Textbook transmit knowledge, skills, attitudes and values. Textbook provides the guidelines for the teacher as well as students. It saves the time and energy of the both teacher and student in searching information as it is the source of the material. It makes teaching of various subjects systematic. Textbook plays major role for weak students to achieve good Marks. A textbook is a manual of instruction or a standard book in any branch of study. They are produced according to the demand of the educational institutions. Textbooks are usually published by one of the four major publishing companies, although most textbooks are only published in printed format, some can now be viewed online as the electronic books. Textbook is also a teaching tool (material) which presents the subject matter defined by the curriculum.

According to Hudec (2005) textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. A university teacher can use the textbook in his teaching. He can use the textbook just as a reference or he can use it as a basis for teaching. A professor can use the textbook to teach a particular course. A professor can use the textbook to teach a particular course. According to Hudec (2005) textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. A university teacher can use the textbook in his teaching. He can use the textbook just as a reference or he can use it as a basis for teaching. A professor can use the textbook to teach a particular course. A professor can use the textbook to teach a particular course.

Imagining the textbook: Textbooks as discourse and genre

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Abstract/Excerpt

This article examines textbooks, especially history textbooks, seeking to contribute to an emerging body of scholarship that endeavors to understand the nature, specific properties, and characteristics of this medium. Using systemic functional linguistics and a context-based perspective of language as its theoretical point of departure, it argues for a dual imagining of the textbook as discourse and genre. In imagining the textbook, the article calls for a rethinking of comparative textbook research in the future, based on a novel cluster of conceptual priorities deriving from postmodern thought.