-oriented questionnaire items were compiled in the form of a variety of methods, with respondents expressing their opinion on the suitability of the application offered to work with Shoah texts; the second such questionnaire item was focused on the methods used actively in the classroom by the defined sample of respondents (some methods of working with artistic narratives were offered again). As part of the options offered, it was also possible to “do not work with the Shoah topic” to provide a somewhat impartial view of the research object - the postulated methods were focused on working with the Shoah theme.

Figure 2 shows teachers’ views on the application of the four chosen methods in the context of the literary theme of the Shoah. For the sake of a clearer graphical display, we group the answers “yes” and “rather yes” to one item (positive answer). Figure 2 demonstrates positive responses of respondents to individual selected methods of working with texts. The most positive response between the samples of respondents was project30. We believe that this method is most appropriate for the presentation of the Shoah theme, for several reasons: project teaching is devoted to more time subsidies, so it is possible to present the genesis and development of events associated with the Shoah and their aspects; it is conceived in a substantially different way than an hour of the basic type, thus there is more room for the development of the pupil personality in different directions, it provides scope for viewing the given issue from multiple angles and thus, to some extent, prevents a certain schematic or black and white assessment of various aspects.

The second item in the field of positive respondents’ response was the creative writing method31. This method serves to develop pupils’ fantasy, to identify the work through the creative aspect of working with the text, pupils learn their own writing process32, which helped them to a certain extent in the reception of texts and in distinguishing different writers’ styles. In the field of Shoah, the method is again very suitable, especially in the possibility of some creative way of rendering a serious topic, which is popular with a certain amount and provides a considerable amount of possibilities for writing.

The dramatization method33 ended according to teachers’ opinion in third place. We believe that, within the framework of Czech educational reality, this method has been upgraded to a considerable extent by teachers, especially because of the time-consuming nature of dramatization (teacher training and self-presentation). We believe that the time needed to implement this method is an effectively spent time in the process of educating pupils. Pupils actively recognize a thematic phenomenon, they are the actors of action that can influence a certain extent, actively identify the motives of people who suffer from Shoah events, which can lead to the understanding (and prevention) of the manifestations that conjure the Shoah. The issue

30 To project education for example Ruël & Nauta & Bastiaans, 2003; Kratochvílová, 2016.
31 See Jech & Angiolillo, 2017.
32 Compare: Hník, 2007; 2014.
33 Peñaranda & Pablo, 2019; Soares & Da Silva & Ribeiro, 2019.
of Shoah is very suitable for dramatic processing (the method of dramatization), especially because of a significant topic.

At last, in the level of positive feedback, the method of writing your own poetry ranks from the options offered. We believe that the greater number of negative answers is related to some negative attitude of Czech teachers to poetry in general, teachers believe that with poetry they cannot work that it is necessary to get the sense of the text that poetry is so intimate form of expression that it does not belong to the classroom (compare Vala, 2016). This attitude is reflected in the (non)use of the method of writing pupils’ poetry, which in the circular circle again leads to the fact that future prospective pupils will again not work with poetry. In doing so, we believe the poetically processed Shoah theme provides an extraordinary space for expression of the atmosphere implying the Shoah event.

Figure 2: Teachers’ opinions on the suitability of applying selected methods to literary education in connotation with the theme of Shoah

To comment on the results, we will once again group the answers “yes” and “rather yes” under the positive semantic field and the answer “rather not” and “no” connotating negative semantic testimony. The comments on the individual results are listed in the order in which the options were listed in the questionnaire. The most commonly used method according to the researchers’ sample is the understanding of the text, emphasizing the explanation of unknown words and the like. We believe that 95% of the tested teachers who chose the answer “yes” or “rather yes” use this method, especially for practical reasons, in the level of leaping (and correct) understanding written by young recipients. In the field of Shoah literature, this method is very necessary because many expressions of the commonly spoken (and written) expression disappeared.

Searching for information (86.3%) is largely related to the problem of a certain amount of representation of factual phenomena recorded in Shoah, which is used by a certain teacher to develop a general overview of pupils with a focus on one historical epoch of the twentieth century. In addition, searching for information supports pupils’ critical thinking, develops the ability to assess information (fake news is currently a topical issue), searching for information within proven sources, or working with dictionary-based publications.

Text overreaching (87.6%) is a method that is currently being developed very much within the field of didactics of literature (compare Hník, 2007, 2012, 2014, 2015; Vala, 2017). It is about developing pupils’ ability to find a written idea and to understand narrative structure, which requires relatively thorough reading. At present, this method is profaned by this method in connection with the transformation of the text, the remodeling of some form of narration into

34 See for example Vala, 2013; 2016.
another, the narrative of the story by another participant’s view, the transformation in the sense of genre (poetry into prose and vice versa), or the transformation of a part of the text.

