ABSTRACT

This thesis is partly theoretical and partly action-researched. It comprises of nine chapters with chapters 1-6 being theoretical and chapters 7 and 8 dealing with the experiments and the survey respectively.

Chapters one and two look at the state of English teaching in Trinidad and particuarly at the two most important influences in the teaching of English i.e. the examination system and the textbook.

Chapter three deals with the various approaches and techniques used in language teaching - the textbook approach, pattern practice and drills, transformational Grammar (Linguistics), Drama and Prescriptive Grammar.

Chapter four considers the usefulness of teaching language through literature and the advantages to be gained by adopting such a method while Chapter five looks at classroom work in the three modes of literature - prose, drama and poetry.

The question of dialect is considered in Chapter Six and some consideration is given to the role and treatment of dialect appearing in West Indian literary works.

The two experiments carried out by teachers are analysed in Chapter Seven. The purpose of the experiments is to show that even the "Grammatical" aspect of language teaching could successfully utilize literary extracts.

Chapter Eight gives the result and some analysis of the survey carried out among teachers. This survey is useful in helping to determine the state of English teaching and in assessing the popularity of using a literary approach in the teaching of language.

Chapter nine concludes the thesis.