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AN ANALYSIS OF SECONDARY SCHOOL ENGLISH TEXTBOOKS IN KENYA: THE INTERPRETATION OF INTEGRATION

My study analyses textbooks that are currently in use for teaching and learning English at secondary school level in Kenya.

Based on the introduction to the 2002 syllabus, which informed the content of the target textbooks, I have isolated three concepts for investigation. These are communicative competence, British Standard English and integration.

I will analyse the textbooks in the light of these concepts and discuss the findings in view of the broader language learning goals, and national goals of education. Finally, I will comment on my findings in relation to ELT theory and practice, especially as it relates to an ESL environment such as ours.

In this paper, I begin to examine more fully the meaning of integration as conceptualized in the 2002 English syllabus. Integration involves not only teaching the four skills in a complementary manner, but also the merging of literature in English and English language in order to strengthen and enrich both. The analysis is limited to one textbook series –*Head Start Secondary English* (Form 3 to 4), published by Oxford University Press.