

HOLOCAUST LITERATURE: STORIES OF REALIZATION USING READER RESPONSE APPROACH

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ABSTRACT

This study aimed to determine the realizations and perception of meaning of the fourteen BSED English students that already took up ELT 314 and ELT 322 after reading literature with holocaust topics because a lot people are not aware that the holocaust existed. This research employed qualitative and reader-response approach, which is suitable for this study since it sought to find out how the readers find meaning and what are their realizations after reading the literature with holocaust topics. The results of the study showed that through the holocaust literature, the students are aware of the cruel experiences of the Jews during the holocaust, and they are aware of the danger brought by discrimination and racism. There were four major themes revealed on the realizations of the students after reading literature with holocaust topics. Their realizations are the following: war is inevitable, greed is the common cause of war, the holocaust literature served as an eye opener to them, and the acceptance of diversity prevents war,

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INTRODUCTION

Since the beginning of time, peace has been desired and discussed. Although there are many different intellectual traditions involved in the study of peace, very few of them make assertions that can be easily verified or that have a strong enough logical foundation to win over a majority of people over the long haul. Many times, throughout modern world history, it has been asserted that war is no longer necessary. There are stories about war present in books and in the internet and people can freely access them but war keeps happening. Some claim that because wars keep happening, people are inherently violent and thus seeking peace is pointless or worse (Gartzke).

The sobering results of a recent survey, which showed that 5% of UK citizens don't believe the Holocaust occurred, are posted over on the BBC news website. Nearly two thirds of those

surveyed had no idea how many people perished during the Nazi era. The Jews make up six million of the answer. The number approaches 17 million when you include Slavic and Roma people, LGBT people, black people, those with mental illnesses or physical disabilities, political opponents, and Jehovah's Witnesses. Because of this, readers today might still find value in war stories. It is way too many when 5% of adults reject the Holocaust. Opening our eyes and increasing our awareness are two things that books and stories do for us. War stories have a strong emotional impact on readers in addition to being socially and politically significant. War stories still have a lot to say today. Because of the way in which warfare has evolved, war is an unfortunate reality that we must constantly deal with. The reasons why people pick up arms against one another remain the same, despite all the prejudice and misconceptions. Hate is where it all begins at the beginning (Carroll).

Most Filipinos are unaware of the Philippines' contribution to aiding Jews during World War II. Even though a documentary was released in 2012, "Quezon's Game" was screened before it attracted significant attention. The focus of the movie was President Quezon's scheme to provide refuge for Jews escaping Nazi Germany. The film did make a difference since it inspired pride and respect in every Filipino's heart because the Filipinos played the role of a savior. The senior high school students in Tagum City are not familiar with the accounts of the Holocaust and stories of war that took place in the Philippines. Modern students are known as millennials, yet they are not exposed to technology in a way that emphasizes human rights and history. The Diary of Anne Frank, which they read as part of their reading assignments in their junior high school English and literature studies, was the only account of the Holocaust and the war story that they encountered (Escalante & Gomez, 190).

Perceptions and preconceptions on war on literatures have been used as research studies by many researchers over the years, however, no one have come across a study that utilizes a qualitative approach for an investigation that focuses on literature with war topics that aims to determine how do the readers find meaning on the literatures with war topics and what are their realizations on the contributions of these literatures to reveal effects of war. This study will use relevant theories in the education community that will explain the importance of the stories of realizations through using reader's response approach as significant as the role of people in an important historical written works such as the war on literatures. This qualitative study will give us an insight into the readers' insights after reading and come up to realize the effects of wars through stories. This study will provide students with critical concepts that will help them better understand the importance of knowing the stories of realizations by the readers on war. This study would also shed light on the revealing perspectives of the readers on effects of war.

This study seeks to answer the following:

1. What are their realizations on the contribution of these literatures to reveal effects of war?
2. How do the readers find meaning in the literatures with holocaust topics?

