

ARGUMENTATION AND REASONING IN GEOGRAPHY SCHOOLBOOKS IN VIETNAM

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1 Theories

1.1 What is argumentation?

Argumentation is a method for problem solving in which a conflicting statement is disproved or affirmed through reasoning (Budke, 2012).

1.2 Argumentation scheme

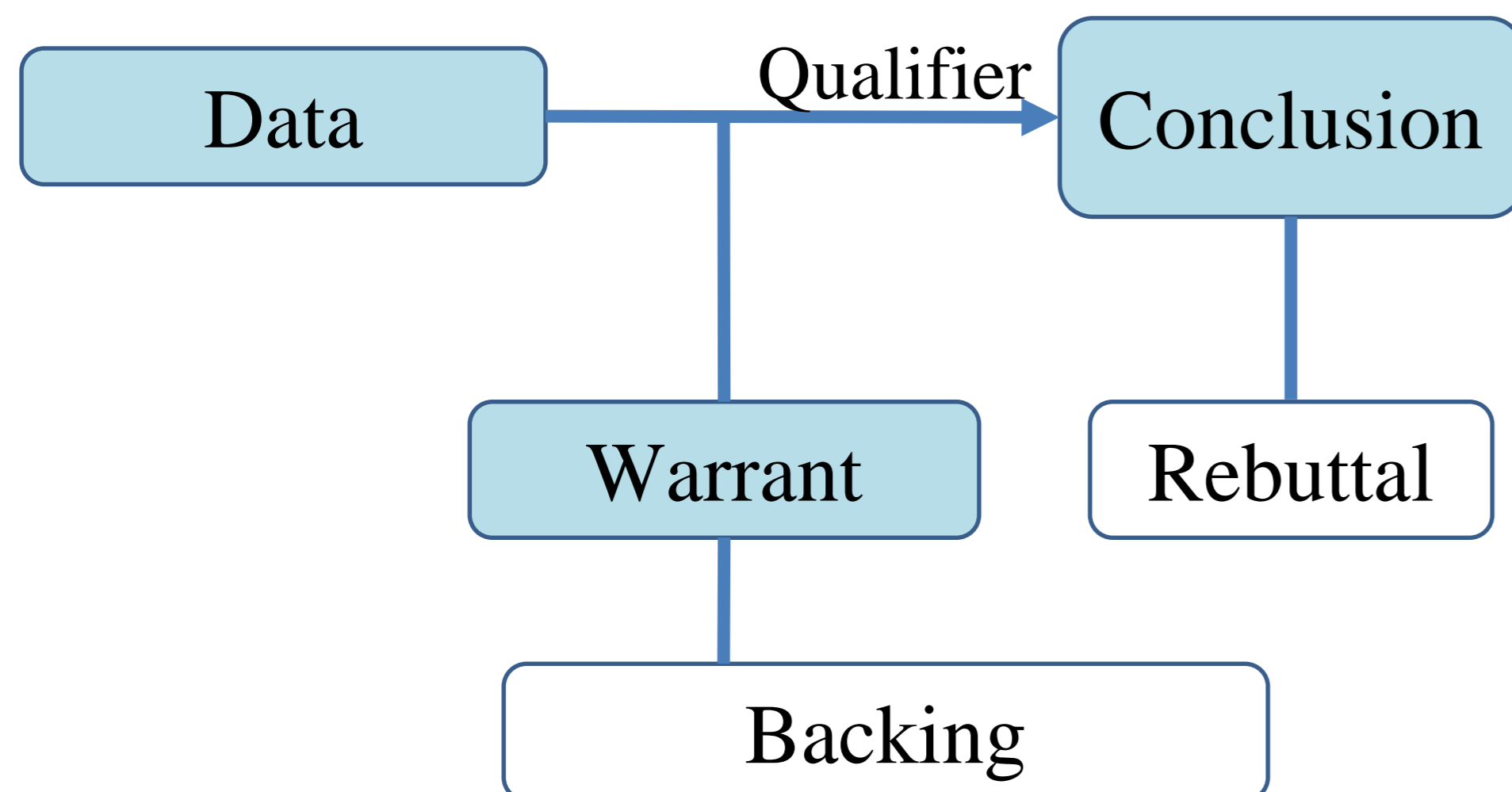


Figure 1. Argument scheme (Toulmin, 2003 and Budke, 2011)

