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## How Teaching Experience Shapes EFL Teachers' Language Assessment Beliefs: A Case Study

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### Abstract

This qualitative research intended to explore the beliefs of 30 EFL teachers at a preparatory school regarding their understanding of language assessment, with a focus on whether these beliefs varied based on their teaching experience. To achieve this, teachers were divided into three categories: novice, experienced, and expert, and asked to describe 'language assessment' employing metaphors. These metaphors, collected through written descriptions, were analyzed and categorized into themes. The identified themes were then compared with insights gathered from semi-structured focus group interviews to examine the influence of teaching experience on teachers' assessment beliefs. The analysis revealed four main themes: assessment as a summative tool, a formative tool, a tool for washback effect, and a reflection of self-efficacy. Findings were discussed in relation to how teaching experience shapes EFL teachers' beliefs about language assessment at this foundation university's preparatory school.

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**Keywords:** Language assessment; EFL teachers; Teaching experience; Assessment beliefs; Metaphor analysis

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## Introduction

Language assessment plays a crucial role in English as a Foreign Language (EFL) education, guiding instructional decisions, measuring student progress, and influencing curriculum development. However, while much research has been conducted on assessment practices, limited attention has been given to the beliefs teachers hold about assessment and how these beliefs evolve with experience (Shohamy, 2001; Stiggins, 2002). Teachers' assessment beliefs are significant since they directly shape classroom practices, influence student learning outcomes, and determine how assessments are designed and implemented (Brookhart, 1998). Despite this importance, there remains a gap in apprehending how teaching experience affects these beliefs, particularly within the context of EFL preparatory schools.

Assessment is not merely a technical process but a socially constructed practice influenced by teachers' perceptions, experiences, and institutional expectations (Davison, 2004). Novice, experienced, and expert teachers may interpret and apply assessment principles differently, shaping their approaches to formative and summative assessment, feedback mechanisms, and student evaluation methods (Remesal, 2011). Without a clear understanding of how experience influences these perceptions, professional development programs may fail to address teachers' specific needs at discrete career stages (Mertler, 2004). Given the growing emphasis on assessment literacy in educational policy (Assessment Reform Group, 2002), it is critical to investigate how instructors conceive assessment according to their degree of expertise.

This study is particularly substantial in light of recent global educational developments that give instructors more responsibility for utilizing assessment as a tool for both grading and learning improvement (Leahy et al., 2005). Understanding how instructors at various levels of experience perceive assessment may assist educators, administrators, and policymakers alter assessment training programs to suit teachers' changing perspectives and practices. This study examines the assessment metaphors employed by novice, experienced, and expert teachers to reveal the underlying conceptual frameworks that affect their assessment approaches. The findings will provide insights that may be used with regard to teacher education and professional development to ensure that assessment training considers instructors' viewpoints and instructional requirements.

## **Literature Review**

Metaphor is a basic cognitive strategy that allows individuals to comprehend abstract ideas via more concrete experiences (Littlemore, 2019). Metaphor is crucial for everyday cognition and communication, and it is not limited to poetry or literary words. Shakespeare's famous phrase, "All the world's a stage," exemplifies how metaphor transforms human perspective by projecting one area of experience onto another (Shakespeare, 1623/2007). Similarly, metaphors are commonly used in language training to help students understand teaching and learning (Cameron, 2003). According to Littlemore (2019), metaphor is profoundly established in human brain processes, influencing both language use and problem-solving techniques. Metaphors in language learning not only promote comprehension, but they also encourage the development of critical thinking skills. When a student's growth is portrayed as a 'journey,' it emphasizes the gradual nature of learning and the problems encountered along the road (Boers & Lindstromberg, 2008). These conceptual metaphors shape how educators and students see the learning process (Cameron 2003).

