

THE CBA CURRICULA : BENIN EFL TEACHERS' BELIEFS ON FORMATIVE AND SUMMATIVE EVALUATION

Arlette J. Viviane Hounhanou

*Maître Assistant de Didactique de la Langue Anglaise
FLASH /UAC*

&

Codjo Charlemagne Fanou

*Maître de conférences des Universités en Didactique des Langues (Anglais)
ENAM/UAC*

ABSTRACT

This study explores Benin EFL beliefs on the two forms of evaluation : formative and summative. Both forms of evaluation are important in teaching adjustments, in determining priorities and addressing learners needs and interests as the main objective. Black(2004). The study was conducted in two EFL classes of Ouémé regions in Benin republic. Six EFL teachers, and 106 EFL students of upper sixth forms(Terminales) were involved in this study. The data include interviews with Educational Facilitators (Animateurs d'Etablissement/AE), school board educational administrators, Educational Advisors (Conseillers Pédagogiques /CP) and Schools Board Administrators at the departmental division of secondary education. Questionnaires were addressed to EFL students and class observation was also used. The study indicates that EFL teachers need empowerment in making decision in their own classes owing to a certain number of constraints. The study also shows that there is a need to revise test administration strategies in Benin secondary schools.

KEYWORDS : CBA curricula, formative, summative, evaluation.

Introduction

Great achievement and success are subjected to tests and evaluation. In fact, evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. In a more elaborate way, evaluation is the process of gathering data, more specifically, evaluation is the way instructors gather data about their teaching and their students' learning. Hanna & Dettmer. (2004). Evaluation has many purposes. The main purpose of classroom evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned. This research study focuses on two types of evaluation : formative and summative evaluation. Formative evaluation is considered to be one of the most influential ways to improve teaching and learning processes. This type of evaluation is conducted to assess students' understanding learning needs, and learning progress concerning a particular unit of learning materials. Formative evaluation can help teachers identify the areas of students' difficulty in understanding the learning materials acquiring the essential skills that they need to achieve the learning competence (Ruiz-Primo & Furtak, 2007, Newton 2007). Regarding summative evaluation, it is an over all evaluation carried out at the end of a term, chapter or unit. Summative evaluation is to determine at a particular point in time what students know and do not know. Summative evaluation is an accountability measure that is generally used as part of the grading process. It is a means to gauge, at a particular point in time student learning relative to content standards. The Competency-Based Approach is a teaching approach which

puts a great stress on competencies. It is the teaching/learning/assessment model which lies on cognitivism, constructivism and socio-constructivism. According to Lasneer (cited in Guerin, 2000), it is a theory through which the learner is the main actor ; he builds his knowledge methodically. In the context of CBA programs, formative and summative evaluation should be viewed differently. The Competency-based approach in EFL teaching require three disciplinary competences : disciplinary competence CD1, disciplinary competence CD2 and disciplinary competence 3. They correspond respectively to listening and speaking(CD1), reading a (CD2), and writing (CD3). This research study focuses on the beliefs of EFL teachers about formative and summative evaluation and more specifically its application in the context of the CBA curriculum. It is hoped that educational specialists and Benin curriculum designers will rethink the issue by finding solutions to overcome the barriers related to evaluation.

1-Literature Review

This review focuses on four different rubrics. The first one is in the importance of evaluation, next, the reesearch will explore the two types of evaluation and their objectives : the formative and the summative evaluation. Thirdly the definition of the CBA curricula, and its characteristics. Finally the review will analyse some aspects of the two types of evaluation in the context of the CBA curriculum.

