

Pedagogies Proving Krashen's Theory of Affective Filter

Abstract

At the beginning of the second millennium, many university students in Taiwan that are enrolled in Freshman English are still being taught with teacher-centered methods. This study, which was inspired by the author's studies and research in the theoretical arguments of the Natural Approach and Psychological Method put forth by American educator Stephen Krashen, was undertaken for the purpose of evaluating the practical applicability of communicative methodologies in a Taiwan classroom setting. This study especially focuses on the connection between students' interest, self-esteem, attitude, motivation, and the use of various student-centered communicative activities designed to enhance confidence and language acquisition. Through the use of both quantitative and qualitative research methods focusing on learner perceptions of their overall learning experience, the author proves the effectiveness of pedagogies based on Krashen's theory of affective filter.

Keywords

Natural Approach, Psychological Method, Affective Filter, Mood, Motivation, Self-esteem.

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感情濾器教學法，質與量之綜合研究

摘要

在第二個千禧年的今天，許多在臺灣修英文課的大學生，仍舊以「教師為中心」的教學法上英文課。本研究除了探討心理因素對語言學習的影響之外，並且強調美國英語教學專家 Stephen Krashen 曾經提出的「感情過濾學說」與「學生為中心」教學法的重要性。本研究執行於臺灣彰化縣的明道大學，研究目標為估測新式教學方案的實際效果與學生的接受度。本實驗教學重視學生的學習動機、自信、態度與種種學習活動的連鎖效益。經由質化及量化的綜合性實驗方法，本文向讀者呈現出學生支持新式教學法的比率數字與學習心得之描繪。

關鍵詞

自然教學法，心理層面，感情濾器，學習態度情緒，學習動機，自尊心。

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Grace Hui Chin Lin

INTRODUCTION

According to Stephen Krashen (1982, 1985, 1988, 1991), negative emotions are formed through the passive moods, including low motivation, low self-esteem, and debilitating anxiety. Similarly, Rebecca Oxford (1996) also argues that the affective side of the learner is probably one of the biggest influences on language learning success or failure. Accordingly, in order to reduce learners' pessimistic mood and improve their learning motivation, Stephen Krashen (1982), a distinguished professor at University of Southern California, implies that language teachers should create a comfortable, lower affective filter and motivation stimulating study environments, where learners can develop higher self-esteem and greater sense of confidence and fulfillment.

LITERATURE REVIEW

Krashen's (1982) hypothesis of second language achievement consists of five major key points, which are Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis. Based on the fifth point, this study will discuss how the emotion factor would influence students' English learning for a great deal. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in language learning process. It is possible that students would not be able to absorb what they should learn in class because of their teacher's uncongenial manners or classmates' aggressive and competitive attitudes.

In his affective filter hypothesis, Krashen (1982) points out that in Second Language Acquisition (SLA), much key factors of learners' success in language learning should be associated to the student's emotional condition. A language learner's passion of participating the class and confidence from teachers' encouragements can decide the accomplishment of their SLA. Hence, the researcher of this thesis, based on a theoretical statement of Krashen's hypothesis and some chief affective issues manipulating learners' language acquisition mentioned by many scholars (e.g., Dodson, 2000; Pennington, 1996; Schinke-Llano & Vicars, 1993), suggests English teachers in universities of Taiwan have to apply games, songs and films in their classroom. That is, this paper attempts to argue updated pedagogies based on Krashen's theories have to really put into practice in order to enhance adult learners' willing of studying English.

Empirical Study for Emphasizing the Significance of Affective Factor

A Study Conducted at a University of Taiwan

With a purpose to test firsthand and the practical applicability of the instructional methods encouraged by Krashen in his discussion of the affective filter hypothesis, the researcher undertook a teaching project in the fall semester of 2007-2008. This teaching experiment was designed as a series of activities through games, songs, music playing, and movie watching. Ninety-eight freshmen in two classes of MingDao University in Taiwan were led to learn English in a motivating atmosphere, where their teacher tried not to make them feel nervous or anxious during learning English. The class was held once a week for two hours. During 18 weeks, the subjects were taught English through particular pedagogies concerning Krashen's (1982) theory for 36 hours totally.