This study is anchored on the Reader's Response Theory of Louise Rosenblatt. This theory wants to imply that the reader is a crucial component of the reading process; hence reader response theory stands in stark contrast to such conventional objections. The reader response approach, at its most fundamental level, focuses on the interaction between a reader and his or

her reaction to a literary work. Rosenblatt additionally thought that literature was meant to provide readers an experience because it allows readers to take into account their varied cultural backgrounds, prior knowledge, and personal experiences when studying texts. A novel, poem, or play are only ink blots on paper until the reader interprets them as a collection of symbolic meanings, according to Rosenblatt. To put it another way, the reader's contribution is essential to giving a text life. The reader response method places a strong emphasis on the reader.

METHODS

Participants

The participants of this study are all the 3rd and 4th year students from the Department of Teacher Education, Bachelor of Secondary Education Major in English at UM Tagum College who have already taken a Literary Criticism ELT 322 subject which is a 3-unit course and Contemporary, Popular, and Emergent Literature or ELT 314 which is also a 3 unit course. The 1st and 2nd year students as well as the irregular students are not involved in this study because they have not yet taken this subject and the literary pieces corresponding to this subject have not been discussed with them. The researchers will select them using the purposive sampling technique. Fourteen participants from this department and course will be chosen by the researchers; 7 will participate in an In-Depth Individual Interview (IDI) and the remaining 7 will participate in a Focus Group Discussion (FGD). Prior to the actual interviews, researchers will meet with the participants to have brief conversations to help them get to know one another. Then, during the actual interviews, participants can speak freely and openly about their experiences and opinions regarding the interview questions. This would be a time to let them know how important they are to their studies. Through these, the researchers were shielded from any obstacles that might arise during the final interview by a strong connection, lively talk, and camaraderie.

Materials/Instruments

A researcher-interview guide will be utilized as the study's instrument. This study is built on an initial interview, appropriate content-based questions, and concluding statements that will help identify and comprehend the literary journey in reading Holocaust via the experiences of Tertiary students. The content proper questions are made up of two research questions and ten study-related auxiliary questions. The same set of open-ended questions will be given to each participant, allowing them to elaborate as necessary. To preserve participant privacy, reporting, and data analysis, all replies will be coded.

Design and Procedure

This phenomenological study involves interviews of college students in their realization of the stories of the holocaust. Phenomenological research design is one that seeks to comprehend people's perceptions, viewpoints, and comprehension of a certain topic. Participants will sign a consent form and be informed of the study's goal and value. Data will be coded, evaluated, and stripped down. The six phases by Braun and Clark are familiarize data, generating initial codes, searching for themes, reviewing potential themes, defining, and naming themes, and producing the report.

The data will be coded, evaluated, and stripped down using the six phases by Braun and Clark, namely familiarize data, generating initial codes, searching for themes, reviewing potential themes, defining, and naming themes, and producing the report. Finally, conclusions and verification are the final steps in qualitative data analysis. It is critical to review and revisit the data numerous times to confirm the existing conclusions.

RESULTS AND DISCUSSIONS

This chapter presents the results of the study about the realizations of the students after reading Holocaust Literature. This includes the participants' responses collected through the interviews, which we carefully reviewed before extracting the essential concepts with the assistance of professionals. The findings presentation and data generated from the interviews were examined and structured in accordance with the order of the study questions.

1. What are their realizations on the contribution of these literary pieces to reveal effects of war?
2. How do the readers find meaning in the literary pieces with holocaust topics?

During the in-depth interview and focused-group discussion, the researchers recorded their responses by conducting video call interviews via Zoom and Google Meet or via phone recording during in person interviews. The participants' responses were compiled following an in-depth interview and focused-group discussion. The researchers meticulously transcribed and translated the acquired data. The primary themes and tabulated data established are based on the reactions of seven participants who participated in the in-depth interview and seven in the focus group discussion.