Definition of terms

Evaluation in Teaching and Learning Process |

Evaluation has been defined by many scholar. Simply defined, it is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know , understand, and can do as a result of their educational experiences. Lewy, (2000 :13) defined evaluation as the provision of information for the sake of facilitating decision making at various stages of curriculum development. Classroom evaluations are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Evaluation also give teachers useful information about how to improve their teaching methods. Evaluations are linked to language teaching methodology programs outcomes, language teacher competencies. It can serve many different policies and can come in different forms. Evaluation has been perceived as the responsibility of the specialists. It is important to know how to evaluate English language learners' progress. Without evaluation it is impossible to know whether learners have learned, wheather teaching has been effective, or how best to address student learning needs. The overgoal of evaluation is to improve students performance and achievement. Information gathering about students include different kinds of evaluation: Formative and Summative evaluations. Both types of evaluations allow teachers to make adjustments and revision. Teachers are required to have a good understanding of formative and summative evaluation. The understanding will certainly affect their ability in determining the follow-up actions that they need to do to improve their students' learning achievement and develop their professional teaching practices.

Formative evaluation

Formative evaluation is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. Formative assessment is more valuable for day-to-day teaching when it is used to adapt the teaching to meet students' needs. It helps teachers to monitor their students' progress and to modify the instruction accordingly. It also helps students to monitor their own progress

as they get feedback from their peers and the teacher. Students also find opportunity to revise and refine their thinking by means of formative assessment.

The main objective of formative evaluation is intended to give feedback to the teachers on learning materials and teaching techniques in order to be more successful in teaching, and the students related to instructional processes and to oversee the gaps between the learning process and the desired learning outcomes (Elliott & Yu, 2013, Good, 2011). Teachers' understanding of formative evaluation includes their understanding of the nature of formative evaluation. The characteristics and principles of formative evaluation ability in giving feedback properly requires that students know about their learning progress so that they can modify their learning style to improve themselves. The concern in education is whether students attain the objectives of the course of study or curriculum, scope and sequence. Objectives refer to goals of a course of instruction. Formative approaches should be conceptualized as part of a comprehensible system in which all components work together to facilitate learning. In Dictionary of Language Teaching and Applied Linguistics, two different types of objectives are distinguished.

1-General objectives, or aims : they are the underlying reasons for or purposes of a course of instruction. They are also called long-term goals.

2-Specific Objectives or simply objectives are exactly what a learner is expected to be able to do at the end of a period of instruction. This might be a single lesson, or a chapter of a book.

Summative Evaluation

Summative evaluation can be simply defined as a means to gauge, at a particular point in time student learning relative to content standards. Summative evaluation are to determine at a particular point in time what students know and do not know. Summative evaluation is an accountability measure that is generally used as part of the grading process. Summative evaluation are given periodically to determine at a particular point in time what students know and do not know. Many associate summative evaluation only with standardized tests such as department evaluation, but they are also used at and are an important part of national and classroom programs. Summative evaluation at the classroom level is an accountability measure that is generally used as part of the grading process.

Summative evaluation seeks to make decisions about the worth of different aspects of the curriculum. It is concerned with determining the effectiveness of a program, its efficiency, and to some extent with its acceptability. It is conducted after a program has been implemented and seeks to answer if the course was an effective one and whether the students have really learned. The other aspect is in the objectives. Were they adequate ? The time spent on each unit, and the teaching methods used are also important in summative evaluation

Definition of competency

The concept of competency involves in general an idea of being good at doing something. The new Oxford Advanced Learner's Dictionary (2005 : 294) defines the term competency as the "ability to do something well". Dobson (2003 : 62) considers the term as synonymous of competences. For him it is the ability to perform tasks and duties to the standard expected in employment. For Blakemore (2008 : 2) competency is a skill performed to a specific standard under particular conditions. It is the results from breaking down a job or role into the specific and observable skills that are needed to do it well. A number of scholars also define the word

as a combination of skills, knowledge and attitudes required to perform a task to the prescribed standard.

Definition of the Competency-based Approach

Richards and Rodgers (2002 :141) defines the CBA as “an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBA address what the learners are expected to do with the language. The focus on outputs rather than on inputs to learning is central to the competencies perspectives.