When considering their pedagogical views and methods, teachers usually use metaphorical language (Zhang & Waring, 2018). This is important because instructors' approaches to education and evaluation are influenced by how they define their duties and responsibilities, as noted by Leung (2014). In contrast to a teacher who sees themselves as a "transmitter of knowledge," a teacher who sees themselves as a "guide" can take a more student-centered approach (Richards & Farrell, 2005). Gaining knowledge of these metaphorical frameworks might help instructors make wiser decisions about their teaching and professional identities. Another area in which metaphor is crucial is assessment. Assessment has historically been contemplated as a "measuring" of student accomplishment, supporting the idea that education is a system with measurable results (Brookhart, 2013). Modern viewpoints, on the other hand, support a more formative strategy, stressing assessment as a learning tool rather than just an endpoint assessment (Black & Wiliam, 1998). Leung (2014) emphasizes the necessity for a comprehensive knowledge of assessment processes by designating that instructors make decisions pertaining to assessments every few minutes in the classroom.

Despite the increasing emphasis on assessment literacy, research indicates that many teachers feel unprepared to design and implement effective assessment strategies (Xu & Brown, 2016). Inadequate training in classroom assessment has been cited as a persistent issue

in teacher education programs (Scarino, 2013). This gap has significant implications, as assessment is not only a means of evaluating student learning but also a mechanism for informing instructional decisions and promoting equity in education (Brookhart, 2013). Assessing English language learners presents special challenges in language instruction since teachers need to consider linguistic, cultural, and environmental factors. Inaccurate readings of competency levels may result from traditional evaluation methods' frequent inability to fully capture the spectrum of learners' abilities. Accordingly, recent studies advocate for more dynamic and thorough evaluation methods that account for students' varying backgrounds and abilities (McNamara & Shohamy, 2008).

Ultimately, educators perform various roles in the assessment process, serving as facilitators, evaluators, and supporters for their students (Scarino, 2013). Nonetheless, there can be occasions when these duties conflict, especially when managing formative and summative assessment needs (Xu & Brown, 2016). Identifying and resolving these issues is essential to foster a more efficient and fair learning atmosphere.

According to current study, EFL teachers' attitudes about language assessment are strongly impacted by their teaching experiences. According to McMillan's (2014) study, instructors' evaluation methodologies evolve over time as a result of continuing reflection on their students' development and personal classroom experiences. More experienced instructors frequently have a better understanding of assessment and how it influences student outcomes (Liu and Xu, 2017). However, because they lack confidence in their ability to offer effective, individualized exams, new teachers may rely more on external evaluations and standardized testing techniques (Smith & Sato, 2018). To address the diverse needs of their students, experienced instructors usually display greater flexibility and a more critical approach to assessment methods, establishing a balance between formative and summative assessments (Crawford, 2019). Furthermore, these educators are more inclined to engage in professional development opportunities associated with assessment, thereby enabling them to refine their assessment competencies and achieve a greater alignment with the needs of their students (Black & Wiliam, 2018). Research conducted by Bell and Cowie (2001) indicates that experienced educators are also more predisposed to employ evaluative data to guide their instructional practices, thereby fostering a more dynamic and learner-centric pedagogical approach.

In contrast, novice teachers, despite possessing a stronger grounding in the theoretical dimensions of assessment, may encounter difficulties in its practical implementation due to their limited teaching experience. Studies showing that instructors' confidence in their assessment skills increases with experience further support this disparity in assessment perceptions between new and seasoned educators (Liu & Xu, 2017). Therefore, more experienced teachers frequently perceive assessment as an essential component of the teaching-learning process that affects instructional decisions and student growth, whereas early career instructors may see it mainly as a tool for assessing accomplishment. These results highlight how crucial it is to take teaching experience into account when analyzing teachers' attitudes about assessment because it seems to have a major impact on how they think about and implement assessment in the classroom.

This study aims to investigate how teachers' metaphorical conceptions of their responsibilities impact their evaluation procedures and decision-making in light of these complications. The following research questions are directly addressed by this:

1. How do novice, experienced, and expert EFL teachers conceptualize language assessment through metaphor?
2. In what ways do beliefs about language assessment differ based on varying levels of teaching experience?
3. How does teaching experience influence EFL teachers' overall beliefs and approaches to language assessment?

