

Contents

1	Introduction	17
2	Relevant Concepts and Developments in the Fields of Cultural and Global Learning	23
2.1	Discussions on "Landeskunde"	23
2.2	The Rise of Intercultural Learning	26
2.3	Understanding Otherness: Optimistic vs. Sceptical Hermeneutics	31
2.4	Postmodernism, Postcolonialism and a Changing Concept of Culture	34
2.5	Transcultural Learning	37
2.6	Constructivist Approaches to Understanding Otherness	40
2.7	Implications of Anti-Racist Pedagogy	44
2.8	Globalisation and Global Education	48
2.9	Relevance of the Different Concepts and Developments for the Present Study	59
3	Children's Literature in the EFL Classroom	62
3.1	Literary Texts in the (Lower and Intermediate) EFL Classroom	62
3.2	(Children's) Literature and Cultural and Global Learning	65
3.3	Extensive Reading in the EFL Classroom	69
4	Ugandan Children's Literature	74
4.1	Towards a Definition of Ugandan Children's Literature	74
4.2	History of Ugandan Children's Literature	78
4.3	Neo-imperialism, Postcolonialism and Ugandan Children's Literature	81
4.4	Selected Genres, Topics and Titles	85
4.4.1	Folktales	87
4.4.2	Fiction in a Realistic Mode	91
4.4.3	Potential of Texts for Cultural and Global Learning ...	107

5	Research Design and Methodology	110
5.1	Previous Studies and Focus of the Present Study	110
5.2	Research Aim	113
5.3	Qualitative Research Design	115
5.4	Participants	116
5.5	Research Instruments	118
5.5.1	Questionnaires	118
5.5.2	Reading Diaries	120
5.5.3	Interviews	124
5.6	Procedure	126
5.6.1	Preparations	126
5.6.2	Piloting	127
5.6.3	Reading Project Design	127
5.7	Data Analysis	129
5.7.1	Data Preparation	129
5.7.2	Structure of the Data Analysis Phase	131
5.7.3	Coding Procedure	131
5.8	Critical Reflection upon Study Design	134
6	Research Findings: Cases	136
6.1	Niko	136
6.1.1	Case Description	137
6.1.2	Reading Background	137
6.1.3	Prior Knowledge and Expectations	138
6.1.4	Comparisons and Encounters with Foreignness	139
6.1.5	(De)Construction and Reflection	142
6.1.6	HIV / AIDS	145
6.1.7	Summary	146
6.2	Magdalena	147
6.2.1	Case Description	147
6.2.2	Reading Background	148
6.2.3	Prior Knowledge	150
6.2.4	Comparisons and Encounters with Foreignness	150
6.2.5	(De)Construction and Reflection	152
6.2.6	HIV / AIDS	154
6.2.7	Gender Issues	155
6.2.8	Summary	156

6.3	Oliver	156
6.3.1	Case Description	156
6.3.2	Reading Background	157
6.3.3	Prior Knowledge	159
6.3.4	Comparisons and Encounters with Foreignness	160
6.3.5	(De)Construction and Reflection	160
6.3.6	Gender Issues	162
6.3.7	Summary	163
6.4	Emma	164
6.4.1	Case Description	164
6.4.2	Reading Background	164
6.4.3	Prior Knowledge	167
6.4.4	Comparisons and Encounters with Foreignness	168
6.4.5	(De)Construction and Reflection	174
6.4.6	HIV / AIDS	177
6.4.7	Gender Issues	177
6.4.8	War Involving Child Soldiers	178
6.4.9	Summary	179
6.5	Lukas	180
6.5.1	Case Description	180
6.5.2	Reading Background	181
6.5.3	Prior Knowledge	182
6.5.4	Comparisons and Encounters with Foreignness	183
6.5.5	(De)Construction and Reflection	185
6.5.6	HIV / AIDS	188
6.5.7	Gender Issues	189
6.5.8	Summary	190
6.6	Leyla	190
6.6.1	Case Description	190
6.6.2	Reading Background	191
6.6.3	Prior Knowelge	193
6.6.4	Comparisons and Encounters with Foreignness	194
6.6.5	(De)Construction and Reflection	198
6.6.6	HIV / AIDS	199
6.6.7	Gender Issues	200
6.6.8	Summary	201
6.7	Benjamin	202
6.7.1	Case Description	202