Subjects of the Study

The samples in this research were freshmen in two different classes, whose English level were intermediate level based on the school's rank. Most of them started to learn English from grade 5 or grade 6 at elementary school, or the first year at junior high school. In their daily life, they sometimes interact in English, especially when talking about terms learned from school.

The population of the sample was 53 individuals in the class on Tuesday, and 45 individuals in the class on Thursday. This course was a required general course for four credits in two semesters (Fall, 2007 till Spring, 2008). In the first semester (Fall, 2007), 98 subjects were taking their first two credits. They were requested to take another two credits in the same course of spring, 2008 to fulfill graduation requirement.

The Research Setting

The freshmen from all departments in MingDao University were separated into 26 classes, according to their scores in an evaluative exam administrated prior to their enrollment. Class A was the highest level among all students; Class Z was the lowest level. In this study, Class A and class P were selected as target students to cooperate with the researchers. Classroom equipments included the use of notebook computers, CD audio playback equipment, and a projector capable of displaying the computer images on a large screen. Students learned in a classroom with 20 desks and 60 chairs.

Procedures of the Experiment

The teacher used games, English songs, and movies in teaching methods, which were designed through the researcher's concern of the affective filter hypothesis. First of all, the subjects were not taught about the detail of affective filter assumption, but they were informed that they would be led toward a more calming and self-assured state of mind as part of the process of developing their English proficiency. Second, the students were tested in order to have their learning results compared before and after training. Third, students

were taught English through games, songs, films and music. Finally, their perceptions of being trained with the new pedagogies were collected and analyzed.

Demonstrations of the Tasks Concerning Affective Filter, Games

Many scholars suggest that game is applicable for English as second language learning. (e.g., Water, 2007) It might help students feel relaxed and feel confident. Although sometimes there is competition among groups, it still has a function of stimulating students' willing in participating in English class. Numerous educators agree that playing games is an influential tool for English learning (Feng, Foo, Kretschmer, Predeville & Elgas, 2004; Rosoff, 2007; Waters, 2007). According to Catherine Collier (1996) "Game can be used as learning activities, reinforcing new knowledge or expanding emerging knowledge and skills. They are experiential activity used with effectiveness in classrooms at all levels of education and training and in a variety of subject areas" (p. 3).

In the first nine weeks, students learned vocabularies and practice reading through games in "Activity Box" edited by Jean Greenwood in 2002, and another textbook "Imaginative Projects" edited by Matt Wicks in 2000. These two books provided a wealth of photocopiable graph materials to supplement the teachers' goal of reducing students' anxiety. Actually these games were motivating and easy to play, which made students interact with peers in a both intellectual and entertaining fashion.

Demonstrations of the Tasks Concerning Affective Filter, Songs

Songs can be used to motivate students in the English-as-a-Foreign-Language (EFL) classroom. Songs develop students' language abilities in listening, speaking, reading, and writing and can be used to teach sentence patterns, vocabulary, pronunciation, rhythm, adjective, adverbs, and so on. Learning English through songs also provides a non-threatening atmosphere in the classroom" (Lo & Li, 1998, p. 8). Several important studies have mentioned the significance of English teaching through music and songs (Beasley & Chuang, 2006; Lems, 2001, 2002; Mclester, 1999; Silliman, 2002).

In this study, the subjects were taught to sing 15 English old songs, which they might be not familiar due to their young age. Before playing the audio disc, students were taught the key words and the contained the more difficult words in the lyrics. The teacher discussed with the students expressions, meanings, and the background stories in the songs and then played the songs for twice. Students were led to sing with the teacher and CD player for the second time. A volunteer was called to do a solo at the end of the song teaching.

Demonstrations of the Tasks Concerning Affective Filter, Films

Playing films in English for students in English is an effective and popular method of teaching English. Especially, when students can read the caption and learn vocabularies, pronunciations, and grammatical structures. According to Wood (1999), "...the use of movies on videotape in the English-as-a-Second-Language (ESL) classroom begins with a brief review of the history and emergence of videotape recordings as a popular technology"

(p. 93). Additionally, O'Donnell mentioned that "videotape recordings of dramas (movie, television programs, and plays) offer a means and an interesting context for developing linguistic knowledge into usable language skills. A good movie provides a self-contained world with language expressed in a visual context" (p. 3). Actually, lots of scholars have ever emphasized that movie do assist to help language learners develop their integrated English skills (Conlon, 1991; Griffin & Sherriffs, 1994; Wood, 1999).

