Autonomy, Self-Efficacy, and WTC: The Learners Speak

Yoshie Ochi

Ehime University

Eleanor Carson

Matsuyama University

To improve their second language (L2) speaking skills, EFL learners must speak and communicate. However, they may be unwilling to communicate in English. Willingness to communicate (WTC), learner autonomy (LA), and self-efficacy (SE) may be enhanced through debate classes. Two instructors (Japanese and non-Japanese) taught debate to four 15-week standard university EFL classes in the spring and fall semesters. Questionnaires were distributed to students (*n* = 100) at the beginning, middle, and end of the semesters. LA and SE were promoted in English debate classes with language-learning strategies, self-evaluations, translations, Mind Maps, and debate language training (Ochi, 2018). The participants' LA and SE changed significantly over time. Although there were observable increases in WTC during the study, the differences between the pre- and post-interventions were not significant. These results suggest that LA and SE can be taught in class and positively impact students' WTC, but changes in WTC may need more time to emerge.

EFL学習者が第二言語のスピーキングスキルを向上させるためには、実際に話し、コミュニケーションを図ることが重要だが、学習者は英語での対話に抵抗を感じる場合もある。ディベート授業を通じて、会話意欲（WTC）、学習者の自律性（LA）、自己効力感（SE）が向上する可能性がある。そこで本研究では、春学期と秋学期に2人の講師（日本出身者と外国出身者）が4つの標準的な大学EFLクラス（各15週間）で学生（n=100）にディベートの授業を行い、学期開始時、中間時、終了時にそれぞれアンケートを実施した。授業では、言語学習ストラテジー、自己評価、翻訳、マインドマップ、ディベート言語訓練（Ochi、 2018）を用いてLAとSEの促進を図ったところ、有意な変化が見られた。研究期間中にWTCの向上も見られたが、介入前後の差は有意ではなかった。結果として、LAとSEは授業内で育成できる一方で、WTCの変化が有意に現れるには、さらなる時間が必要であることが示唆された。

This research explores how English debates can help Japanese learners improve their self-efficacy, learner autonomy, and willingness to communicate (WTC). Many EFL teachers believe that language learning should primarily use the second language (L2) in class (Macaro, 2009). Student output, essential for acquiring L2, is significantly influenced by their WTC, defined as their "readiness to enter into discourse, at a particular time, with a specific person or persons, using L2" (MacIntyre et al., 1998, p. 547). Student attitudes towards EFL learning, which encompass cognitive (beliefs), affective (emotions and self-efficacy), and behavioral (learning strategies) components (Wenden, 1991), play a crucial role in determining their WTC.

Several factors can affect students' WTC. A lack of self-efficacy (SE), or the belief in one's ability to succeed in tasks (Bandura, 1997), along with language-learning anxiety (Dikmen, 2021) and a focus on entrance exams over L2 practice (Gorsuch, 2000), can diminish confidence. Without sufficient linguistic support, students may fear making mistakes (Carson, 2018; Hanh, 2020). Irrelevant topics may further diminish the perceived significance of English (Ockert, 2014), leading to helplessness and negative attitudes that impede WTC and language development (Li et al., 2023). However, clarifying these factors can enhance WTC (Carson, 2021).

Debate is a valuable tool for EFL learning. Successful debates require relevant topics (Li et al., 2023), explaining complex words and concepts in both the native language (L1) and L2 (Carson, 2018), and highlighting main points with mind maps (Khodadady & Ghanizadeh, 2011). Linguistic and reasoning language should be practiced before debates (Hanh, 2020; Harumi, 2016). Strategic L1 support can reduce anxiety (Carson, 2018; 2021). Short debates with role switching and points for convincing speakers create a game-like atmosphere, promoting communication (Luo, 2023; Pleasants, 2023) and self-efficacy (Ockert, 2014).

