The purpose of this research is to investigate the reliability, logic, and metacognition indicated in the descriptions of pupils based on "the diary of Foreign Language Activities (FLA)"; reflection/self-evaluation in thorough freestyle writing. It is important to identify the interests and motivations of pupils, as well as conditions of learning that can only be known through observing pupils’ behavior during a lesson. One of the evaluation methods utilized is the 'reflection/self-evaluation sheet.' However, it is not regarded as a reliable or logical method of evaluation and its credibility has not yet been established; therefore, the 'reflection/self-evaluation sheet' is not likely well-utilized.

The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) (2009) has stated, "The results of self-evaluation for such a question, "Was it fun?" are changed into points of five ranks to take an average, which we often see, however, we should understand that '4' which is obtained through such process is not meaningful." Therefore, this research utilizes freestyle writing without closed questions as a means of evaluation, so that each pupil can write freely according to their judgment.

Subjects of this research are elementary schools and their pupils in the municipality, all of which a Supporting Institution (of which I am a member) and it has supported that area since 2008. Some additional schools and their pupils, supported by other members of the Institution, are included in the data. Since all schools use the same materials, methods of education, and methods of evaluation in practicing lessons, the inclusion of additional schools outside the municipality will not affect the reliability of the data.

The data consists of the 'Diaries of FLA' written by 797 pupils in total: 2844 articles and 49,400 extracted words. I transcribed their writings and analyzed the contents.

I used KH Coder, free software for text-mining to analyze the data. I took 'fun' and 'but' from pupils' descriptions as keywords, and produced each concordance and collocation, as well as network figures of related words and co-occurrence.

FLA is structured to facilitate children's enjoyment in such activities as stated by MEXT (2008), "Pupils should experience fun activities of having communication in foreign language". Thus FLA and 'fun' are considered closely tied. Hence, I made 'fun' a keyword in collecting the data. The other essential keyword is 'kedo (but),' which is a paradoxical
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While various FLA studies have been reported, no one has yet assessed the research that utilizes descriptions of reflection/self-evaluation for text-mining. By analyzing the contents of reflection/self-evaluations regarding FLA, I show that self-evaluation in thorough freestyle writings is a logically written method of evaluation. Furthermore such descriptions were written after pupils’ had gone through several processes of cognition. In my opinion, it is useful for teachers to center on keywords and conjunctions as a way of understanding freestyle writing.

This research utilized a longitudinal method for analysis, however, analyzing each pupil’s transformation chronologically is also possible by using the diary of FLA and would be an interesting area for future research. Therefore, the next area of research that will be pursued is cross-sectional analysis to look at the topic of insight learning. The diary of FLA is a useful measures of learning, and further study can be explore the use of a beginning phrase of a sentence, and the conjunction as a zone of proximal development(L. S. Vygotsky). The next challenge is to clarify and research the learning process in order to systematize observation, thoughts, finding and rules (regarding voice, vocabulary and syntax), through which teachers and pupils cooperate, their cooperation is characteristic of the diary of FLA.

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