

ABSTRACT

A Description of Language Teaching and Learning In the Secondary Schools of Grenada

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The purpose of the study was to describe language teaching and learning in the secondary schools of Grenada. Four areas of language study were selected for that purpose - teachers' language perceptions and attitudes, teachers' classroom practice, and students' writing. The instruments used for analysis were a Standardized Open-ended Interview Schedule, a Language Attitude Questionnaire, a Classroom Observation Checklist and fifth-form students' scripts.

An assessment of teachers' language perceptions revealed that the majority of them perceived language in relation to function, as being acquired by environmental nurturing, and as dependent on thought. Most of them perceived the relationship between speaking and writing as writing being derived from and dependent on speaking. All teachers perceived the aim of their language programme as that of improving students' competence in speaking and writing generally.

Teachers' attitudes toward Creole English usage were generally positive and there were no significant differences in attitudes when teachers were grouped according to the independent variables of age, gender, language teaching experience and qualification.

All fourteen heads of English departments observed taught language by the lecture-discussion method with a teacher-centred seating arrangement.

A detailed analysis of five of the fourteen protocols showed that generally, students were not sufficiently cognitively engaged in using language for different communicative purposes interactionally and transactionally, especially as Error Analysis of students' writing revealed that the majority of their errors were syntactic and interlingual.