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ENADE: A Critical Genre Analysis of the Major in English exam

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ENADE: UMA ANÁLISE CRÍTICA DE GÊNERO DO EXAME DO CURSO DE LETRAS INGLÊS

RESUMO

O Exame Nacional de Desempenho dos Alunos (ENADE) é uma avaliação que ocorre anualmente por meio do Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP), em conjunto com o Ministério da Educação (MEC). Tal exame visa a avaliar o desempenho dos acadêmicos brasileiros concluintes dos cursos de ensino superior, por meio de uma avaliação que abrange tanto questões de Formação Geral, igualmente para todos os cursos da edição, quanto questões do Componente Específico. Diante da lacuna de estudos prévios acerca dessa temática, o presente trabalho tem como objetivo analisar a estrutura e os tipos de questões que compõem o exame do curso, tendo como embasamento teórico a Análise Crítica de Gênero (MOTTA-ROTH, 2008; SWALES, 1990). Para conduzir a pesquisa, o *corpus* foi coletado no *site* oficial do INEP com base no seguinte critério: edição ou edições específica(s) da área de Letras-Inglês. Nesse íterim, apenas a edição de 2017 enquadrou-se no critério adotado. Com o intuito de identificar os tipos de questões do teste ENADE de Letras-Inglês, o manual de Fuzer et al. (2017) foi adotado para o procedimento de análise da estrutura, bem como do tipo das 40 questões que compõem o exame. Os resultados indicam que as questões discursivas da Formação Geral e do Componente específico possuem a mesma estrutura. Por outro lado, as questões de múltipla-escolha apresentam diferentes padrões, visto que, na Formação Geral, há cinco tipos diferentes, enquanto que no Componente Específico apenas duas. Após a análise das 40 questões do Exame, foi possível identificar pontos específicos, similares e também distintos entre os dois componentes do teste.

Palavras-chave: ENADE. Letras-Inglês. Estrutura de Questões. Tipos de Questões. Análise Crítica de Gênero.

ENADE: A CRITICAL GENRE ANALYSIS OF THE MAJOR IN ENGLISH EXAM

ABSTRACT

The National Exam of Student Performance (ENADE) is an assessment that takes place annually through the National Institute of Educational Studies and Research Anísio Teixeira (INEP), together with the Ministry of Education (MEC). The exam aims to assess the performance of Brazilian academics graduating from Higher Education Courses, through an assessment that covers both General Formation issues, equally for all courses in the edition, and Specific Component issues. Given the lack of previous studies on this subject, the present research aims to analyze the structure and the kinds of questions that compose the course exam, having as a theoretical framework the Critical Genre Analysis (MOTTA-ROTH, 2008; SWALES, 1990). To conduct the research, the corpus was collected on INEP's official website based on the following criteria: specific edition or editions in the area of English-Language Course. In the meantime, only the 2017 edition met the adopted criterion. To identify the kinds of questions of the ENADE English-Language test, the manual by Fuzer et al. (2017) was adopted for the analysis of the structure of the 40 questions of the exam. The results indicate that the discursive questions of the General Formation and the Specific Component have the same structure. On the other hand, the multiple-choice questions have different patterns, since in the General Formation there are five different kinds, while in the Specific Component there are only two. After analyzing the 40 questions of the exam, it was possible to identify specific, similar, and also distinct points between the two components of the test.

KEYWORDS: ENADE. English-Language Major. Question Structure. Kinds of Questions. Critical Genre Analysis.

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1. INTRODUCTION

The National Exam of Student Performance (ENADE) is an assessment that takes place annually and is administered by the National Institute for Educational Studies and Research Anísio Teixeira (INEP) (together with the Ministry of Education (MEC) which aims to analyze the performance of Brazilian students completing the higher education courses. This evaluation takes place through a test that covers both general knowledge issues in the field in which the course is inserted, as well as specific questions of each participating course. Besides that, a questionnaire must be answered not only by students, but also by course coordinators and professors.