In this study, the instructor distributed the scripts of Shakespeare's "Romeo and Juliet" for students to read. Students had to finish reading this play in the first five 5 weeks. Following, the teacher played the movie on the screen with a laptop. The movie of "Romeo and Juliet" is an updated version, acted by Leonardo DiCaprio and Claire Danes. Therefore, it attracted students and made students feel relaxed and well learned.

METHODOLOGY

This study was conducted through a combination of quantitative and qualitative methods. A quantitative and qualitative investigation would exam a research question more accurately, reliably and authentically.

Through the following research methodologies, students' perceptions of being trained with a special way were investigated and revealed. Instruments of survey questionnaires were applied, and statistical software was used to analyze the data collected. For discovering how much students improved after training, two assessments before and after training were held. For deeply exploring students' thinking toward the updated curriculum design, five subjects were interviewed and their thick descriptions of teacher's new ways of teaching were recorded and conceptualized.

Survey

Quantitatively, survey questionnaires were designed to investigate students' reflections on the non-traditional teaching methods and materials used in class. In ten questions inquiring about the students' feeling toward learning through games, music, songs, and movie, students used Yes/No answer and a short sentence to respond and reconfirm their feeling toward the applied pedagogies. In the very beginning and at the end of the semester, students filled in the forms and their percentages of supportive response of Krashen's (1982) affective filter hypothesis were analyzed and compared. The rates of supportive attitudes were analyzed through Software of Statistics Package for Social Science (SPSS).

Training and Assessment of Reading

Before training and after training, students' aptitudes of comprehending articles and memorizing new words were evaluated through two quizzes. In the first three weeks, before the training through special pedagogies, 98 students were taught through traditional ways with articles from Test of English as a Foreign Language (TOEFL) reading test. Because TOEFL is an assessment that many university students would like to take for purpose of

traveling and studying abroad, most students were glad to learn about it. More importantly, since TOEFL is a test that would cause students' unease, the researcher regarded it as a typical content which test takers need their teacher to train them how to reduce their anxiety when taking this stressful test.

Students were led to read articles from TOEFL reading test without any music, games, songs or encouragement. The teacher read the sentences and explained the meaning of new words in a traditional way. In the third week, the students' ability of comprehending a similar TOEFL reading article and their willingness to memorize the new vocabularies in it was assessed and analyzed.

After students were trained for 15 weeks, they were tested by another TOEFL reading article in the 18th week. After training, their ability of understanding the context of the article and their willingness to memorize the vocabularies were evaluated and analyzed again. The similar quizzes after special pedagogies were for estimating students' learning effectiveness after training by special pedagogies. The scores before and after training were compared through historical graphs and a T-test.

Qualitative Methods: after Filling in the Survey Questionnaires

Five students were randomly selected and asked to put into words their perceptions about the relaxing techniques. Five students expressed their thoughts about the games they played, the activities they practiced, or songs they sang. The students' statements were recorded and transcribed, coded, and described. In the very beginning of the interview, the students were suggested to recall and discuss on one of their favorite activities.

Significance of the Study

This study is significant because countless articles only emphasize the importance of Krashen's (1982) hypothesis of affective filter, but we hardly ever find how students' learning effectiveness would be diverse if they are taught with the pedagogies especially designed for releasing their emotional block. Likewise, we can hardly find reports that reveal the subjects' perceptions that noticeably enlighten English educators how essential the updated pedagogies are.

This study not only reviewed the connotation of Krashen's (1982) hypothesis, but also evidently displayed students' optimistic attitude toward the new pedagogies. This study discovered how the participants of the current university students argued that new ways of language training should be executed for more successful English learning.

Assumptions

The assumptions for this study were as follows:

1. The students might think the ways of teaching associated with Krashen's theory of affective filter was effective and efficient.
2. The students might think the teacher's special way of teaching was not valuable and useful.

3. The students might improve more when being trained through Krashen's (1982) concern of affective filter.
4. The students might have more willingness to attend class when being taught through games, films, and music.