Characteristics of the CBA programs

The main characteristic of the CBA is the focus on learning and students activities (learner’s centered) rather than on the teacher’s role. The CBA is also socio constructivist approach based on training students to construct their own knowledge to be able to use it in the daily life. The main features that are included in implementing the CBA syllabus are :

-a focus on successful functioning in society : It aims to give students a chance of learning with themselves to encounter problems in the society. The focus is centered on life skills and the outcomes are made explicit. They are decided by both learners and teachers. A great emphasis should be perceived through a continuous and ongoing assessment. Evaluation is the important integrated part in implementing the CBA which considered not only in exam but also in an ongoing instruction. The CBA is also related to Bloom’s taxonomy classification of the different objectives that educators set for students. Chelli, (2010 :74). The objectives are summarized into six levels :

- Knowledge : the learner recalls previous knowledge
- Comprehension : the ability to recognize and to understand the meaning
- Application : The ability to exploit new knowledge in order to solve problems so the learner implements new knowledge in new situation.
- Analysis : the ability to divide information into parts and to examine them in order to achieve a good understanding.
- Synthesis : the ability to construct new knowledge from collecting several parts of information
- Evaluation : the ability to judge new information.

Formative and Summative Evaluation in a Competency-Based Approach

The teacher has a great role to play in the conception of the CBA programs. The teacher is judged on his/her ability to manage the contents of the curriculum. Teachers can evaluate language to find what students have learnt. Teachers may evaluate the four language skills to find out what learners can do exactly. There should be an emphasis on the integration of the four skills (listening, speaking, reading and writing) in class activities to ensure good coverage of these skills. The teacher should have content knowledge, well plan and good strategy teaching and learning. Dealing with feedback, teachers have to take responsibility for their students’ learning. Making and correcting errors should be seen as part of the learning process. Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. EFL teachers should ensure that there is sensitivity and flexibility in error correction. Correction should be viewed as a gentle one. Evaluation in the context of the Competency-Based Approach should be in line with the communicative approach. This means that it should be meaningful and relate validity and reliability to classroom learning and teaching. Teachers

should then test what they teach. Teaching should not be a permanent testing. Learners should be aware of the wash back effect of any assessment written/oral.

2-purpose of the study : The purpose of this research study is to explore the beliefs of EFL teachers on the two types of evaluation : formative and summative. Basing on the purpose of the study the following questions were formulated to guide the research :

Research question 1 : How do EFL teachers perceive formative and summative evaluation ?

Research question 2 : How do they carry out formative and summative evaluation in their own classes ?

Research question 3 : How can both evaluation improve EFL learning ?

3- Research Methodology

The main instrument used to collect data in this research study was a survey (see Appendix page). Questions from the survey were constructed from existing research on seasons and school calendar and its impacts on academic results. The survey was designed to measure the extent to which teachers agree or disagree with statements from the research. Questionnaires intends to guide the decision making process for the curriculum specialists in designing school calendar and delivery of curriculum at the national level. Interviews were also directed to learners and Schools administrators especially Pedagogical Advisers (PA). Finally classes were observed during the two main seasons : the rainy season and the dry season. The researcher has considered the two semesters of the whole year to collect reliable data. The reseacher observed moments of the class activities and took notes in the observation checklist. In an attempt to generate data to answer the research questions the researcher studied various documents which included the class attendance register, and the text register. Attention was especially focused on attendency and the level of progression in the program.

3- Material for data collection

Data were collected through a questionnaire. Questionnaires were addressed to EFL teachers ? The main rubrics of the questionnaire was concerned with the number of evaluation administrated each term, the feedback, the adequation of the content and the instruction, and the results of evaluation. Interviews was concerned with Educational Facilitators (Animateurs d'Etablissement/AE), school board educational administrators, Educational Advisors (Conseillers Pédagogiques /CP) and Schools Board Administrators at the departmental division of secondary education. Finally class observation was used to measure the way EFL teachers use formative and summative evaluation and their representation on the two types of evaluation.