Learner autonomy (LA) is fostered by allowing students to choose topics, materials, study methods, and weekly targets. This autonomy spills over into other activities, increasing SE and language output (Yip, 2021). Self-evaluation supports both LA and SE, involving teacher feedback to show engagement (Hanh, 2020).

Empirical evidence suggests that addressing students' perceived needs is crucial for promoting LA, SE, and WTC. L1 support enhances L2 confidence (Carson, 2018; Lo & Macaro, 2012), aids lexical acquisition (Tian & Macaro, 2012), and provides emotional support (Carson, 2019). Integrating L1 can enhance vocabulary and scaffold comprehension and expression during debates (Swain & Lapkin, 2000). Mind maps combining L1 and L2 make reasoning steps clear, empowering students to overcome linguistic limitations and enhancing SE and WTC (Khodadady & Ghanizadeh, 2011).

Self-efficacy can be tracked and modified through self-evaluation (Panadero et al., 2017). Recording class activities makes students aware of learning beliefs and habits, allowing them to modify them (Ochi, 2018). Self-efficacy beliefs predict academic achievement better than abilities (Bandura, 1997). Learning strategies involving SE and LA lead to positive outcomes, motivation, and self-systems (Yang et al., 2023). Teachers reviewing self-evaluations gain insights into students' self-efficacy beliefs from in-class and autonomous activities (Creswell & Plano Clark, 2017; Dörnyei & Taguchi, 2009).

LA involves motivation and responsibility for learning choices (Littlewood, 1996). Despite its complex definition and measurement (Murase, 2015), LA can be taught through visualization and self-evaluation (Benson, 2013; Ochi, 2018). Visualization of future goals and goal setting form the basis for self-study plans (Munezane, 2015; Ochi, 2018). Teachers must elucidate LA concepts through examples for true autonomy, allowing students to set their out-of-class goals, study targets, and methods. Goal-setting activities for internal self-regulated learning influence WTC more effectively than classroom activities (Munezane, 2015). Self-evaluations help students track progress and recognize efforts and outcomes, improving learning strategies (Ochi, 2018; Panadero et al., 2017).

Interactive classroom activities enhance SE and foster communication with classmates, promoting self-determination (Ryan et al., 2006). Debates engage students deeply with content, reinforcing understanding (Zare & Othman, 2013), and offer platforms for specialized language learning and interactive communication (Codreanu, 2016). Students favor interactive discussions and smaller group interactions (Mahdi, 2014). Micro-debates with rapid role-changes and points for persuasive arguments resemble game-like activities, which can enhance motivation, cognitive complexity, and relevance (Luo, 2023; Pleasants, 2023).

Research Design

The participants (*n* = 100) of this study were enrolled in a 15-week mandatory English communication course featuring debates at a university in Western Japan. Data was collected during the first 14 weeks. During this period, an emphasis was placed on their attitudes regarding LA, SE, and WTC. During the course, the participants responded to three surveys related to LA, SE, and WTC (Figure 1). Throughout the semester, the students participated in intensive micro-debate training and simultaneously recorded both in-class activities and out-of-class autonomous English study in Self-Evaluation Worksheets (Appendix C)

Figure 1
Research Design
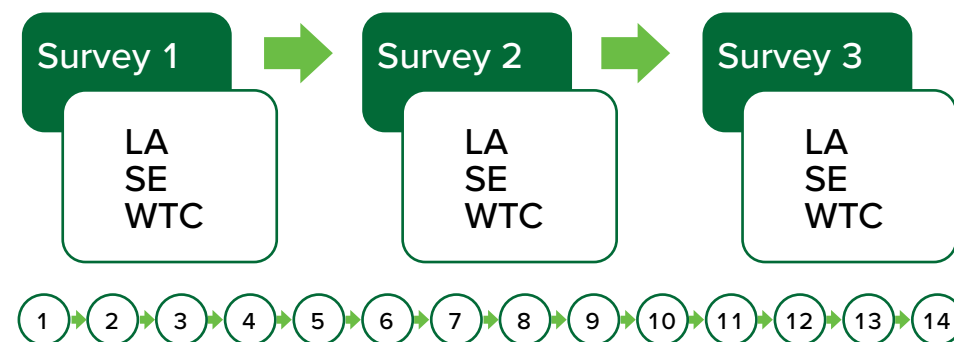
Research Questions

RQ1: Does Learner Autonomy change over time due to instructions in English debate classes?

