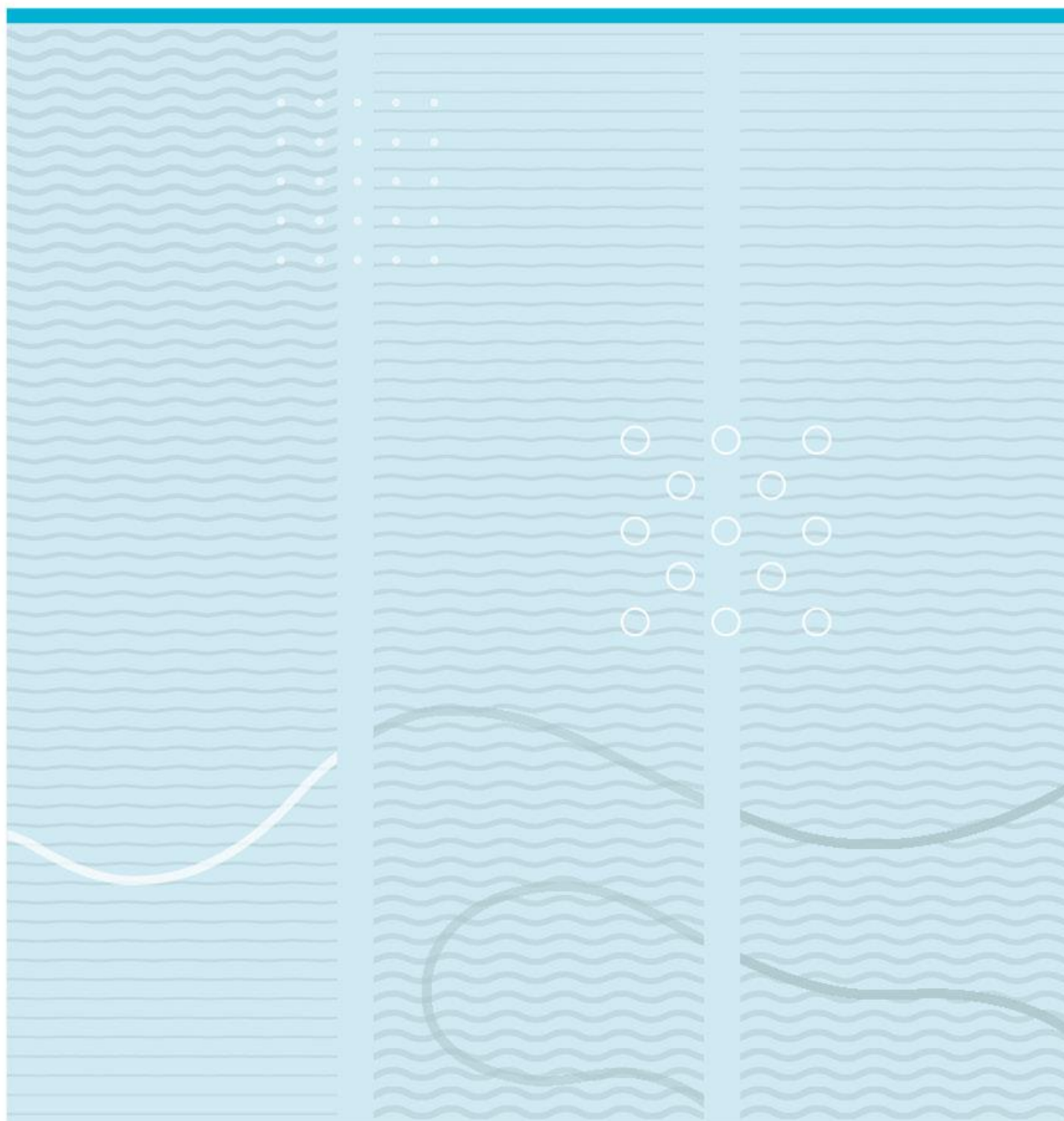


Peder André Bakken

Utilizing 'The Marrow Thieves' for Norwegian English education

A study of enhancing communicative competence, critical literacy, and the interdisciplinary topics of the curriculum using fictional narratives.



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This thesis is worth 30 study points.

Summary

This thesis explores the novel “The Marrow Thieves” to pinpoint its potential value for the education of the interdisciplinary topics of the core curriculum. Using a combination of methods that include hermeneutic textual analysis and interpretive phenomenological analysis this study attempts to build an understanding of how ‘The Marrow Thieves’ can help us teach critical literacy, communicative competence, and proficiency in the interdisciplinary topics of the curriculum. Through an alternating view of literary theory, curriculum, and “The Marrow Thieves” this thesis opens a discussion of fiction literature’s role in English classrooms and its applications to a wide array of aims.

The core thesis of this work states that a critical reading of “The Marrow Thieves” holds educational value for the English subject which massively exceeds the subject’s linguistic sphere of influence.

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Foreword

I would like to use this foreword to express my gratitude to all the people who have helped me stay the course on this arduous journey. Through thick and thin I have shared hearty laughs and mournful tears with those closest to me, your kindness, your presence, and our conversations have meant the world.

Friends and family alike have cooperated to create a cacophony of experiences that I can look back at in amazement. I trust the people that have fared those deep and treacherous conversational waters alongside me through the years know just how appreciated they are.

If you're going to bet on yourself, bet the house.

01.06.2023, Oslo

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1 Introduction

1.1 Background

The significance of English as a global language is beyond dispute. It serves as a crucial tool for communication and its proficiency is a major objective in numerous educational systems worldwide, including the Norwegian education system. English instruction is an integral part of the curriculum, with an emphasis on fostering students' communicative competence. This study delves into the potential of harnessing fiction literature, specifically 'The Marrow Thieves' by Cherie Dimaline, as an instrument for English instruction in the Norwegian education system.

My fascination with literature was sparked at the age of 16 with the young adult fiction series, "The Hunger Games". Initially, my engagement with the book was reluctant, feeling more like a reiteration of the movie's subtitles than a unique narrative experience. However, as I delved into the second book, I found myself engrossed, consuming the prose and plot with an enthusiasm that mirrored the book's own captivating energy. This experience marked a turning point in my literary journey, prompting me to invest more thoughtfully in my literary choices and expanding my interests beyond the confines of pop culture.

The opportunity to study and write about a piece of young adult literature, such as 'The Marrow Thieves', that could potentially resonate with someone as deeply as "Catching Fire" resonated with me, seemed too valuable to pass up. This personal journey, coupled with the undeniable importance of English as a global language, forms the backdrop of this study. It is a fusion of personal passion and academic inquiry, exploring how a piece of fiction literature can be utilized to enhance communicative competence and enrich English instruction in the Norwegian education system.

The selection of the subject for this thesis is influenced by two primary factors: the newly implemented National curriculum with its guiding principles, and the transformation in information consumption in this digital era characterized by immediate access to information. As the updated goals and competencies are integrated into schools, we find ourselves at the onset of a pedagogical experiment that will shape future minds and, consequently, the future itself.

As educators, we are at the forefront of this experiment. We serve as the conduit between the learner and the societal objectives laid out for them. Our role is to mediate the transactional relationship between child and society. In fulfilling this responsibility, we are bound by national

guidelines, the curriculum, ethical responsibilities, professional standards, and pedagogical beliefs to ensure that all students are provided with equal opportunities to acquire the skills and competencies necessary to navigate and thrive in a competitive world. This is a formidable challenge, and a comprehensive understanding of the curriculum, which this research aims to provide, is essential for its accomplishment.

The digital age adds a layer of complexity to the transactional relationship between society and the child, as students are confronted with an ever-increasing influx of conflicting information. A 2018 PISA study revealed that Norwegian students struggle to differentiate between conflicting texts (Jensen, 2019) Only 30% of the Norwegian students tested demonstrated the ability to critically analyze different sources, a concerning statistic considering the rise of populist movements, increasing political and religious extremism, and the proliferation of misinformation (Frønes & Jensen, 2020). Given this context, conducting a study on critical reading in education seemed particularly pertinent.

The focus of this study is the 2017 young adult novel “The Marrow Thieves” by Metis author Cherie Dimaline. The narrative explores the survival struggle of a group of indigenous First Nations Canadians in a post-apocalyptic Canada. The novel is replete with intriguing elements of information that may not be immediately apparent upon a cursory read. However, a critical and in-depth reading can uncover a multitude of potential lessons that align with the interdisciplinary topics of the core curriculum, as this research aims to demonstrate.

1.2 Statement of the Problem

In the digital age, the ability to critically evaluate and interpret information, often referred to as critical literacy, has become increasingly important. However, the rapid proliferation of digital content and the ease of access to information present unique pedagogical challenges. The sheer volume of information available online, coupled with the diversity of sources, can make it difficult for students to discern credible information from misinformation. This is particularly concerning given the previously mentioned 2018 PISA findings, which revealed that only 30% of Norwegian students tested could critically analyse different sources of information.

Furthermore, the transition to digital learning environments has not been without its challenges. Teachers often face barriers such as lack of confidence, competence, and access to resources when

integrating technology into their teaching practices. This is evidenced by research such as Bingimlas' study on the barriers to successful integration of ICT in teaching and learning environments (Manco-Chavaz, 2020). Moreover, the concept of translanguaging, which according to Brevik (2020, p.96) involves the practise of drawing on features associated with more than one language. These are fluid and dynamic practices that transcend the boundaries between named languages, language varieties, and language and other semiotic systems, adds another layer of complexity to the teaching and learning process in the digital age.

Considering these challenges, there is a pressing need for research that explores innovative pedagogical strategies for teaching critical literacy in the digital age. This thesis aims to address this gap by investigating the potential of utilizing fiction literature, specifically 'The Marrow Thieves' by Cherie Dimaline, as a tool for enhancing critical literacy skills among Norwegian students.

1.3 Purpose of the Study

The objectives of this thesis are twofold. Firstly, it aims to deepen my understanding of Cherie Dimaline's "The Marrow Thieves" and the interdisciplinary topics outlined in the new curriculum (Ministry of Education and Research, 2017, p 14-17). This study is not merely an exercise in applying pre-existing regulations to the teaching of fiction, but rather an exploration of the inherent educational value of fiction and the potential methodologies for its pedagogical application. The new curriculum emphasizes exploration as a key pedagogical approach. By 10th grade, students are expected to know how to read, interpret and reflect upon literary texts. Furthermore, they are expected to ascertain the reliability of nonfiction. I want to evaluate how this goal may be aspired toward through investigation into narrative fiction. This prompting the question: how can a work of fiction contribute to or fit within a knowledge framework that connects the narrative to real-world contexts and established knowledge systems? This overarching question is one that this thesis seeks to illuminate.

Secondly, this thesis aims to initiate and facilitate a discussion on the value of "The Marrow Thieves" as a significant piece of literature for English instruction in Norway. Two competence aims for 10th grade English students in Norway are particularly relevant to the themes of the book: "explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway" and "explore and describe ways of living, ways of thinking, communication patterns and

diversity in the English-speaking world" (The Norwegian Directorate for Education and Training, 2017, p. 9).

A further objective of this study is to intertwine the ideals of the curriculum with a specific work of literature to examine how it may foster critical literacy, a skill that is integral to achieving educational goals. The Directorate of Education identifies "working with English texts" as one of the three core elements of the English subject, alongside 'communication' and 'language learning', and asserts that "Language learning takes place in the encounter with texts in English" (The Norwegian Directorate for Education and Training, 2017, p.2-3).

This thesis adopts a practical approach to these goals, seeking to answer questions such as: What knowledge can we glean from fictional narratives? How can we impart this knowledge to students through engagement with fictional narratives? Through an independent, in-depth analysis based on the research questions, I will explore how we can derive meaning from the interplay between fiction, relevant literature, and the interdisciplinary topics of the core curriculum.

1.4 Research Questions

In summary, this study has two primary objectives. The first is to examine a work of fiction, specifically "The Marrow Thieves," in the context of the interdisciplinary topics outlined in the curriculum. The second is to discuss the potential of "The Marrow Thieves" as a teaching resource for high school English students in Norway. Accordingly, the research questions guiding this thesis are:

How can the novel 'The Marrow Thieves' be utilized as a pedagogical tool to enhance critical literacy and communicative competence in the context of the Norwegian education system?

How can the themes and narratives in 'The Marrow Thieves' be integrated with the interdisciplinary topics of the Norwegian curriculum?

1.5 Delimitations

A study of this magnitude and scope necessitates well-defined boundaries. This section outlines the choices made to limit the scope of the study and acknowledges the inherent limitations of the research.

For any research project, it is crucial to confine the data and theoretical framework within manageable boundaries. The new curriculum offers numerous ideals against which teaching and teaching materials can be evaluated. The primary focus of this thesis is the curriculum's interdisciplinary topics. An alternative framing considered for this research was the core values of the curriculum. However, given their division into six parts, a comprehensive examination of them would exceed the scope of this study, while focusing on only one could potentially distort the potential learning outcomes of "The Marrow Thieves" for students. The decision to focus on knowledge creation and acquisition, rather than attitude adjustment, was also influenced by this consideration.

In late 2021, "The Marrow Thieves" was followed by a sequel, "Hunting by Stars" (Dimaline, 2021). However, access to this sequel was not available until September 2022, by which time work on this study had already commenced. Consequently, the decision was made to exclude the second installment from the research. It is also believed that the first book stands as a powerful piece of fiction, and that the extraction of its educational value does not necessitate a full reading of the series.

The data chosen for this study are quotes from the book. These quotes serve to contextualize hypotheses and deliberations within the analysis and discussion. The choice to use this form of empirical data, rather than characters or chapters from the book, was made to facilitate the integration of smaller, manageable parts into the arguments and conceptualizations made throughout the discussion in Chapter 5.