6.7.2	Reading Background	203
6.7.3	Prior Knowledge	204
6.7.4	Comparisons and Encounters with Foreignness	205
6.7.5	(De)Construction and Reflection	207
6.7.6	HIV / AIDS	210
6.7.7	Gender Issues	211
6.7.8	Summary	212
6.8	Charlotte	212
6.8.1	Case Description	212
6.8.2	Reading Background	213
6.8.3	Prior Knowledge	216
6.8.4	Comparisons and Encounters with Foreignness	217
6.8.5	(De)Construction and Reflection	219
6.8.6	HIV / AIDS	224
6.8.7	Gender Issues	225
6.8.8	Summary	225
6.9	Philipp	226
6.9.1	Case Description	226
6.9.2	Reading Background	227
6.9.3	Prior Knowledge	228
6.9.4	Comparisons and Encounters with Foreignness	229
6.9.5	(De)Construction and Reflection	231
6.9.6	HIV / AIDS	233
6.9.7	Summary	235
6.10	Anna	235
6.10.1	Case Description	235
6.10.2	Reading Background	237
6.10.3	Prior Knowledge	238
6.10.4	Comparisons and Encounters with Foreignness	239
6.10.5	(De)Construction and Reflection	241
6.10.6	HIV / AIDS	244
6.10.7	Summary	246
6.11	Rebecca	246
6.11.1	Case Description	246
6.11.2	Reading Background	247
6.11.3	Prior Knowledge	250
6.11.4	Comparisons and Encounters with Foreignness	251
6.11.5	(De)Construction and Reflection	253

6.11.6 HIV / AIDS	255
6.11.7 Gender Issues	256
6.11.8 War Involving Child Soldiers	257
6.11.9 Summary	259
6.12 Hannes	259
6.12.1 Case Description	259
6.12.2 Reading Background	260
6.12.3 Prior Knowledge	261
6.12.4 Comparisons and Encounters with Foreignness	261
6.12.5 (De)Construction and Reflection	262
6.12.6 Summary	263
6.13 Overview of Cases	263
7 Research Findings: Thematic Structure	268
7.1 Contexts	268
7.1.1 Prior Knowledge	268
7.1.2 Reading Background	280
7.1.3 Biography	305
7.2 Mental Processes	312
7.2.1 Construction and Deconstruction	312
7.2.2 Comparisons and Encounters with Foreignness	322
7.2.3 Strategies and Reflections	342
7.3 Global Topics	353
7.3.1 HIV / AIDS	353
7.3.2 Gender Issues	367
7.3.3 War Involving Child Soldiers	373
7.3.4 Summary and Interpretation	380
7.4 Evaluation of the Extensive Reading Project	380
8 Discussion of Research Findings and Implications Arising for TEFL	395
8.1 Implications for Learning and Teaching about Cultural Aspects and Global Topics in the EFL Classroom	395
8.1.1 Knowledges Instead of Knowledge	396
8.1.2 Recognising Inconsistencies and Limits	408
8.1.3 Reflecting upon Self	413
8.2 Global Education Differently	416
8.2.1 Focus on ‘Self’ Rather Than ‘the Other’	416

8.2.2	'Learning from' Rather Than 'Learning about'	417
8.2.3	Becoming Reflective, Not Active in the First Place	418
8.3	Implications for Learning and Teaching with Literary Texts and Extensive Reading	420
8.3.1	Literary Texts	420
8.3.2	Extensive Reading Projects	422
9	Retrospective Reflections upon Research Design and Methodology	434
10	Conclusion and Outlook	440
11	References	448
	Appendices	480
	List of Figures	515
	List of Tables	516