## **Method**

This research utilizes a qualitative exploratory approach, incorporating metaphor analysis and focus group discussions to explore the assessment beliefs of English language instructors at a university preparatory program. Rooted in the interpretivist paradigm, the study prioritizes an in-depth understanding of participants' viewpoints within their specific social and professional settings (Creswell, 2013). Since metaphors provide momentous insights into conceptual and cognitive frameworks, metaphor analysis is the primary methodological tool (Lakoff & Johnson, 1980). To uncover the implicit views of educators, this approach is widely used in educational research (Saban et al., 2006). Furthermore, by offering a deeper comprehension of instructors' viewpoints and evaluation procedures, focus group talks enhance

metaphor analysis (Krueger & Casey, 2015). The integration of these techniques strengthens both the credibility and comprehensiveness of the study's findings (Denzin & Lincoln, 2018).

### **Setting and Participants**

Thirty of the fifty-five English instructors who volunteered to teach at the English Preparatory School of a private university in Istanbul participated in this study. Convenience sampling, a non-probability sample technique where people are selected based on pragmatic considerations like accessibility or willingness to participate, was used to choose the participants (Dornyei 2007). The instructors, with four to twenty years of experience teaching English, had duties that embraced deciding on a variety of assessment-related matters, including marking final examinations, grading assignments, and deciding whether or not students passed at the conclusion of the school year. Ten teachers with one to four years of experience were categorized as novice teachers, ten more with six to ten years of experience as experienced teachers, and the remaining ten, who had more than ten years of experience and postgraduate credentials in ELT (three with doctorates and seven with master's degrees), as expert teachers. Every participant displayed a keen interest in language evaluation, which qualified them for this study.

### **Instrumentation**

This qualitative exploratory research examines the assessment beliefs of novice, experienced, and expert English language teachers working in a preparatory school at a private university, with a focus on how their teaching experience influences their views. To address the first research question and uncover the participants' understanding of language assessment, they were asked to complete a written task (Appendix 1), which encapsulated demographic details and an open-ended sentence starter: "A language assessment is like ..." Participants were instructed to finish this sentence by using a metaphor and justifying their choice. As Lakoff and Johnson (1980) argue, "our ordinary conceptual system, in terms of which we think and act, is fundamentally metaphorical in nature (p.454)," highlighting the importance of metaphors in understanding teachers' beliefs. The goal of the study was to explore the factors influencing these conceptualizations. To ensure the validity of the findings, the emerging themes were reviewed by two colleagues with doctorates in ELT.

To further strengthen the findings of this qualitative case study, semi-structured focus group interviews (Appendix 2) were conducted with nine randomly selected teachers from each

experience group (novice, experienced, expert) who consented to participate. These interviews aimed to gather their views on assessment practices within the context of this English preparatory school. According to Bryman (2008), the primary goal of interviews in social research is to gather information in accordance with individuals' attitudes, norms, beliefs, and values. Semi-structured focus group interviews were chosen due to their flexibility compared to more rigid methods like structured interviews or surveys. Although the researcher had predefined general topics for discussion, this format allowed for the exploration of emerging ideas during the interviews.

### **Data Collection Procedure**

Data for the metaphor analysis and interviews were gathered over a three-week timeframe. A document (see Appendix 1) was provided to teachers at the preparatory school. This document contained an incomplete sentence that required them to add a metaphor and explain their reasoning behind the choice. Once the sentence was completed, it transformed into a metaphor representing the teachers' beliefs about assessment. Following this, content analysis was employed to evaluate the data. The researcher collaborated with two colleagues to identify themes, ensuring consistency by cross-checking each other's interpretations. The resulting themes were systematically categorized and organized alongside the entire dataset, utilizing a constant comparative approach that comprised multiple readings of the participants' responses (Lalik & Potts, 2001).

After gathering metaphors, interviews with instructors were undertaken concurrently with theme development. Semi-structured focus group interviews were conducted with nine randomly selected instructors (three from each group) who had agreed to participate in the metaphor analysis to get insights into their teaching practices. Following that, two experienced coworkers helped code and evaluate the interviews. The interviews were intended to be wide and initially semi-structured, giving participants the opportunity to tell their stories, explain their understandings, and reflect on their responsibilities in language evaluation.

