The present study aimed at making inquiries about the relationships between Iranian EFL students’ learning approaches, and their preferences for different modes of assessment. A sample of one hundred and ten junior and senior EFL students majoring in English Translation and English Literature at Shahid Bahonar University of Kerman, participated in this study. Participants were both male and female. In order to gather required data, two questionnaires were used: The Revised two factors Study Process Questionnaire (R-SPQ-2F) by Biggs et al. (2001), Assessment Preferences Inventory (API) by Birenbaum (1994). As the results showed; first, deep learning approach had significant positive relationships with both summative and formative assessments; second, surface learning approach had significant positive relationship with summative method of assessment.

Keywords:
Learning approaches, Deep and Surface learning approaches, Assessment preferences, Summative and Formative assessment

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