Limitations

1. This study was conducted in Mingdao University in Changhua, which is an intermediate-level university of Taiwan; it cannot reflect the whole population of the Taiwanese university students.
2. The students might not reflect their perceptions in a totally honest way because they might consider their teacher would anticipate their positive attitudes and answers in the survey questions and interviews. Also, they might worry that their negative answer would influence their final grades.
3. The quantitative results analyzed from TOEFL tests might be different if the students were trained through different types of test contents.

DISCUSSIONS OF RESULTS

The result of this combined study displayed that more than 80% students believed that their relaxed and positive attitudes and teacher's interesting ways of teaching and frequent encouragement did enable them to achieve a greater knowledge of English much more effectively.

Result from the Survey Questionnaires (Quantitative Analyses of the Results)

The result of this qualitative study from survey revealed that the activities and pedagogies associated with affective filter were very welcome by the university learners. Most of them pointed out that the pedagogies applied were very relaxing (83%). This indicated the teacher's concern about their learning emotion was essential for students. In the survey, 75% of the students agreed that affective filter is a block in language learning. Ninety-five percents of the students could obviously perceive that the teacher was trying to reduce their anxiety and increase their confidence. Sixty-eight percents of the students felt free to communicate because the teacher would not correct them or embarrass them at all. More than 80% students answered that games, songs, music, and movies were all motivation-stimulating, relaxing and effective pedagogies.

Feedback to the Effect of Music

Sixty-two percent of the students liked to read articles and listen to Bach, Jazz, light music at the same time. Students revealed doing reading activities in the relaxing and intellectual temple is very effective and enjoyable.

Feedback to Playing Games

Almost all students (85%) pointed out that games played in groups of five were interesting and calming. They liked communicating and interacting through playing games

because games made them feel self-assured and easy-going when they need to speak in a foreign language. Several students gave comments in sentences on the survey sheets and revealed that playing games in groups made them feel warm and fun. A student mentioned that playing games assisted him in establishing confidence because he could collaborate with his peers in a friendly way. One student discovered that figuring out how to play a game in groups made him feel challenged, excited, and inspired.

Feedback to Singing Songs

Most of the students (90%) pointed out songs assisted them in learning vocabularies easily. Some pointed out that the words became unforgettable because the expressions in the lyrics were touching and impressive. In questionnaires, several students noted song teaching provided them sufficient words to memorize, which they could learn quickly without checking the dictionary. Their reason was they were able to refer to the meaning of the song in an inspiring way. Some wrote that the beautiful rhythm made them feel pleasant and involved. A student described his feeling toward song teaching as fresh, energetic, and motivation-stirred.

Feedback to Film Viewing

Students' opinions toward movie watching were also positive (81%). Some expressed that plots in Shakespeare's plays became graspable after they watched the films. A student mentioned the movie actor and actress' ways of talking in English inspired him to check the dialogues in the textbook. Another student noted that the dialogues and the charming languages created by Shakespeare stimulated her motivation to buy other of his plays. Overall, students tended to support the pedagogy of film viewing.

Results from Surveys Completed Before and After Training

The following table (1) and figures (1 & 2) address the numerous data collected by the survey sheets (see Appendix) distributed twice before and after training. From the numbers emerging from the analysis of "before training" and "after training" surveys, and the significant difference toward the designed pedagogies before and after using the new pedagogies, we can identify that students tend to more powerfully support the treatments after being trained.

Table1: Summary of the survey study

N=98	No use	Maybe useful	Should be useful	Very useful	Extremely useful
Before	5	16	13	36	28
After	0	1	3	43	51