RQ2: Does Self-Efficacy change over time due to instructions in English debate classes?

RQ3: Does WTC change over time due to instructions in English debate classes?

Method

Student Participants

The participants (*n* = 100) were Japanese students enrolled in four one-semester (15-week) EFL classes at a university in Western Japan. Data collection was conducted over the first 14 weeks, excluding the final course assessment in the 15th week. Both researchers taught one class each in the first semester and another class in the second semester for a total of four classes. All participants were second-year students from standard English communication classes but were not English majors. Based on their TOEIC scores, they ranged from low to high intermediate in English proficiency. Participation in the surveys, self-evaluations, and LA home study was voluntary, unrelated to their course grades, and data was keyed to student numbers rather than names to maintain confidentiality while allowing for tracking of responses over time.

Instruments: Survey

The participants responded to three identical 40-item Japanese-language surveys, which were usually completed within 15 minutes and did not greatly affect class flow (Dörnyei & Taguchi, 2009). The survey had statements related to LA (*n* = 12), SE (*n* = 8), and WTC (*n* = 20). The items for LA were adapted from Murase's (2015) Measurement in Language Learning Autonomy survey (Appendix A) and elicited reliable responses (*alpha* = .837; .837; .863). The items measuring SE were adapted from Pintrich and de Groot's (1990) Motivated Strategies for Learning Questionnaire, prompting reliable responses (*alpha* = .905; .908; .903). The 20 items measuring the participants' LA and SE were based on a 5-point Likert scale. The WTC items were adapted from McCroskey & Baer (1985) (Appendix B) with reliable responses (*alpha* = .953; .856; .960). To measure their WTC, the participants chose from percent-scale responses ranging from 1% to 100%. The students also responded to two open-ended items at the end of the survey where they could reflect on their learning experience and motivation.

Instruments: Self-Evaluation Worksheet

The self-evaluation worksheet was developed by Ochi (2018; Appendix C) for students to complete in every class. The purpose of the worksheet was to encourage learner self-evaluation, helping them to develop awareness of their autonomy and, to a lesser extent, self-efficacy. Participants recorded their Self-Study Goal, their choice of self-study English materials, their weekly autonomous study (LA), and their weekly class participation (SE). In addition, teachers recorded their feedback on participants' notes.

Procedure: Data Collection

The second author obtained permission from the institution for the current research. Both authors invited Japanese university EFL students to participate. Students received a verbal introduction about the study's purpose and the confidential and voluntary nature of the questionnaire, with these details also explained in Japanese at the beginning of the survey. Completed questionnaires implied consent. The questionnaires were distributed and collected during the first, seventh, and fourteenth classes, taking approximately 15 minutes each time.

In addition, participants completed self-evaluation worksheets at the beginning and end of each class. At the start of the term, the researchers explained the concept of autonomous learning to the participants. The learners set their own weekly goals (Munezane, 2015) for autonomous study time, selected study materials, and determined their desired debate scores. They recorded their weekly autonomous English study at the beginning of every class, which helped them to recognize their autonomous study habits (Wenden, 1991), such as the number of words learned during TOEIC study. At the end of each class, the participants self-evaluated their classroom engagement on a five-point Likert scale ranging from 1 (not working) to 5 (working hard) and commented on their efforts in class, aiding them in recognizing their SE. Every two weeks, following micro-debates (described in the following section), students recorded their micro-debate scores. All self-evaluation sheets were collected at the end of every class for teachers to provide feedback, encouraging students' efforts without assigning marks. By commenting, teachers could motivate students to continue writing self-evaluations, pursue their autonomous study, and develop a positive and supportive relationship with students, which tends to support but not interfere with LA (Agawa & Takeuchi, 2016). Teachers redistributed the self-evaluation sheets again at the beginning of the following class.