Categorization of Data

The researchers transcribed the responses of the participants from the recorded zoom meetings and google meet. Our participants in this study are BSED English students of UM Tagum College that already took up ELT 322 or also known as Literary Criticism and ELT 314 or also known as Contemporary, Popular, and Emergent Literature; almost all responded to the questions in English, and their vernacular responses were meticulously translated into English. To find basic and essential themes regarding the phenomena under inquiry, we must first identify the phenomenon itself. The researcher utilized data reduction to remove extraneous information from the transcription. The researcher also employed thematic analysis as a method of matching, separating, sorting, and classifying data because we received lengthy and enormous amount of qualitative data. The researchers also seek assistance from their data analyst which is a data analysis specialist.

For qualitative analysis, conclusions and verification were drawn. The researchers went back multiple times and evaluated the data being processed to see the legitimacy of the emergent results, and facts are communicated by forming conceptual categories and descriptive themes (Hultgren, 361).

According to Ryan, the conceptual framework was interpreted using the relevant literature on the topic under investigation as a guide. It was done to provide a theoretical explanation for the subject or theme. The researchers assessed what information had to be included and what information was eliminated when evaluating the report. Enough description was supplied to

allow the reader to appreciate the foundation for understanding; thus, appropriate variations will enable the reader to comprehend the definition (740).

Research Question 1.

1. What are their realizations on the contribution of these literary pieces to reveal effects of war?

Table 2. Essential theme and core ideas about the Holocaust Literature: Stories of Realizations Using Reader Response Approach

THEME	REALIZATIONS
War is inevitable.	<ul style="list-style-type: none"> • War is inevitable and there are two sides of war between the side of greed and perseverance. If you're on the side of greed, you just want to conquer and influence other nations to be your allies and make yourself even stronger by having alliances. For perseverance, you just try to protect your nation from any sign of danger that they may face just like what's happening in Russia and Ukraine. War for me is inevitable. • I think, war is inevitable. There is always war, and we can't pacify the words in the world because there are differences in our race, background, and culture that mostly drives the causes of war. • Until now, war is still evident and will never stop. It is inevitable. That changes in my perspective regarding war. • I believe war is very inevitable. Even though these holocaust stories exist, we still can't tell if it can open the mind of other people because it's up to them if they follow it or not. • War is inevitable. After reading the pieces, I've come to realize that you can't stop war, but you have a voice to prevent it.
Greed is the common cause of war	<ul style="list-style-type: none"> • I think the common reason why war exists is because there are people that is not contented and very greedy especially when we talk about power, territory, and fame. • I think the number one factor of how war starts even today is because of greed. Wars happen because one wants same thing with the other through force and they sacrifice many lives on the line. • It's because of greed because whether we like it or not, there are really people that is always dissatisfied of what they have.
Holocaust literature as an eye opener	<ul style="list-style-type: none"> • I don't think the holocaust stories can really prevent wars, but I think holocaust stories can create a sensation about wars. Holocaust literary pieces can open the eyes of the people and can cease wars from happening. • It's very important for the reason that it serves as an eye opener to the students that it happened before. To be honest, I don't have any idea what the Holocaust is, and because the researchers let me read it, that's why I know what happened to the Jews and Nazis before. So students should read stories about the Holocaust to open their eyes about the effects of war and what really happened in the holocaust. • Reading is very important for the students and they should read stories with Holocaust topics because it will serve as an eye opener to them in the existence of things and the

happenings in the society. Holocaust literature depicts the reality that is why we should read it for us to be more aware.

- It's very important for the students to read holocaust literature or stories because it can open their eyes about the societal problems especially that it was written in history and it is a way that we will be aware of what are their experiences throughout the years because there are many sufferings and battles for decades and that is important for us students to really read this.

Acceptance of diversity to prevent war.

- As a BSED student and a future teacher, I will use this medium to share them to my future students how important it is to accept and live with other culture because one pillar of education is learning to live together so that a student won't think that they are being below or above other culture.

- My insights are that we should be open to the different perspectives and views of other people to prevent war.

- We should be open in the beliefs, cultures, and ideals of other people as long as they're not abusing us because if we are close minded and we will force things that we want, it will possibly cause war that will eventually lead to severe damages.

War is inevitable.