### **Data Analysis**

This study exploited manual coding, a technique frequently used in small-scale research or by academics who prefer a hands-on, immersive approach to data analysis, to assess the qualitative data. A thorough, methodical study was performed on the data collected in answer to the first research question, which embodied manual coding, the identification of recurrent

patterns, and accuracy verification. Figurative language examples and their associated meanings were closely analyzed and arranged alphabetically throughout the first stage of coding and classification. At this point, everything that did not fit the predetermined standards for metaphors was eliminated. Given that metaphor is always subjective and context-sensitive, the manual nature of the analysis allowed for a more nuanced interpretation of the data (Cameron, 2003). Each validated metaphor was further examined in the next phase of theme creation, and metaphors that had a common topic were grouped to create significant clusters. The final theme categorizations were examined and debated with two colleagues who are experts in language evaluation in order to increase the findings' trustworthiness.

In the concluding step, the metaphors provided by the participating teachers were classified into three groups (novice, experienced, expert) and organized into four themes (assessment as a summative tool, assessment as a formative tool, assessment as a tool for washback effect, and assessment as a reflection of self-efficacy). This was done to explore any potential relationships between teachers' experiences and their beliefs about assessment, incorporating data from focus group semi-structured interviews. Themes were defined as units that emerged from patterns such as "conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings and proverbs" (Taylor & Bogdan, 1989, p. 131).

## **Findings**

This section presents the key findings from the metaphor analysis of EFL teachers' views on assessment. The analysis identified four main themes: assessment as a summative tool, assessment as a formative tool, assessment as a tool for washback effect, and assessment as a reflection of self-efficacy. These themes illustrate the ways in which teachers' perceptions of assessment are shaped by their professional experiences, contextual factors, and external expectations. The following sections will explore each theme in greater detail, offering insight into how teachers at distinct stages of their careers approach assessment.



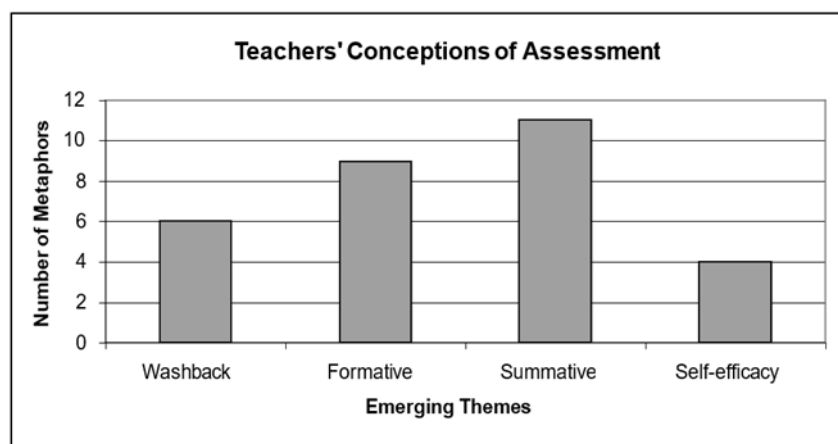


Figure 1. *Teachers' conceptions of assessment.*

An analysis of the 30 metaphors (see Appendix 3) led to the identification of four primary themes, as indicated in Figure 1: (1) assessment viewed as a summative tool (11 out of 30), (2) assessment as a formative tool (9 out of 30), (3) assessment as a tool for washback effect (6 out of 30), and (4) assessment as a reflection of self-efficacy (4 out of 30). The next section will delve deeper into these themes.

### **Assessment as a Summative Tool**

The metaphors categorized under assessment as a summative tool (see Appendix 3) include high-stakes assessments, which carry significant point values and evoke a sense of challenge, likened to barriers, mandatory military service, or compelling a child to eat. They also reflect the acquisition of knowledge (like just enough to eat, quick access to desired information, a bracket for separation, or play dough for shaping) and the evaluation of student learning at the end of an instructional period, measured against established standards or benchmarks (represented as an umbrella of skills, tying knots together, using binoculars for focus, or a measuring tape).