Comparison of different texts in the positive sense of the word was chosen by relatively few respondents (45%). We believe that the rate of positive elections is due to a certain necessity of recipients (in our case of pupils of the second grade of primary schools) knowledge of different texts with similar themes of orientation. Due to the overly flattering representation of the Shoah-based demonstrations in the framework of the lower secondary schools and the number of other topics that need to be introduced to pupils, only 45% of the application of this method is fully understandable in the context of the educational reality. An even smaller positive response has been found in the comparison of the text (theatrical) masterpiece and the film (theater performance). We believe the low positive response is mainly due to the considerable time-consumingness of the given method. To achieve the desired effect within this comparator plane, it is necessary for the pupils to look at the film (or theatrical performances) and read the complete text template (the order of the text – the artistic rendering is irrelevant for the purposes of our commentary). In Czech educational reality, film or theater work is rather often chosen instead of an active reader’s experience from a text template. This method may, to a certain extent, act as a certain refinement, but we believe that it should not occur in literary education to delay the active reading experience of creation, although the reasons for time and the number of postulated curricula in the Framework Education Program for Primary Education call for this procedure.

A total of 55% of tested teachers opted for a positive pairing method. This method is relatively used, especially because of a certain refinement of the teaching process, which develops communicative skills, the ability to listen to others, the ability to participate or to cooperate. In our opinion, the use of this method is twofold. On the one hand, there is a development of desired pupil characteristics, on the other hand this method is much more demanding, the teacher does not have a complete overview of the classroom behavior, so he/she cannot direct the teaching process in the desired direction and it cannot be determined whether the resulting product of the work in the pair is the result of cooperation of both pupils involved and the extent to which the result is unilaterally individual.

Surprisingly high representation in the level of used methods of the tested teachers took up the discussion (95.1%). Discussion is a method that is built on different statements of a group of people (pupils), with individual statements presenting the way of interaction between individuals in the group. We believe that the discussion should be part of Czech basic education, because of the learning of the ability to listen, to argue and to accept different opinions. If we look at the Shoah theme focusing method, it is one of the best ways to work with a defined subject, pupils are led to judge different perspectives on the subject, which leads to an understanding of the origin and development of Shoah events and thus the development of pupil ability in time to recognize the incipient manifestations of hatred.

Student papers on the author or the works (65.1%) are one of the most used methods in the Czech educational system. It is not our goal to evaluate the effectiveness of this method or the benefit to the subjects of education, but we only find that it is the method used by teachers in the normally anchored oral examination of pupils. The undisputable positive feature of the given method for pupils is the fact that they are (in a fair preparation to get out) acquainted in detail with the work or the writer.

Methods of critical thinking (brainstorming, double-minded and threatening diary, mental map or five-leaf; 72.5%) represent a set of activities leading to the development of pupils’ ability to critically receive information, teach students thorough reading, substitution of certain aspects of the text, or the search for the main idea of writing. Critical thinking at present within the Czech educational system is a well-enforced method of working with the text, especially because of the insufficient ability of basic school leavers to search, classify and critically assess
information and resources. It is in this skill that we see the importance of including these activities in literary education (not only) in connection with the Shoah issue. Readers’ workshops (56.4%) present a certain form of leadership when pupils are directed to active reading. Within the framework of such instruction, the recipient has enough time to read the complete work, followed by a discussion of the read text. In Czech educational reality, readers’ workshops are promoted as interest rings (therefore, they are not direct components of compulsory education). This is mainly due to the need for a limited number of trainees to work effectively in reader’s workshops, as well as to the unequal reading levels of pupils of the same grade. Conclusion on the theme of Shoah is a very valuable involvement of this form of teaching, especially for the aforementioned reason, enough time to read the complete work.

Front-class teaching is the most commonly used method of basic type hours. In connotation with this generally known fact, 23.8% of negative responses surprisingly amaze us. We believe that the respondents who chose these options wanted to somehow define against this practitioner the often-criticized method. We believe that a certain degree of representation of this method in literary education classes can lead to more effective teaching and also the presentation of basic (important) information.

Group lessons represent a certain opposite of frontal education. To some extent, this method covers work in a couple. Group teaching in positive sense has chosen 10% of tested teachers more. Group work in literary education can lead to deeper interpretations of the text read, can support weaker individuals and develop the principle of participation. It is precisely in the fact that through groups (group work) it is possible to achieve better results in the field of understanding the text and its interpretation, and it is essential to apply this method when working with Shoah-texts.