Two figures revealing 98 students' answers in survey questionnaires

Figure 1: Students' opinion before training

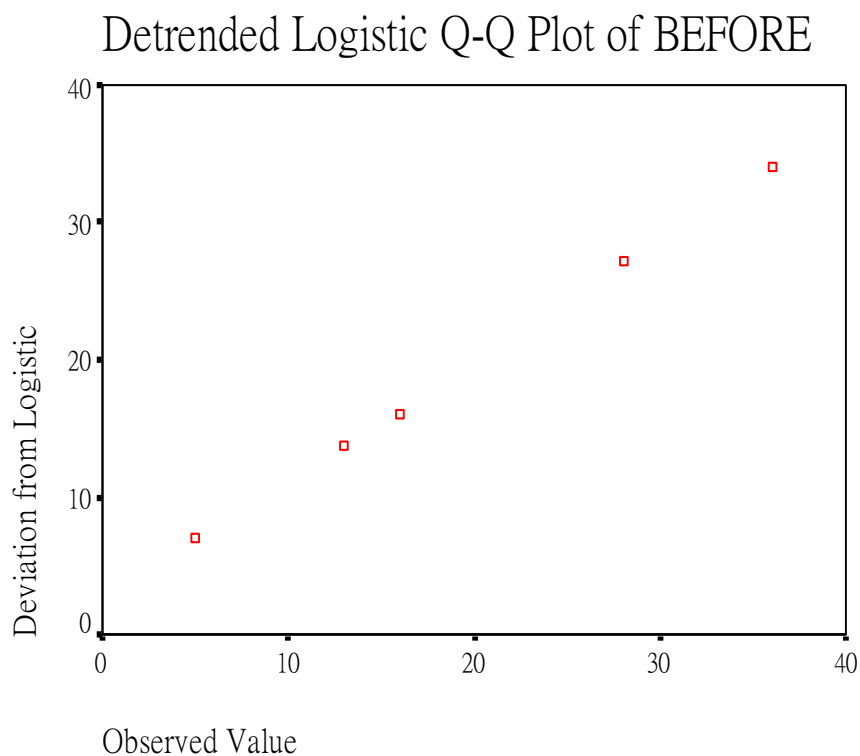
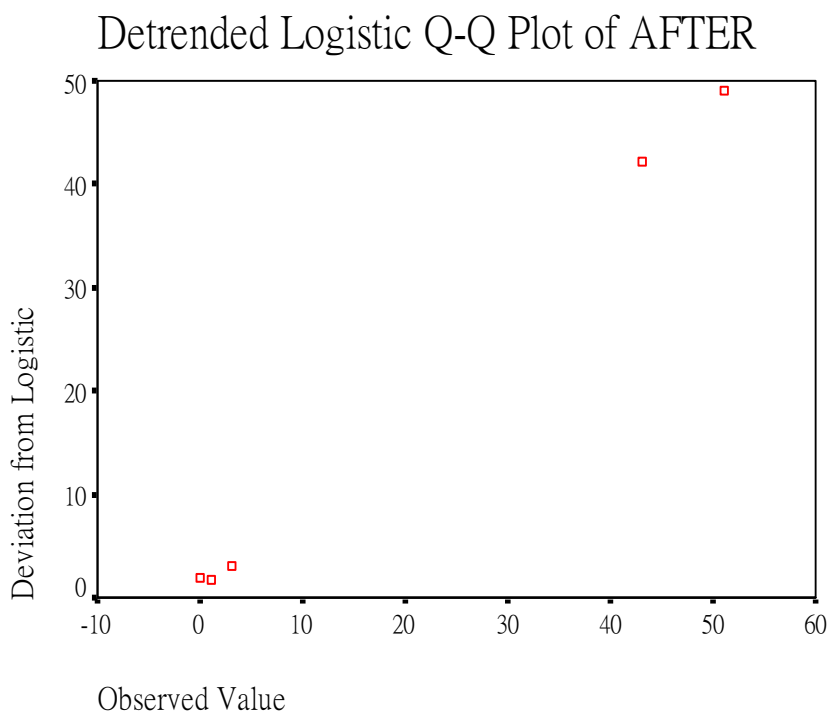