4-Findings and data Analysis

Findings from Questionnaire

The results from questionnaire have shown that the number of tests administrated per semester is two. Four out of six teachers provide feedback on time. This result correlates with teachers perception on the two types of evaluation. The researchers assume that the size may be one of the reason for them not to stay on time. On remediation only a teacher out of six thinks about working on it. All of the six teachers agree on the matching of contents and evaluation. On the ground researchers discovered that those results did not correlate. Nevertheless they all agree on the impact of classroom size on the evaluation. Four teachers cite the other types of evaluation, that is diagnostic evaluation, criterion-Referenced evaluation. Three use formative

evaluation to collect information for decision-making ; Three also use formative evaluation to diagnose weaknesses so as to improve ; four teachers out of six use formative evaluation as regular as possible ; two use it once in a while ; three use it to provide feedback to students ; a teacher uses results of formative evaluation for an interpretation for his improvement. Two teachers use decision to change their teaching strategies ; three teachers use decision to regulate teaching/learning strategies, and a teacher uses decisions to prepare for further decision-teaching. Finally all teachers agree that class size do influence to a great extent evaluation.

Questionnaire Results

Questions	Number of teachers	Responses/Statements				
		Yes	No	One	Two	
1	06	-	-	00	06	Number of test/semester
2	06	02	04			Providing feedback on time
3	06	01	05			Remediation after the evaluation
4	06	06	00			Matching of contents and evaluation
5	06	06	00			Impact of classroom size
6	06	04	02			Knowledge on other types of evaluation
7	06	03				use results of formative evaluation to collect information for decision-making
		03				to diagnose weaknesses so as to improve
8	06	04				as regular as possible
		02				once in a while
9	06	03				to provide feedback to students
		02				for my self- evaluation
		01				to interpret them for my improvement
10	06	02				use decision to change teaching strategies
		03				to regulate teaching/learning strategies
		01				to prepare for further decision-teaching
11	06	06				class size influence to a great extent evaluation

Class observation : Formative Evaluation

Three EFL teachers were prepared on the objective of the class observation and the other half were not.

Five EFL teachers have a wrong representation on the concept of formative evaluation.

The first one for example finished a chapter and tested learners on the previous one.

The second evaluated learners as a means of punishment. He asked some questions and he realized that things were not going smoothly, he administered a test.

The third one needs marks. He will get into trouble with the school board if he tested learners on only two evaluation.

The fourth EFL teacher uses evaluation as a retake. A chance was given to learners to try again.

The fifth one tested learners at the end of the chapter

The last one tested learners on a difficult topic. He assigned students to write on a topic he himself did not master. (cf Go for English Tle) Classifying people People P23
'It is only a tiny step from classifying people to judging them'.

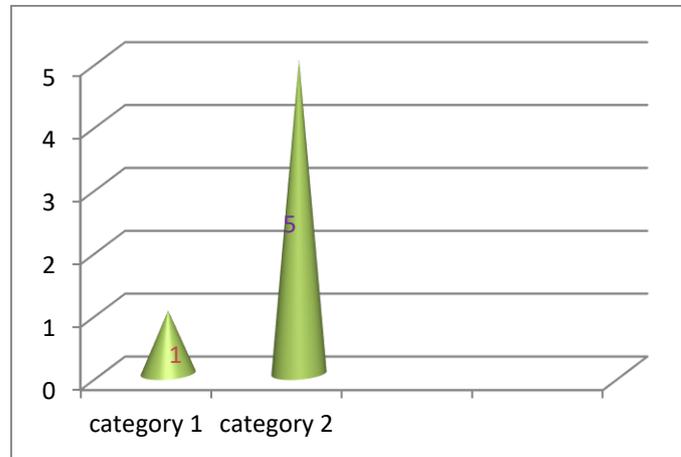


Figure 1 : Representation of EFL teachers on Formative evaluation in class observation

Class observation for Summative Evaluation

The observation on the representation of EFL teachers on Summative evaluation was conducted in three phases :

1rst phase : It includes the preparation of the different tests. The researchers have checked if the teacher scheduled for the design considered the level of progress of all pedagogical groups.