The exam began to be applied in 2004, considering that it replaced the National Course Exam (*Provão*) in 2003. The purpose of *Provão* was to categorize Faculties and Universities with the best evaluations (grade A), based on the test results. That assessment was based on the students' performance, in general, concerning the knowledge and skills obtained during the undergraduate course. If students had unsatisfactory results on the test, it could lower the course's recognition or it could even be terminated. In addition to these, if the student did not take that test, he or she would not obtain the course diploma, that is, it was an obligatory test to be taken.

Regarding the grades that assess the performance of the students who took the exam, they vary from 1 to 5 and are based on the following criteria: 1 to 2 unsatisfactory, 3 satisfactory, and 4 and 5 superior, that is, they indicate that the course exceeds expectations in terms of teaching quality. Given this, the grades provided by the National Exam of Student Performance (ENADE) determine the concept through numbers, concerning the specific quality of each course present in the institutions.

There are some studies about *ENADE* as well as a comparative analysis of *Provão* with *ENADE* (VERHINE; DANTAS; SOARES, 2006) that investigates these tests in relation to their most structural aspects. There are also studies about the linguistic variation in the examinations of the Language Course (VIEIRA; LÉ; ARAUJO, 2020), and at least one analysis of the students' performances through the marks obtained in the exam (DESENZI, 2019). It is also important to mention a comparative analysis between *Provão* and *ENADE* (SCHLICKMANN; ROCZANSKI; AZEVEDO, 2006). However, there are no previous studies on the *ENADE* of the English Language course and its structure. In this way, this research aims to conduct a Critical Genre Analysis (MOTTA-ROTH, 2008; SWALES, 1990) of the English-Language Major

Exam-ENADE. In this study, we explore not only its structure, but also its kinds of questions present in the exam.

2. LITERATURE REVIEW

This section is organized in four topics as they are presented in the text. First of all, we present the concept of tests. In a second moment, we present/discuss a Synthesis Report of the English Language Course provided by The National Higher Education Assessment System (SINAES). Subsequently, we discuss the kinds of questions in the specific test(s), and finally, we present a brief overview of the Critical Genre Analysis approach.

2.1 TESTS

When it comes to procedures that evaluate, “teste” and “avaliação”, are terms used in Portuguese Language that are used the most and are broadly understood as synonyms of each other. However, as Marchezan (2015) points out, “testes” are all those genres used with the sole purpose of selecting and or classifying candidates in selection processes, as they will not have access to detailed and isolated feedback related to their specific performance in the process.

On the other hand, as Marchezan (2015) “avaliações” are not only intended to measure specific knowledge and/or skills, but also to assess students' learning processes and to provide appropriate feedback individually. Therefore, while “testes” aim to measure students' final knowledge through selective processes, “avaliações” are linked to the teaching-learning process of each student.

Likewise, according to Wiggings (1993), there is a distance between the examiner and the examinee, considering neither of them can interfere or question these processes (tests) that are part of a testing. Unlike when it comes to a school and or academic context, in which the exchange of opinions on the issues presented in an assessment are part of the teaching and learning process.

In short ENADE is a process that graduating students must carry out to get their graduation diploma, and also design the new course grade classification, based on the average of the candidates' grades. Therefore, it can be inferred that ENADE is a testing process, since the examinees will be answering related questions and certain topics/subjects that they (should have) learned during the undergraduate course, as a

way of measuring the final product of learning, providing feedback only in general terms for the course coordination and not individual feedback for each graduating student who took the test. Therefore, it differs from the selective process to enter a university, for example, since each student gets feedback in terms of the score on their performance, since there is no learning process involved in that feedback.

2.2 ENADE – 2017

According to MEC, the National Higher Education Evaluation System (Sinaes) was created by the institution (MEC) to analyze the courses, institutions, and student performance based on ENADE data, uniting and monitoring institutional and course evaluations.

After the English Language Course edition in 2017, Sinaes published the Synthesis Report of the English Language Course, which is a document that contains according to MEC a summary of information, together with their respective percentages about the results obtained in the exam. This information ranges from the profile of participating students, as well as socioeconomic and demographic characteristics, and the perceptions related to the difficulty degree found in the test. Because of this, we collect some information that we deem relevant for analysis at the moment.

