

## ABSTRACT

### **Exploring the Process of Border Crossing Within the Science Classroom Through the Infusion of Culturally Relevant Material**

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This study sought to explore the efficacy of using cultural knowledge as a border-crossing device for teaching science at a secondary school in Trinidad and Tobago. It documented, monitored, and analysed how three Form 4 science students manoeuvred across the cultural borders of the home and school. Data were collected through interviews and observations. The findings revealed that: 1) each student had a unique border-crossing process, which afforded him/her different degrees of access to the world of science; 2) two of the three students showed little or no change in interest levels after exposure to a culturally relevant unit of work; and 3) all three students showed some measure of change in achievement after exposure. The results suggested that the infusion of cultural knowledge within science teaching does assist some students in the border-crossing process and, by extension, the learning of science.

**Keywords:** Science education; Customs and traditions; Secondary school science; Secondary school teachers; Secondary school students; Teaching methods; Cultural factors; Student attitudes; Case studies; Trinidad and Tobago