2^{nde} phase : It takes into account the realization of the test, its content. Here the adaptation of the curricula, the needs of students are analyzed for a comparison with the proposed tests. Do all these correspond to the needs of students ?

3rd phase : It involves the follow-up activity, after the evaluation, the feedback.

Results from class observation

Phase 1 : For Summative Evaluation **Four** EFL teachers failed to prepare tests adequately. The researchers examined the text book of the six different pedagogic group. The remark was that EFL teachers were not at the same level of progression. Teachers agreed upon staying on learning situation 2. But in reality there are sub-sequences that all teachers had not covered. Thus the design of the test did not fit learners' expectations. The preparation was not well-structured. Two out of six were assigned to prepare the test three days before the due evaluation. The researchers have noticed that the design was not authentic. Items and texts proposed belong to another school ; the heading was changed and one item was removed.

Phase 2 : Only 2 EFL teachers succeeded in staying on line with the program. The variation is remarkable regarding the items proposed. Learners will not be able to treat item 4 on rephrasing. The researchers noticed a great gap between the grammatical structures taught and the test proposed to measure learners' acquisition. Tests proposed did not reflect what students learned.

Phase 3 : The researchers spent additional time for this phase. Feedback was a theory. Correction was written on the board on the board by a student and papers were distributed randomly. In a class, marks were categorized from the lower rank to the higher. It was a fun for the teacher to laugh at students who did not do well. Only one teacher provided learners with an efficient feedback. Three teachers spent their time in criticizing learners that they were going to fail for the exam, that they do not have a good level.

Interview Sheet for Educational Facilitators, Pedagogical Advisors and the school board administrator

- 1-What is that mean to you to evaluate in the context of CBA curriculum ?
- 2-What types of difficulties do you face while preparing summative test for students ?
- 3-Do you check if the content of the evaluation fit what have been taught ?
- 4-Do you think that four main summative evaluation can judge a student performance in a year ?
- 5-Do you think the period of test preparation is enough for teachers ?
- 6-What would you have suggested for a good design of summative evaluation ?

Results from the interview

EFL Educational Facilitators and school board administrators have different view on the way tests are administrated to learners. On the questions asked here are the feedback.

To evaluate in the context of CBA programs means teachers be trained on how to evaluate efficiently with that specific program. It is also means teachers adapt the evaluation to Benin context. Classroom evaluation should concern suitability of general instructional goals and objectives associated with what is taught. The difficulties are liked to time constraints and pressure from the administrators, and the design of the test itself. Educational Facilitators (Animateurs d'Etablissement/AE), have confessed that EFL teachers who are responsabilized to design a test for their pedagogical group do not always turn in tests on time. This impacts negatively learners' achievement. A pedagogical Advisor complains on the fact that the design most of the time are not original. EFL teachers do not make an effort on test design. There is a kind of an exchange between schools. The heading is simply changed and the content remains the same regarding the text, the instructions, and the writing production. Also, the facilitator is not available to check if the different items proposed are appropriate or not. They receive pressure from the vice principal so that the test remains on the due date. To a great extent facilitators do not check the adequation of test and the content. Regarding the number of evaluation per semester, the interviewers reiterated that if the evaluation is well organized four main tests are sufficient. They suggest that Educational Facilitators (Animateurs d'Etablissement/AE) work effectively with teachers to prepare tests in good conditions

Regarding Schools Board Administrators at the departmental division of secondary education, they confess that it is important that EFL teachers follow the prescribe rules from the ministry of education. They indicated that three main tests are compulsory for the formative evaluation each semester (from September to February) and four tests for the summative evaluation during the academic year. They would have suggested a training on how to evaluate learners. This should be a continuous process. They proposed a modification on test formats, and on the lenght of text administrated especially for advanced learners.