What is war and what do great historians, military strategists, psychologists, great writers, and other giants of human intellect think about its inevitability? All of them, with few exceptions, say that it is inevitable. War is inevitable because people are by nature too aggressive living beings. They are always trying to impose their ego, both over the environment and among themselves. Wars are inevitable because they are an inherent part of human nature. Other psychologists, for example E. Durbin and John Bowlby, believe that aggression is characteristic of man by nature. It gives rise to sublimation and projection when a person turns their dissatisfaction into prejudice and hatred of other races, religions, nations, or ideologies (Lyubomir).

Thus IDI-1,3,7 and FGD-7 stated that war is inevitable and that there will always be war because of our differences in the race, background and culture and there are also two sides of war which is the side of greed and perseverance.

“War is inevitable and there are two sides of war between the side of greed and perseverance. If you're on the side of greed, you just want to conquer and influence other nations to be your allies and make yourself even stronger by having alliances. For perseverance, you just try to protect your nation from any sign of danger that they may face just like what's happening in Russia and Ukraine. War for me is inevitable” (IDI-1).

“I think, war is inevitable. There is always war, and we can't pacify the words in the world because there are differences in our race, background, and culture that mostly drives the causes of war” (IDI-3).

“Until now, war is still evident and will never stop. It is inevitable. That changes in my perspective regarding war” (IDI-7).

“War is inevitable. After reading the pieces, I’ve come to realize that you can’t stop war, but you have a voice to prevent it” (FGD-7).

Also FGD-6 stated that war is inevitable even with the existence of holocaust literatures, we cannot open the minds of the people and follow the rules or not.

“I believe war is very inevitable. Even though these holocaust stories exist, we still can’t tell if it can open the mind of other people because it’s up to them if they follow it or not” (FGD-6)

All of the supported statements above stated that war is really inevitable due to our differences, especially in the aspect of race, background and culture. Despite the existence of holocaust literature, it cannot really guarantee that war will stop because whether we like it or not we cannot stop war to happen.

Greed is the common cause of war

Civil wars and conflict have taken a horrific toll on civilians throughout the world. Killings, maiming, forced conscription, the use of child soldiers, sexual abuse, and other atrocities characterize numerous past and ongoing conflicts. The level of violence has prompted increased scrutiny of the causes of such wars. In this context, the financing of conflict through natural resource exploitation has received increased scrutiny over the last few years (Ganesan and Alex, 1).

In addition, the study mentioned above is supported by the statements of our participants; they believed that the common reason and number one factor why war exists is because of greed and that people will always be dissatisfied of what they have.

“I think the common reason why war exists is because there are people that is not contented and very greedy especially when we talk about power, territory, and fame” (IDI-7)

“I think the number one factor of how war starts even today is because of greed. Wars happen because one wants same thing with the other through force and they sacrifice many lives on the line” (FGD-1)

“It’s because of greed because whether we like it or not, there are really people that is always dissatisfied of what they have” (FGD-3).

Based on the responses above, greed will be the common reason why war exists in a certain place and to prevent war we need to be contented on what we have. If we ever want something, we need to work hard to earn it and we should not use force and we should not sacrifice the lives of others just to have what we want.

Holocaust literature as an eye opener

When we read literature, we enter a new world. This means that we begin to think the thought of others. In other words, we begin to see things from the perspective of others. This enables us to see gain new insights and open our eyes. In light of these points, the more we read holocaust literature, the more we will consider others. The more our blind spots will be exposed, the more our eyes will be opened in new ways. To think outside our box, think in the box of another. Reading literature is a perfect way to start (Lee).

This theme was supported by IDI-1,7 and FGD-2 who agreed that students should read holocaust literature because it can serve as an eye opener to the existence in the happenings in

the society, it can open their eyes about the societal problems and can cease wars from happening:

“I don’t think the holocaust stories can really prevent wars, but I think holocaust stories can create a sensation about wars. Holocaust literary pieces can open the eyes of the people and can cease wars from happening.” (IDI-1)

“Reading is very important for the students, and they should read stories with Holocaust topics because it will serve as an eye opener to them in the existence of things and the happenings in the society. Holocaust literature depicts the reality that is why we should read it for us to be more aware” (IDI-7)

“It’s very important for the students to read holocaust literature or stories because it can open their eyes about the societal problems especially that it was written in history, and it is a way that we will be aware of what are their experiences throughout the years because there are many sufferings and battles for decades and that is important for us students to really read this.” (FGD-2)

Also, IDI-5 affirmed that holocaust literature can open the eyes of the students in the things that happened before wherein many are not aware of.

