Evaluation of school time by content analysis of arguing compositions of 8th grade students

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Abstract. This article is a direct continuation of our previous study (Exploration of temporal structures by qualitative and quantitative text analysis), which was prepared for last year's conference; the study examines and summarizes the content analysis performed on the compositions written by 8th grade students which was presented in 2003. In addition to the classification system used previously, we introduce a binary coding of text attributes as the basis for manual computational analysis. Based on the manual input the study suggests other possible mechanical representations and points out the function these new representations have in our research.