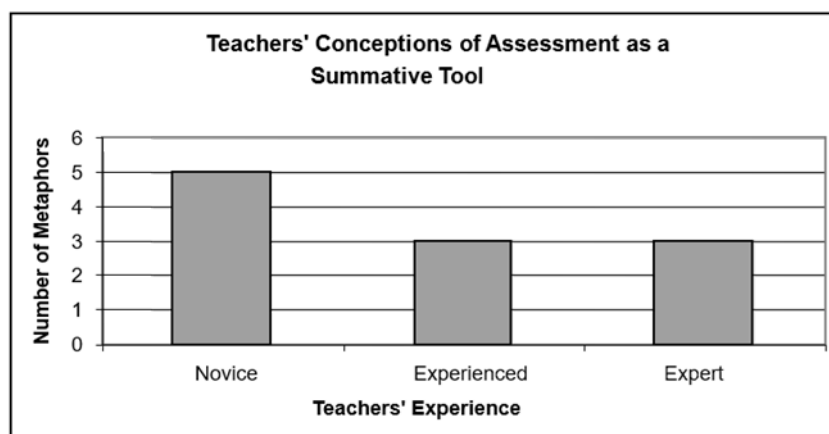


Figure 2. *Teachers' conceptions of assessment as a summative tool.*

Among the four themes, novice teachers predominantly viewed assessment as a summative tool, with 11 out of 30 metaphors falling into this category (Figure 2). This trend indicates a tendency to regard assessment as an endpoint. This perspective may stem from stakeholders' expectations for teachers to provide a comprehensive overview of student success and their own effectiveness. Additionally, novice teachers often have experienced an educational culture dominated by testing throughout their academic careers. Furthermore, while formative assessment is an integral, yet often unnoticed part of teaching, summative assessment tends to be highly visible.

According to Sharpley & Edgar (1986), teachers' judgments of student success play a crucial role in decisions made within classrooms and schools. Although most summative assessments are conducted at the end of a learning period, some can still serve diagnostic purposes. Nevertheless, various studies indicate that practitioners face challenges in effectively responding to the data obtained from summative assessments (Popham, 1999).

### **Assessment as a Formative Tool**

Assessment, regarded as a formative tool designed by skilled educators, ranked as the second most common metaphor derived from the data (see Appendix 3). These metaphors illustrate that assessment is perceived as a continuous process—likened to a formula, assembling jigsaw pieces, starting anew, or serving as a guidebook—and as a means of reflecting on the strengths and weaknesses present in teaching and learning, depicted as a mirror, collaborative effort, learning through mistakes, meticulous observation, or overseeing success.

Many educators view formative assessment as “a systematic process to continually gather evidence about student learning” (Heritage, 2007, p. 141), which also helps identify strengths and weaknesses to bridge gaps in learning (Gallagher & Worth, 2008). Although formative approaches to teaching and assessment are generally embraced by educators and policymakers, several challenges hinder broader implementation. These embrace the conflict between formative and summative assessments concerning accountability for student success, the inconsistency between assessments and evaluations, and concerns that formative assessments may require too many resources and time to be feasible.

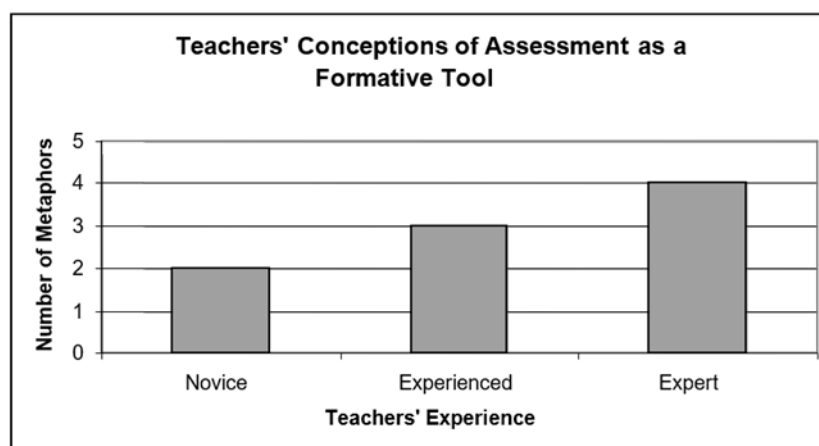


Figure 3. *Teachers' conceptions of assessment as a formative tool.*

Figure 3 illustrates that, within this theme, the metaphors generated by expert teachers surpass those from both experienced and novice educators. This suggests that teachers in the latter categories may be apprehensive about the resource demands and additional workload that formative assessment could impose on their daily routines. Furthermore, many teachers tend to focus on preparing students for summative tests and examinations because schools hold them accountable for student performance.

