

Studying Iranian EFL University Teachers' Conception Regarding Formative Assessment

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Abstract

No one can deny assessment's role in academic achievement of the students. A type of assessment which has recently been a focus of attention is formative assessment. However, variety of reasons can contribute to absence of formative assessment in language classes. The main objective of the study is therefore to find out the perception of Iranian EFL teachers' at university level about using formative assessment in language classes. In addition, the researcher wishes to know what kind of formative assessment, if any, is preferred and used by these teachers. This knowledge can help policy makers on EFL Context in Iran. Accordingly the findings of the study revealed that most language teachers in universities in the context of the study hold a positive view for formative assessment and find it useful both for themselves and for the students. Nevertheless much attention is still required to variety of formative assessment by teachers as well as teacher trainers even in other levels of education besides university level.

Keywords: "EFL", "Iran", "Teachers", "Formative Assessment"