

## **ABSTRACT**

### **Bridging the Gap: Using Narratives to Facilitate Border Crossing in Science**

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This study explored students' responses to a cross-cultural instructional strategy intended to facilitate border crossing at a secondary school in Trinidad and Tobago. A unit of work, which included students' prior knowledge, was designed and delivered using narratives. Data were collected through interviews with three students, as well as through observations and the administration of a post-instructional unit summative assessment. The findings revealed that the students responded positively to the narrative approach with interest and performance, and there was evidence of dependent and secured collateral learning.

**Keywords:** Science education; Case studies; Teaching methods; Secondary school students; Student attitudes; Trinidad and Tobago