Procedure: Classroom Intervention and Micro-Debates

One reason students find it difficult to communicate in class is that they lack a clear understanding of what they should discuss. Students may be silent if the topic is boring, irrelevant to their lives (Li et al., 2023), poorly understood, they do not have enough information to respond, or they do not have enough time and support to plan a response (Hanh, 2020; Harumi, 2016). The researchers chose micro-debates to prompt cognitively challenging exchanges (Codreanu, 2016) because it was hoped that the topic of conversation would be not only clear but of personal interest to the students and that the concepts, vocabulary, and communication format could be taught and supported by the researchers.

The textbook chosen to provide topics for in-class activities aimed at developing SE was *In My Opinion* (Iino et. al, 2018). This bilingual textbook covers 15 debate topics, such as *Dogs or Cats*, *Dubbing or Subtitling*, and *Paper Bags or Plastic Bags*. The researchers chose seven of these topics for micro-debates.

Each debate issue was covered in a Class A – Class B format. Class A focused on linguistic comprehension. Students individually translated a sentence with the help of their partners and reported their translations to the class. Major difficult English concepts had Japanese glosses in the textbook. Students were directed to circle linguistic markers (First, Next…) in the text, and their use during the upcoming debates was explained.

Assignments between Class A and B focused on concept comprehension. Useful phrases were translated from English to Japanese by the first author and students were required to locate the English original in the text. To help understand the arguments' logic and improve their critical thinking skills (Khodadady & Ghanizadeh, 2011), students created mind maps of both pro- and con-oriented arguments in the textbook, along with supporting details and evidence.

In Class B, the students were prepared for debates. First, their assignments were reviewed. Next, we introduced them to reasoning phrases ("I see your point, but…") which they practiced in pairs and were encouraged to use during debate. Finally, timed micro-debates took place in the last 15-20 minutes of class (see Figure 2). Participants debated in groups of three, taking three turns with each person switching roles (see Figure 2). In each turn, one person was the judge who listened to the other two argue, assigned debate scores, and decided the winner. A second participant argued the pro-side and the third participant argued the con- side. They completed a debate sheet showing the arguments each person used and wrote who won each debate round. At the conclusion of an approximately five-minute round, they changed roles and debated again. In this way, every person was a judge, argued the pro-side, and argued the con-side, changing roles with each round. The judge earned a point for the effort required to assess both debaters, and the winner earned a point (see Appendix D to view Micro-Debate Feedback Sheet). Because debates took approximately five minutes for each round, students did not speak for long, did not get bogged down in complexities, and were encouraged to consider views alternative to their own – that is, to not get emotionally involved in being "right," but to focus on winning by persuasion (Ochi, 2018). At the end of class, they submitted their micro-debate sheets along with their self-evaluations to receive feedback on both from their teacher.

Figure 2
Micro-debate Role-Switching
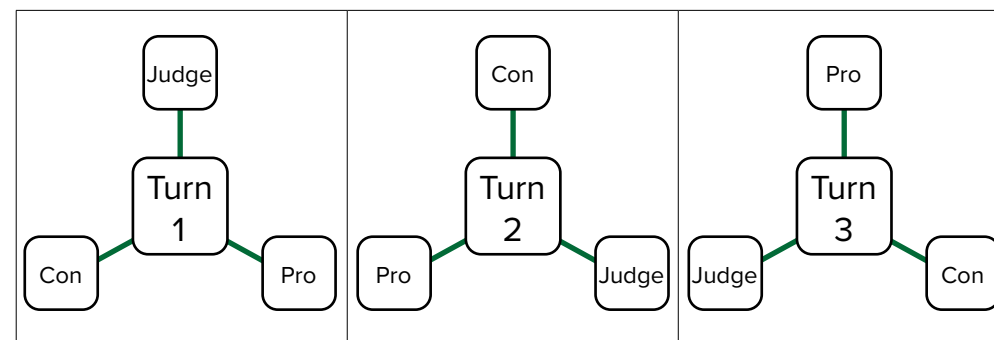
Analyses