The theoretical framework of this study includes literary theories, which provide a vast array of lenses through which to read and understand texts. While many theories, such as feminist literary theory, new historicism, ecocriticism, gender criticism, queer theory, and sociological criticism, would provide valuable tools for analyzing "The Marrow Thieves" (Dimaline, 2017), the decision was made to limit the study to three literary theories: post-colonial literary theory, literary trauma

theory, and ecocriticism. This decision was made to create a coherent link between the theoretical framework and the interdisciplinary topics of the curriculum.

One limitation of this study is the exclusion of the sequel, "Hunting by Stars," which could potentially provide additional insights into the themes and narratives of "The Marrow Thieves." Another limitation is the decision to focus on quotes from the book for data, which may not capture the full complexity of the narrative. Lastly, the choice to limit the theoretical framework to three literary theories may exclude other potentially relevant perspectives. Despite these limitations, the study aims to provide valuable insights into the use of fiction literature for English instruction in the Norwegian education system.

2 Literature review

2.1 Theoretical framework

2.1.1 Literary theory

The nature of literature and its defining characteristics have been subjects of debate for many years. As early as 1938, Louise Rosenblatt addressed the abstract challenges posed by the relationship between text and reader (1938). To paraphrase her perspective, she posited that there is no singular literary work or singular reader; instead, there exists the potential for millions of unique readers and the potential for millions of unique interpretations of a work (Rosenblatt, 1938). A novel, a poem, or a drama remains merely ink on paper until a reader imbues it with meaning, transforming it into a set of meaningful symbols. In a classroom environment, each student represents a potential interpretation of the work, as each student creates their own meaning from the text, thereby generating a multitude of stories from a single source. In this sense, a piece of literature can yield many different meanings and forms of knowledge, each emerging from the interaction between the text and the reader.

Jerome Bruner suggests that "fiction offers a pathway to knowledge that is different and arguably more powerful than non-fiction" (Wertsch, 1985, p. 25). From a structuralist perspective, the connections made between elements of fiction and larger systems suggest a potential foundation for learning. This school of thought serves as a structural pillar of this thesis.

Literary theory is the systematic study of literature. While literature can refer to any collection of written work, it is often reserved for works valued as art. The definition that will be used in this thesis is found in the Oxford dictionary: "Pieces of writing that are valued as works of art, especially novels, plays, and poems" (Turnbull, 2010, p. 901). Literary theory is a diverse field that encompasses many schools of thought, offering a multitude of ways to view and dissect literature. This can be applied to a wide range of written works, including prose fiction, poetry, scientific reports, historical records, and legal documents. However, since our definition of literature leans towards artistic expressions, the discussion will reflect this. In educational settings, adopting a shared literary theory to interpret a story can enrich and deepen potential discussions.

2.1.1.1 Post-Colonial Literary Theory and Democracy & Citizenship

The concept of English as a potential "world language" has been around for at least 250 years (Sergeant, 2011, p. 101). The global spread of English has had significant positive implications for fields such as science, academia, trade, and international relations. However, it has also had devastating cultural consequences, particularly in North America, where the spread of English can largely be attributed to imperialism. Indigenous communities were often decimated or severely disrupted to make way for a new colonial way of life. The English language cannot be separated from its colonial history, and this must be considered when teaching both the English language and English literature.

Post-colonial literary theory examines the literature, culture, history, and discourse specific to former colonies of England, Spain, France, and other European imperial powers (Abrams, 2005, p. 245). This theory seeks to uncover and untangle the threads connecting colonial history to the contemporary world. In the context of literature, post-colonial theory is concerned with how these historical consequences manifest in texts.

According to associate professor of linguistic and Nordic studies at the university of Oslo M.B. Claudi, (Claudi, 2013, p. 198) a key text in the establishment of post-colonialism is Edward Said's 1978 book "Orientalism," in which he argues that the Western world has distorted the image of the East. Said coined the term 'Orientalism' to describe Western depictions of Eastern peoples, practices, and cultures. Homi K. Bhaba further developed this field, focusing on the space between the colonizer and the colonized. Bhaba introduced terms such as ambivalence, hybridity, and imitation, which complicate the relationship between the subjugated and their oppressors, creating new analytical challenges.

Historical awareness is intrinsically linked to both the study of colonialism and the interdisciplinary topic of democracy and citizenship. By enhancing individuals' awareness of history, we lay the groundwork for empathy and understanding of others' worldviews. The English subject curriculum emphasizes that learning English can help students experience different societies and cultures, promoting curiosity, engagement, and the prevention of prejudices. The critical reading of texts containing messages about race, ethnicity, and culture remains a challenge for many readers and teachers. However, a framework provided by Hintz & Tribunella (2017) can help tackle controversial aspects of these texts, including authorship and ownership, audience, perspective,

reclamation, authenticity and accuracy, and artistic freedom and ethical responsibility (Hintz & Tribunella, 2017, p. 403-404).

The goal of 'democracy and citizenship' in education is to foster individuals who embody the principles of a democratic society. Biesta (2006) highlights the issue of instrumentalizing education to reach the goal of democracy, suggesting that this could lead to education being blamed for the failings of democracy (Biesta, 2006, p. 119). Biesta proposes two models for understanding democracy in education: 'democracy for education' and 'democracy through education.' The former prepares children for their role in democracy, while the latter emulates democratic processes and gives students the experience of democracy. Biesta advocates for the latter approach to achieve the intended goals of democracy education (Biesta, 2006, p.123-125).

In summary, post-colonial literary theory provides a valuable lens for examining the themes of democracy and citizenship in "The Marrow Thieves." It helps students understand the complex interplay between history, culture, power, and identity, and how these factors influence individuals' experiences of democracy and citizenship.

2.1.1.2 Literary Trauma theory and Health & Life Skills

Literary trauma theory, rooted in psychology and the psychoanalytic school of thought, has gained significant cultural traction, influencing literature studies and creating a unique lens through which we can interpret literature. Trauma, as defined in the Oxford Advanced Learner's Dictionary, is a mental condition caused by severe shock, especially when the harmful effects last for a long time. Literary trauma theory echoes this definition, asserting that trauma creates a speechless fright that disrupts and destroys identity. However, it also acknowledges that trauma can present itself very differently depending on various factors, including the individual, the collective, and their literary representations.

In the English subject curriculum, the interdisciplinary topic of health and life skills refers to developing the pupils' ability to express themselves in writing and orally in English. This ability can be particularly valuable when engaging with trauma narratives, which often involve complex emotions and experiences that can be difficult to articulate. By exploring these narratives, students can develop their ability to express complex thoughts and feelings, enhancing their linguistic and emotional competence. Hennig (2020, p. 39) states that this knowledge provides a useful tool for

ones ability to interpret the world within a safe distance to our own reality. This provides a possibility to analyse and interpret rather delicate thoughts and perceptions, in a manner that does not overstep ethical boundaries. They can also gain a deeper understanding of the experiences of others, fostering empathy and cultural competence.

The trauma model applied in this analysis refers to a person's emotional response to an overwhelming event that disrupts previous ideas of an individual sense of self and the standards by which one evaluates society. Trauma, in its variability and resistance to linguistic representation, offers a unique opportunity for exploration in education and personal understanding. As we all have experienced some form of trauma, we can use the representations created by others as critical insight into our own experiences. There is no correct way to experience and deal with trauma, but there are plenty of ways to do both.

Understanding the intrinsic connection between psychoanalytic literary theory and literary trauma theory can in my opinion deepen our understanding of both literature and the psyche.

Psychoanalysis has a long tradition as a scientific method in psychology, and its application to literature may reveal trends teachers can find useful for pedagogical development and preventative education. The topic of health and life skills highlights the importance of promoting the development of children's mental health, which in conjunction with their physical health, provides opportunities for making responsible life choices.

In summary, literary trauma theory can provide a valuable framework for exploring the interdisciplinary topic of health and life skills in "The Marrow Thieves." It can help students develop their ability to express complex thoughts and feelings, enhance their understanding of others' experiences, and foster their linguistic and cultural competence. It also offers a unique opportunity to explore the complex nature of trauma and its representation in literature, contributing to the development of critical literacy skills.

2.1.1.3 Ecocriticism and Sustainable Development

Ecocriticism, a relatively recent branch of literary theory focuses on the study of literature and its relationship to the physical environment as explained by Glotfelty (1996). This theory has gained traction in response to the increasing global environmental crisis and the concurrent growth of ecological sustainability discourse. As Weik von Mossner (2020) explains, our relationships to the

environments that surround, sustain, and sometimes threaten us are fraught with emotion, influencing not only how we feel, but also what we think. This emotional connection extends to our interaction with artistic representations of such environments, as we find them in literature, film, and other media.

Sustainable development, as an interdisciplinary topic, aims to help pupils understand basic dilemmas and developments in society, and how they can be addressed. It refers to the protection of life on Earth and the provision for the needs of current inhabitants without compromising the ability of future generations to meet their own needs. This concept is deeply intertwined with ecocriticism, as both are concerned with the relationship between humans and the environment. Bergthaller et al. (2014) argue that both ecocriticism and environmental history are concerned with practices of envioning: each studies the material and symbolic transformations by which "the environment" is configured as a space for human action.

In the English subject curriculum, sustainable development is described as a topic that should enable pupils to make responsible choices and act ethically and with environmental awareness. It is based on the understanding that social, economic, and environmental conditions are interconnected, and our lifestyles and resource consumption have local, regional, and global consequences. This topic includes issues relating to the environment and climate, poverty and distribution of resources, conflicts, health, equality, demographics, and education.

Cheryll Glotfelty, a prominent figure in ecocriticism and literature professor at the university of Nevada describes the study as "humanities response to the global environmental crisis." She asserts that ecocriticism is the study of the relationship between literature and the physical environment, suggesting that our current environmental concerns may provide us with a lens through which to view literature. This perspective aligns with the goal of sustainable development in education, which is to foster an understanding of the complex dilemmas and developments in society and equip students with the knowledge and skills to address them.

Ecocriticism challenges the traditional binary representations of the relationship between humans and nature or culture and nature. This dichotomization can lead to a neglect or even rejection of nature, which is counterproductive to environmental awareness and sustainable development. Recognizing that humans are inherently part of nature, just like any other animal, is crucial for fostering a more harmonious and sustainable relationship with the environment. Estok (2011) offers

the term 'ecophobia' as a way of understanding and organizing representations of contempt for the natural world.

In summary, ecocriticism provides a valuable framework for exploring the interdisciplinary topic of sustainable development. It can help students develop a deeper understanding of the relationship between humans and the environment, enhance their environmental awareness, and equip them with the knowledge and skills to make responsible and ethical choices. It also offers a unique opportunity to explore the complex dilemmas and developments in society through the lens of literature, contributing to the development of critical literacy skills. Johns-Putra (2018) suggests that postmodernist tendencies in climate change novels undermine the omniscience of third-person narrators and the reliability of focalizes to destabilize realist, imperialist, and anthropocentric constructions of the world, thus questioning the dominance of master-narratives and domination *per se*.

2.2 Communicative competence

Communicative competence is, according to Teslo (2006, p38) a complex construct that encompasses various skills and abilities in language learning, which are interpreted by our surroundings through our personal constructs. The message relayed and understood is the main concept of this competence. It is not just about the mastery of grammar and vocabulary, but also involves the ability to use language appropriately in different social contexts. This includes understanding cultural nuances, being able to express oneself effectively, and being able to interpret and respond to others' communications.

2.2.1 Grammatical competence

Grammatical competence is a fundamental aspect of language proficiency and is one of the key components of communicative competence. It refers to the knowledge of the rules of a language, including syntax, morphology, phonology, and semantics, and the ability to use this knowledge to understand and produce language accurately.

An aspect of grammatical competence is the ability to use language functionally to achieve specific purposes. According to Caroline Coffin (2015) language teachers can diagnose learners' competence by examining how well they organize and structure their texts in relation to their social

purpose and cultural context. The article argues that a comprehensive understanding of grammatical competence requires considering not only the rules of language but also the functional dimensions of language use, including the ability to represent the world, interact with others, and create cohesive texts.

Moreover, grammatical competence is closely tied to the learner's identity and investment in the language learning process. A comprehensive model laid forth by Ron Darwin and Bonny Norton (2015) proposes the value of investment, which occurs at the intersection of identity, ideology, and capital. The model suggests that learners' grammatical competence is influenced by their identities, their beliefs about the language and its value, and their access to linguistic resources.

In conclusion, grammatical competence is a multifaceted concept that involves not only knowledge of language rules but also the ability to use language functionally and adaptively in various social contexts. It is influenced by a range of factors, including the learner's identity, investment, and access to resources, and it plays a crucial role in the development of communicative competence.

2.2.2 Sociolinguistic competence

Sociolinguistic competence is a crucial aspect of language learning and communication, particularly in multilingual societies like Malaysia. This type of competence involves the understanding of sociocultural rules of language and discourse, requiring an understanding of the social context in which language is used. It encompasses aspects such as politeness, formality, metaphor, registers, and culturally related aspects of language.

In the context of English language learning in Malaysia, sociolinguistic competence should consider these aspects as proposed by Bachman. It is a challenging process, even in one's first language, as it involves knowing how to "give every person his or her due." This means knowing when to be quiet and when to talk, when to give compliments to others, and when to apologize. It also means being able to read situations and know what the right thing is to say or do.

