for which they usually applied identical styles (usually style 4 or 2). However, there were also two teachers who were teaching subjects of unrelated nature. Teacher H. applied the same style both for English classes and civics, namely ‘systematic following of the book’, whereas teacher O. used the style ‘one of several sources’ in his history and civics classes, but for English classes he employed the “opposing” style of ‘systematic following of the book’. The subject seems to have a significant impact on the style of textbook use, but in our opinion there is also another very strong factor and that is the teacher’s beliefs or teaching philosophy. The way in which the teacher conceptualizes the students, the subject and the teaching, has a fundamental impact not only on his/her style of textbook use but also on his/her capability to realize the potential and the qualities of these materials. The notion of a ‘good textbook’ (and its qualities) cannot be considered as an absolute one. In our point of view it is closely related to the conception of the teaching in which the textbook as a curriculum material is used.

References