

ANALYSIS OF QUESTIONS IN THE SCIENCE TEXTBOOK OF THE 4TH AND 2ND SEMESTERS (4-2) IN ELEMENTARY SCHOOL

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ABSTRACT

A question is an utterance which typically functions as a request for information, which is expected to be provided in the form of an answer. We investigated the characteristics of the questions presented in the elementary school 'Science 4-2' textbook in Korea. The total number of sentences and question sentences were 796 and 240, respectively. The percentage of questions asked about the total number of sentences averaged 30.2% for five chapters. Many sentences were non-textual sentences such as inquiry activities. The ratio of first-stage questions, combined with text and non-text, was 74.2%. The mid-stage was 11.7% and the end-stage was 17.1%. Since the χ^2 -values for the text and the non-text were 186.56 ($p < 0.001$) and 2.03 ($p < 0.05$), respectively. The experiential questions were 8.8% for the text and 8.3% for the non-text, respectively. Among cognitive abilities, only two categories of 'knowledge' and 'Application' were presented at text. There was no sentence for 'Understanding', 'Analysis', 'Evaluation', and 'Evaluation'. In the compositional analysis of the questions, only two categories of 'Investigation' and 'Openness' were presented at text. Many questions are set in the non-text sentences such as 'inquiry activity' and 'think more'.

Keywords: Elementary school, Question, Science 4-2 textbook.