In Malaysia, English is the second most important language and is used in various professions and academic settings. However, the levels of English proficiency in the country have been declining. This is evident in Malaysians' everyday speech, which is often marred by grammatical and phonological errors. Despite this, it is recognized that in Malaysian schools' unique language

environment, sociolinguistic competence contributes to Malaysian students' English language proficiency.

The standard variety of English used in Malaysia is taught formally in schools, but English is also learned for a functional purpose. The most important measure of success when a language is learned for a functional purpose is communicative effectiveness. However, students must also be aware that dialects are not inferior languages and that they should be respected. Standard English is necessary only in a formal context.

In conclusion, it is important that second language instructors in Malaysia be familiar with sociolinguistics. Teaching language is not just about learning the rudiments of the language but also various cultural refinements. Students must be made aware of formal and informal language use. They should be knowledgeable as to appropriate expressions for different contexts. Students must be mindful as to when they can resort to colloquial language and when formality is necessary. Lastly, students need to be made aware that mastering English does not mean acquiring native proficiency, but rather having universal intelligibility (Mohan, Leong & Lim, 2010).

2.2.3 Discourse competence

Discourse competence refers to the ability to construct linguistically coherent stretches of language across sentences. It involves mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. In the context of language learning, discourse competence is crucial as it enables learners to connect sentences in a text and form a meaningful whole out of a series of utterances.

Discourse competence is a prerequisite for productive and receptive discursive and epistemic participation (Erath, Prediger, Quasthoff, and Vogler (2019), for instance, students who had difficulties in contextualizing academic language practices found it harder to participate in epistemically relevant moments. On the other hand, students who were able to contextualize discursive practices such as explaining and arguing, and who predominantly employed illustrative procedures, showed substantial learning opportunities. However, they were epistemically restricted to procedural levels, with a threshold to conceptual levels, which are crucial for higher cognitive demands. They furthermore concluded that the discursive practice of explaining should be a more explicit learning goal to compensate for unequally distributed discursive prerequisites. They

suggested that further research is needed to develop teaching-learning arrangements and professional development, with a focus on discursive rather than only on lexical and syntactical aspects of language-responsive teaching and learning.

The study also found that discourse competence is a prerequisite for productive and receptive discursive and epistemic participation. For instance, students who had difficulties in contextualizing academic language practices found it harder to participate in epistemically relevant moments. On the other hand, students who were able to contextualize discursive practices such as explaining and arguing, and who predominantly employed illustrative procedures, showed substantial mathematical learning opportunities. However, they were epistemically restricted to procedural levels, with a threshold to conceptual levels, which are crucial for higher cognitive demands.

The authors concluded that the discursive practice of explaining should be a more explicit learning goal in mathematics classrooms to compensate for unequally distributed discursive prerequisites. They suggested that further research is needed to develop teaching-learning arrangements and professional development, with a focus on discursive rather than only on lexical and syntactical aspects of language-responsive teaching and learning.

2.2.4 Strategic competence

Strategic competence is a component of communicative competence that involves the ability to use communication strategies to overcome any breakdowns or difficulties that may occur during the communication process. It refers to the capacity to employ various tactics to compensate for linguistic or communicative limitations and to enhance effective communication.

In the context of language learning, strategic competence encompasses the knowledge and skills to employ different strategies, such as circumlocution, paraphrasing, using gestures, requesting clarification, self-monitoring, and repairing communication breakdowns. These strategies can help learners convey their intended meaning, negotiate meaning with interlocutors, and compensate for any gaps in their language proficiency.

One important aspect of strategic competence is the ability to use context and non-verbal cues effectively to make meaning clear. Learners with strong strategic competence can adapt their communication style, use appropriate gestures, facial expressions, and intonation, and adjust their

language use to fit the communicative context. This flexibility allows them to overcome language barriers and convey their message accurately.

While strategic competence is closely linked to communicative competence, it is important to note that it extends beyond linguistic proficiency. It involves metacognitive awareness, problem-solving skills, and the ability to reflect on one's own communication and adjust strategies accordingly.

Overall, strategic competence plays a vital role in successful communication, especially in situations where language proficiency may be limited. By employing effective strategies, language learners can enhance their overall communicative abilities and bridge any gaps in linguistic competence.

2.3 The role of literature in Language education

The inclusion of literature in language learning has been a subject of deliberation within the field of education. Literature, with its rich tapestry of narratives, themes, and linguistic complexities, has the potential to significantly impact language learners' proficiency and overall language acquisition. This section explores the theoretical foundations that underpin the role of literature in language learning, highlighting its various dimensions and benefits.

One prominent perspective is the psycholinguistic approach, which emphasizes the cognitive processes involved in language learning. According to this view, literature offers learners authentic and meaningful contexts in which they can encounter language structures, vocabulary, and idiomatic expressions. Through exposure to various literary genres, learners develop their linguistic competence, expanding their language repertoire and acquiring a more nuanced understanding of the target language.

Sociocultural theories also shed light on the role of literature in language learning. Language is not an isolated system but is deeply intertwined with culture. Literature provides a gateway to the cultural nuances and values embedded within a language. By immersing themselves in literary works, language learners gain insight into different societies, traditions, and perspectives. This fosters intercultural competence, enabling learners to communicate effectively and respectfully in diverse cultural contexts.

Cognitive approaches to language learning emphasize the importance of engagement and motivation. Literature offers an immersive and captivating experience that captures learners' interest and stimulates their imagination. Through engaging with literary texts, learners are motivated to read extensively, explore new vocabulary, and improve their reading comprehension skills. Literature also promotes critical thinking, as learners engage with complex characters, analyze plot developments, and interpret symbolic elements.

Additionally, critical pedagogy underscores the potential of literature to foster critical thinking skills. Literary texts often challenge societal norms, raise thought-provoking questions, and promote social awareness. By engaging with literature, language learners develop the ability to question and critically analyze ideas, ideologies, and perspectives. This cultivates their capacity to think critically, evaluate arguments, and form independent judgments, which are essential skills in language learning and beyond.

In conclusion, the role of literature in language learning is multifaceted and supported by various theoretical perspectives. Literature contributes to language acquisition by providing authentic and contextualized language input, enhancing vocabulary development, and refining language proficiency. Furthermore, literature promotes cultural understanding by exposing learners to diverse perspectives, fostering empathy, and developing intercultural competence. Lastly, literature nurtures critical thinking skills, encouraging learners to analyze, interpret, and evaluate textual content. Understanding the theoretical foundations of literature's role in language learning informs educators' practices and underscores the importance of incorporating literature in language curricula.

2.4 Critical literacy

The academic understanding and use of the term critical literacy has evolved over time, with various scholars contributing to its development. Initially, the focus was on the importance of critical thinking in education. Shulman (1987) emphasized comprehension, reasoning, transformation, and reflection in teaching, laying the groundwork for the development of critical literacy.

The concept of critical literacy was further expanded to include the recognition and acknowledgment of the cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups. Yosso (2005) introduced the concept of community cultural wealth as a critical race theory challenge to traditional interpretations of cultural capital, highlighting the importance of understanding and challenging power relations and social inequalities.

With the emergence of social network sites, the scope of critical literacy extended to the digital realm. Boyd and Ellison (2007) discussed the impact of social network sites on communication and social interactions, underscoring the need for critical literacy in the digital age, which involves the ability to analyze and evaluate information and messages in digital media. Finally, the development of intersectionality studies further broadened the concept of critical literacy. Cho, Crenshaw, and McCall (2013) discussed the intersections of different social categories such as race, gender, and class, emphasizing the need for critical literacy to understand and challenge multiple forms of oppression.

Yosso (2005), presents a compelling perspective on critical literacy. She challenges traditional interpretations of cultural capital by introducing the concept of community cultural wealth. This concept emphasizes the cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups. Yosso argues that these forms of capital often go unrecognized and unacknowledged in mainstream society. She proposes that recognizing and valuing these forms of capital can contribute to a more equitable and inclusive society.

Choosing Yosso's version of critical literacy as an academic crutch offers several advantages. Firstly, Yosso's approach acknowledges the diverse forms of knowledge and skills that exist in different cultural communities, thus promoting inclusivity in academic discourse. Secondly, by recognizing and valuing the cultural wealth of marginalized groups, Yosso's approach challenges social inequalities and promotes equity.

Furthermore, in today's diverse and multicultural societies, Yosso's approach to critical literacy is highly relevant. It encourages us to understand and appreciate different cultural perspectives, which is crucial for effective communication and collaboration in diverse settings.

Additionally, Yosso's approach empowers marginalized groups by recognizing and valuing their cultural wealth, which will be a valuable metric in later analysis.

2.5 The Marrow Thieves

"The Marrow Thieves" by Cherie Dimaline is a captivating and thought-provoking dystopian novel that explores themes of resilience, identity, and the devastating consequences of environmental degradation. Set in a future where people's dreams are being harvested for their bone marrow, the novel takes readers on a compelling journey through a post-apocalyptic North America.

Dimaline's writing is both poignant and evocative, immersing readers in a world that is both bleak and hopeful. The characters are beautifully crafted, each with their unique voice and personal struggles. The protagonist, Frenchie, leads a group of Indigenous people who are being hunted for their bone marrow, which is believed to hold the key to survival in a world where people have lost the ability to dream. As they navigate treacherous landscapes and face constant danger, the characters' resilience and determination shine through, drawing readers into their emotional journeys.

One of the novel's strengths lies in its exploration of cultural identity and the importance of preserving one's heritage in the face of adversity. Dimaline sensitively portrays the Indigenous characters' connection to their culture, their traditions, and the significance of storytelling as a means of resilience and resistance. This aspect of the story adds depth and richness, highlighting the importance of diverse voices in literature. Furthermore, "The Marrow Thieves" raises important ecological and social issues, prompting readers to reflect on the consequences of environmental destruction and the exploitation of marginalized communities. The narrative serves as a powerful allegory for real-world struggles, shedding light on historical and ongoing injustices faced by Indigenous peoples and their resilience in the face of oppression. The novel's compelling storyline, well-developed characters, and thought-provoking themes make it an ideal subject for further analysis. In-depth examination of Dimaline's portrayal of cultural identity, the socio-environmental implications, and the narrative's impact on readers' understanding of social justice and resilience can provide valuable insights and foster critical discussions.

"The Marrow Thieves" is a significant contribution to contemporary literature, blending elements of dystopia, Indigenous storytelling, and social commentary. It challenges readers to confront the darker aspects of human nature while offering a message of hope and the strength of the human spirit. By delving deeper into the novel's themes and literary techniques, scholars can gain a deeper

understanding of its socio-cultural significance and its potential to inspire change. Thus, further analysis of "The Marrow Thieves" has the potential to shed light on its intricate layers, engaging readers and researchers alike in meaningful dialogue about the novel's themes and its broader implications for society.

3 Methodology

3.1 Epistemology and Ontology

In the analysis of "The Marrow Thieves," two philosophical frameworks, phenomenology and determinism, offer valuable lenses through which to examine the novel's themes and connections. Phenomenology, with its emphasis on subjective experiences and lived realities, provides insights into the characters' perceptions, emotions, and struggles, enabling a deeper understanding of their inner worlds. On the other hand, determinism, with its focus on cause-and-effect relationships and external influences, illuminates the societal and environmental factors that shape the characters' actions and the trajectory of the narrative. By exploring the intersections between phenomenology and determinism in "The Marrow Thieves," a comprehensive analysis can be conducted, linking the characters' experiences to broader social, cultural, and environmental contexts.

Phenomenology highlights the individual characters' unique perspectives and lived experiences. By adopting a phenomenological approach, the analysis can delve into the emotions, thoughts, and motivations of the characters, unveiling their inner struggles and the complexities of their identities. For example, through the lens of phenomenology, the analysis can explore Frenchie's journey of self-discovery, examining how his personal experiences shape his understanding of his Indigenous heritage and his role within the community. It can also delve into the dreams and nightmares of the characters, illuminating the impact of their visions on their sense of self and the choices they make.

Simultaneously, the lens of determinism draws attention to the external forces and circumstances that exert influence on the characters and shape the narrative's trajectory. The analysis can examine the societal and environmental factors that lead to the exploitation and persecution of the Indigenous people in the story. It can explore the deterministic consequences of environmental degradation and scarcity, which prompt the search for bone marrow as a means of survival. Furthermore, the analysis can probe the power dynamics and systemic oppression that influence the characters' actions and decisions within the broader social context.

By connecting the themes and narratives that arise from both phenomenology and determinism, a more comprehensive analysis of "The Marrow Thieves" can be achieved. This approach allows for a deeper exploration of the characters' lived experiences while acknowledging the broader socio-cultural and environmental factors that shape their realities. It enables connections to be made between individual experiences and larger societal structures, shedding light on the novel's underlying messages regarding identity, resilience, and social justice.

Ultimately, by employing phenomenology and determinism as complementary frameworks, the analysis of "The Marrow Thieves" can unravel the intricate connections between the characters' subjective experiences and the external influences that mold their lives. This comprehensive approach fosters a nuanced understanding of the novel, enriching discussions on the interplay between personal narratives and broader socio-cultural forces within the narrative.

3.2 Hermeneutics

Hermeneutics, as a field of study, is deeply concerned with the pursuit of understanding. Originating from the Enlightenment period, where the importance of common sense gained prominence in society and scientific thought, hermeneutics offered a valuable alternative to the fragmentary effect of positivism's analytical focus on the sciences (Kvarv, 2021, p. 148). At its core, hermeneutics places reading and interpretation as central activities in the quest for comprehension. With written materials serving as its empirical foundation, hermeneutics aims to understand and systematize texts.