Figure 2: Students' opinion after training



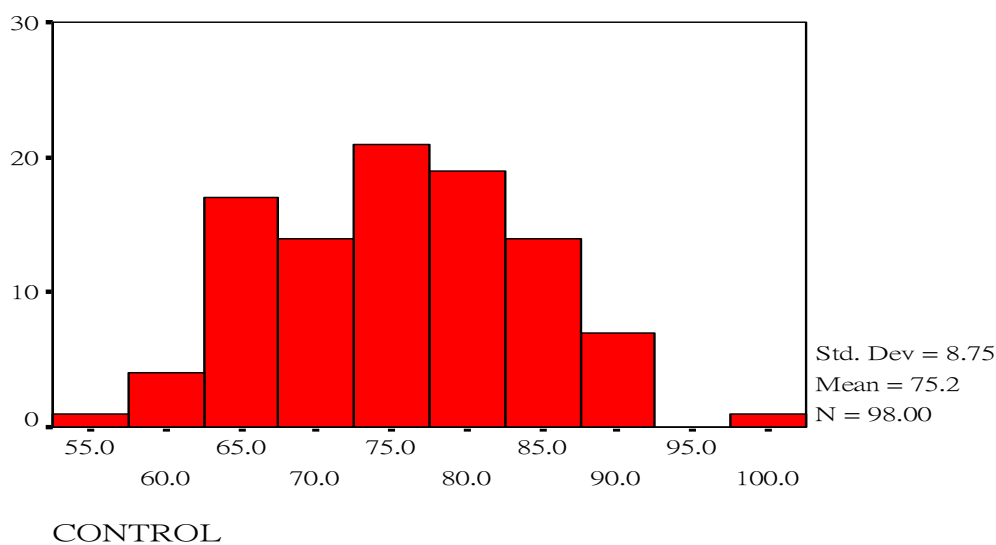
Result of students' grades before and after training through particular methods

Students' abilities of comprehending articles in TOEFL test and willingness of memorizing new words before and after training were significantly different. Without music, songs and teachers' encouragement, students' average score in comprehending articles and memorizing new words was 75.2 point before being trained by special pedagogies. At the end of the 18 weeks of training, significantly different grades were displayed. In a similar quiz, students achieved an average 83.1 point after the effective and enjoyable treatments.

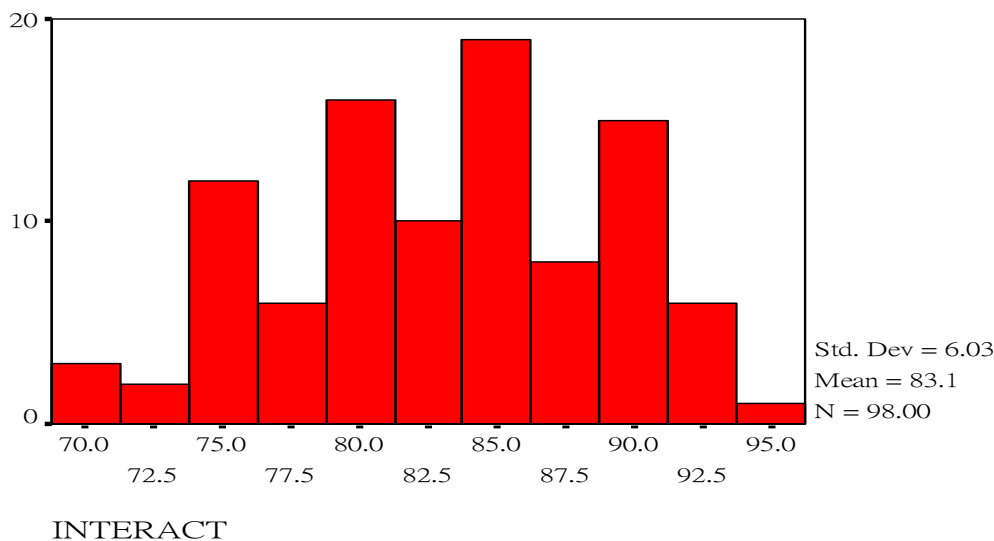
From the histogram graphs 1 & 2 displayed below, we recognize different distributions of the scores without (control) and with (interact) concern of affective filter. For obtaining more accurate result, through a reconfirming T-test analysis examined by SPSS, we compared two means of scores (see Table 2). We found the p-value was close to zero (rejecting the null hypothesis), which indicated a significantly great difference between the achievements before and after training. That is, students' grades would definitely pole apart with and without treatments.