In the argument scheme (fig. 1), the conclusion is the statement being argued. A data is the facts or evidence used to prove the argument. A warrant is hypothetical logical statements that serve as bridges between the conclusion and data. The qualifier is statements that limit the strength of the statements. A rebuttal is a counter argument. A backing is statements that serve to the warrants.

1.3 Argumentation and reasoning

An argumentation considers controversial conclusion and reason with data. A reasoning is a statement retreat with reasons in a causal relation.

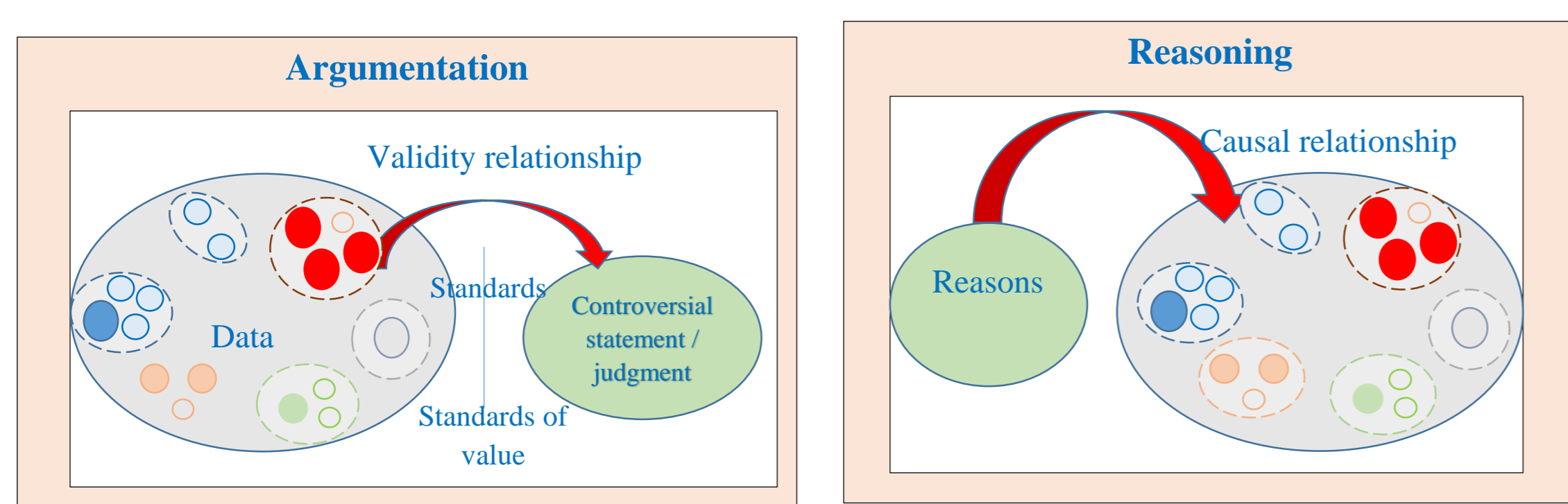


Figure 2. The relationship between argumentation and reasoning (Budke, 2012b)

2 Methodology

1.953 tasks and questions in Vietnamese geography schoolbooks (fig. 3) of all grades have been analyzed by Quantitative method.