When faced with a text, hermeneutics grapples with essential principles that guide interpretation and understanding. How do we decipher the meanings embedded within a text, and how does knowledge emerge through our engagement with texts? The hermeneutic circle provides a model that addresses these questions. This model asserts that true understanding can only be achieved when one comprehends the whole and the parts. Initially, the circular model suggests that by grasping the whole, one can begin to understand the parts, and vice versa. However, as the understanding deepens through this process, the limitations of the circular model become apparent. It fails to account for progressive growth in understanding. To overcome this limitation, the hermeneutic circle has been reconceptualized as a spiral, where continuous and alternating inquiry into the parts in relation to the whole, and the whole in relation to the parts, leads to a progressive

deepening of understanding. This dynamic process enables an ever-evolving comprehension of both the individual components and their integration into the broader context.

The field of biblical studies has long been influenced by hermeneutic methodology. Scholars engaged in biblical interpretation read and analyze individual chapters and verses to grasp the message of the entire book. As they progressively gain deeper insights into the meaning of each chapter and its significance in relation to the whole, their understanding of the message deepens. This echoes the biblical tradition, where interpretation and understanding are achieved through an iterative process of exploring the parts and their interconnection with the whole.

Using the hermeneutic circle as a guiding framework, scholars delve into a text, seeking to understand the individual parts and their relationship to the whole. By examining specific chapters, scenes, and character interactions, they gain insights into the nuances of the story and the motivations of the characters. As they progress in their analysis, they also step back to consider how these microcosmic elements contribute to the overarching themes and messages of the novel.

The hermeneutic spiral comes into play as scholars continuously revisit the text, deepening their understanding through iterative inquiry. With each subsequent reading and interpretation, they uncover new layers of meaning and gain a more comprehensive understanding of the novel.

In this literary context, hermeneutics allows researchers to go beyond surface-level analysis and delve into the depths of the text. It enables them to uncover the underlying symbolism, social commentary, and psychological insights woven throughout the narrative. By employing the principles of hermeneutics, scholars engage in a rich exploration of the text, enhancing our understanding of its artistic value and its relevance to the cultural and historical context in which it was written.

Hermeneutics is not limited to biblical studies but extends to various fields where texts are subject to interpretation. The hermeneutic approach empowers researchers to unravel the layers of meaning embedded within texts, facilitating a deeper understanding and appreciation of literary works and their broader significance.

Merriam-Webster's dictionary encapsulates this tradition by defining "hermeneutics" as "the study of the methodological principles of interpretation. Whether it is literary analysis, legal

interpretation, or historical research, hermeneutics provides a framework for approaching texts and extracting meaning.

In conclusion, hermeneutics offers a methodology that embraces the complexity of understanding and interpretation. It acknowledges the interplay between the whole and its parts, and the progressive deepening of comprehension through iterative engagement with texts. By employing hermeneutic principles, scholars and researchers navigate the intricate realm of textual analysis, seeking to unravel meanings and generate insights that contribute to our understanding of diverse subjects.

3.3 Validity and reliability

The validity and reliability of a research project are paramount to ensure the quality and credibility of the study. Validity refers to the extent to which the chosen research methods align with the research questions, while reliability focuses on the ability to replicate the study and achieve consistent results.

In the analysis of "The Marrow Thieves," both phenomenology and hermeneutics rely heavily on empirical data, necessitating an examination of the relevance of the collected data to address the research questions effectively. To address this, a link has been established between the research questions and the curriculum, ensuring that the study adheres to pre-defined regulations inherent to educational studies. By aligning the research questions with the curriculum, the analysis ensures the inclusion of data that is intrinsically relevant to the field of study, thereby enhancing the validity of the research.

Reliability, on the other hand, presents a unique challenge in this exploratory research project. As the study employs an exploratory method, the potential for different researchers to draw different conclusions and explore alternative perspectives arises. If another researcher were to approach the research questions using an exploratory method, they might be led in different directions due to personal biases and interpretations of the texts. While they may follow the same links and gather similar data, they are not guaranteed to replicate the study exactly or arrive at identical conclusions.

To address this challenge, it is crucial to ensure that the findings and conclusions of the analysis are deeply explored and withstand logical scrutiny. By thoroughly examining the data, interpretations,

and connections made within the research, the study aims to bolster the reliability of the analysis. By presenting a comprehensive exploration of the novel's themes, characters, and socio-cultural contexts, the research provides a solid foundation for future researchers to build upon and replicate the study with similar findings.

While replicating the study exactly may be challenging due to the inherent subjectivity involved in interpreting texts, maintaining transparency and rigor in the research process enhances the reliability of the analysis. By documenting the research steps, decisions, and modifications made during the analysis, future researchers can understand the thought process behind the study and potentially follow similar paths to reach comparable results.

In summary, addressing validity and reliability in the analysis of "The Marrow Thieves" is crucial to ensure the credibility and quality of the research. Linking the research questions to the curriculum enhances the validity by incorporating relevant data, while acknowledging the exploratory nature of the study acknowledges the potential for variations in interpretations. By conducting a thorough exploration of the findings and conclusions, the analysis seeks to enhance the reliability of the research and provide a foundation for future researchers to build upon and expand the knowledge in the field.

3.4 Analysis

An analysis involves posing questions about empirical data, conducting close readings, organizing the data systematically considering relevant theory, and presenting the findings in an understandable manner (Malterud, 2017, p. 81). In the initial phases of the analysis of "The Marrow Thieves," I engaged in a close reading of the core curriculum and the curriculum in English to gain insights into potential directions for my analysis. Subsequently, I read the book cover to cover, identifying themes, independent plot lines, and connections to broader cultural structures. These initial explorations led me to formulate the tentative research question, "How can 'The Marrow Thieves' create learning opportunities that uphold the values of the core curriculum?" This question served as a guiding framework for further reading and for structuring the associations I would make throughout the analysis.

In the subsequent reading, I paid particular attention to important scenes and plot structures that aligned with the focus of my research. As I progressed, I made the decision to shift my focus from

the core curriculum to the curriculum in English, as I believed a more concentrated examination of the subject itself would yield more applicable pedagogical approaches. Noticing a strong connection between the interdisciplinary topics and the themes of the book, I began formulating the research questions that now serve as the foundation for this research.

With these research questions in mind, I embarked on further reading about critical literacy and explored potential literary theories to enrich my understanding of the book. Ultimately, I settled on post-colonial theory, literary trauma theory, and ecocriticism as the theoretical frameworks to guide my analysis. I commenced the coding process, initially utilizing three broad categories—oppression, trauma, and environment—to reflect the connections I sought between the interdisciplinary topics and the literary theories. Each chapter of "The Marrow Thieves" contained information relevant to each category, prompting me to structure the analysis as a comprehensive exploration of each topic using data from the entire book.

To ensure clarity and coherence, each part of the analysis is presented separately, creating three distinct textual universes within the same text. These universes delve into the relationship between the collected data and the respective topics at hand. The structure established in the theoretical framework serves as a guiding pillar for each chapter. Specifically, these pillars are as follows: the exploration of health and life skills in relation to trauma, the examination of democracy and citizenship within a post-colonial framework, and the analysis of sustainable development through the lens of ecocriticism.

By adhering to this structured approach, the analysis of "The Marrow Thieves" aims to provide comprehensive insights into the connections between the book's themes and the selected theoretical frameworks. Each chapter offers a focused examination of the data, contributing to a deeper understanding of the book's pedagogical potential within the contexts of trauma, post-coloniality, and environmentalism.

3.5 Ethical concerns

This study is closely tied to pedagogy, as its findings have the potential to inform teaching practices for children. Even though the research does not involve direct interaction with youth, ethical considerations still hold relevance. Within the framework of consequential ethics, the potential consequences of the research must be carefully analyzed to ensure that it does not produce false

representations that could negatively impact young readers. Conducting a solitary study of this nature thus requires a high level of reflection on the potential consequences that may arise.

Given the interpretive nature of hermeneutics, the ethical responsibility of interpreting others' words, beliefs, and body of work also comes into play. When engaging in interpretive tasks, it is crucial to clearly distinguish between personal interpretations and direct quotations from the works of others. Readers may not possess familiarity with the field of study, the text itself, or the personal biases that may be present in this or other texts. Consequently, there is a risk that my interpretations may mislead or misrepresent the work of others, leading to a distorted understanding.

To code the data and present arguments, an independent representation of the book and its themes will be constructed. This representation is formed through my individual interpretation, influenced by the chosen theoretical framework. Therefore, it becomes my responsibility to ensure the accurate representation of the data and the credibility of my interpretations. Mistakes in coding data, for example, could potentially influence future teachers to teach the book in a manner that deviates from its intended message. As an independent researcher there is also a risk of overlooking crucial elements, misrepresenting them, or placing excessive emphasis on elements that may have been secondary to the author's intentions. It is essential to clarify that this study presents an independent and subjective reading of a work of fiction. All the elements discussed in this thesis have been consciously selected by me to construct compelling arguments, and any opinions expressed within this study are my own.

In conclusion, this study acknowledges the ethical considerations involved in the research process. It recognizes the potential consequences of the research on young readers and emphasizes the need for responsible interpretation and representation. The study acknowledges the subjective nature of interpretation and the importance of distinguishing personal interpretations from direct quotations. By emphasizing transparency and acknowledging the subjective nature of the analysis, this study strives to maintain ethical integrity while offering insights and interpretations that contribute to the field of pedagogy.

4 Analysis

In this chapter, I will present my analysis of "The Marrow Thieves" by Cherie Dimaline (2017), informed by theoretical frameworks and guided by the following research questions:

How can "The Marrow Thieves" be utilized as teaching material in the English subject to promote critical literacy?

How can literary trauma theory, post-colonial literary theory, and ecocriticism contribute to teaching the interdisciplinary topics of the curriculum?

"The Marrow Thieves" is a narrative that encompasses all three interdisciplinary topics of the curriculum. It explores the subjugation of a people by English-speaking colonial powers, provoking a profound examination of power structures in historical, contemporary, and future contexts. For the First Nations peoples of Canada, the story resonates with a traumatic history in which their culture endured the consequences of colonialism by the English and French. Set in a post-colonial context, the characters face various demanding situations.

Specifically, the book follows the journey of a young boy named Francis, nicknamed Frenchie, in a post-apocalyptic Canada. Frenchie, separated from his family, encounters a group of indigenous survivors who strive to reassemble and revitalize their culture while being hunted by recruiters seeking their bone marrow. In this dystopian world, where most people have lost the ability to dream, Frenchie and his group venture northward in search of other Indigenous survivors and safety. Through the hardships of loss, emotional turmoil, and personal growth, Frenchie develops resilience and a determination to live despite his traumas.

"The Marrow Thieves" explores various themes, but for the purpose of this study, the focus lies on the themes of loss and rebirth and the elements that connect them. By examining specific characters, we can unravel the psychological impact of dramatic events on their individual experiences, particularly the Indigenous characters who bear significant trauma. Additionally, the novel portrays the collective trauma experienced by the Indigenous community, including the loss of group members, victimization by both non-Indigenous and Indigenous individuals, and the erosion of their cultural heritage. The healing process from this collective and individual trauma becomes a basis for discussing resilience and overcoming adversity, both on an individual and group level.

While "The Marrow Thieves" touches on multiple subjects within the English curriculum, the focus of this analysis is on the interdisciplinary topics. In subsequent sections, I will present selected excerpts from the novel and contextualize them within the interdisciplinary topics, integrating the

theoretical framework. The section titled "Trauma" will be further explored in connection with "Health and life skills." The section on "Oppression" will be discussed in relation to "Democracy and citizenship," and the section on "Ecocriticism" will be examined in connection with "Sustainable development." Finally, this chapter concludes with a brief section highlighting elements of the novel that relate to historical events.

By analyzing "The Marrow Thieves" through the lens of the interdisciplinary topics and the selected theoretical framework, this study aims to shed light on the pedagogical possibilities within the English curriculum. It explores how the novel's themes and narrative can foster critical literacy and engage students in meaningful discussions on trauma, resilience, power dynamics, and sustainability.

4.1 Trauma

In this section, we delve into the theme of trauma in "The Marrow Thieves" and its impact on the characters. The narrative of the book incorporates chapters dedicated to individual characters' traumatic experiences, providing insight into their struggles and the subsequent implications. The first chapter introduces Frenchie, the main character, and recounts his "coming-to story." In this traumatic event, Frenchie and his brother, Mitch, are pursued by recruiters. Mitch sacrifices himself, enabling Frenchie to escape and live in freedom. Alone and facing adversity, Frenchie confronts the profound loss of his family. However, within this loss, there is a theme of rebirth as he awakens to a group of strangers who offer him support, both physically and psychologically. Frenchie's journey exemplifies the interconnectedness of loss and rebirth, and the potential for healing within traumatic experiences.

Caruth's concept of trauma as a force that can divide and destroy identity is reflected in Frenchie's story. The loss of his family leaves him physically and emotionally weakened. Yet, his new family of Indigenous survivors accepts and nurtures him, embracing a perspective that acknowledges weakness and vitality as integral aspects of a unified whole. This perspective emphasizes the interconnectedness of loss and rebirth.

Another dramatic narrative within the book centers on Wab, whose trauma stems from the loss of her mother and subsequent experiences of neglect. Unlike Frenchie, Wab's trauma is not inherently linked to the recruiters but rather to the "everyday assholes" she encounters. She becomes a runner

of messages, risking her life to survive. Her story includes a harrowing incident where she is maimed and sexually assaulted after being caught. Wab shares her story with the group when she confronts the man responsible for her suffering. Her narrative underscores the extreme nature of the traumas depicted in the book and offers a counterargument to using it as school material due to its deeply traumatic content.

