

TEACHERS' BELIEFS IN THE USE OF FORMATIVE
ASSESSMENT IN K 13(2013 CURRICULUM)

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Abstract

Keywords:

*Assessment,
Formative
assessment,
beliefs,*

Believe in formative assessment is very important to increase the students' achievement, and to increase not only the quantities of students but also the qualities of them. This research aims to explore the teachers' beliefs in the use of formative assessment based on K13 (2013 curriculum). By using qualitative approach, this case study utilized classroom observations and individual semi-structured interviews with data analyzed. Three Junior high schools English teachers as sample in this research and result of the research showed that basically all the teachers believed in the use of formative assessment to motivate the students' achievement. However, in implementing it based on K13 (2013), it was limited by the students' background knowledge. The findings show that there were gaps between the definitions believed by the teachers to the application of the formative assessment in the classroom.

Kata Kunci:

*Penilaian,
Penilaian formative,
keyakinan,*

Abstrak

Keyakinan pada penilaian formatif sangat penting untuk meningkatkan prestasi siswa, dan untuk meningkatkan tidak hanya jumlah siswa tetapi juga kualitas mereka. Penelitian ini bertujuan untuk mengeksplorasi keyakinan guru dalam penggunaan penilaian formatif berbasis K13 (kurikulum 2013). Dengan menggunakan pendekatan kualitatif, studi kasus ini menggunakan observasi kelas dan wawancara semi-terstruktur individual dengan analisis data. Tiga guru bahasa Inggris SMP sebagai sampel dalam penelitian ini dan hasil penelitian menunjukkan bahwa pada dasarnya semua guru percaya bahwa penggunaan penilaian formatif untuk memotivasi prestasi siswa. Namun dalam penerapannya berdasarkan K13 (2013) dibatasi oleh latar belakang pengetahuan siswa. Temuan menunjukkan bahwa ada kesenjangan antara definisi diyakini oleh guru dengan penerapan asesmen formatif di kelas.

INTRODUCTION

Teaching, learning, and assessing are integrated processes that are very closely related. In that process, the cooperation occurred among teachers and students. It should be noted that the implementation of an effective learning process needs to be supported by teachers who have confidence in the learning they attempt to do. One of the important points that is crucial to pay more attention is about teachers' beliefs. It is related to the theory that teachers' beliefs not only influence the way teachers teach but also affect how to assess the learning of what students learn (Muñoz et al., 2011). For this reason, it is very important for researcher to know the extent to which teachers believe in formative assessment especially for the Private Junior high school in Tembilahan. The other reasons are to increase the students' achievement, and to increase not only the quantities of students but also the qualities of them. The expert said that there was an evidence that teachers' beliefs on teaching and learning become an impact on the way they teach and evaluate learning, and on what students learn. Williams and Burden (1997) declared that teachers' beliefs about learning languages will have more impact on their class activities than a specific methodology they are told to follow. It is therefore important to give fully attention to the teachers' experiences that they have and how they affect teaching and learning.

Beliefs in formative assessment is one of the solutions to improve students achievement in order to be able to compete with the other students. So automatically it also gives an effect to the students' achievement and motivation. Unfortunately, the lack of teachers' beliefs creates barriers in the process of discovering students' talents and abilities. Because of that, it is imperative to understand teachers' beliefs about and its use in the classroom. If the teachers utilize formative assessment, the students' process in learning may be positively impacted, academic gains may be realized, and performance gaps may close. On the other hand, this focus on teachers' behavior that has been subject to criticism that focused among other things on the lack of attention given to teachers' own beliefs about and attitudes to teaching and the subjects they teach, arguing that these deeper structures are more important to teaching quality.

Based on the preliminary study, it was observed that formative test occurs during teaching and learning process, but the teacher sometimes took the formative test based on the student's task or homework. It was also recognized that sometimes the teacher did not return or give back and inform the students' answer paper of the formative test, whereas the role of formative test helps the students identify their strength and weaknesses. So, knowing the result, it encourages the students to study more in order to achieve targeted standard achievement. The teacher sometimes did not give the feedback in order to help to assess students' prior knowledge, facilitate conceptual learning. In other hand, the role of formative test is to measure competencies, attitudes, skills and knowledge.

Therefore, this case study explores how teachers' beliefs in formative assessment. Specially, in private junior high schools, this study hopefully can deeply explore about teachers' beliefs because basically the beliefs held by the teachers are not entirely in accordance with what they are applying in the classroom. Then, it can be said that if formative assessment practice relies on teachers' beliefs about the nature and goals of assessment for learning, it is necessary to identify such beliefs in order to arrive and shared understanding of formative assessment and to see if there is disagreement between teachers' conceptions and the assessment initiatives promoted by the institution of the new developments in the fields.

