

ANALYSIS OF QUESTIONS IN THE SCIENCE TEXTBOOK OF THE FIRST SEMESTER OF THE THIRD GRADE (3-1) IN ELEMENTARY SCHOOL

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ABSTRACT

The purpose of this study is to investigate the characteristics of the questions presented in the elementary school 'Science 3-1' textbook in Korea. The research tool used the Text Questioning Strategies Assessment Instrument (TQSAI), developed by the University of California. The percentage of questions asked about the total number of sentences averaged 22.7% for five chapters. Many questions were placed at 61.7% in the initial stage at the location of the question. The mid-stage was 23.3% and the end-stage was 15.0%. The locations of the question were significant differences between units ($p < 0.05$). Then the output in the location of the questions in the science textbook did not assumed equal variances. The empirical questions were 59.6% for the text and 56.2% for the non-text, respectively. In the analysis of questions about the cognitive ability, 'Application' was the highest, followed by 'Knowledge'. In the compositional analysis of the questions, the text had the highest 'Focus Question', followed by 'Open Question'. In the analysis of questions about problem solving, 'Scientific Questions' was the highest. On the other hand, the question of solving the social problem was the lowest. In the analysis of the composition of the questions, 'Explorative Questions' was the highest, followed by 'Knowledge Questions'. Questioning Strategies should not simply ask questions to induce students' thinking, nor should they be too large a proportion.

Keywords: Composition of the questions, Question, Questioning Strategies Assessment Instrument, Science 3-1 textbook.