Nevertheless, Martinez and Martinez (1992) note that formative assessments yield greater learning improvements for less experienced teachers compared to their more seasoned counterparts. Developing a broad range of instructional strategies necessitates both time and experience, thus enabling collaboration between experienced and inexperienced teachers to enhance their pedagogical content knowledge. While novice teachers benefit from the insights of their more experienced colleagues, veteran teachers can also gain from reflecting on student learning experiences.

### Assessment as a Washback Effect Tool

The washback effect can be succinctly defined as "the impact of testing on teaching and learning" (Gates, 1995). Various metaphors, such as a refill, mathematical proofing, checklist, two-way interaction, checkup, and sunshine after planting, were categorized as tools reflecting the washback effect of assessment (see Appendix 3).

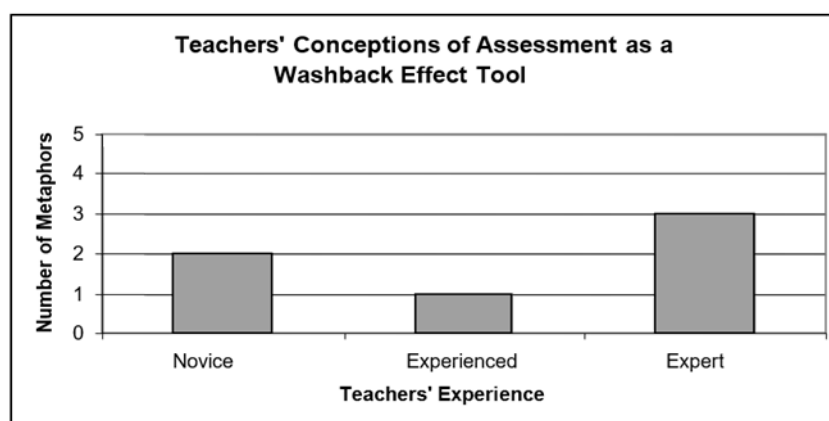


Figure 4. *Teachers' conceptions of assessment as a washback effect tool.*

An examination of the metaphors related to this theme reveals that experienced educators place significant emphasis on the influence of washback on their views about assessment (Figure 4). This observation may indicate that seasoned teachers possess a deeper understanding of the features of an assessment system where outcomes carry high-stakes implications. Meanwhile, novice teachers, who ranked this influence second, mentioned during interviews that they, too, had felt the impact of washback in their own educational experiences.

Fullilove (1992, p. 131) also noted that "the nature and strength of this washback effect, along with its benefits or drawbacks, largely depend on the overall educational system, the nature of other stakeholders involved in developing or establishing competing curricula, and, of course, the types of examinations being considered."

### Assessment as a Sign of Self-Efficacy

In his book *Self-efficacy: The Exercise of Control*, Bandura (1997) describes self-efficacy as the belief in one's own abilities to plan and carry out the actions needed to achieve specific goals (p. 3). Within this study, only four out of thirty metaphors were categorized under assessment as a reflection of self-efficacy. These metaphors primarily focused on

demonstrating capabilities, such as creating a best-selling film, navigating successfully, excelling at cooking, and painting.