Perception of EFL teachers on formative and summative evaluation

EFL teachers perception on formative and summative evaluation reflects that they are all equipped with the main tools to evaluate learners in the context of the CBA programs. However in class the majority has a wrong representation of the concept.

Teacher A :

Formative and Summative evaluations are terms used in education to determine whether learners are doing well or not in class. My view of evaluation is strongly based on the way tests are administrated and the conditions under which teachers submit learners to different tasks. What do EFL teachers evaluate ? When do EFL teachers evaluate ? How do EFL teachers evaluate ? Those three questions are relevant while dealing with evaluation. The difficulties are related to time constraintes.

Teacher B :

My beliefs on formative and summative evaluation is built around two main areas. The first one is in goal setting and the second is in the frequency EFL teachers should evaluate students especially on formative evaluation. I mean quick check tests, and quizzes. Are EFL teachers obliged to have to have three different different types of formative evaluation per semester if I consider the size of a regular classroom ? Is it compulsory to impose the number of tests to EFL teachers ? The difficulties are due to organization problems.

Teacher C :

My view of formative and summative evaluation in Benin context is different from what the majority of EFL teachers think. When I consider the four skills in language teaching (Listening, speaking, reading, and writing)., I really think that a language teacher may organize his/her learners and use the form of evaluation that may fit learners' needs. For instance, I may test my learners orally to check if they will be able to express themselves. Furthermore the classroom size is another obstacle for the teacher to really appreciate learners' level.

Teacher D :

Evaluation, whether formative or summative, should fit the content of curricula. Teachers should always evaluate learners based on what has been taught. I do believe that EFL teachers need hands on how to evaluate learners especially inexperienced ones. Another issue is in the big size of the class. In Benin context it is important to revise tests administration due to the number of students and to initiate teachers so that they take action of remediation. Short term remediation may be designed to get students ready for the summative assessment.

Teacher E :

The application of formative and summative evaluation in Benin EFL classes does not reflect my understanding of the two concepts. Formative evaluation in my point of view should not be included in a grading decision. It should only be used to provide feedback to students in order to improve learners' performance.

Teacher F :

Formative Evaluation is essential for providing feedback on a student's progress so that any error or difficulty can be identified and corrected. Formative Evaluation is a continual process in which teachers and students work together everyday, every minute to gather evidence of meaning, by keeping in mind three questions : Where AmI going ? Where am I now ? What

strategy or strategies can help me get to where I need to go. For me, the number of formative is limited, I think school specialists should increase the number of tests per semester.

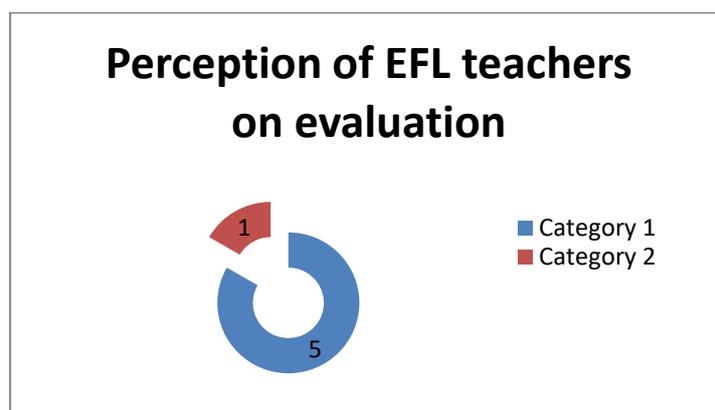


Figure 2 : Perception of EFL teachers on formative and summative evaluation

The perception of teachers on evaluation is good, but contradicts what the researchers have observed on the ground. The pie chart shows that Five EFL teachers out of six are knowledgeable on the concept of evaluation. The evaluation practice of EFL teachers does not reflect what they think about the concept. There is a great discrepancy between the theory and the practice.