Repeated-measures ANOVAs were used to look for statistically significant differences in attitudes over time. Analyses compared LA, SE, and WTC at the beginning, middle, and end of the term.

Results

Descriptive Statistics

Data were analyzed using SPSS version 29. First, descriptive statistics are presented for LA, SE, and WTC in Table 1, with no missing data. Of the responses (*n*=100), LA and SE responses were to a 5-point Likert scale where 1 is strongly disagree and 5 is strongly agree, and WTC responses were in percentages.

Table 1
Descriptive Statistics for LA, SE, and WTC

Descriptive Statistics	LA		SE		WTC	
Time	*M*	*SD*	*M*	*SD*	*M*	*SD*
Time 1 (Week 1)	3.05	0.56	2.70	0.63	40.61	20.85
Time 2 (Week 7)	3.11	0.52	2.79	0.63	41.19	19.55
Time 3 (Week 14)	3.33	0.57	2.92	0.64	42.21	19.86

All response means increased over time. Figure 3 compares the response means (%) for LA, SE, and WTC over time.

Figure 3

Descriptive Response Means for LA, SE, and WTC Over Time
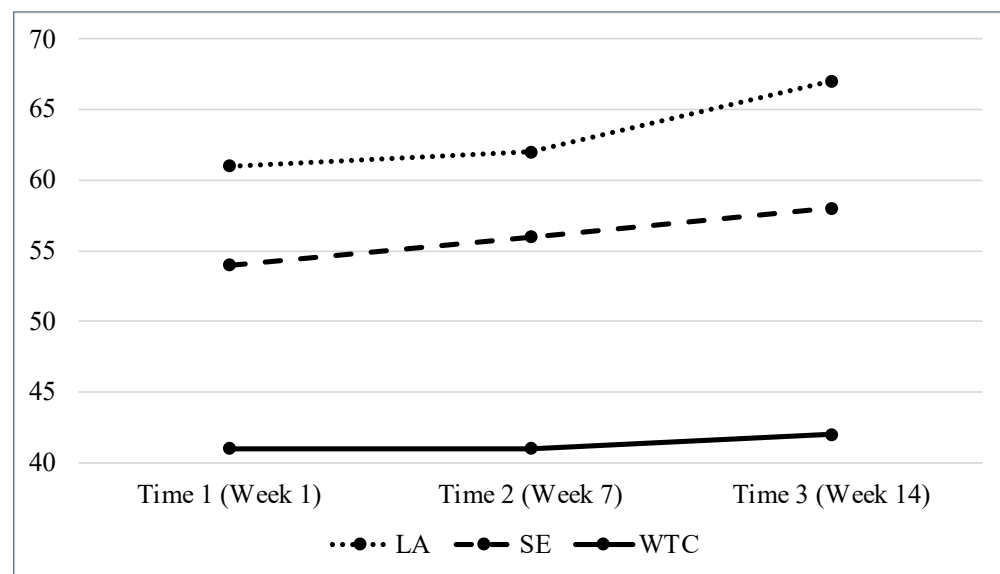
All three variables showed an increase over time. The highest response means were for LA, followed by those for SE, and the lowest means were for WTC. The higher means for LA suggest less concern for LA as it is free from teacher assessment, while WTC's lower means may indicate performance anxiety (Hanh, 2020).

Significance Testing

The results of Repeated-measures ANOVAs are presented in Table 2.