“It’s very important for the reason that it serves as an eye opener to the students that it happened before. To be honest, I don’t have any idea what the Holocaust is, and because the researchers let me read it, that’s why I know what happened to the Jews and Nazis before. So, students should read stories about the Holocaust to open their eyes about the effects of war and what really happened in the holocaust.” (IDI-5)

All of the supported statements above prove that holocaust literature can serve as an eye opener to the students especially to those that are not aware about the holocaust and it can serve as a window so that the students will be knowledgeable about the societal issues that existed and what are the happenings in the society. Lastly, holocaust literature as an eye opener can cease wars from happening because people are already knowledgeable enough about the cause of war and its effects.

Acceptance of diversity to prevent war

Accepting diversity is both an asset and a value that deserves protection and promotion by the law. The struggle for the acceptance of diversity and its recognition as a value to be protected and promoted is far from being won. Dialogue and exchange between cultures must be promoted. Peace and harmony must be built on respect for the other and for otherness, difference and diversity, on the basis of a shared ethic of humanity—that of the equal dignity of every human being. As stated in the very first sentence of the Universal Declaration of Human Rights, “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,” (Leuprecht, 563).

In addition, IDI-5 and 7 supported this theme by saying that we should be open to the different perspectives, beliefs, ideals, cultures, and ideals of others to prevent war because if we will force the things that we personally want, it can eventually lead to war and may cause severe damages.

“My insights are that we should be open to the different perspectives and views of other people to prevent war.” (IDI-5)

“We should be open in the beliefs, cultures, and ideals of other people as long as they’re not abusing us because if we are close minded and we will force things that we want, it will possibly cause war that will eventually lead to severe damages.” (IDI-7)

Furthermore, IDI-3 stated that we should learn how to live together with other culture one pillar of education is learning to live with together so that no one would think that they are below or above other culture.

“As a BSED student and a future teacher, I will use this medium to share them to my future students how important it is to accept and live with other culture because one pillar of education is learning to live together so that a student won’t think that they are being below or above other culture.” (IDI-3)

We cannot deny the fact that diversity will always be present wherever we go and sometimes our diversities can cause war. The statements above just shows that we need to accept our diversities. We need to accept our diversities to prevent war from happening again because war has many effects including physical, emotional, and economic effects. Meanwhile, we can also use holocaust literature to open the eyes of the people that we all have differences, and we need to accept the differences that we have so that we can live peacefully.

2. How do the readers find meaning in literary pieces with holocaust topics?

EMERGING THEME	SUPPORTING STATEMENT
Cruel experiences of the Jews during the Holocaust	<ul style="list-style-type: none"> • <i>I never thought that Jews experienced that kind of violence while living in that community.</i> • <i>The stories that you have given me gave me a picture about the Holocaust, so it is technically about the German Invasion or the German Genocide that killed and persecuted a lot of Jews. With the three stories, The Teacher, The Death of Tsarita, and The Key Game. It gave us a picture about the experiences of the Jews during the time of dictatorship.</i> • <i>What I understood after reading the stories is that the experience of the Jews in the hands of the Nazis is not easy. Another thing that I understood is that the holocaust revolves around the German Genocide and the victimization of the Jews.</i> • <i>It tells the history of the experiences especially the Jews way back. Even though the holocaust is the most studied and documented genocide in history, the mass murders and harsh treatment are difficult to grasp especially with what happened to the Jews.</i>
Awareness of the danger brought by discrimination and racism.	<ul style="list-style-type: none"> • <i>It can influence me by being aware of the danger that discrimination, prejudice, and racism brings.</i> • <i>Holocaust can help us shape our ideas through giving or illustrating some dangers of discriminating other people and to avoid dehumanization.</i> • <i>At this present time, racism and discrimination still exist which I conclude that these are also the reasons why Germans hated Jews that much at that time. That is why there is really danger in discrimination and racism.</i>

Cruel experiences of the Jews during the Holocaust

The experiences of the Jews in the hands Nazi are very inhumane and brutal. It includes the German Genocide, sexual harassment and other things that changed the lives of the Jews.