5-Suggestions and Discussion

Schools authorities should empower teachers to manage formative evaluations in their classes. There is no need to impose the number of evaluation on them. The teacher is the responsible in his/her classroom. Also due to the size of the class, test administration should be revised. The teacher may decide to evaluate learners orally, or in group with projects.

Training is another aspect of evaluation. The observation in class indicates that EFL teachers need hands on how to evaluate learners. The achievement of teaching and learning event depends on teachers' training. Teachers have a greater role in evaluating students with more credibility given to their professional judgment. The use of formative and summative evaluation like other evaluation strategies demands special skills from EFL teachers who must be convinced of what they are doing in order to be able to impact positively school results. In addition EFL teachers need to be drilled and instructed on how to carry out both types of evaluation in their classes. What is also important in evaluation is in the content of instruction. Learners should be evaluated on what they are taught. Summative evaluation should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, evaluation learning objectives and instructional strategies need to be closely aligned so that they reinforce one another. This idea on evaluation stays on line with curriculum alignment and it is reinforced by La Marca and Colleagues (2000) who emphasized that the evaluation must allow students to demonstrate their knowledge and skills with respect to the expectations set up in the curriculum frameworks so that proper interpretations of their performance can be made. As they put it :

“Alignment is the degree to which assessments yield results that provide accurate information about student performance regarding academic content standards at the desired level of detail, to meet the purposes of the assessment system”. The assessment must adequately cover the content standards, provide scores that cover the range of performance standards, allow all

students an opportunity to demonstrate their proficiency and be reported in a manner that clearly conveys student proficiency as it relates to the content standards”(P24).

Alignment are so important because when evaluation are misaligned with learning objectives or instructional strategies, it can undermine both student motivation and learning.

The aim of Formative evaluation is not only useful to find out the learners’ problems in learning but it is also essential for the teachers themselves to improve their learning styles. This definition of formative evaluation stays in line with the idea of Good(2011) when he confirmed that formative evaluation is used to gather information related to appropriate learning content, context, and learning strategies, and to fill the existing gaps between the students’ current performances and the targeted learning goal. Based on the findings, and on the class observation, Teacher A and Teacher C appeared to have a good representation of the understanding on formative evaluation. The findings of the interview display different perceptions about formative and summative evaluation, the researchers suggested a training on the concept of remediation after both evaluation. Teachers will perform well if they reflect on their teaching practice and seek for improvement. In fact the objective of remediation teaching is to give additional help to learners who for one reason or another, have fallen behind the rest of the class. Teacher D has reinforced the same concept of remediation. In fact remediation action is intended to correct something that is wrong or to improve a bad situation. His formulation strongly correlate with the perception of Chang, et. Al, (2014). For the authors

“remedial teaching is established to cover the needs of students who are unable to cope with the class in a normal classroom. They are typically perform a t a lower than average level due to learning or learning related problems. Thus the major objective of remedial teaching is to equip the low-proficient learners with necessary skills they could not by way or another acquire in normal classes”.

The same idea was developed by Soliday M.(2002). For him “remediation can be perceived as a cure for either little learning, no learning or wrong learning. It rather help slow proficient learners gain the basic skills to pursue their higher studies”.

Conclusion

Effective evaluation requires an understanding of the role of evaluation in planning and delivery instruction. Evaluation in the context of the CBA programs needs to be continuously improved. It calls on teachers to become agents of change, more reflective in their classrooms actively using the results of evaluation to modify and improve the learning environment they create. *Hanna and Dettmer(2004) suggested that EFL teachers strive to develop a range of evaluation strategies that match all aspects of their instruction plans.* This paper has presented the CBA Curricula: Benin EFL teachers’beliefs on Formative and Summative Evaluation. The perception of EFL teachers on the two types evaluation varies from an EFL teacher to the other one. Based on the interview they have a good perception of the two forms of evaluation. But on the ground, the results of the findings especially for class observation have shown that EFL teachers have a wrong representation of formative evaluation.

QUESTIONNAIRE : We are undertaking a research on formative and summative evaluation in the context of CBA curricula. Please tick the square that best describes your beliefs and feelings.