Table 2

Repeated-Measures ANOVAs for LA, SE, and WTC Over Times 1, 2, and 3

Variable x Time 1, 2, 3	df	F	Sig.	Partial Eta Squared
LA x Time	2.00	22.81	.00*	0.19
SE x Time	2.00	11.98	.00*	0.11
WTC x Time	1.81	0.50	.59	0.01

Note. *Significant at $p < .05$.

There was a statistically significant difference between the means for LA and SE at the three different time points, but not for WTC. Paired mean differences for LA and SE between Times 1, 2, and 3 are detailed in Table 3.

Table 3

Paired Mean Differences for LA and SE Between Times 1, 2, and 3

Mean difference		LA	SE
(I) Time	(J) Time	Mean Difference (I-J)	Mean Difference (I-J)
1	2	-0.06	-0.09
	3	-.28*	-.22*
2	1	0.06	0.09
	3	-.22*	-.14*
3	1	.28*	.22*
	2	.22*	.14*

Note. *Significant at $p < .05$.

The significant differences for LA and SE were observed in the second half of the term, suggesting that most attitude changes occurred in the last seven weeks.

During each of the three surveys, the students responded to open-ended items in which they could reflect on their learning processes and motivations. Some relevant responses have been chosen to reflect on the study's research questions. The students'

comments along with which survey they wrote the response to are indicated in parentheses (S1 = Survey 1, S2 = Survey 2, S3 = Survey 3) and Participant ID (P#).

RQ1: Does Learner Autonomy change over time due to instructions in English debate classes?

Learner Autonomy increased significantly, particularly in the latter half of the term. This was facilitated by self-evaluation sheets (Ochi, 2018) and goal-setting (Munezane, 2015).

Initially, some students questioned their high school study methods, finding the new goal-setting approach motivating and helpful. Comments highlighted the effectiveness of self-evaluation in fostering habits and motivation for autonomous study (Pintrich & De Groot, 1990). "Self-evaluation sheet shows how much I study English and that keeps me motivated" (S3P14). Moreover, autonomous study became a habit: "Studying English 10 minutes per day by using TOEIC app has become a habit" (S3P6). Students felt encouraged when teachers showed interest in their self-evaluation sheets, supporting the claim that self-evaluation can support perseverance (Yang et al., 2023; Agawa & Takeuchi, 2016).

RQ2: Does Self-Efficacy Change over Time due to Instructions in English Debate Classes?

Self-efficacy increased significantly over the 15-week term, particularly in the latter part of the course. Participants reported generally positive attitudes about new elements such as goal-setting, writing weekly self-reports, using mind maps, and engaging in short debates.

Initially, students expressed frustration with passive learning methods focused on grammar and vocabulary for entrance exams. They recognized that passive studying left gaps in their language abilities: "I could not speak because I studied vocabulary only" (S1P26).

Despite initial nervousness about learning English without Japanese explanations, step-by-step support from teachers, including setting autonomous study goals (Munezane, 2015), increased their confidence (Carson, 2018; Tian & Macaro, 2012). The use of mind maps supported critical thinking and understanding of arguments, boosting confidence in debates (Khodadady & Ghanizadeh, 2011). Students became aware of their progress and gained confidence in speaking: "Compared to the first day of debate, I can answer back opinion from others smoothly and tell my opinion well" (S3P8). Debates

were found to be motivating and enjoyable, encouraging students to study beyond class requirements and develop valuable skills (Zare & Othman, 2013). "Through the debates, I can now talk in English with friends" (S2P15).

RQ3: Does WTC Change over Time due to Instructions in English Debate Classes?

Willingness to Communicate means increased slightly over time, but the increase was not significantly different from the beginning to the end of the course. This lack of significant improvement might have been due to varying attitudes towards English among participants.

Many participants enjoyed the debates as evidenced in their survey responses. Students found them an engaging way to practice English. "Debate is more interesting and fun than I expected" (S3P94). Some felt that debate opportunities helped them express their opinions more effectively: "Compared to the first day of debate, I can answer back opinion from others smoothly and tell my opinion well" (S3P9). Others appreciated the competitive nature of debates, which motivated them to improve their skills.