During the Second World War, the Nazis murdered nearly six million European Jews. This genocide is called the Holocaust. Jews in Europe have been discriminated against and persecuted for hundreds of years, often for religious reasons. Adolf Hitler became Chancellor of Germany in January of 1933. In times of unrest, Jews were often singled out as scapegoats and the Jews were expelled and persecuted. Almost overnight, the Jewish people in Germany saw their everyday lives change. Everything from where they could shop for food, where they could work, and even who they could marry or adopt all was affected by Nazi laws. The Nazis made life in Germany increasingly impossible for the Jews. Jews fell victim to discrimination, exclusion, robbery, and violence. The Nazis sometimes killed Jews, but not systematically or with the intention of killing all Jews. At that point, the main goal of the Nazis was to remove the Jews from Germany by allowing them to emigrate (Piasecki, 90).

In addition, the study mentioned above is supported by the statements of our participants: upon reading the literature with holocaust topics, they never thought that the Jews experienced those kinds of things and that it is difficult to grasp.

“I never thought that Jews experienced that kind of violence while living in that community.” (IDI-1)

“It tells the history of the experiences especially the Jews way back. Even though the holocaust is the most studied and documented genocide in history, the mass murders and harsh treatment are difficult to grasp especially with what happened to the Jews.” (FGD-3)

Furthermore, IDI-3 and 7 also supported the theme saying that the experiences of the Jews is not easy and that the Holocaust literature gave the readers a picture about the Holocaust which entails German Invasion or the German Genocide.

*“The stories that you have given me gave me a picture about the Holocaust, so it is technically about the German Invasion or the German Genocide that killed and persecuted a lot of Jews. With the three stories, **The Teacher**, **The Death of Tsarita**, and **The Key Game**. It gave us a picture about the experiences of the Jews during the time of dictatorship.” (IDI-3)*

“What I understood after reading the stories is that the experience of the Jews in the hands of the Nazis is not easy. Another thing that I understood is that the holocaust revolves around the German Genocide and the victimization of the Jews.” (IDI-7)

To sum it all up, the experiences of the Jews during the Holocaust is not easy. The readers understood through the literature with holocaust topics the experiences of the Jews during the World War II.

Awareness of the danger brought by discrimination and racism.

Racism and discrimination can encompass a wide range of acts which includes social exclusion, workplace discrimination, stigmatization, and physical threat and harassment. Discrimination and racism consists a variety of different interactions in which individuals are excluded from social interactions, rejected, or ignored because of their ethnicity or race. Any of these discriminatory acts can be overt, such that the racial bias is made explicit, or the acts can be covert such that racial bias may not be directly stated but is implicit in the communication.

Discrimination and racism can lead to division, hatred and even the dehumanization of other people because they have a different identity. On the other hand, awareness on the dangers brought by discrimination and racism may help a certain country and prevent wars from happening (Brondolo et al. 1).

This theme was supported by IDI-2, FGD-2, who affirmed that through the literatures with holocaust topics, it can influence the people by being aware of the dangers brought by discrimination and it can also shape the ideas of the people to avoid dehumanization.

“It can influence me by being aware of the danger that discrimination, prejudice, and racism brings” (IDI-2)

“Holocaust can help us shape our ideas through giving or illustrating some dangers of discriminating other people and to avoid dehumanization” (FGD-2)

Additionally, FGD-6 also affirmed the theme stating that

“At this present time, racism and discrimination still exist which I conclude that these are also the reasons why Germans hated Jews that much at that time. That is why there is really danger in discrimination and racism” (FGD-6).