Two histogram graphs revealing students grades without and with treatment

Histogram graph 1 (before training/without treatment)



Histogram graph 2 (after training/ with treatment)



The Paired Samples T Test Compares the Means of Two Variables

Table 2: T-Test Analysis

Compare & Contrast Analysis	N =	Correlation	Sig.
NTERACT & CONTROL	98	.387	.0001

**Result from Interviews of Five Individuals Randomly Found
(Qualitative Analyses of the Results)**

Five participants randomly selected were face-to-face interviewed and inquired to echo their thoughts towards the pedagogies associated with Krashen’s theories based on the apprehension of the emotional block. These five participants were reminded to overtly and frankly disclose their feelings about the activities accomplished during the later 15 weeks. The results from the 90-minute interviews at the end of this study show that all of five students held an optimistic attitude toward the pedagogies connected with the hypothesis of affective filter. For confidentiality of the samples, the respondents’ names were replaced by pseudonyms as Amy, Billy, Michael, Sam, and David. Students’ descriptions for their feedbacks of the treatments are revealed as below.

Firstly, Amy focused on “teaching through games” and explained why she thought it to be an engaging pedagogy of learning English:

I was no pressure in class, because the teacher let us learn English through games. We had played some interesting games. We used a map of a space tour, which I was able to know how each planet in solar system is named. I felt that my classmates were exiting to play the game together. Playing games was challenging and interesting.

Secondly, Billy talked about why he preferred to learn English without using textbooks.

I preferred materials beside textbooks. Textbooks are for preparing examination. Our teacher let us watch many movies, including Shakespeare's "Romeo and Juliet" and "Othello." I learned these stories very easily through watching movies for only four hours. I became able to give comment on these famous plays just because I was able to concern and study hard in class through watching movie. Movie is an art that applies language, music, fashion design, and photograph. I was led to learn language and Shakespeare's literature in a very creative, imaginative and innovative way.

Michael strongly supported teacher's suggestion, "Reading and Listening to Bach at the same time."

Our teacher played Bach's orchestra music with a low volume when we were reading articles. Although we were practicing answer reading questions in TOFEL test, we did not feel nervous. Bach reduced my anxiety causing by examination and low grade. I mean Bach inspired my mind when I was reading. It made my mind clear, and my mood relaxing.

Sam mentioned that he started to look for words in the dictionary because he needed to know the meaning of those words in the lyric in order to sing the song with a right emotion.

I was motivated to check vocabularies in dictionary for reading lyrics of English songs and sing them with a correct attitude. The beautiful music in English songs stimulated me to thoroughly read the lyric and understand its meaning in each word. Singing songs was a relaxing and motivation stimulating way of learning English. In class, teacher (the researcher and the trainer) led us to sing "Heal the world," "Tear in Heaven," and "Green Green Grass of Home" in class. It was very relaxing.

David responded that he felt memorizing new words were not as difficult as before.

Meanings of the words were much more impressed through singing English songs. I won't forget the word's meaning very quickly because I understand the stories in the song. I like to use this way for memorizing vocabularies. I would like to learn more songs in English class.

The face-to-face interviews were conducted in Mandarin and Taiwanese for 90 minutes. The researcher considered that when participants talked in mother tongues, they would more accurately and honestly express their ideas and thoughts. Generally speaking, the interviewed students replied that they hoped they could always use these types of pedagogies to learn.

RELATION TO THE PREVIOUS STUDIES

Previous scholars of language learning had emphasized the alternative methods of teaching and learning. Silliman (2002) had recommended that games of multilevel crossword, puzzles, multilevel dictation, a grammar grab-bag and role play are applicable pedagogies of

English teaching. Saricoban and Metin (2000) have found that songs can develop the four skill areas of reading, writing, listening, and speaking. In addition, “videotape recordings of dramas (movies, television programs, and plays) offer a means and an interesting context for developing linguistic knowledge into usable language skills” (O’Donnell, 1990). The researcher of this study argues that it is urgent and necessary that the Taiwanese English teachers in universities should assist their adult learners to learn English through immersing in joyful and motivation-stirring surroundings, especially for those students who are non-English majors.

INTERPRETATION AND IMPLICATION OF THE FINDINGS

All in all, the Taiwanese university students tended to welcome the modernized way of teaching through Krashen’s (1982) concern of human beings’ affective factor. The students of this study displayed their support for pedagogies of games, music, and movies in a significantly different manner. The finding revealed that the English teachers in universities of Taiwan should adopt more techniques mentioned above in order to stir students’ motivation of learning English and stimulate students’ willingness of attending their English classes that were usually regarded as boring and stressful. In brief, the finding implied that Taiwanese university students should learn in a more effective and efficient way through relaxing pedagogies, such as the ones suggested by Krashen (1982).