This part of the questionnaire also included project learning opportunities. Positive choices within the applied (i.e. used) methods to a large extent do not correspond to the previous one, in which 95.1% of teachers stated that this method is suitable for the presentation of texts on Shoah. However, only 60% of respondents opted for a positive answer. Certain disturbances between the theoretical anchoring of the given method in the context of the teaching of literary education in the context of the Shoah-texts and the educational reality are seen in particular in the time-consumingness of project instruction (see above).

Significantly unbalanced negative choices are for the dramatization method. In the theoretical level, 35.3% (that is, most respondents agree that dramatization is a suitable method for dealing with Shoah) do not agree with the method, 60% of the tested teachers said they did not use the method. We again see the reasons for non-integration in the aspect of time (see above).

A total of 53.8% of teachers use the method of free writing (creative writing) in literary education when presenting the Shoah-based excerpts. On the theoretical level with the application of this method, 83.5% of teachers agree (rather agree) with the literature. Disturbances between the theoretical plane and the practical plane are smaller than, for example, in the dramatization method, but they are significant. We have also outlined the positive use of this method for working with the Shoah theme.

A total of 15% of respondents agreed with the statement that “I do not work with the Shoah demonstrations”. We believe that a small representation of such respondents (12) is mainly due to the orientation of the research, the effort to satisfy the researcher, the effort to answer as is probably expected, or the relatively low representation of the Shoah-based demonstrations in the lower secondary schools. If we come from the results of the quantitative survey, it can be stated that 68% of the teachers with the Shoah theme are working, which can be perceived as a positive assumption of the development of the implementation of the given phenomenon in the teaching of literary education (in the sense of updating the Shoah texts in the readers, Shoah-themed
quotations, offers of further education of teachers in the field of work with publications with a defined phenomenon within the framework of literary education, etc.

![Use of methods](image)

**Figure 3: Methods used when working with Shoah-based texts**

Differentiation of the methods used by the teacher into two groups - the methods of the majority of the tested teachers used (more than 50% of the positive responses) and the methods most of the respondents are not used (less than 50% of positive responses) presented in numerical form.

![Using methods](image)

**Figure 4: Numerical expression of the use of the methods offered (> 50% of positive responses)**

5. Conclusion

The paper presented the partial results of a quantitative research survey focused on the opinions of teachers of Czech language and literature at the lower secondary schools on the implementation of the Shoah theme in the teaching of literary education. Before the start of this research phase, the quantity of the respondents was determined. Quotas, unfortunately, have not been fulfilled, especially because of the deduction of the total amount of the total number of
teachers at the lower secondary schools in the Vysočina Region of all approvals. The quantitative (second) phase of the research was preceded by a qualitative part, in which half-structured interviews with eight teachers of the given educational field were conducted at the necessary level of institutional education from the Vysočina Region. For this reason, as well as from the theoretical 30% sample of respondents, we believe that the 80 respondents in the second phase of the research will provide tangible results to the known level. The results of the questionnaire survey will be followed by a third, qualitative phase, which will take place in the form of interviews with the respondent, who have voluntarily left contact with the fact that they want the following parts of the research to be heard.

Literary education and its pivotal part – literary texts – represent an appropriate implementation area for the Shoah theme. The presented results showed the degree of representation of various methods of work with artistic narratives, partly on theoretical level (teachers' views on the suitability of four selected methods in the field of application on the literally rendered theme of Shoah) as well as on the practical level (selection of methods used by teachers in educational practice literary education).

In summary, there are some distortions between the views of teachers on the level of possible methods for working with defined excerpts (a significant positive representation of project instruction – 95.1% or the creative writing method – 66%) and the situations in the lessons they lead (project instruction 60% of the respondents, 53.8% of the teachers tested).

According to the respondents' answers, the most widely used method used in literary education when dealing with the theme of Shoah is to understand the text (clarification of unknown words and so on), discussion and search for information (in text, via the Internet, in dictionaries). The least represented method is the comparison of the text (theater) masterpiece and the film (theatrical performance) and dramatization.

The presented results in the field of teachers’ opinions on the field of applied methods can be used, for example, in the creation of a set of Shoah texts, which can be based on the described educational reality in the given area, by methods of working with texts that will be close to the teachers, respectively able and willing to use. The presented results represent a partial part of the comprehensive description of the opinions of a defined sample of respondents on the implementation of the Shoah theme in literary education. Based on a comprehensive description, it is possible to direct the possible evolution of the situation in the given area and thereby to make the representation of the Shoah topic in the Czech language and literature educational field more efficient and maximized.

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