There are a lot of social issues nowadays which includes discrimination and racism. Awareness by the dangers brought by this issues through the holocaust literature will save us and help us not stop but prevent war from happening.

CONCLUDING REMARKS

From the results of the study, the student's realization in Holocaust were never a joke. Hence, the Holocaust intervention that the researchers presented hoped to be a start to guide the students and have an awareness to avoid the negative impacts and prevent war. From the findings of the study, the students' response was somewhat experienced by the researchers which made them glad in conducting the study. Holocaust Literature used for educational purposes, communication was widely informed in the whole wide world The researchers were glad, proud, and felt a sense of satisfaction in conducting the study. Additionally, they believe that the results of this study could not only be benefited by the respondents, future researchers etc. but also by the current researchers who conducted the study.

As student-researchers, we have gained a great deal of awareness that the experiences of the Jews during the holocaust is not easy and that war is inevitable due to our differences in beliefs, ideals, perspectives, culture, etc. The importance of reading holocaust literature is significant for the students and will have an impact as citizen in a certain community. First, holocaust literature will serve as an eye opener not just for the students but also for the teacher as well on the effects of war and the causes of war. Second, students should be encouraged to read holocaust literature as it shows cruel experiences of the Jews during the holocaust which will help them to be aware of what happened during the World War II. Lastly, after conducting the research, we come up with the realization that war is inevitable, but we have a voice to prevent it from happening.

We discover after doing this research that holocaust literature helps us realize that greed causes war especially if it relates to power, fame, territory, and wealth. Through this research, students that aren't aware about the holocaust are already aware through the holocaust literature that is given to the participants.

Implication for Practice

The results of this study have several significant implications for practice. It is important for understanding that literature with Holocaust topics can provide information about what happened throughout those years, highlighting the experiences of the Jews, which assists in guiding education policy and practices and lay the groundwork for future study. The findings of this study can help educators in higher education and potential students have a better grasp of what it's like for people who have been through different experiences during Holocaust, such as chaos, cruelty, discrimination, racism, and abuse. This study is important for teachers to determine how well their students can link what happened in the past to what is happening now and how those events may affect them in the future. The learners' understanding of the significance of actions without thinking on the possible consequences, the essence of human rights, and deprivation issues during the Holocaust has been enhanced by their insights into the stories they have read. Department of Education (DepEd) officials must make sure that the needs of the teachers, master teachers, and principals are met to optimize their ability to deliver high-quality instruction to periodically analyze, monitor, evaluate, and reevaluate the ongoing instruction on literature to make sure that children are learning correct information about what took place in the past. Furthermore, to continue to recognize, value, and support the school's project which helps to eradicate discrimination and racism inside the school premises. This is also a great opportunity for module makers to start enlightening people about the Holocaust by incorporating articles about it into the courses in both English and Social Studies. Parents will have the opportunity to read these articles and learn more about the topic because the consideration of the parents' involvement must be given an attention since they have the full rights to provide guidance and advice to the students, their children, such as the importance of respecting one's life and avoid misunderstanding with other people to prevent this social issue to occur.

Implication for Future Research

In as much as this study is bounded only to the students from Department of Teacher Education Major in English of UM Tagum College in Tagum City, the following future research are recommended: First, since the findings of this study are not common beyond the 14 participants, future research may be conducted with another group of participants to strengthen the rationality on the findings of this study. Second, future research may be conducted in some other places of Region XI and other regions to include more information and insights coming from the other students. Third, future research may be conducted to examine whether it positively or negatively influenced their perceptions. Fourth, future research may be done by conducting a re-interview with some of the participants to discover if their perspectives and insights on their experiences after reading holocaust literature have not changed overtime. Fifth, different research may be conducted, investigating how the future participants respond to the holocaust literature which is to be properly illustrated using an appropriate system approach as a lens in investigating a social phenomenon. The findings of this study were integrated from the views of English major students. Further research may be conducted to determine the students' perspectives and insights on holocaust literature.

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