

Cultural Learning with Transcultural Contents

Need for Action

The need for action arises from societal changes on a micro and macro level which have implications for the EFL (English as a Foreign Language) classroom:

- **societal micro level:** culturally highly diverse student population in Bremen (cf. Bildungsbericht 2012)
- **societal macro level:** Globally growing cultural and linguistic diversity as well as global connectedness (cf. New London Group 1996)
- **societal macro level:** new channels for communication and meaning-making → a need for 'transcultural' contents (cf. Dausend 2014) and tasks that initiate cultural learning processes

Design-Context

The aim of this study is to combine subject-specific dimensions from the field of English didactics (cf. Byram 1997; Blell & Doff 2014) with a more general approach on how to work with multimodal, (trans)cultural texts in schools (cf. New London Group 1996; Kalantzis & Cope 2005). This general approach is highly process-oriented, while predominant didactical theories concerning (inter)cultural topics in English lessons are mainly competence-oriented (cf. Hu 2008; Eberhardt 2013). The combination of both theories should lead to a more process-oriented tool for conceptualizing teaching and learning arrangements that foster cultural learning.

Design-Subject

The design-subject of the project is the cultural learning process itself. Based on a semiotic understanding of culture (cf. Geertz 1973), cultural learning is defined as critically dealing with foreign-language texts that serve as meaning-making mediums in a transcultural/global context. In this case these texts will be pieces of Street Art, a genre which has been identified as suitable transcultural contents for EFL teaching (cf. Dausend 2014).



Fig.1 A piece of Street Art by Banksy

Research Questions

- How far does the teaching and learning arrangement initiate cultural learning processes?
- How far does Street Art as transcultural content initiate cultural learning processes?
- How far could the applied theory be used as an instrument to structure teaching and learning arrangements that initiate cultural learning processes?

Design-Conception

Design-Principles: Prozess- and Action Orientation

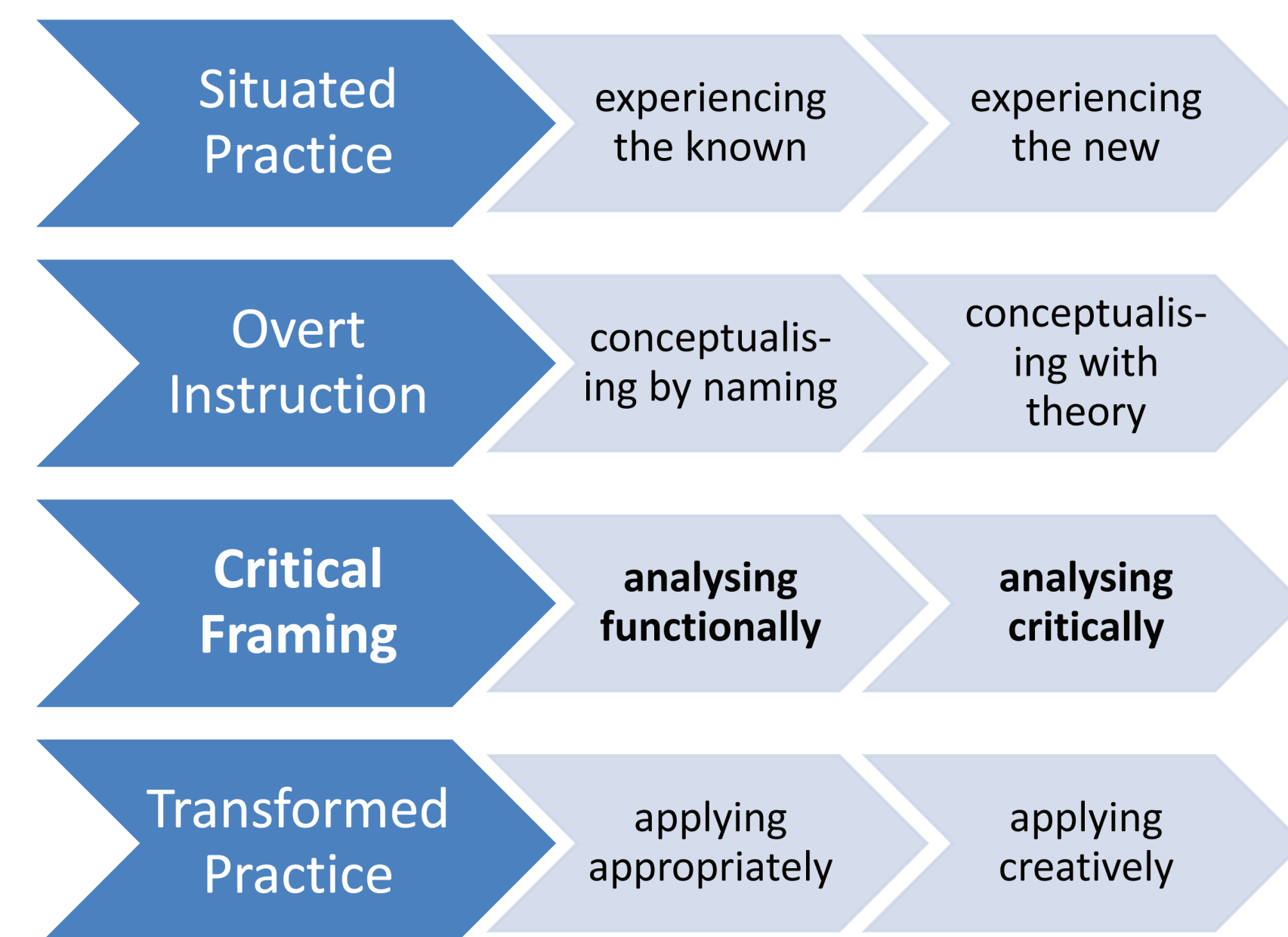


Fig.2 Design Conception

Design-Testing

The teaching and learning arrangement will be implemented and tested in class 9 (lower secondary education level). There will be three phases of data collection and analysis:

1. pilot study with two pupils in a laboratory setting (following a revision of the design ideas)
2. first cycle with class A and teacher A (following a revision of the design)
3. second cycle with class B and teacher B

The data will consist of the researcher's field notes, audio material of interaction between pupils (group- and pair-work)/pupil-teacher-interaction and a collection of learner artefacts (written contributions, drawings,...).

Design-Theory

Expected theoretical outcomes are:

- A (local) theory on beneficial and/or problematic aspects concerning the initiation of cultural learning processes on a lower secondary education level
- A (local) theory on working with transcultural contents (Street Art) in EFL lessons
- A (local) theory that could be used as a tool to structure a process- and action-oriented teaching and learning arrangement for cultural learning

References

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