Introduction

H2 - assess the knowledge and representations that these teachers have about evaluation tests, according to age (a) length of service (b), and experience with multicultural classes (c)

• 77 teachers aged between 32 and 62 years (M=47 years, SD=7.4), 11 (14.3%) male and 60 (77.9%) 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

H1 confirmed: Portuguese teachers differentiate tasks as being more or less relevant throughout the four specific academic areas in the creation of items in proficiency and competence tests of learners of Portuguese as L2. There are differences in assigning importance to items within each academic area (reading, writing, speaking and listening comprehension) but there are also differences in the groups regarding perception of specific items, as the previous results show. AGE Age is the factor that differs less between groups in univariate analysis of variance, except for the regression analysis test that shows the predictive influence of the age of teachers only to explain their choice of the task referring to the ability to reason within the speaking skill.

Conclusion

Teachers may be developing inadequate practices and concepts, especially considering the differences according to scientific field and high school level; that they undervalue the grammar component of all skills to be developed by the students; that they overemphasize listening comprehension and its relationship with reading; that they follow closely a specific L2 teaching model (Horwitz, 1985) but only basic education teachers (for students aged 4-11 years); and that they have poor notions regarding L2 tasks and evaluation tests, in general.

Methods

Methodology

Purpose of the study: This study intends to analyse the importance degree between the four skills/tasks: reading, writing, speaking and listening, in the perspective of school teachers.

H1 - identify the most revealing tasks for the establishment of items in proficiency and competency tests;

• EXPERIENCE WITH MULTICULTURAL GROUPS

It was also found that this variable has predictive value (linear regressive analysis) for the implementation of action measures in non-native students, that is, less experience is associated with lower capacity and initiative to apply measures in PLNM.

L2 APPLIED MEASURES

The experience of implementing measures in non-native students was an important variable in this study to explain tasks valuation differences, but as a predicting variable.