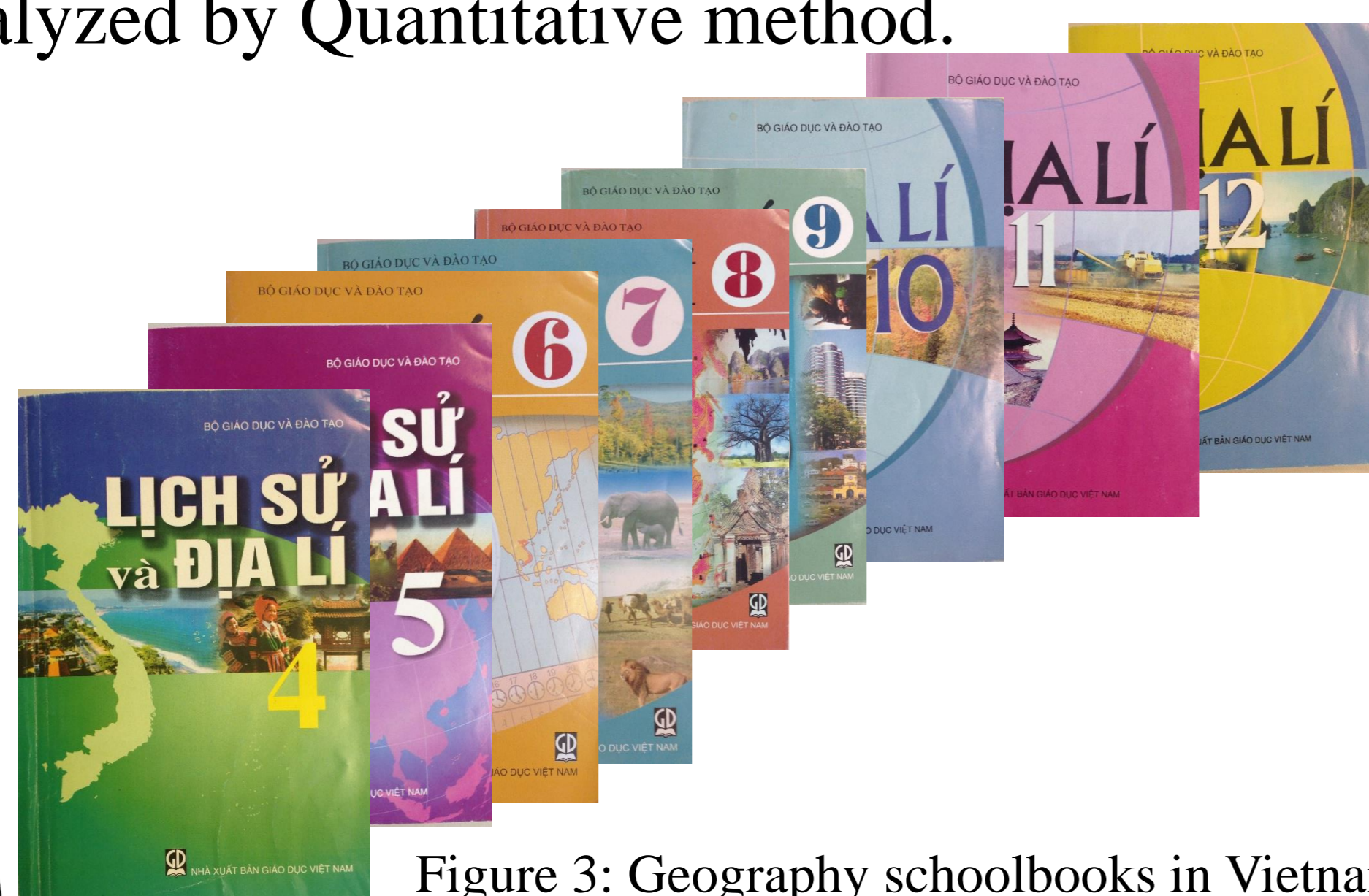


Figure 3: Geography schoolbooks in Vietnam

3 Results of the research

There is **8.2%** argumentation and reasoning task in the geography schoolbooks in Vietnam.

Argumentation and reasoning task in geographical context: The maximum is Human geography (48%), Human – Natural Interaction is 27 %, Physical geography is 18% and Topography is 7%.