The Nature of Assessment

Assessment is central to teaching and learning, it gives benefits for both teachers and students (Rukmini & Saputri, 2017). The data of assessment is required to make informed decisions about the learning skills of students, their placement at acceptable levels, and their achievement. According to Sadler (2005), evaluation refers to the assessment of the overall performance of students and the generation of expectations about their learning and output education, including consistency or achievement in tasks such as examinations, programs, reports, and exams.

As Palupi and Sulton (2017) based on the practical process, the Authentic Assessment is divided into two; Summative and Formative. Summative

assessment refers to when teachers summarize the learning of students at the end of a teaching period, then they may use, not have to, provide the input information (formative evaluation) to strengthen teaching and learning. Although formative took place mainly during teaching and learning itself, teachers rationalize their assessment sheet to solve the dilemma that students might have and use that data to facilitate the next phases of learning. Formative and summative assessments are some unique methods for so many assessment theories that live. In reality, their presence as a theory cannot be used technically and effectively before their creation is modified by teachers.

Formative Assessment based on K 13 (Curriculum 2013)

Based on K13 the use of formative assessment can be an efficient and reliable method for teachers, school administrators and curriculum designers to provide valuable information for the growth of ELL (English Language Learners) learners. In the process of assessing the students, an application of Formative Assessment focuses on students' performance. As we understand, measuring the success of learners is part of the everyday routine of teachers when teaching and learning is administered on school days. Focusing about formative assessment, as Brown and Abeywickrama (2010) clarify that the use of formative assessment which indicates to evaluate students skill in the process of learning , give positive effect for the teachers to help them delivery the knowledge students in order they can internalize it for future learning progress.

Formative Assessment

Black and William (1998) note that Formative evaluation involves both instructor and student experiences that include knowledge to be used as input to change the teaching and learning activities in which they are involved. First; Clarifying, understanding, and sharing learning intentions, second; Engineering effective classroom discussions, tasks and activities that elicit evidence of learning, third; providing feedback that moves learners forward, fourth activating students as learning resources for one another, then the fifth; activating students as owners of their own learning.

Teacher's Beliefs about Formative Assessment

The evidence shows that teachers' beliefs not only influence the way teachers teach but also affect how to assess the learning of what students learn (Muñoz et al., 2011). Assessment is guided and influenced by many factors. One of those factors is teachers' beliefs about the nature and goals of assessment. Generally, as Rocane (2015) states that every teacher has a belief. It can influence the way knowledge is acquired, the students' actions, as well as the way of thinking and behavior. Specifically talking about assessment, Pandhiani (2016) states that teachers' beliefs are very important as they inevitably affect their assessment practices.

Types of research about the belief of teachers in formative evaluation show how these values communicate with evaluation in the classrooms. The integral components of formative assessment are the teacher and the student (Black & Wiliam, 2009). It is known that formative assessment has a direct impact on student learning and achievement, so the teachers must utilize this intervention with their students. As Pandhiani (2016) said the majority of the teacher (90%) agreed that formative assessment gives feedback to the learner about his/her performance and learning. Classroom evaluation is guided and influenced by many variables. One of these considerations is the views of teachers on the essence and priorities of evaluation. Therefore teachers' belief about formative assessment can be promoting and enhancing learning, and teaching, while providing all those participating in the appraisal process with a basis for reflection, debate, and input.

METHOD

Considering teachers' belief in this research applies the qualitative approach which has the characteristic of natural (natural setting), and source the data directly. In this approach the process is more important than the results. Creswell (2012) notes that qualitative research is ideally suited to solve research issues that need to be explored by its variables, considering belief as a value in this case, the qualitative approach is acceptable for this research to be applied.

The research uses the case study approach to explain teachers' belief about formative assessment as assessment for learning. Creswell (2012) describes that case study occurred when the researcher conducted the exploration of a single entity or phenomenon (a case) that is limited by time, activity, and collection by detailed information using various data collection procedure during the time. In order to get the data for this research, the researcher employs two research instruments. The first instrument is observation and interview guidelines.

To find out the teachers' beliefs about formative Assessment, the researcher uses observation. What actually accrued during the gathering data in classroom, the researcher writes observation notes and records the classroom observation. Observation notes will cover the detailed picture of a condition that has been observed, according to Ary et al (2010).

The participants of this research are divided into two; Population and sample. According to Craswell (2012) the population is the groups of individuals having one characteristic that distinguishes them from one group, in this case the researcher choose private junior high school. To find deeper understanding about teachers beliefs about Formative assessment, the researcher choose the English teacher who have taught and apply the k 13 in the process of teaching and learning.

FINDINGS AND DISCUSSION

Findings

The findings about teachers' beliefs in the use of formative assessment based on K 13 (2013 Curriculum). To get accurate data, the study creates a clear explanation and description of the data, based on the real data.

