

# **46th ANNUAL INTERNATIONAL IATEFL CONFERENCE AND EXHIBITION**

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## **AN ENGLISH LANGUAGE TEXTBOOK STORY FROM THE HOUSE OF TESEP**

This is a textbook story from “The House of TESEP” (Holliday, 1994). In Africa, the last decade has witnessed a decrease in influence of state organizations in the production of materials. Market liberalization in Kenya has resulted in opportunities and challenges for producers and consumers of materials.

The secondary school English textbook market, which was previously dominated by a single publication by a government-funded (parastatal) publisher, is now characterized by multiple textbooks from different publishers. This is the story of a popular secondary school English series, and it unfolds within this ‘new’ production and consumption environment. I am informed by the circuit of culture (du Gay et al, 1997), in which five “moments” are used to explicate the meaning of a cultural artefact. Gray (2006) applies a modified version of this model to his study of the global ELT coursebook. I apply it to a local product, and in so doing, adopt a view of the textbook as a curriculum artefact.

I apply Littlejohn’s (1992, 1998) framework for the analysis of language teaching materials, and carry out interviews with the curriculum development authority, authors, editors and teachers. I engage a smaller group of teachers in classroom observation, thus introducing a materials-in-action perspective to my study. Their learners respond to a questionnaire.

My stopovers at each moment have resulted in a textbook story that spans conceptualization to consumption. I highlight each of the five moments, as interpreted in my study, and explain the practical implications of my findings arising from them.