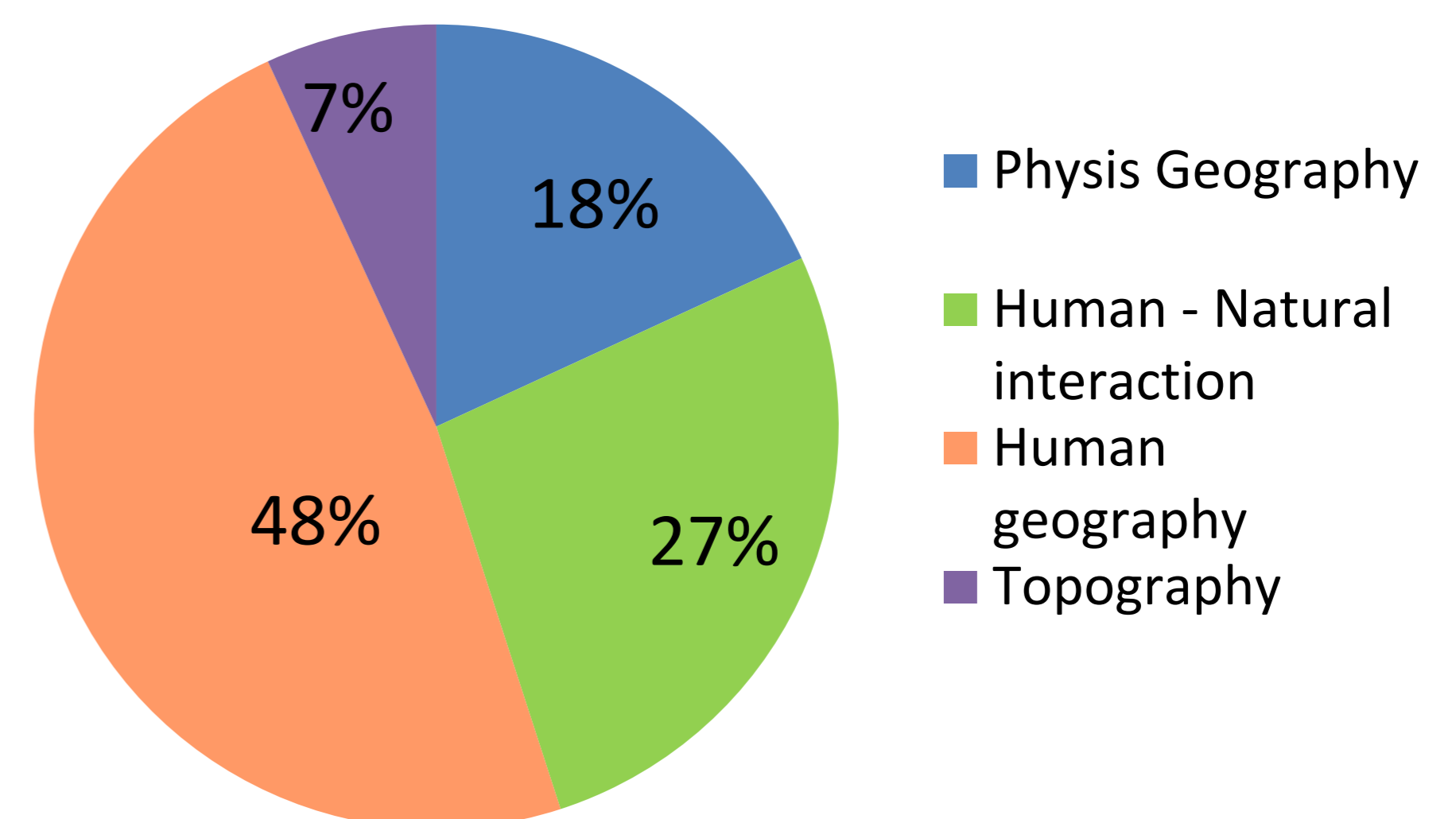


Figure 4. Argumentation and reasoning in geography context into geography schoolbooks in Vietnam.

