

The Big Four Skills: Teachers' Assumptions on Measurement of Cognition and Academic Skills for Non-Native Students

**Figueiredo, S*, Alves Martins, M.
Silva, C., Nunes, O.**
sandradfigueiredo@ua.pt

*Universidade Autónoma de Lisboa,
Portugal
ISPA – Instituto Universitário, Lisboa,
Portugal
University of Aveiro, Portugal
Universidade Autónoma de Lisboa.
Portugal*

Methods

Methodology

This study intends to examine whether school teachers (K-12) as having different origin in scientific domain of teaching and training perceive differently an adapted four-skills scale, in European Portuguese.

- The study involved 77 teachers aged between 32 and 62 years (M=47 years, SD=7.4), of whom 11 (14.3%) were male and 60 (77.9%) were female, with an average of 22 years teaching experience (SD=6.7). Teachers teach at nine schools/groupings in the district of Lisbon, Portugal

Results

Concerning the question of the study, the knowledge and representations that different teachers have regarding evaluation tests vary mainly according to the predominance of the scientific area compared to other factors that have been confirmed as not being strong predictors in the model: age, length of service and experience with multicultural groups.

This study concludes that the teachers with more positive perceptions are language teachers and basic education teachers, who understand more tasks, focusing on all the skills to satisfactorily assess immigrant pupils.

Conclusion

The results presented in this study are an important contribution especially in two aspects: the analysis of teachers' perception of relevant tasks in L2 is pioneer in Portugal. On the other hand, it presents a corpus of results that corroborate and contrast those of previous international studies, with implications for education and concepts of practices that teachers from various scientific fields reveal about L2 teaching and the type of tasks to consider in tests and in the classroom.

Results

These data contradict the study by García-Nevarez, Stafford & Arias (2010), which examined an American sample of basic education teachers regarding the importance of adjusting teaching to non-native students (English as L2), and detected a huge variability of answers, which depended on the type of training these teachers had had, with those qualified to teach bilingual education being more favourable and more supportive of L2 learners, unlike older teachers (bilingual and monolingual) who, compared with the younger ones, had negative attitudes towards non-native MT students.