Miig's "coming-to story" reveals unknown trauma that shapes his worldview. It involves the loss of his husband, Isaac, who is captured while Miig manages to escape. Miig is traumatized by this event and experiences intrusive thoughts, including "murder fantasies and romantic reunions." The trauma Miig endures raises questions about the motivations behind heinous acts such as bone marrow harvesting and killing.

In the chapter titled "A Plague of Madness," the group engages in a discussion about morality, contemplating what makes a person good or bad. This discussion references Camus' "The Plague," where circumstances lead people to change. The concept of a plague distorting reality and affecting everyone can be seen as a historical trauma that divides and destroys societal elements, aligning with Caruth's idea of trauma dividing and destroying identity. Miig takes a broader perspective on the question of good and bad, suggesting that both good and bad actions stem from motivations driven by survival.

Throughout the book, traumatic experiences are portrayed as beyond comprehension, leaving a void that defies naming. When Frenchie kills Lincoln after he captures and kills Riri, he undergoes another traumatic event. Frenchie's emotional response to this event is ambiguous, as he reflects on the absence of color in his world and the pain of missing his parents. This exemplifies the latent emotional response to trauma, where the connection between emotions and traumatic events becomes blurred. The dark psychological tension created by the handling of Riri's death permeates the book, shaping Frenchie's journey and underscoring the ongoing impact of trauma.

In analyzing the theme of trauma within "The Marrow Thieves," the novel's narrative intricately weaves the experiences of the characters, highlighting the profound effects of trauma on their individual and collective identities. The exploration of trauma serves as a critical lens through which to examine the characters' psychological landscapes and their responses to adversity. It offers a deeper understanding of the complexities of their experiences and the lasting effects trauma has on their identities. The book's portrayal of trauma underscores the importance of acknowledging

and addressing the profound impact of historical and personal traumas on individuals and communities. In exploring the theme of trauma in "The Marrow Thieves," it is important to consider the psychological impact and lingering effects that traumatic experiences have on the characters. Beyond the individual traumas they endure, the collective trauma of the Indigenous communities resonates throughout the narrative. The characters' traumas are not isolated incidents but are deeply rooted in the historical trauma inflicted upon their culture through colonization and the loss of their language, innocence, and way of life. This historical trauma becomes interwoven with their individual experiences, shaping their identities and sense of self. The complex interplay between individual and collective trauma adds depth to the analysis, highlighting the broader societal implications and the challenges faced by the characters in healing and overcoming the profound wounds inflicted upon them. By examining trauma through this dual lens, we gain a richer understanding of the characters' struggles and their journey towards resilience and healing.

Furthermore, the inclusion of trauma within the narrative raises broader ethical considerations. As a researcher and interpreter of this text, it is crucial to handle the sensitive subject matter with care and responsibility. The traumatic events depicted in the novel may elicit strong emotional responses from readers, particularly young students. Therefore, it is imperative to approach the analysis with sensitivity and ensure appropriate support mechanisms are in place when using "The Marrow Thieves" as teaching material.

One ethical concern pertains to the potential retraumatization of readers. The vivid depiction of trauma in the novel can be deeply affecting, and educators must be aware of the emotional impact it may have on students. It is essential to create a safe and supportive learning environment, providing opportunities for open discussions and offering resources for students to process their emotional responses to the material. Additionally, educators should be prepared to provide appropriate guidance and ensure students have access to mental health support if needed.

Another ethical consideration lies in the responsibility of accurately representing the traumatic experiences of marginalized communities. As an interpreter and analyst, it is essential to approach the text with cultural sensitivity and avoid perpetuating harmful stereotypes or misrepresentations. The experiences of Indigenous peoples depicted in the book should be approached with respect, empathy, and a commitment to understanding the complexities of their historical and ongoing traumas.

Moreover, the analysis of trauma within "The Marrow Thieves" prompts reflection on the ethical implications of using such material in educational settings. While the novel offers valuable insights into important topics, including resilience, survival, and cultural preservation, it is essential to critically evaluate the potential consequences and appropriateness of using traumatic narratives for pedagogical purposes. Educators must consider the age appropriateness, emotional well-being, and cultural backgrounds of their students when deciding how to approach and present the material.

In summary, the exploration of trauma in "The Marrow Thieves" provides a lens through which to understand the characters' experiences and responses to adversity. It raises ethical considerations regarding the potential emotional impact on readers and the responsibility to accurately represent the traumatic experiences of marginalized communities. These ethical concerns underscore the importance of creating a safe and supportive learning environment when using this material in educational contexts. By addressing these ethical considerations, educators can navigate the complexities of teaching sensitive and traumatic narratives with sensitivity and care, ensuring that the pedagogical benefits are balanced with the well-being of students.

4.2 Oppression

Oppression is a central theme in "The Marrow Thieves," representing the malicious exercise of power by the Canadian government, who hunts down Indigenous people to harvest their bone marrow. Throughout the book, the Indigenous characters confront various forms of oppression, highlighting the ongoing struggle for autonomy and cultural preservation.

In the third chapter, titled "Story: Part One," Miigwaans begins to recount the history of their people. Through the act of storytelling, Miigwaans utilizes the pronoun "we" to emphasize the collective identity of their native descendants, maintaining a sense of unity within their own narrative. By reclaiming and embellishing their story, the group asserts agency and resists the erasure of their history and future. Storytelling serves as a means of self-definition and identity formation, allowing them to navigate their past and envision their future with conviction.

When examining the narrative of "Story" temporally, we can identify three categories: history, present, and future. In terms of history, Miigwaans explains the oppressive relationship between the colonizers and the Indigenous communities, expressing the losses endured by their cultures as a

result. The contemporary perspective addresses the ongoing process of rebuilding, relearning, and regrouping in the face of adversity. Despite the pain and struggles experienced, the Indigenous communities demonstrate resilience and a sense of cultural strength.

The narrative also extends to an imagined future in which the world is ravaged by climate change, leading to further oppression of Indigenous peoples. The water wars and the devastating consequences of environmental collapse exacerbate the oppression they face. As their homelands are decimated and their people scattered, the oppressive forces continue their disregard for the Indigenous communities, leaving them scattered, lonely, and frightened.

In "Story: Part Two," the narrative continues as the environment deteriorates further, leading to the loss of dreams and the deterioration of mental well-being. The majority seeks the help of the Natives initially, but their motivations shift as they attempt to appropriate and exploit Indigenous practices and ceremonies for their own benefit. The oppression persists as the Indigenous communities are forcefully moved from their lands without negotiation or regard for their rights.

Through the depiction of oppression in "The Marrow Thieves," the novel sheds light on the power dynamics at play and the resistance strategies employed by the Indigenous characters. It calls attention to the historical and ongoing marginalization faced by Indigenous communities, urging readers to critically examine systems of power and advocate for justice and equality.

The exploration of oppression in "The Marrow Thieves" goes beyond a mere depiction of power dynamics and unveils a complex understanding of democracy and citizenship. The oppressive actions of the Canadian government towards the Indigenous characters serve as a stark reminder of the historical and ongoing marginalization faced by Indigenous communities. The book not only exposes the deep-seated injustices but also invites readers to critically examine the very foundations of democracy and the inherent contradictions within the concept. The characters' resistance strategies and their collective fight for survival challenge the oppressive systems and demand a reevaluation of what it means to be a citizen in a democratic society.

By reclaiming their story and asserting their collective identity, the characters in "The Marrow Thieves" challenge the erasure of Indigenous history and culture. Through the act of storytelling, they regain agency and forge a sense of belonging, highlighting the vital role of narratives in shaping

identity and mobilizing collective action. The narrative becomes a tool for reclaiming power and challenging the dominant discourse that perpetuates oppression. In this way, the book emphasizes the importance of amplifying marginalized voices and recognizing the complexities of power dynamics within democratic societies.

Moreover, the characters' fight for survival and their resistance against oppressive forces blur the lines between citizenship and belonging. The Indigenous characters, despite being marginalized and excluded from mainstream society, assert their inherent rights and demand recognition as citizens. Their struggles expose the limitations and contradictions of a citizenship model that is often exclusionary and fails to accommodate diverse cultural and historical experiences. By interrogating these concepts, "The Marrow Thieves" prompts readers to critically examine their own understanding of democracy, citizenship, and the inherent responsibilities that come with them.

Through its exploration of oppression, democracy, and citizenship, "The Marrow Thieves" challenges readers to confront the systemic injustices that persist within society. It serves as a powerful reminder that the fight for equality and justice extends beyond individual narratives and calls for a collective reimagining of democratic principles. By engaging with these themes, readers are encouraged to critically examine their own roles and responsibilities within democratic societies and actively work towards dismantling oppressive systems. The book invites us to envision a future where true democracy thrives, one that recognizes and celebrates the diverse voices and experiences that make up our society.

When incorporating the themes of oppression, democracy, and citizenship into the analysis, it is crucial to consider the complex interplay between these concepts within the context of the book. The oppressive actions of the Canadian government in hunting down Indigenous peoples reflect a violation of democratic principles and the denial of their rights as citizens. The characters' efforts to assert their agency, reclaim their history, and fight for their survival demonstrate a profound sense of resilience and the enduring struggle for democracy and citizenship.

By analyzing the themes of oppression, democracy, and citizenship within "The Marrow Thieves," we gain insight into the power dynamics and systemic injustices faced by marginalized

communities. The narrative serves as a call to action, encouraging readers to challenge oppressive systems, advocate for equality, and foster a more inclusive and just society.

4.3 Ecocriticism

Ecocriticism plays a significant role in "The Marrow Thieves," highlighting the interconnectedness between humans and the environment, and drawing attention to the impact of environmental degradation and climate change. The book critiques contemporary ecological practices while also showcasing positive attitudes toward sustainable development. Although sustainable development is not explicitly connected to the English subject curriculum, the novel's emphasis on this theme can still provide valuable insights and discussions within the classroom.

The Indigenous characters in the book hold a deep reverence for nature, recognizing its intrinsic value and the critical role it plays in their survival. In the post-apocalyptic setting, their knowledge of the environment becomes a vital asset, shaping their understanding of the world and influencing their actions. Through the narrative of "Story," glimpses are provided of the ecological transformations that contribute to the dystopian future depicted in the book.

One such transformation is the occurrence of "The Water Wars," a concept that reflects contemporary Indigenous struggles related to the pollution of sacred rivers and battles against industrial pipelines encroaching on sacred lakes. This connection between the book and real-world environmental conflicts underscores the relevance and urgency of the ecological themes present in "The Marrow Thieves."

The future narrative of "Story: Part Two" delves further into the ecological consequences of environmental degradation. The Earth is portrayed as broken and exhausted, unable to sustain the continued exploitation and taking by humans. The personification of the Earth as a "she" evokes a sense of interconnectedness with nature and draws parallels to the concept of Mother Nature. The description of the Earth's response, including building tsunamis, spinning tornados, and crumbling earthquakes, conveys the immense power and resilience of nature.

Resilience, as a natural phenomenon, is a central concept explored in the book. Miig's statement about animals taking over if given another half a century highlights the innate resilience of nature. The resilience of the environment is also demonstrated through the muddled seasons and the

emergence of unconventional species such as raccoons the size of huskies and flying cockroaches. These portrayals emphasize the adaptive capacity of nature and its ability to respond and restore balance in the face of disturbances.

Ecocriticism serves as a powerful lens through which to examine the intricate relationship between humans and the environment in "The Marrow Thieves." The book goes beyond a simple critique of contemporary ecological practices and delves into the consequences of environmental degradation and the urgent need for sustainable development. Through its vivid depiction of a dystopian future and the aftermath of "The Water Wars," the narrative serves as a poignant warning about the devastating impact of human actions on the natural world.

Within the Indigenous characters' reverence for nature, the book underscores the profound value of the environment and its crucial role in their survival and cultural identity. Nature becomes a source of knowledge, solace, and connection, standing in stark contrast to the commodification and exploitation of the environment in contemporary society. The characters' deep understanding of their ecological surroundings reflects a wisdom that has been passed down through generations, emphasizing the importance of traditional ecological knowledge and indigenous

By incorporating ecocriticism into the analysis of "The Marrow Thieves," we gain a deeper understanding of the novel's ecological themes and their broader implications. The book serves as a critique of the harmful human impact on the environment, while also highlighting the resilience and interconnectedness of nature. Through the exploration of these themes, students can engage in discussions about sustainability, environmental responsibility, and the importance of preserving and protecting the natural world.

wisdom in shaping sustainable practices.

"The Marrow Thieves" not only critiques the destructive impact of human activities but also highlights the resilience and adaptability of nature. The concept of resilience is intertwined with the narrative, as the characters navigate an ever-changing and harsh environment. Nature, in its ability to rebound and regenerate, offers a lesson in resilience and the potential for renewal. This resilience is mirrored in the characters themselves, who face immense challenges and traumas but continue to fight for survival and a better future.

By incorporating the themes of environmental collapse and resilience, "The Marrow Thieves" provokes readers to reflect on their own relationship with the natural world and the urgent need for

sustainable development. It challenges the dominant narrative that prioritizes exploitation and short-term gains at the expense of long-term ecological stability. The book's exploration of the consequences of environmental degradation serves as a call to action, urging readers to reevaluate their behaviors and advocate for more sustainable practices that promote the well-being of both humans and the environment.

In conclusion, "The Marrow Thieves" engages with ecocriticism to shed light on the interdependence between humans and the environment, the consequences of environmental degradation, and the potential for sustainable development. By presenting a vivid dystopian future and emphasizing the importance of resilience and traditional ecological knowledge, the book encourages readers to rethink their relationship with nature and strive for a more sustainable and harmonious coexistence. It serves as a powerful reminder of the urgent need to address the environmental challenges we face and work towards creating a more sustainable and equitable future for all.