However, some students faced challenges. Negative attitudes towards English, time management issues, and resistance to tasks hindered their willingness to communicate. Some felt overwhelmed by the debate requirements and struggled to follow through with preparations. Issues such as lack of vocabulary knowledge, difficulty in arguing positions different from their own, and overall low motivation persisted for some participants. The mixed responses suggest that while debates can be an effective pedagogical tool for many students (Codreanu, 2016; Yip, 2021), they may not suit everyone (Zare & Othman, 2013).

Discussion

Theoretical Implications

The results indicate that both LA and SE can increase significantly over a short 15-week course, whereas WTC showed no statistically significant change, suggesting that a longer time might be needed to observe clear improvement. LA had the highest means and most significant increase, followed by SE and then WTC, which may be due to performance anxiety affecting WTC (Dikmen, 2021; Hanh, 2020).

The qualitative data revealed that while some students reported an increase in WTC, others had negative attitudes that remained unchanged or worsened. This suggests that instructional methods alone may not be sufficient to change negative attitudes.

Pedagogical Suggestions

To make debates more successful, topics should be relevant to students' lives (Li et al., 2023), and complex words and concepts should be explained in both L2 and L1 (Carson, 2018; Swain & Lapkin, 2000). Mind map assignments should highlight the main debate points (Khodadady & Ghanizadeh, 2011), and both linguistic and reasoning language should be practiced in class before debates (Hanh, 2020; Harumi, 2016). Short debates with frequent role-switching and a game-like atmosphere can help reduce anxiety and promote communication (Luo, 2023; Pleasants, 2023) and self-efficacy (Ockert, 2014). Autonomous learning can be taught by allowing students to choose their topics, materials, and methods of study, reinforcing both LA and SE (Ochi, 2018; Carson, 2021).

Limitations and Future Research

Our data was limited to 100 participants from one university. Future research with larger samples and multiple universities could clarify correlations and provide new insights into the WTC model. Mixed-methods research focusing on qualitative data coding could explore participants' reasons for their survey responses.

Conclusion

Both Learner Autonomy (LA) and Self-Efficacy (SE) attitudes can be significantly developed in an L2 debate class. Learner autonomy empowers students to envision and work towards their future successful selves by setting and focusing on clear, personal goals. The process of setting weekly learning targets and tracking their progress provides students with a sense of achievement and satisfaction. Additionally, teacher feedback reinforces their efforts, further motivating them. Students often reported feeling pleased when their private study efforts aligned with classroom activities, enhancing their performance in debates.

Initially, the debate activity may have seemed overwhelming to students accustomed to passive learning. However, by the end of the course, most students reported a newfound confidence in their ability to communicate their opinions in English with their debate partners. This transition from passive to active learning highlights the effectiveness of debate in fostering both LA and SE. While the positive changes in LA and SE were statistically significant, the changes in Willingness to Communicate (WTC) were not. However, the nonsignificant positive trend in WTC suggests that students were beginning to overcome their initial anxiety and reluctance. The challenging nature of the debate activity likely played a role in this gradual improvement. As students became more accustomed to the demands of debating in a second language, their WTC would likely have continued to increase.

L2 debate classes are a powerful pedagogical tool for enhancing learner autonomy and self-efficacy. They encourage students to take control of their learning, set and achieve personal goals, and gain confidence in their English communication skills. While increasing WTC remains a challenge, the positive trends observed indicate that with continued practice and support, students can further develop their willingness to engage in discourse in the L2. Using debates where students prepare their own materials had a positive impact on the development of LA, SE, and WTC, which ultimately contributes to more effective and confident language use.

Acknowledgments

Bio Data:

Yoshie Ochi teaches at Ehime University as a lecturer. Her research interests include interpreting training methods, learner autonomy, second language acquisition, and cognitive psychology. She obtained an M.A. in TESOL at Teachers College Columbia University.