Table 1.1. Research's Findings Organization

| No | Research Questions | Method of Data Collection | Themes |
|-----------|--|----------------------------------|--|
| 1. | How do teachers define about formative assessment? | - Interview | 1. Conception of formative assessment; - interpretation - Understanding - Judgements of truth or |

| | | |
|----|--|--|
| | | falsity - Evaluation - Action. |
| 2. | How are the teachers in the classroom applying the formative evaluation? | - Observation 1.General application -Implementing formative assessment 2. Learning activities -Integrated to five effective formative assessment |
| 3. | What are the teachers' beliefs about formative assessment related to their way in implementing it in the classroom | - Interview - Observation 1. Teaching experience 2. Teacher motivation |

Teachers beliefs in formative assessment

There are some indicators that are focusing related to beliefs. The definition of beliefs itself, as Pajaras (1996) in Karim(2015) has mentioned that belief is an individual's judgment of the truth or falsity of a proposition. In addition beliefs also representation of the truth that includes interpretations, preferences, and attitudes that allow diverse and distinct types of experience to be rationalized, including evaluation, that's why the indicators of teachers' beliefs in this research are; Interpretation, understanding, judgement of truth or falsity, evaluation, and action. Research finding in the interview focused on teachers' interpretation on formative assessment, teachers' understanding on formative assessment, teachers' judgment on formative assessment, and evaluation.

Based on the results of the interview, it was found that in general, the teachers' beliefs in formative assessment was still limited. Specifically, most of the private teachers in Tembilahan had different interpretation, understanding, judgment, and evaluation on formative assessment. The limitation of their opinion related to their beliefs because the obstacles and difficulties faced was inseparable from the limitations of the basic knowledge of students disciple himself, then the lack of knowledge from the teachers themselves regarding their understanding of the meaning of formative assessment made them tend to be monotonous in applying it in the classroom.

However, Based on the teachers' opinion about the formative assessment, almost all teachers tended to think that formative assessment is how to assess the students. The teacher focused how to evaluate students speaking, listening, reading and writing without taking care of how to overcome the students problem faced in the learning process. It can create that the real purpose of formative assessment cannot be reached to the maximum.

Teachers' Practice of Formative Assessment

By doing an observation among three English teachers, the researcher had done three times of classroom observation, and the observation was done by zoom meeting. Teachers chose a class to be observed and the dates for observation. The researcher used observation note while doing a classroom observation. The observation's data were taken from classroom observations which were categories as five effective strategies that were used by the teacher to support the effective formative assessment (Black and William: 1998). Those effective strategies are;

1. Clarifying, understanding, and sharing learning intentions

In implementing formative assessment in the classroom, the first effective strategies must focus on learning target that consisted of the way teacher clarifying, understanding, and sharing learning intentions to all students in the process of teaching and learning. It means that both teacher and students tried to make clearly understanding how success was defined. A teacher, who demonstrated to master level by clarifying, understanding, and sharing learning intention to her / his students' states, writes and restates objective(s) throughout the lesson.

2. Monitoring: engineering effective classroom discussion and questions

A good teacher must create an effective classroom discussion and questions because this is one way to stimulate the students to be enjoying in learning activity (Black and William, 1998). In this research, the teachers were observed as practitioners for all of the observations. They generally used questions effectively, It can be seen from three times of observation only the teacher used classroom discussion when students did not realize on the lesson.

They helped them to realize it by asking to the other student's first to find the answer, and then they discussed it together to find the right answer.

3. Feedback: providing feedback that moves learners forward

Feedback generates allowed the teacher to determine any areas of misunderstanding and find another solution to solve it. Providing feedback while the process of teaching and learning in this observation, the researcher focuses on how the teacher involved the meaningful feedback to assist learning. In this case all teacher actually implemented the questioning generates feedback, asking the students weather they understand about the lesson or not.

4. Self- Assessment: Activating Students as the owner of their own learning

The students need to become owners of their own learning. Guide the students to be aware of them in their learning, and it is important to motivate the students to be active in the learning process. It can be seen from the way teacher tries to involve the students in learning process. This process was also recognized the importance of students measuring their own ability while learning. Therefore if the teachers skipped this process automatically it was hard to get the successful of the learning which was applied to the whole students and not only to some of the students.

5. Activating Students as Instructional resources for one another

Guiding the students to be interactive from one to each other, it is very important to create active classroom teaching and learning. In this point the teachers actually try to make students to be interactive to from one to each other. Sharing information among students is one way to make students involved each other.