5 Discussion

5.1 Findings

The analysis of "The Marrow Thieves" in relation to the interdisciplinary topics of critical literacy, trauma, oppression, democracy, citizenship, and ecocriticism has yielded valuable insights and data that inform its potential use as a teaching resource. The research aimed to explore how the book could be applied in the English subject curriculum to promote critical literacy and engage students in meaningful discussions surrounding these topics. The findings highlight the book's relevance, thematic richness, and potential for fostering deep understanding and critical thinking among students.

Firstly, the analysis revealed that "The Marrow Thieves" effectively addresses the interdisciplinary topic of critical literacy. The book engages readers in a thought-provoking exploration of power dynamics, social injustices, and the importance of reclaiming narratives. Through the characters' experiences and struggles, students can develop a critical lens to analyze and challenge dominant discourses, while also enhancing their reading and interpretation skills.

Secondly, the analysis delved into the theme of trauma, uncovering the profound impact of individual and collective traumas on the characters' identities and resilience. This offers an opportunity for students to explore the complexities of trauma and its effects on personal and societal levels. By examining the characters' coping mechanisms and their journey towards healing, students can gain empathy, emotional intelligence, and a deeper understanding of the human capacity to overcome adversity.

Furthermore, the exploration of oppression, democracy, and citizenship in the book provides fertile ground for discussions on power structures, social justice, and the responsibilities of citizens within a democratic society. Students can critically analyze the dynamics of oppression and engage in dialogue about equity, inclusion, and the role of activism. "The Marrow Thieves" prompts students to question their own understanding of democracy and citizenship and empowers them to advocate for positive change.

Additionally, the analysis of the book through the lens of ecocriticism uncovers its capacity to stimulate discussions on environmental sustainability, the consequences of human actions on the natural world, and the importance of ecological resilience. Through the characters' deep connection

to nature and the consequences of environmental collapse portrayed in the narrative, students can explore the urgent need for sustainable development and reflect on their own roles in preserving the environment.

Overall, the findings indicate that "The Marrow Thieves" holds great potential as a teaching resource for the interdisciplinary topics of critical literacy, trauma, oppression, democracy, citizenship, and ecocriticism. The book's thematic richness, compelling narrative, and thought-provoking content provide an engaging platform for students to develop critical thinking skills, empathy, and a deeper understanding of complex societal issues. By incorporating "The Marrow Thieves" into the English subject curriculum, educators can create meaningful learning experiences that empower students to become active participants in shaping a more inclusive, just, and sustainable society.

5.2 Critical literacy

"The Marrow Thieves" by Cherie Dimaline presents a unique opportunity to explore Tara J. Yosso's understanding of critical literacy through its rich narrative and diverse characters. Yosso's concept of community cultural wealth, which emphasizes the cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups, can be effectively illustrated through the experiences and interactions of the characters in the novel (2005).

In "The Marrow Thieves," the characters are survivors in a post-apocalyptic world where people are hunted for their bone marrow. The protagonists, who are Indigenous people, are not only survivors of this dystopian future but also bearers of historical trauma from colonialism. Their experiences provide a platform for discussing Yosso's concept of critical literacy, particularly the recognition and acknowledgment of the cultural wealth of marginalized groups.

The characters' survival skills, knowledge of the land, and cultural practices are examples of the cultural wealth that Yosso emphasizes (2005). These forms of capital, which are often unrecognized and unacknowledged in mainstream society, are crucial for the characters' survival. By discussing these elements in the classroom, educators can highlight the importance of recognizing and valuing the cultural wealth of marginalized groups.

Moreover, the characters' resilience in the face of trauma and adversity can be linked to Yosso's concept of aspirational capital, which refers to the ability to maintain hopes and dreams despite obstacles and barriers (2005). The characters' determination to survive and protect their culture in a hostile world can inspire discussions about the power of aspiration and resilience.

The novel also provides opportunities to explore other forms of capital that Yosso identifies, such as navigational capital, social capital, linguistic capital, familial capital, and resistant capital (2015). For instance, the characters' ability to navigate through dangerous terrains and situations can be linked to navigational capital, while their solidarity and mutual support can be associated with social capital. Their use of Indigenous languages and storytelling traditions can be connected to linguistic capital, and their familial relationships and values can be related to familial capital. Their resistance against the oppressive system that hunts them for their marrow can be tied to resistant capital.

Furthermore, the novel's exploration of identity and belonging in the context of trauma and survival can be linked to Yosso's emphasis on challenging power relations and social inequalities (2005). The characters' struggle to maintain their identity and culture in a world that seeks to erase them can inspire discussions about the intersections of race, class, and other social categories, which is a key aspect of critical literacy.

In conclusion, "The Marrow Thieves" offers a rich and engaging platform for teaching Yosso's understanding of critical literacy (2005). By delving into the characters' experiences and interactions, educators can facilitate meaningful discussions about the cultural wealth of marginalized groups, the power of aspiration and resilience, the importance of social solidarity and mutual support, the value of linguistic and cultural diversity, the significance of familial relationships and values, and the necessity of resistance against oppression. Through these discussions, students can develop a deeper understanding of critical literacy and its relevance in today's diverse and multicultural societies.

5.3 Communicative competence

5.3.1 Grammatical competence

"The Marrow Thieves" by Cherie Dimaline offers a rich context for teaching grammatical competence. The novel's narrative, dialogue, and descriptions provide numerous examples of grammatical structures that can be analyzed and discussed in the classroom.

One approach is to use excerpts from the novel to illustrate specific grammatical concepts. For instance, educators can select passages that demonstrate the use of different verb tenses, sentence structures, or punctuation rules. Students can analyze these passages, identify the grammatical structures used, and discuss their function and effect in the context of the narrative.

Dialogue in the novel can be particularly useful for teaching grammatical competence in a conversational context. Students can examine how the characters use grammar in their speech, including the use of informal or colloquial language. This can lead to discussions about the differences between formal and informal grammar, and the appropriateness of different language styles in different contexts.

Moreover, the novel's exploration of cultural identity and diversity can be linked to the teaching of grammatical competence. The characters' use of Indigenous languages and dialects can inspire discussions about linguistic diversity and the role of grammar in shaping cultural identity. This can help students understand that grammatical competence is not just about following rules, but also about understanding and appreciating linguistic diversity.

In conclusion, "The Marrow Thieves" provides a rich and engaging platform for teaching grammatical competence. By analyzing the novel's narrative and dialogue, students can develop a deeper understanding of grammatical structures and their use in different contexts. Furthermore, the novel's exploration of cultural identity and diversity can inspire discussions about the role of grammar in shaping cultural identity and the importance of linguistic diversity.

5.3.2 Sociolinguistic competence

"The Marrow Thieves" by Cherie Dimaline offers a valuable context for teaching sociolinguistic competence. The novel's exploration of cultural diversity, language variation, and power dynamics can be used to foster discussions and activities that enhance students' sociolinguistic understanding.

One aspect of sociolinguistic competence that can be addressed through the novel is the study of language variation. "The Marrow Thieves" presents a rich tapestry of characters from different cultural backgrounds, each with their own unique speech patterns, dialects, and languages. Educators can guide students to analyze and compare the linguistic features and variations exhibited by the characters, considering factors such as region, social class, age, and cultural identity. This can promote an appreciation for language diversity and develop students' ability to navigate and understand different speech communities.

The novel also provides an opportunity to explore the relationship between language and power dynamics. As the characters face a dystopian world where their bone marrow is sought after, language becomes a tool of survival and resistance. Educators can facilitate discussions on how language is used as a form of power, control, and marginalization in the novel. Students can critically examine instances where language is used to assert dominance or suppress cultural heritage and reflect on real-world parallels to deepen their understanding of sociolinguistic power dynamics.

Furthermore, the novel's themes of cultural preservation and revitalization can be connected to sociolinguistic competence. Students can explore the characters' efforts to maintain their Indigenous languages and cultural traditions as acts of resistance against cultural assimilation. This can spark discussions on language endangerment, language revitalization movements, and the importance of language in preserving cultural identity.

Additionally, "The Marrow Thieves" offers opportunities to explore code-switching and language crossing. The characters navigate different linguistic contexts and often switch between Indigenous languages, English, and hybrid forms of communication. Educators can guide students to analyze the motivations behind code-switching and the social implications it carries. This can deepen students' understanding of the sociolinguistic factors that influence language choice and usage.

In conclusion, "The Marrow Thieves" serves as a compelling resource for teaching sociolinguistic competence. By exploring language variation, power dynamics, cultural preservation, code-switching, and language crossing within the novel, educators can engage students in critical discussions and activities that enhance their sociolinguistic understanding. The novel's portrayal of diverse linguistic communities and the sociopolitical implications of language use provide a rich foundation for developing students' awareness and appreciation of sociolinguistic competence in real-world contexts.

5.3.3 Discourse competence

"The Marrow Thieves" by Cherie Dimaline offers a compelling context for teaching discourse competence. The novel's exploration of power dynamics, storytelling, and narrative structure provides opportunities to analyze and discuss various aspects of discourse.

One aspect of discourse competence that can be addressed through the novel is the understanding of power dynamics in communication. "The Marrow Thieves" depicts a dystopian world where people are hunted for their bone marrow. In this context, discussions can focus on how power influences discourse, such as who has the authority to speak, whose voices are marginalized, and how power dynamics affect the construction and interpretation of meaning. Students can analyze instances where characters exert power through their language choices, manipulation of narratives, or control over storytelling, and reflect on the real-world implications of such dynamics.

The novel's emphasis on storytelling and narrative structure also offers opportunities to develop discourse competence. Students can examine how the characters use storytelling as a means of connection, resistance, and cultural preservation. They can analyze the narrative techniques employed by the author, such as flashbacks, multiple perspectives, or the blending of oral and written storytelling traditions. Discussions can delve into the impact of these narrative choices on the reader's understanding, engagement, and interpretation of the story.

Additionally, discourse competence can be explored through the analysis of dialogue in the novel. Students can examine how the characters use language to negotiate power, build relationships, and convey their identities. They can analyze the use of specific speech acts, discourse markers, or pragmatic features that shape interpersonal interactions and contribute to the development of characters and themes. By exploring the nuances of dialogue, students can enhance their

understanding of how language functions in social contexts and how meaning is negotiated through conversation.

Moreover, "The Marrow Thieves" presents opportunities to explore the role of discourse in social change and activism. The characters engage in discussions and debates about their experiences, rights, and the need for resistance. Students can analyze these instances of discourse as forms of advocacy and consider how effective communication strategies contribute to social movements. They can also reflect on the responsibilities and ethical considerations of using discourse to effect change.

In conclusion, "The Marrow Thieves" offers a rich platform for teaching discourse competence. Through the analysis of power dynamics, storytelling, narrative structure, dialogue, and discourse in social change, students can develop a deeper understanding of how language functions in different contexts. The novel's exploration of communication strategies, representation, and the impact of discourse on relationships and social dynamics provides valuable insights for enhancing students' discourse competence in real-world situations.

5.3.4 Strategic competence

"The Marrow Thieves" by Cherie Dimaline provides a fertile ground for teaching strategic competence. The novel's themes of survival, resistance, and resilience offer opportunities to explore strategic thinking, problem-solving, and decision-making in challenging contexts.

One aspect of strategic competence that can be addressed through the novel is the characters' ability to adapt and navigate their hostile environment. Educators can guide students to analyze the strategies employed by the characters to ensure their survival, such as resource management, camouflage, and risk assessment. Students can examine how the characters strategically plan their actions, anticipate potential dangers, and make informed decisions to maximize their chances of survival. This analysis can foster discussions on the importance of strategic thinking in challenging situations.

The novel also presents opportunities to explore the characters' resilience and their ability to devise strategies for resistance against oppression. Students can analyze how the characters resist the system that hunts them for their marrow and explore the strategic choices they make to protect themselves and their community. This can lead to discussions on the effectiveness of different

strategies, the ethical considerations involved in resistance, and the role of collective action in achieving goals.

Additionally, the novel's exploration of storytelling and cultural preservation can be linked to strategic competence. Students can analyze how the characters strategically use storytelling as a means of preserving their culture, passing on knowledge, and maintaining a sense of identity. They can examine the characters' choices in deciding what stories to share, how to frame their narratives, and whom to trust with their cultural heritage. This can prompt discussions on the strategic use of communication for preserving traditions and empowering marginalized communities.

Furthermore, "The Marrow Thieves" offers opportunities to discuss the characters' decision-making processes in complex moral dilemmas. Students can explore situations where the characters face difficult choices that require them to weigh the potential risks, benefits, and ethical considerations. Analyzing these decision-making processes can enhance students' understanding of strategic competence in real-world contexts where individuals must make choices under pressure and uncertainty.

In conclusion, "The Marrow Thieves" serves as an engaging resource for teaching strategic competence. Through the analysis of the characters' adaptation strategies, resistance strategies, storytelling strategies, and decision-making processes, students can develop a deeper understanding of strategic thinking, problem-solving, and decision-making in challenging situations. The novel's exploration of resilience, cultural preservation, and moral dilemmas provides valuable insights for enhancing students' strategic competence and their ability to navigate complex situations in their own lives.

5.4 Historical awareness

In the first chapter of "The Marrow Thieves", Frenchie recalls his father discussing the threat of residential schools, stating, "they were based on the old residential school system they used to break our people to begin with" (Dimaline, 2017, p.5). This reference to the historical trauma inflicted upon Indigenous peoples through the residential school system sets the stage for the novel's exploration of trauma, resilience, and cultural survival.