1-How many summative test do you often administrate to your students within a semester ?

One

Two

2-Do you succeed in providing feedback on time for formative and summative evaluation ?

Yes

No

3-Is there any remediation scheduled after the evaluation ?

Yes

No

4-Do the contents of evaluation correspond to what is really taught ?

Yes

No

5-Is your class size impact the way you test your students with the CBA curriculum ?

Yes

No

6-Do you know other types of evaluation ? If Yes, cite them

Yes

No

.....

7-For you what are the puposes in evaluating learners ?

- a- To diagnose my students waknesses so as to improve
- b- For grades
- c- To motivate my students
- d- To collect information for decision-making

8-How often do you use formative evaluation in your classes ?

- a- As regular as possible
- b- Once in a while
- c- Rarely

9-How do you use the results of formative evaluation ?

- a- To provide feedback o students
- b- To interpret them for my improvement
- c- For my self- evaluation

10-What type of decision do you take in using formative and summative evaluation ?

- a- To change teaching strategies
- b-To make suggestions for curriculum change
- c-To regulate teaching/learning strategies
- d-To prepare for further decision-teaching

11-How far does your class size influence the way you evaluate your students ?

- a-To a great extent
- b-To a minimal exten
- c-To an acceptable extent.

Referencing

Biggs, J., & Tang, C. (2007). *Teaching for quality learning at university*. New York, NY: Society for Research into Higher Education & Open University Press.

Blakemore, S.(2008). *A Competency based approach to RedR's training and learning activities*. UK : RedR.

Chang C. S., Liu E. Z.F., Sung H.Y., Lin C. H., Chen N. S. and Cheng S.S (2014). Effects of online College Student's Internet Self-efficacy on learning motivation and performance. *Innovations in Education and Teaching International* 51(4).

Chelli, S.(2010). *The Competency-based approach in Algeria : A necessity in the era of globalization* revue de la faculté des lettres et Sciences sociales. 6, 55-58.

Clariana, R.B. ,& Koul, R.(2005). Multiple-Try Feedback and Higher-Order Learning Outcomes. *International Journal of Instructional Media*, 32(3),239-245.

Dobson(2003). *A Guide to writing competency based training materials*. Australia : National Volunteer Skills Centre.

Elliott, J.& Yu,C. (2013). Learning Studies in Hong Kong Schools : A summary Evaluation Report on the "Variation for the Improvement of Teaching and Learning" (VITAL) Project. *Education and Didactique*, 7(2) : 147-163.

Good, R. (2011). *Formative Use of Assessment Information : It's a Process, so Let's Say What We Mean. Practical Assessment, Research & Evaluation*, 16(3). Retrieved from <http://paraonline.net/getvn.asp?V=16&n=3>

Hanna, G.S., & Dettmer, P.A.(2004). *Assessment for effective teaching : Using Context-Adaptive Planning*. Boston, MA : Pearson A&B.

La Marca, P.M. Redfield, D., Winter, P.C., and Despriet,L.(2000). *State Standards and State Assessment System : A guide to alignment*. Series on Standards and Assessments. Washington, DC : Council of Chief State School Officers Lewy(2000) *The Science Teacher and reflective Evaluation of a science*. Teachers college press.

Ogle,D.M.(1986). *K-W-L : A teaching model that develops active reading of expository text. The Reading text. The Reading Teacher*, 39,564-570.

Richard, J.C. &Rodgers, T.(2001). *Approaches and Methods in Language teaching (2nd ed)*. New York : Cambridge University Press.

Ruiz-Primo, M.A.,&Furtak,E.M. (2007). Exploring Teachers's Informal Formative Assessment Practices and Students'Understanding in the Context of Scientific Inquiry. *Journal of Rsearch in Science Teaching*, 44(1) :57-84.

Soliday M.(2002). *The Politics of Remediation : Institutional and student Needs in Higher Education* University of Pittsburgh Press.