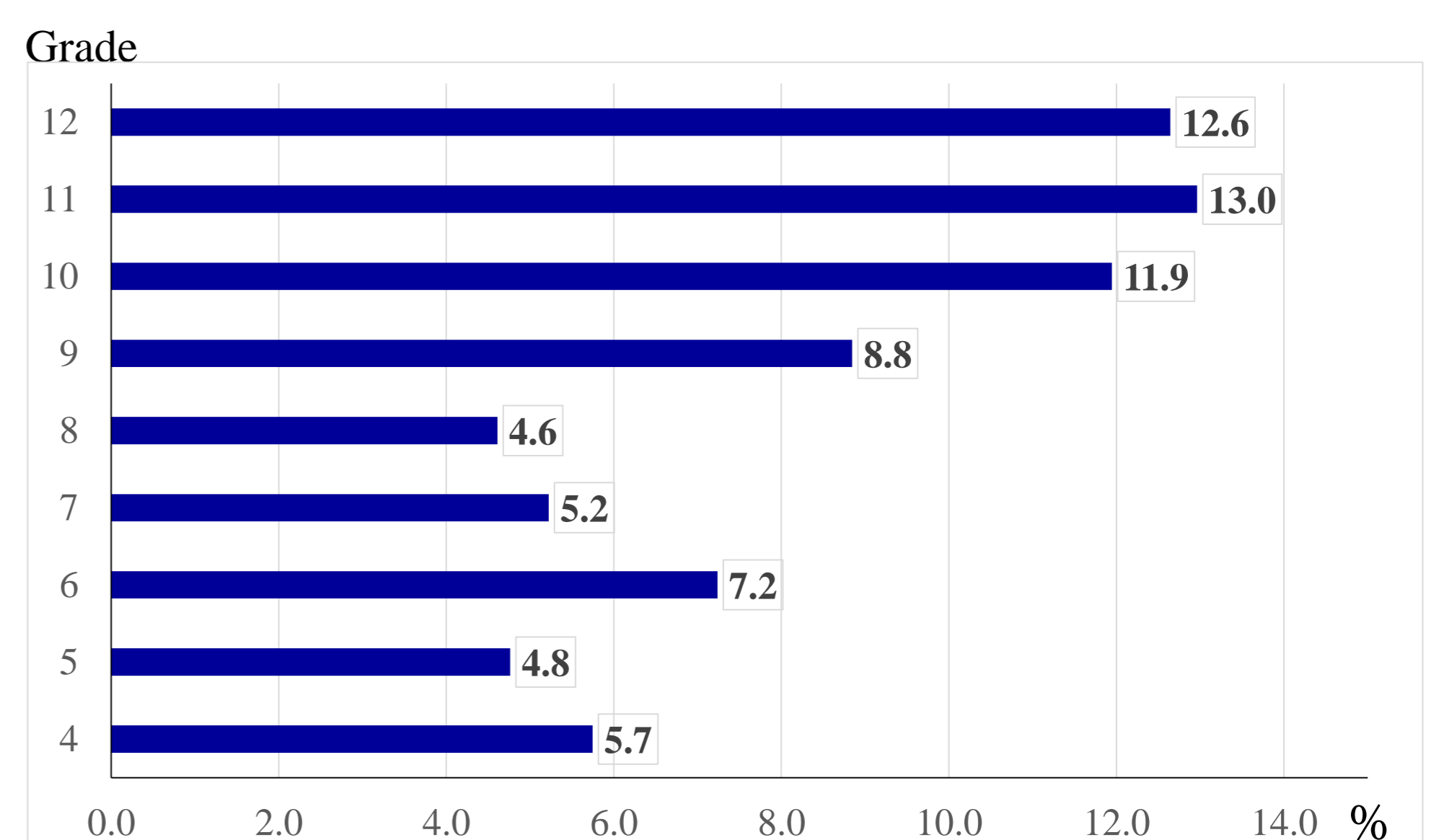


Figure 5. Argumentation and reasoning task in grade into geography schoolbooks in Vietnam.

4 Conclusions

The argumentation and reasoning task is not so much into geography schoolbooks in Vietnam.

Human geography has more argumentation and reasoning task than an other context in geography schoolbooks in Vietnam.

There is more argumentation and reasoning task in higher secondary than Lower secondary and Primary school in Vietnam (fig. 5).

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