Abstract

The paper presents the results of the research focused on the issue of textbook use. The aim of the research was to identify the styles of textbook use adopted by lower secondary school teachers. The data were gathered through classroom observations (total of 155) and interviews with teachers (58). The research resulted in identification of four different styles of textbook use. It was found out that the styles varied according to the school subject. Relation to the length of teaching experience and the qualification of the teacher for a given subject was not proven.

Keywords: textbook, textbook use, styles of textbook use

Introduction

Textbook studies are mostly oriented towards textbook as a product and focus primarily on its content analyses. Research investigations in the field tend to be predominantly focused on examinations of characteristic qualities. Results of these content analyses then serve as a basis for inferences about textbook use and the influence of textbooks on students' learning. M. Horsley, Australian researcher, compares it with the examination of drivers' behaviour by means of the study of vehicles (Horsley, Walker, 2005). Up to now, there is only limited knowledge about how teachers and students use textbooks, and consequently about the role textbooks play in the classroom teaching and learning.

In the long run, the research at the Department of Education and Adult Education at the University of Ostrava focuses, among others, on textbooks and other educational materials. Recently, the main concern were the issues related