

## **Learner Perceptions of Mutual Self-evaluation and the Learning Process**

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This report investigates and analyzes learner perceptions of mutual self-evaluation from a Grounded Theory Approach. From the analysis come the following points: First, even though students felt some inner resistance to mutual self-evaluation, they overcame their resistance and carried out the process for reviewing the role of evaluation. Secondly, they found meaning in being able to change their sense of values. Thirdly, they regard these changes as motivation for studying Japanese in the future. On the other hand, they also felt some dissatisfaction with mutual self-evaluation. From these examples, one can improve action research in the teaching Japanese as a second language.

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