Eleanor Carson, Ph.D. (International Studies, Applied Linguistics, Hiroshima City University) teaches EFL classes at Matsuyama University. Her research interests include the medium of instruction, willingness to communicate, learner autonomy, self-efficacy, international posture, and comparison of online and in-person learning. <ecarson@g.matsuyama-u.ac.jp>

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Appendix A

Survey on Learner Autonomy and Self-Efficacy of Language Learning

This questionnaire is designed to measure the degree of your autonomy as a learner of English; in other words, how much control you have over your own learning of English and self-efficacy of language learning. Please read each statement carefully and choose the response that applies to you. Your responses will not affect your course grade.

Never	Rarely	Sometimes	Often	Always
Strongly disagree	Disagree	Neither	Agree	Strongly Agree
1	2	3	4	5

1	I set long-term goals and plans in learning English.	
2	I set goals and make study plans before I start studying English.	
3	I try to create the conditions under which I can study English best.	
4	If I have a limited amount of time available for study, I decide in what order the things need to be done.	
5	I try to create the conditions under which I can study English best.	
6	I reflect upon what I learned after I finish studying English for the day.	
7	I assess the effectiveness of my English study plans.	
8	I take notes about how much time I spent on my English study.	
9	I am aware of the goals of the English class(es) I am taking.	
10	I sometimes want to ask my teachers and other students for advice about my English learning.	
11	Students can help each other learn English.	
12	If I study English with other students, I also learn from them.	
13	I think I'm a good student.	
14	I'm certain I can understand the ideas taught in this course.	
15	1 think I will receive a good grade in this class.	
16	I am sure I can do an excellent job on the problems and tasks assigned for this class.	

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17	I expect to do very well in this class.	
18	I think I know a great deal about the subject.	
19	I know that I will be able to learn the material for this class.	
20	My study skills are excellent.	

Appendix B

Willingness to Communicate Scale

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate.

(0 = Never to 100 = Always)

_____1. Talk with a service station attendant.

_____2. Talk with a physician.

_____3. Present a talk to a group of strangers.

_____4. Talk with an acquaintance while standing in line.

_____5. Talk with a salesperson in a store.

_____6. Talk in a large meeting of friends.

_____7. Talk with a police officer.

_____8. Talk in a small group of strangers.

_____9. Talk with a friend while standing in line.

_____10. Talk with a waiter / waitress in a restaurant.

_____11. Talk in a large meeting of acquaintances.

_____12. Talk with a stranger while standing in line.

_____13. Talk with a secretary.

_____14. Present a talk to a group of friends.

_____15. Talk in a small group of acquaintances.

_____16. Talk with a garbage collector.

_____17. Talk in a large meeting of strangers.

_____18. Talk with a spouse (or girl / boyfriend).

_____19. Talk in a small group of friends.

_____20. Present a talk to a group of acquaintances.

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Appendix C

Self-Evaluation Worksheet

Class (__)   Student Number (_____)   Name (_____)

	Date	Study Time (Minutes)	Autonomous Study Time/ Content	Debate Score 3>1	Class Performance 5>1	Reflections / Questions (Japanese)
Goal Setting						
1						
2						
3						
~ ↓						
12						
13						
14						
Average						

Learning Contract

I pledge to study English as an autonomous learner, following the above goals.

Date _____Name _____

Appendix D

Micro-Debate Feedback Sheet

Name _____

Turn 1	Theme	Very Good	Good	OK	Not Good	Bad
		5	4	3	2	1

Affirmative	Negative	Judge
Name	Name	Name
Argument	Counter-Argument	Who was stronger?

Delivery/Not Reading	/5	Delivery/Not Reading	/5	Why?
Logic	/5	Logic	/5	
Persuasiveness	/5	Persuasiveness	/5	
Total	/15	Total	/15	