The effective use of textbooks in the classroom
Effective learning

TEXTBOOK

Effective Learning Situation

Teacher

Learner
Purpose of a textbook

A textbook can serve different purposes for teachers:

(a) a core resource,
(b) a source of supplementary material,
(c) an inspiration for classroom activities, and
(d) a curriculum itself
Advantages for teachers

• Textbooks assist managing a lesson.
• It saves time, give direction to lessons, guide discussion, facilitate in giving homework, making teaching ‘easier, better organized, more convenient’, and
• most of all, it provides confidence and security.
Advantages for learners

• They see the textbooks as a ‘framework’ or ‘guide’

• It helps them to organize their learning both inside and outside the classroom.

• It enables them to learn ‘better, faster, clearer & easier’
Characteristics of a good textbook

Three aspects to consider when selecting your textbook:

– Curriculum coverage,
– materials presentation,
– and language
Characteristics of a good textbook

Textbooks should:

• teach learners to learn,
• be resource books for ideas and activities, for instruction/learning, and
• give teachers rationale for what they do.
• bring about an effective learning situation
Strategies to use textbooks effectively in class

Assign meaningful reading homework

– Using **pre-reading strategies** will increase learner comprehension and recollections

– Assign learners to read a section and **prepare a graphic organizer** of the material
Strategies to use textbooks effectively in class

• Spend at least one class period at the beginning of the year exploring the textbook with your learners.

• Explain why you chose the book and show your excitement about it.

• ‘Walk’ them through the structure of the book, pointing out features.

• Use the book daily in class to establish its importance.
Strategies to use textbooks effectively in class

Scan for the low-hanging fruit:

• Introducing learners to a topic by asking them to open to relevant chapter and scan the pages.

• Encourage them to look for pictures, headings, bolded words, and any charts/graphs.

• After a minute or two, ask them to suggest what they think the particular chapter addresses.
Strategies to use textbooks effectively in class

Search for roadblocks:
Many times, the content is packed with lots of subject-specific terms and/or acronyms. The use of specialized language can prevent learners from understanding and finishing assigned readings.
<table>
<thead>
<tr>
<th>Write the word</th>
<th>Draw / Paste a picture or symbol for the word</th>
</tr>
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<tbody>
<tr>
<td>Rand</td>
<td><img src="image" alt="Rand Currency" /></td>
</tr>
<tr>
<td>Write the definition</td>
<td>It is the local currency of South Africa</td>
</tr>
<tr>
<td>Use in a sentence</td>
<td>The Rand is a stronger currency that the Zimbabwean dollar</td>
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**REMEMBERING NEW TERMINOLOGY**

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<th>Write the word</th>
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<tbody>
<tr>
<td><strong>Street vendor</strong></td>
<td>![Image of street vendor]</td>
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<th>Write the definition</th>
<th>Use in a sentence</th>
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<tr>
<td><em>A person who sells something in the street, either from a stall or van or with their goods laid out on the sidewalk i.e. without having a fixed retail location (storefront).</em></td>
<td><strong>We bought wors rolls for lunch from the street vendor at the farmer’s market.</strong></td>
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Strategies to use textbooks effectively in class

• Use activities that require learners to do more than just passively read.
• The assignments must be structured so that learners engage and respond to the reading e.g. quizzes
• Play with words - scrabble, bingo etc