Historically, colonizers have often targeted education as a means of cultural reformation. This assimilative strategy has had profound impacts on Indigenous cultures, languages, and identities.

Dimaline's reference to the residential school system underscores the magnitude of the threat faced by the novel's characters, drawing a parallel between their fictional struggle and the real-life experiences of Indigenous peoples in Canada.

The narrative of "The Marrow Thieves" is deeply intertwined with the historical record, and 'Story' serves as a crucial link between the real and the fictional. The oral retelling of history, a practice that predates writing, is depicted in 'Story' as a powerful means of cultural preservation and resistance.

Miig's recounting of the colonization of Canada and the subsequent struggles of the Anishnaabe people provides a poignant commentary on the devastating impacts of colonization on Indigenous peoples. His narrative echoes the findings of a study by Pierce et al. (2008), which found that traumatic experiences, including sexual abuse, were common among Indigenous peoples who use injection and non-injection drugs in two Canadian cities. The study highlighted the intergenerational impacts of trauma and the importance of understanding these experiences within the context of colonization.

Miig's narrative also underscores the resilience of Indigenous peoples in the face of adversity. Despite the numerous challenges they faced, including the loss of their language and the trauma inflicted by the residential schools, they managed to rebuild, relearn, and regroup. This resilience is reflected in a study by Oster et al. (2014), which found that First Nations communities in Alberta that had managed to preserve their culture had significantly lower diabetes prevalence.

However, the process of rebuilding and healing from trauma is not straightforward. As Miig notes, many Indigenous peoples turned to alcohol and drugs as a means of coping with their pain. This observation aligns with the findings of a study by Goodman et al. (2017), which explored the healthcare experiences of Aboriginal peoples living in Vancouver's inner city and found that racism and discrimination often exacerbated their health issues.

In conclusion, "The Marrow Thieves" provides a powerful exploration of the impacts of trauma on Indigenous peoples, drawing on historical events to illuminate contemporary issues. The novel serves as a testament to the resilience of Indigenous cultures and the importance of preserving and revitalizing these cultures in the face of ongoing challenges.

Historical awareness is a valuable trait for several reasons. Firstly, it provides context for understanding the present. By knowing the events, decisions, and circumstances that have shaped our world, we can better understand why things are the way they are today. This understanding can help us make sense of current events, societal norms, and even personal experiences.

Secondly, historical awareness can help us avoid repeating past mistakes. History is filled with examples of flawed decisions and harmful actions. By studying these, we can learn valuable lessons about what to avoid in the future. This can guide our actions and decisions, both on a personal level and on a larger societal scale.

Thirdly, historical awareness fosters empathy and understanding. By learning about the experiences of different people and cultures throughout history, we can gain a deeper appreciation for the diversity of human experience. This can help us understand and respect people whose experiences and perspectives are different from our own.

Fiction literature can be a powerful tool for fostering historical awareness and critical literacy. By presenting historical events and contexts through the lens of personal narratives, fiction can make history feel more real and relatable. It can help us understand the human impact of historical events, which can sometimes be lost in more objective accounts.

Moreover, fiction can present multiple perspectives on historical events, encouraging readers to think critically about history and its interpretation. It can challenge dominant narratives and highlight the experiences of marginalized groups, fostering a more nuanced understanding of history. It is however important to note that fiction is not a substitute for factual historical study. While it can provide valuable insights and perspectives, it is ultimately a work of imagination. Therefore, it's crucial to supplement fictional accounts with factual historical research to ensure a comprehensive understanding of history.

In conclusion, historical awareness is a valuable and pedagogically desirable trait that can be fostered through both factual study and fiction literature. By combining these approaches, we can develop a nuanced understanding of history that informs our understanding of the present, guides our future actions, and fosters empathy and understanding.

5.5 Trauma and Health & Life Skills

In line with the aim of promoting health and life skills, "The Marrow Thieves" offers a unique opportunity to delve into the topic of trauma and its impact on developing a positive self-image and confident identity. Trauma, as a central theme in the book, serves as a catalyst for exploring the interplay between mental health, critical literacy, and personal growth. By understanding the complex relationship between trauma, identity, and critical literacy, educators can facilitate meaningful discussions and provide students with valuable life skills for navigating their own experiences.

Trauma, by its very nature, defies understanding and can leave individuals overwhelmed and disconnected from their sense of self. The process of overcoming trauma requires a wealth of life skills, such as emotional regulation, resilience, and coping strategies. A strong foundation in critical literacy, which encompasses the ability to identify, understand, and interpret various expressions and contexts, can significantly contribute to positive development after trauma. Critical literacy empowers individuals to make sense of their experiences, challenge negative narratives, and construct a coherent and empowering self-image.

Moreover, trauma's impact on identity adds another layer of complexity to the healing process. Identity, as defined by the self, can be shattered by traumatic events, disrupting the markers and perceptions that once anchored one's sense of self and belonging. Rebuilding a sense of identity in the aftermath of trauma requires navigating through the flexibility of identity and reconstructing new markers and self-perceptions. This process often involves healthy comparisons to oneself, acknowledging personal growth and transformation. However, trauma-induced divisions and distortions of identity can create a distance between past and present selves, hindering healthy self-comparison and growth.

Life skills, designed to help individuals make the most out of life, become essential in the process of rebuilding identity after trauma. As individuals redefine what constitutes their identity, representations and stories of others dealing with trauma become valuable navigational tools. "The Marrow Thieves" provides a rich tapestry of characters who have experienced loss and undergone transformative journeys. Through their stories, students can engage in discussions and reflections, drawing parallels to their own experiences and gaining insights into resilience, healing, and the reconstruction of identity.

By incorporating "The Marrow Thieves" into the curriculum, educators can foster a supportive learning environment that promotes positive self-image and confident identity. Through exploration of trauma and critical literacy, students can develop life skills necessary for understanding and navigating their own experiences, fostering empathy and resilience, and building a stronger sense of self in the face of adversity.

Traumatic experiences, as eloquently described by Carruth, have the power to divide and destroy one's sense of identity (1996). These experiences carry significant consequences, making it essential for education to address the catastrophic impact trauma can have on individuals. The aim of helping students learn to navigate success, failure, and personal challenges necessitates an understanding of the profound effects of trauma. Given the prevalence of students carrying traumatic pasts in today's classrooms, it is crucial to approach this topic with sensitivity and care.

Dealing with and recovering from traumatic experiences is a universal human endeavor. As an event that disrupts and challenges our previous notions of self, this process can be confusing and arduous. Life skills, defined as the ability to understand and influence factors vital for mastering one's own life, play a critical role in navigating this journey. When the foundations of one's identity crumble, understanding these factors becomes a vital touchstone in the effort to rebuild.

The story of Frenchie in "The Marrow Thieves" serves as a powerful representation of finding new life in the aftermath of the death of one's old life. Frenchie experiences traumas that fundamentally reshape his perception of self and the world, yet he perseveres and works tirelessly to protect those around him. It is crucial for children to recognize that such experiences are part of the human condition and that facing adversity head-on is what enables endurance and growth in a world that can be equally, if not more, hostile than the one portrayed in the book. Dimaline expertly crafts a character who inspires strength in others through sheer perseverance.

Notably, it is not merely Frenchie's strength that evokes inspiration, as he is described as "broken, but soon wouldn't be anymore." This sentence encapsulates the intricate relationship between trauma and resilience that unfolds throughout the narrative. Dimaline creates a character who perceives vulnerability as temporary and subject to change. Overcoming traumatic experiences becomes second nature to Frenchie, illustrating a life skill that is both empowering and transformative.

In the context of critical literacy, Frenchie's story provides a scaffold for discussing weakness, loss, and their inherent connection to strength and growth. By helping students recognize their strengths not tied to ego but rooted in their ability to overcome challenges, a more stable mindset is cultivated. This aligns with the spiritual teachings embedded in "The Marrow Thieves" and supports the curriculum's goal of exploring diverse ways of living, thinking, and understanding within the English-speaking world.

Furthermore, the indigenous knowledge structures that guide the characters in "The Marrow Thieves" serve two essential purposes within the curriculum. Firstly, they enable students to fulfill the competency aim of exploring and describing diverse ways of living, thinking, and communication patterns in the English-speaking world. Secondly, they provide a narrative framework for analyzing different perspectives on health, life skills, and self-identity in relation to the world. By engaging with indigenous knowledge, students gain a deeper understanding of alternative ways of knowing and enhance their critical thinking and cultural competence.

Overcoming adversity, a way to conceptualize loss and rebirth, is a skill that requires a wealth of life skills. In "The Marrow Thieves," the characters take ownership of their traumas, emphasizing the importance of telling their own "coming-to stories." This act of ownership allows them to create their own frameworks for understanding and processing their traumas while also sharing their narratives with others. By sharing their experiences, they forge kinship and rebuild their identities within the group and themselves. As educators, while we may not be qualified to psychoanalyze students, we can provide a supportive environment where students with traumatic backgrounds feel heard and understood. By fostering a sense of kinship and empowering students to understand and work through their traumas, we can create a safe classroom environment where they may feel comfortable sharing their stories with those they trust. From a health and life skills perspective, the ability to share events that are beyond comprehension can help students reframe and recontextualize their own experiences. Often, it is the inability or reluctance to openly share trauma that hinders integration into social groups post-trauma.

Resilience, a key concept in mental healthcare, plays a significant role in this process. Resilience, as a personality trait, enables individuals to adapt and recover from adversity. Through the characters' "coming-to stories," students can grasp the importance of this process and the potential for recontextualization of trauma. Just as Louise Rosenblatt's theory of literature emphasizes the multiple meanings derived from the interaction between reader and text, trauma too can have varied

interpretations (1938). What may be traumatic for one person may be an ordinary occurrence for another. By engaging in dialogue and interpretation with those around them, students can begin to unpack and understand their own traumas. While this work should not solely be the responsibility of teachers, students should be aware that they have the support and resources to embark on this journey in their own time.

The symbolic importance of dreams in "The Marrow Thieves" should not be overlooked. Dreams are often associated with the future, while stories represent the past. The native Indigenous characters in the book possess the ability to dream, which symbolizes hope and possibilities. Miig explains that dreams are intricately woven into their marrow, beyond their conscious control. Drawing a parallel between trauma and dreams can provide a meaningful avenue for students to understand the complex nature of trauma. Both trauma and dreams defy comprehension, distort reality, and elude our understanding. Exploring the relationship between trauma and dreams, which has a rich artistic tradition, can deepen students' understanding of these concepts and their personal experiences.

In conclusion, "The Marrow Thieves" offers a powerful platform for promoting health and life skills, particularly in the realm of trauma exploration. Through its exploration of trauma's impact on critical literacy, identity, and personal growth, the book provides students with opportunities to reflect on their own experiences, develop empathetic perspectives, and acquire the necessary tools for constructing a positive self-image and confident identity.

In summary, the exploration of trauma, strength, and indigenous knowledge in "The Marrow Thieves" contributes to the development of life skills among students. Recognizing the transformative power of overcoming traumatic experiences, fostering resilience, and embracing diverse perspectives, educators can empower students to navigate personal challenges and foster a positive and confident sense of self. Through thoughtful engagement with the book's themes, students not only enhance their critical literacy skills but also gain valuable insights into the complex interplay between trauma, strength, and identity. To promote health and life skills with critical literacy in mind, "coming-to stories" can serve as a focal point. By analyzing how each character's trauma shapes their choices in the narrative, students can reflect on how their own past experiences influence them. They could engage in writing exercises where they create fictional or personal "coming-to stories" to explore the impact of these experiences on their lives. Exploring the concept of dreams and their significance to the unconscious mind can further enhance students' understanding. Using trauma as a springboard, students can imagine scenarios from their own lives where they experienced a "speechless fright that divides and destroys identity." This definition of

trauma opens the door to endless artistic representations and invites students to contemplate the nature of identity and its reconciliation after a traumatic divide.

By integrating these approaches, "The Marrow Thieves" becomes a valuable tool for promoting health and life skills through critical literacy. The exploration of trauma, resilience, dreams, and identity empowers students to confront their own experiences, develop empathy, and build a supportive community within the classroom. Through reflection, discussion, and collaborative activities, students can develop essential life skills such as empathy, self-reflection, communication, and critical thinking. The book provides a rich tapestry of narratives that depict the characters' journeys of healing and resilience in the face of trauma.

Moreover, the Indigenous knowledge structures present in the story offer students an opportunity to explore different ways of understanding health, life skills, and the self in relation to the world. By delving into the characters' cultural practices, ceremonies, and connections to nature, students can gain a deeper appreciation for diverse perspectives on well-being and the interconnectedness of humans with their environment. This exploration aligns with the aim of critical literacy to explore and describe ways of living, thinking, and communicating within the English-speaking world.

Through the integration of "The Marrow Thieves" into the curriculum, educators can foster a holistic approach to health and life skills, nurturing students' mental and emotional well-being while developing their ability to navigate challenges and make responsible choices. By engaging with the themes of trauma, resilience, dreams, and identity, students can develop a deeper understanding of their own experiences and those of others, promoting empathy, compassion, and self-empowerment.

In conclusion, "The Marrow Thieves" offers a powerful platform for teaching interdisciplinary topics, including health and life skills, through critical literacy. The exploration of trauma, resilience, dreams, and identity provides students with valuable insights and tools to navigate their own life challenges and develop a positive self-image. By encouraging students to share and interpret their experiences, fostering dialogue, and integrating Indigenous knowledge, educators can create a supportive learning environment that promotes personal growth, empathy, and a deeper understanding of oneself and others. "The Marrow Thieves" becomes not just a novel, but a transformative educational resource that empowers students to build the life skills necessary for a healthy and fulfilling life.