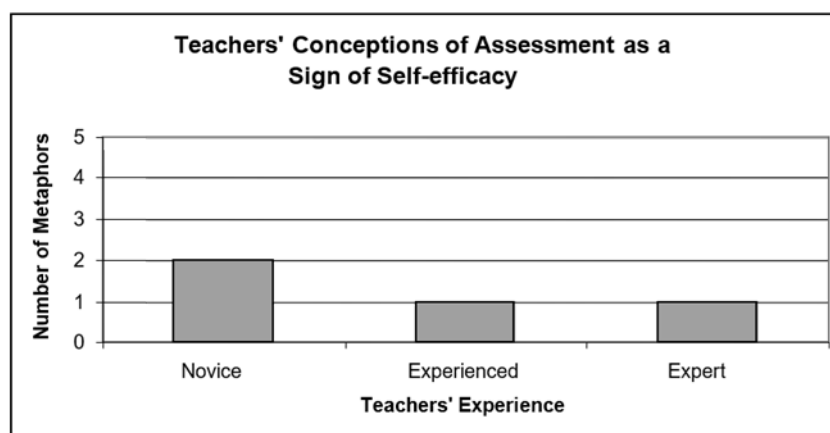


Figure 5. *Teachers' conceptions of assessment as a sign of self-efficacy.*

Among the four themes, assessment as an indicator of self-efficacy had the fewest metaphors (see Figure 5), which may suggest that teachers do not generally associate assessment with beliefs in their capabilities. Gist and Mitchell (1992) recommend considering certain questions to evaluate one's abilities: What are the demands of various tasks? To what extent does an individual attribute their successes or failures to themselves? How does each performance influence their self-efficacy? Consequently, the teachers' tendency to attribute failures to external factors may explain the limited number of metaphors relating to self-efficacy. This could also indicate that they view success as the result of a combination of personal characteristics, actions, and environmental factors.

Additionally, novice teachers tend to connect language assessment with self-efficacy more than their experienced counterparts. While some studies reflect a positive relationship between years of experience and teachers' efficacy beliefs (Lin & Tsai, 1999), others present conflicting findings (Woolfolk, 1990). Furthermore, research by Gorrell and Dharmadasa (1994) reveals mixed outcomes. Ultimately, some scholars assert that there is no significant correlation between teachers' years of experience and their efficacy beliefs (e.g., Guskey, 1987). This brief review of the literature suggests that there is no consistent consensus with regard to the relationship between these two variables.

## Discussion and Conclusion

Similar to findings in previous research (e.g., Remesal, 2011; Yin, 2010; Sahinkarakas, 2012), the data collected in this study supports the notion that teachers possess a range of beliefs that influence their instructional and assessment methods. Consequently, the beliefs and roles of teachers play a crucial role in enhancing their assessment practices. An analysis of the metaphors generated by the teachers in this study led to two primary conclusions: assessment as a summative tool and assessment as a formative tool.

A significant number of novice teachers in this study acknowledged the role of assessment as a summative tool, which suggests that they may be inclined to meet stakeholders' expectations for a comprehensive overview of their students' achievements. According to educational literature, summative assessment, sometimes referred to as "evaluation of learning," is one of the two main forms of evaluation (Stiggins, 2002; Earl, 2003). Summative tests are frequently utilized in this setting to provide grades to students at the conclusion of a course or project, as is seen in other educational environments. This type of evaluation has little effect on the learning process, but it can have an impact on how instructors create their classes and what is offered to students.

Sahinkarakas (2012) discovered that inexperienced instructors predominantly saw assessment as summative, utilizing it to evaluate student performance and award grades, reflecting a more conventional viewpoint. Findings of this study detected a similar pattern, with inexperienced instructors emphasizing summative evaluation, which was often influenced by external expectations. However, more experienced instructors in both studies understood assessment's dual purpose, admitting its function in summative evaluation while also appreciating its potential to give feedback that improves learning. This represents that as instructors acquire experience, their perspective of assessment evolves, incorporating both evaluative and developmental aims.

The second primary category, which was also the second most endorsed role of assessment by experienced teachers in this study, is the view of assessment as a formative tool. This perspective may stem from the belief among expert teachers that formative assessments contribute to greater learning outcomes. Formative assessment is often described as "assessment for learning," ongoing assessment, or dynamic assessment (Stiggins, 2002; Derrich and Ecclestone, 2006). When evidence from such assessments is used to tailor teaching to meet student needs, it is classified as formative assessment, which aims to assist students in

enhancing their learning. However, the implementation of formative assessment often lacks clear guidelines and objectives, presenting challenges for teachers and teacher educators and highlighting the necessity for more defined frameworks.