RECOMMENDATIONS FOR FURTHER RESEARCH

This study had investigated whether the university English learners would welcome the pedagogies based on a concern of their emotion factors. The results showed that the middle-level learners in Mingdao University did enjoy their teacher’s course design through games, films and music. The researcher of this study regards that some other research projects exploring various types of activities that can stimulate learners’ motivations of studying English could be very significant and urgent.

Moreover, besides games, music, films, what types of learning activities can be considered relaxing pedagogies? Is an hour-long class of English teaching and learning nerve-racking for university students? How much time in a week is the most relaxing and appropriate length for an English class for adult learners? Do all levels of the university students feel the same way? These are all important matters that should be carefully addressed.

In the speedily globalized Taiwan, the current generation of university students needs to make enough progress in English to compete in the international arena. Through the targeted activities based on Krashen’s (1982) theory, learners would gain their right to learn English in an effectual and less apprehensive way. Pedagogies based on Krashen’s principles of learning should make some compensation for less English education of some university students.

CONCLUSION

The updated pedagogies that take the element of emotion into consideration did facilitate language learners' acquisition in English classrooms in this research project. The quantitative and qualitative investigations of this study provided strong evidence supporting the practice of the updated pedagogies concerning Krashen's (1982) hypothesis of affective filter. After completing this research project, we realize that the right pedagogies would predict the language learners' success of acquisition and learning. Consequently, an English educator has responsibility to minimize learners' negative emotions that would cause anxiety or undermine confidence.

It is argued in this study with strong conviction that teachers ought to familiarize themselves with the principles that make up the affective filter hypothesis and put into practice the suggested instructional methods arising from this hypothesis. It has been demonstrated in western classrooms that emotional factors influence how learners acquire knowledge (Berho & Defferding, 2005; Dulay & Burt, 1977; Krashen, 1982, Krashen & Terrell, 1983), but this study now adds evidence of the applicability of these teaching methods focused on learners' emotional states in an Asian, specifically Taiwanese classroom setting. Conclusively, this study indicates that it is absolutely worthy that a teacher spends a longer time in preparation of instructional techniques and various teaching materials that can together encourage and maintain a positive attitude from students and an effective atmosphere for learning environments.

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APPENDIX

Survey questionnaire for investigating the influence of the “Affective Filter.”

1*	Do you feel relaxed in English class? <i>In what ways?</i>
2*	Do you find that your teacher has helped you feel confident and you can learn more? <i>Through games? Movie? Or music? _____</i>
3*	Do you feel anxiety is a block in English learning? <i>Do you ever feel nervous in learning English? When?</i>
4*	Do you feel much better and learn more when playing games in class? <i>Do you feel your motivation of learning English is stimulated through games?</i>
5*	Do you feel watching movie is effective when learning Shakespeare? <i>Do you like the movie of Romeo and Juliet? Did you learn the story effectively and efficiently?</i>
6*	Do you memorize vocabularies easily when learning them through singing songs? <i>Words from Lyric are easier to remember than words from textbooks?</i>

7*	Do you feel free to communicate because your teacher won't correct
7*	<input type="text"/>
8*	Do you feel easier in English class than before?
	<input type="text"/>
	<i>You feel free and relaxed in this English class?</i>
Do you like reading and listening to classical music at the same time?	
<input type="text"/>	
<i>Do you like to listen to Bach and reading English stories at the same time?</i>	
Do you learn much more and feel more relaxed and confident because of games, songs, movies, and teacher's encouragement?	
<input type="text"/>	
<i>Do you feel that teacher makes you learn easily in English class?</i>	
<p>***** Overall, you regard the teaching methods of the teacher to be 1. No use 2. Maybe useful 3. Should be useful 4. Very useful 5. Extremely useful. Based on the level fill in your feeling.</p>	
<p>Negative ← <<<<<<<>>>>>>> → Positive</p>	
<p>1. _____ 2. _____ 3. _____ 4. _____</p>	
<p>5. _____</p>	
<p>Thank you very much for your precious time and honest information.</p>	