Discussion

How do teachers define about formative assessment? In this study, it was found the data that defined formative assessment as the process of assessing the students during the process of teaching and learning occurred in the classroom. The process itself focuses how teachers try to involve all of the students to be aware of the teaching and learning process. The assessment here means that all of the process

of assessing the students has function to motivate or improve the students learning ability and to re-check about the next step that teacher needs to do for providing the students' need that assists learning. Keeley, Eberle&Farrin(2005) state that formative assessment can be described as an evaluation that is done for teaching and learning and does not aim to give a grade. After doing the classroom observation and interview, the data exposed that all of the teachers have limited definition about formative assessment. They tend to focus more about how to assess students, concentrate only about how students get the grade around the learning process and sometimes they do not care about the students' feedback. Actually, the term of feedback is also very important in that formative assessment. It functions to know how students involved in the learning activities, how far they understand or master to the lesson. Ignoring feedback while learning activities, it can create failure to achieve the successful of teaching and learning. Accurate feedback helped students to improve their ability in learning process. Classroom observation also showed that the involvement of students is uneven. Questioning and answering the question among teachers and students only focus to the same students not for all the students, because when teacher asked a question the same student will answer the questions.

How do the teachers implement the formative assessment in the classroom?

Every teacher had his/her own beliefs in formative assessment. It involves both instructor and student experiences that include knowledge to be used as input to change the teaching and learning activities in which they are involved(Black& William, 1998). In the real case,implementing formative assessment in the classroom can be seen as the way teachers implemented their beliefs by doing actions to prove how they were strongly beliefs in formative assessment because the way teacher taughtwas influenced by the teachers' beliefs. However, as researcher discussed before having different opinion about formative assessment made teacher had different way in implementing it. Practical assessment is one of the most focused by the teachers. They tended to think that formative assessment specially focuses on speaking ability. One of the most important aspects in implementing formative assessment that teacher forgot is feedback. Almost in

observation the researcher was very surprised that not all teachers used accurate feedback to their students while teaching and learning. The teachers forgot that the real meaning of formative assessment is how the teachers can assess the students and gave the solution to solve the students' problems while the process of learning, because the point of formative assessment not only focused on the students' grade but also how students got their solution about the problems that they faced in learning process.

What are the teachers' beliefs about formative assessment related to their way in implementing it in the classroom? Generally, all of the teachers' beliefs in formative assessment as what Muñoz et al (2011) has stated that teachers' beliefs not only influence the way teachers teach but also affect them how to assess the learning on what students learn. Pandhiani (2016) also states that teachers' beliefs are very important as they inevitably affect their assessment practices. Based on the data that is gained by the researcher it is like as mentioned before that all the teachers really appreciated on the formative assessment and all of the teachers' belief that by using formative assessment students could be motivated. The different way that was done by teacher is because the different background knowledge for each student; students' interest and student's motivation is different one to another. Data observation showed that in the classroom all teacher assessed the students usually after the end of the lesson, the assessment had function to evaluate the students only, not for measuring the students to know how far the students mastered the lesson. This evidence can be seen from how teachers treated students in the class. They did not focus to the all of the students and did not involve all of students in the process of teaching and learning.

CONCLUSION

It concluded that the teachers defined the formative assessment is how to assess their students in the classroom, they tend to focus how to test the students' skills such as; speaking, listening, reading, and writing. In reality, they were not so conscious about how to plan the feedback during the teaching and learning process based on data observation. Basically, all teachers believed in the

formative evaluation, they believed that it could inspire students during the learning process because there was student evaluation in that process that could stimulate students how to get grade in their learning, but in reality it varies from the concept of the teachers with the style of teachers in teaching. The conditions occur because, technically, the situation was often slightly different.

Secondly, every teacher had his/her own beliefs related to formative assessment. The way they implemented formative assessment in the classroom which can be seen as the way how they are implementing their beliefs in teaching based on the way their assessed the students. In the actual case, the application of formative evaluation in the classroom can be seen as the implementation by teachers of their beliefs in formative assessment. Like as researcher discussed before having different opinion about formative assessment made teacher also have different way in implementing it. The numerous facts induced by several types of reason; the behavior of the students, the interest of the students, and the more basic awareness of the history of the students to pursue the 2013 curriculum-based policy.

The third, it was also concluded that based on the data all teachers really appreciated on the formative assessment and all of the teachers' belief that by using formative assessment. students could be motivated. However, the different theoretical between the teachers' belief is caused by the different background knowledge for each student, and it was sometimes also caused by the limitation of teachers' understanding on formative assessment itself, made all of the teachers still did not aware how broad the meaning of formative assessment to increase the educational system, it increased not only the students' motivation in learning but also the students' achievement. That's why the teacher's beliefs on formative assessment just focused how to assess the students especially at the end of the lesson. The teachers still did not realize how important the learning process to the students. It needs to be known basically that every learning process give a big effect to the students achievement, because from the process itself the students' can know; what are they strengths and weaknesses, what have they seen their improvement, and how to solve their problems while the learning process.

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