In a research on teachers' metaphors for assessment, Sahinkarakas (2012) discovered that formative assessment was crucial to instructors' perspectives on assessment. Regardless of their degree of expertise, many teachers stressed the importance of formative assessment in fostering student learning, according to her research. Common metaphors used to explain how formative evaluations help pupils include "a road with traffic lights" and "a close friend pointing the way." Our own research supports this, as seasoned educators have also emphasized the importance of formative evaluation in raising student achievement. Nevertheless, Sahinkarakas also noted that even while formative assessment was widely acknowledged to be important, instructors still had trouble putting it into practice. This problem is also evident in our study, where a prevalent problem was the lack of defined instructions and objectives.

Findings of this study suggest many critical approaches for enhancing assessment processes in education. One important lesson is the need to improve instructors' assessment literacy, particularly in the area of formative assessment. While inexperienced instructors tend to think of assessment as purely summative, with the goal of achieving external standards and presenting a summary of student success, more experienced teachers understand its potential to stimulate deeper learning via continual feedback. Despite this awareness, both rookie and experienced instructors face obstacles when attempting to perform formative assessments, particularly in the absence of clear rules and established frameworks. To address these challenges, it is noteworthy that teacher training programs and policymakers offer clearer, more practical resources to support teachers in effectively using formative assessments. Furthermore, the integration of metacognitive strategies into the curriculum could be instrumental in helping students reflect on their learning, enhancing their self-efficacy, and improving overall learning outcomes. By providing clearer frameworks, practical guidance, and a focus on reflective learning, educational stakeholders can better support teachers in utilizing assessment as a tool for continuous student development.

As for the limitations, in the preparatory school, there are approximately 55 EFL teachers; however, only 30 participated in this research. The study employed a convenience sampling method due to constraints in time and opportunities. While other stakeholders play a significant role in the assessment process, they were not included in this research.

The chosen sample size, sampling framework, and methodology present difficulties in generalizing the findings to the wider population of teachers and preparatory schools throughout Turkey. Nevertheless, the results may yield some insights applicable to other preparatory schools with similar conditions, suggesting what the outcomes might look like if a larger sample and varied sampling methods were utilized. This case study has played a crucial role in establishing a foundation for further investigations in a field that is increasingly attracting the interest of educators, parents, and policymakers.

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## APPENDIX

### Metaphor Analysis

The purpose of this study is to explore English language teachers' beliefs regarding language assessment. All your information will remain confidential.

### Participant Information Form

Mark the items that apply to you with a check.

1. Gender: ☐ Male ☐ Female
2. Bachelor's degree (field of study): \_\_\_\_\_
3. Postgraduate degree: ☐ Master's ☐ Doctorate
4. Years of professional experience: \_\_\_\_\_ year(s)

### Metaphor Completion Task

Complete the sentence below by incorporating a metaphor and explaining your reasoning behind that choice.

*A language assessment (test) is like ..... because .....*

### Appendix: Interview Questions

1. Can you explain how the grading system works in this preparatory school?
2. How do you feel about the assessment methods currently used in this preparatory school?
3. Do you have any suggestions for improving student assessments within the EFL setting of this preparatory school?
4. What responsibilities do teachers have regarding assessment in this preparatory school?
5. How do you view your responsibilities in evaluating students?

**EFL Teachers' Metaphorical Perceptions of Assessment in ELT**

Key Concepts	Associated Metaphors
Washback	a refill, mathematical proofing, checklist, two-way interaction, a checkup, sunshine after planting
Formative	a formula, putting jigsaw pieces together, a restarting process, a mirror, a collaborative work, a guidebook, learning driving through mistakes, strenuous bird watching, riding herd on success
Summative	a barrier, a quick access to what you want, just enough to eat, a play dough to shape, forcing a baby to eat, compulsory military service, an umbrella of skills, a knot tying things together, a bracket to separate, a measuring tape, looking through binoculars to focus
Self-Efficacy	making a best-seller film, ability to navigate, a successful cooking, a painting