5.6 Oppression and democracy and citizenship

“English is an important subject when it comes to cultural understanding, communication, all-round education, and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English- language competence in reading, writing and oral communication.” (Ministry of Education and Research, 2017, p. 2) While this goal is not explicitly an interdisciplinary topic, it profoundly influences democracy and citizenship education. Communication is a fundamental aspect of democracy, as it allows individuals to test their knowledge, ideas, and attitudes against those of others. Without robust communication processes, politics can become primitive and authoritarian. Therefore, developing students' ability to participate in these processes is vital for a democratic education. Individuals who lack the skills to communicate complex political thoughts are more susceptible to manipulation and coercion. They need to understand themselves and others as culturally situated to comprehend their political position in the world.

One of the most pertinent aspects of the novel "The Marrow Thieves" in relation to democracy and citizenship is the narrative element of 'Story.' In 'Story,' the history of Canada and its Indigenous peoples is presented not only as a factual account but also as a deeply personal and meaningful experience for the characters. It adds a personal perspective to historical events, which holds great value and pride for the Indigenous group. As stated in the curriculum, students should be able to recognize their worldviews as culturally dependent, and 'Story' provides a concrete fictional representation of how different backgrounds can shape perception. The quote, "It was like the second coming of the boats," exemplifies how historical factors influence perception. This opens the door for discussions on the influences that shape individual and collective perceptions, facilitating the examination and reversal of stereotypes and biases. Such representations effectively bridge the gap between post-colonial literary theory and classroom practice, offering students the opportunity to engage critically with themes of oppression, history, and cultural identity within the context of democracy and citizenship education.

The goal of 'democracy and citizenship' education is to engage all students in the democratic system. This system is built on the principle of representative governance, and true representation necessitates active participation from all representatives. The aim is for students to develop an identity that aligns with the democratic system, where they feel like both representatives and

subjects of it. A key connection between this educational goal and the novel is the unwavering ownership of their place in the system displayed by the Native characters. They don't see themselves as mere cogs in the machine but rather as a force for good that observes and stands somewhat apart from it, eventually rejecting it altogether.

One intriguing connection to consider is the relationship between hostile Natives in the novel and Homi K. Bhaba's post-colonial theory. Terms such as 'ambivalence,' 'hybridity,' and 'imitation' are central to this connection (1994). Both Wab and Miig's traumatic experiences can be directly linked to other Natives who imitate solidarity and non-confrontation while harboring harmful intentions. The ambivalent grounds on which they must evaluate friend versus foe have made them cautious. As Miig puts it, "Not every Indian is an Indian." (Dimaline, 2017, p.55) The divide between those who genuinely struggle for Native survival and those who betray their own culture creates an imbalance within the group identity and within Wab and Miig's personal identities. The cultural expressions that are meant to unite them against oppression also render them vulnerable. In this sense, the hybrid nature of Native identity exposes their strengths and weaknesses simultaneously. While these concepts may be challenging for students to grasp, fiction provides a manageable format to introduce these ideas, allowing for the development of intercultural competence. Bhaba's terms can also be applied to the historical contexts depicted in the book, helping us understand the contemporary lives of indigenous peoples. This enables students to explore and reflect about indigenous peoples in the English-speaking world and in Norway from not only a theoretical perspective but also an anthropological and sociological one.

In conclusion, the critical analysis of "The Marrow Thieves" in the context of democracy and citizenship provides valuable insights into the complex relationship between the minority and the majority, the ethical dilemmas that arise, and the importance of communication within democratic processes. The novel highlights the consequences of oppression and the need to balance the preponderance of the majority with the rights of the minority. Through the exploration of the characters' experiences, students can develop a deeper understanding of the challenges faced by marginalized communities and the importance of actively engaging in democratic processes to effect change.

The book also sheds light on the concepts of ambivalence, hybridity, and imitation, as discussed by Homi K. Bhaba in post-colonial theory (1994). The Indigenous characters in the novel navigate the complexities of their identities and the dynamics of power within a post-apocalyptic world. By

analyzing their struggles, students can develop intercultural competence and a critical understanding of the historical and contemporary experiences of indigenous peoples.

Furthermore, "The Marrow Thieves" raises important questions about the role of education in democracy. It encourages students to critically examine discourses of oppression and to develop the skills necessary for active participation in democratic processes. By exploring the themes of trauma, identity, and resilience in the novel, students can develop a deeper appreciation for the value of democracy and its connection to personal and societal well-being.

5.7 The apocalypse and sustainable development

In the context of ecocriticism and sustainable development, "The Marrow Thieves" offers a thought-provoking exploration of the environmental crisis and its consequences. The book presents a world ravaged by climate change and highlights the destructive impact of human greed on the planet. While the debate about the causes of climate change may continue in scientific circles, the focus in language arts education should be on the critical analysis of the environmental realities and the literary representations of this crisis.

The apocalyptic setting of the novel serves as a backdrop for discussions about industrialization and its implications in a society heavily reliant on technology. By engaging with the themes in "The Marrow Thieves," students can develop a deeper understanding of the interconnectedness between human actions, the environment, and sustainable development. The book prompts critical reflection on the consequences of our current trajectory and the importance of responsible decision-making to mitigate further damage.

Furthermore, the novel provides a platform to analyze different perspectives on climate change and environmental activism. By examining the attitudes and motivations of the characters, students can explore the underlying values and ideologies that inform their actions. This analysis can be extended to real-world examples, such as the Dakota pipeline protests, to foster a critical understanding of biases, agendas, and the complexities surrounding environmental debates.

Engaging with "The Marrow Thieves" in the context of ecocriticism and sustainable development allows students to develop critical literacy skills while deepening their awareness of global environmental issues. It encourages them to reflect on their own roles and responsibilities in

building a sustainable future and fosters a sense of urgency and agency in addressing the challenges posed by climate change. Through interdisciplinary discussions and activities, students can explore creative solutions, examine ethical considerations, and develop a deeper appreciation for the interconnectedness of humans and the natural world.

It is important to acknowledge that different perspectives on climate change exist and that literature, including "The Marrow Thieves," is not devoid of underlying attitudes and beliefs. The novel presents a viewpoint where climate change is linked to human activity, but this perspective is not universally accepted. Students should be encouraged to critically analyze and question the underlying assumptions and truths presented in the book, considering the limitations of the characters' knowledge and the absence of scientific debates within the narrative.

Furthermore, the book offers an opportunity to explore the significance of oral traditions and indigenous ways of knowledge transmission in relation to environmental understanding. The Natives in the story rely on generational oral tradition to construct their knowledge and perception of ecology. This highlights the importance of recognizing the cultural richness and validity of indigenous knowledge systems, challenging the perception that their traditions are merely myths or fictional stories. Through the narrative, students can gain a deeper appreciation for the interconnectedness between storytelling, cultural heritage, and environmental wisdom.

Respect for nature and environmental awareness are intrinsic to sustainable development, even though they may not be explicitly mentioned in the interdisciplinary topic. Engaging in critical discussions about responsible care for nature can be facilitated by using the narrative of "The Marrow Thieves" as a platform for exploration. By assigning students roles representing different perspectives, such as the majority population and the First Nations Canadians, they can actively participate in debates about environmental responsibility and the consequences of industrialization. This approach encourages critical thinking, empathy, and a deeper understanding of the complexities surrounding sustainable practices.

By integrating critical analysis of "The Marrow Thieves" into discussions of ecocriticism and sustainable development, students can develop a nuanced understanding of environmental issues, engage in ethical debates, and explore the role of diverse perspectives in shaping environmental

policies and practices. It empowers students to become active participants in creating a more sustainable and environmentally conscious future.

Performing an ecocritical reading of "The Marrow Thieves" not only requires an understanding of our current environmental concerns but also provides an opportunity to explore them through literature. To engage students in this process, it is important to have them identify and articulate these environmental concerns before delving into the book's catastrophic depiction. By doing so, students are equipped to analyze the narrative through an ecocritical lens and draw connections between the story and real-world environmental issues.

Expanding on the concept of critical literacy, students can be encouraged to write letters from the perspective of Frenchie to the people of the past, which in this case would be ourselves. This exercise allows them to explore how Frenchie, through the power of literacy, can critically impact the world through his writing. By taking a predetermined position, students can practice and develop their critical literacy skills without being bound by the specific environmental concerns of our time. This exercise fosters their ability to contribute meaningfully to discourses and encourages creative thinking and effective communication.

Another avenue to promote critical literacy is to have students continue the story beyond Frenchie's generation and explore the lives of his descendants. By imagining the resilience of nature in the face of drastic environmental changes, students can develop their understanding of the intricate relationship between nature and human existence. They can explore how life and ecosystems adapt and transform in response to climate shifts, whether cooling or warming. Through the creative process of writing fiction, students can freely explore possibilities and engage in thought experiments that enhance their skills in generating new and innovative ideas.

By incorporating these activities and approaches, educators can facilitate critical engagement with ecocriticism and sustainable development themes present in "The Marrow Thieves." Through writing, analysis, and imaginative exploration, students can deepen their understanding of environmental concerns, sharpen their critical thinking skills, and contribute to the ongoing discussions and actions aimed at creating a sustainable future.

"The Marrow Thieves" serves as a cautionary tale for sustainable development, highlighting the critical juncture of environmental change we currently face. It prompts students to develop a healthy curiosity about ecology while engaging in critical analysis of rhetoric and beliefs

surrounding climate change. By using the book as a springboard, students can deepen their environmental awareness and explore ways to incorporate sustainability into their personal lives.

In discussions related to trauma, the goal is for students to internalize and learn about their own mental resilience. Through post-colonial perspectives on democracy and citizenship, students can expand their understanding of how their perceptions are culturally influenced and critically evaluate the perspectives of others. By assessing various texts and their relationship to the environmental crisis, students can develop a stronger connection to and respect for nature.

Through the reconstruction, assessment, reflection, and interpretation of "The Marrow Thieves," students can sharpen their critical literacy skills, enabling them to actively engage in discourse on interdisciplinary topics and any other subjects that hold value for them as individuals. By fostering these skills, educators empower students to become active participants in shaping their own learning and understanding of the world.

In conclusion, "The Marrow Thieves" provides a platform to promote sustainable development, mental resilience, cultural understanding, and critical literacy. By exploring these themes, students can develop a deeper appreciation for the environment, cultivate empathy and resilience, and enhance their critical thinking skills. Ultimately, the book serves as a catalyst for meaningful discussions, personal growth, and engagement with interdisciplinary topics in the English classroom.

6 Conclusion

In conclusion, "The Marrow Thieves" emerges as an exceptionally valuable classroom resource that not only promotes critical literacy but also provides a gateway to explore a range of interdisciplinary topics, including trauma, democracy, citizenship, and sustainable development. The book's captivating narrative, rich characters, and thought-provoking themes offer a multifaceted learning experience for students, fostering critical thinking, empathy, and a deeper understanding of the world.

Through the lens of critical literacy, students can engage in the multifaceted exploration of "The Marrow Thieves" and develop essential skills that extend far beyond the pages of the book. By analyzing, interpreting, and reflecting on the text, students cultivate their ability to comprehend complex ideas, question prevailing narratives, and challenge assumptions. They learn to navigate multiple perspectives, recognizing the importance of diverse voices and fostering empathy for the characters' experiences of trauma, resilience, and identity formation. Furthermore, "The Marrow Thieves" offers a unique opportunity to examine the intricate relationship between trauma and critical literacy. The characters' encounters with trauma not only shape their individual narratives but also serve as a springboard for students to explore the transformative power of storytelling. Through the exploration of trauma and its impact on the characters' identities, students develop a nuanced understanding of the complexities of the human experience and the ways in which narratives shape our perception of ourselves and the world.

The book's exploration of democracy and citizenship provides another significant dimension for critical literacy. By examining the struggles of the characters for justice, equality, and minority rights, students gain insights into the challenges faced by marginalized communities and develop a deeper appreciation for the principles of democracy. They learn to critically analyze power dynamics, representation, and social justice issues, empowering them to become active participants in shaping inclusive and equitable societies.

Moreover, "The Marrow Thieves" serves as a powerful tool to explore the pressing issue of sustainable development. Through its dystopian portrayal of an environmentally devastated world, the book compels students to critically analyze the consequences of human actions on the planet. By engaging with the themes of environmental degradation, resource exploitation, and the consequences of unchecked industrialization, students are encouraged to reflect on their roles as responsible stewards of the environment. They develop a heightened awareness of the importance

of sustainable practices, encouraging them to envision alternative futures and contribute to the creation of a more sustainable world.

By embracing "The Marrow Thieves" as a classroom resource, educators can foster a holistic approach to critical literacy. The book's multidimensional characters, intricate narrative, and exploration of trauma, democracy, citizenship, and sustainable development provide a fertile ground for students to develop their critical thinking, communication, and analytical skills. Through engaging with the text, students are empowered to become informed, reflective, and conscientious participants in their own education and the broader world.

In conclusion, "The Marrow Thieves" stands as an invaluable asset for promoting critical literacy and exploring interdisciplinary topics. Its narrative depth, complex characters, and exploration of trauma, democracy, citizenship, and sustainable development create a transformative learning experience for students. By embracing the power of critical literacy, educators can inspire students to become active agents of change, equipped with the necessary skills and understanding to navigate the complexities of the world with empathy, resilience, and a commitment to creating a more just and sustainable future.

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