In 2017, the process had the participation of 2417 students, who have also answered the student questionnaire. Of these students, the general average for the General Formation was 51.7 out of 100, whereas the general average for the Specific Component was 47.1. Combining these two components, therefore, the overall average score of these students was 48.2.

Based on the fact that the score of the courses is the calculation of the performance of the students in the General Formation and the Specific Component. It was published that out of the 16 participating Courses in the Brazilian South region (15.1% from the national total), six of them (37.5) received the maximum score, with a concept of 5, and fortunately none of them received a concept 1 or 2.

2.3 KINDS OF QUESTIONS

For the present analysis, we used the material proposed by Fuzer et al. (2017). It addresses the different kinds and structures of questions that can be found in selection processes.

The authors classify the questions that can be used in the tests according to the following six names, as follows: Selection of the correct statement(s); Association between columns; True or false; Correct statement; Incorrect statement; and Fill-in-the-blank¹. Based on these classifications, after analyzing the corpus of this study, we inferred that in the 2017 edition, there were two kinds of questions in both components, namely Selection of Affirmatives and Correct Affirmative.

In addition to these classifications, Fuzer et al. (2017) also discusses the rethorical movements (SWALLES, 1990) in these testing processes, basically, the authors name it as (Chart 1):

Chart 1. Movements' names by Fuzer et al. (2017).

Fuzer et al. (2017) movements' nomenclature
Contextualization (with a source) + Data + Problem and command + Alternatives
Data for the problem + Command + Alternatives
Data (definition/concept) + Problem and command + Alternatives
Contextualization (produced by a designer) + Data + Command + Alternatives
Data (composition/classification) + Start of command + Affirmatives + Closing from command + Alternatives
Topic and start of command + Affirmatives + Closing of command + Alternatives.

Source: Fuzer et al. (2017) – Adapted by the author

We used these nomenclatures as a basis and adapted them to analyze the organization of the 40 questions.

2.4 CRITICAL GENRE ANALYSIS

With the purpose of analyzing the ENADE test of the Major in English Language as a genre in terms of its macrostructure, that is, analyzing it to identify rhetorical moves, we adopted Critical Genre Analysis as a theoretical background.

Considering that we adopt the CGA approach, it is important to highlight what genre is. According to Motta-Roth and Heberle (2015, p. 2) genre is “the language use

¹ The responsibility of the translations from Portuguese to English relies on the present work's author.

constitutive of and constituted by social activities, as a relatively stable communicative event, associated with specific purposes in specific sociocultural contexts". When it comes to the concept of genre, it is important to relate it to CGA, since as Motta-Roth and Heberle (2015, p. 5) mentions "CGA concentrates on the description, interpretation, and explanation of texts in their contexts, from a social discursive viewpoint".

CGA integrates theoretical and methodological concerns from Sociorhetoric, Systemic Functional Linguistics (SFL), and Critical discourse analysis (CDA) (MOTTA-ROTH, HEBERLE; 2015, p. 5), therefore, in this research, for the analysis of the ENADE major in English exam as a genre, we were inspired by the analysis of rhetorical movements and steps proposed by Swales (1990).

Therefore, it is inferred that critical analysis is a specific study of a genre in which we aim to identify elements that compose it. Also, to propose interpretations about the genre under analysis.

Considering that the methodology proposed by Swales (1990) is meant to analyze the organizational structure and the formal aspects of texts, we use Creating a Research Space (CARS) theory as a basis for analyzing the rhetorical movements of the ENADE questions genre.

In the next section, we discuss the methodological processes that we used to conduct the study.

3. METHODS

The corpus of this study was collected on the National Institute for Educational Studies and Research Anísio Teixeira (INEP) website, specifically in the National Exam of Student Performance (ENADE) tab. At first, five samples of the National Exam of Student Performance (ENADE) were collected based on a selection criterion: being from the area of Languages (Chart 2). Taking into account this criterion, the editions of 2005, 2008, 2011, 2014, and 2017 were collected. After analyzing Chart 3, it was possible to identify that only in 2017 the English Language course had its first separate test.

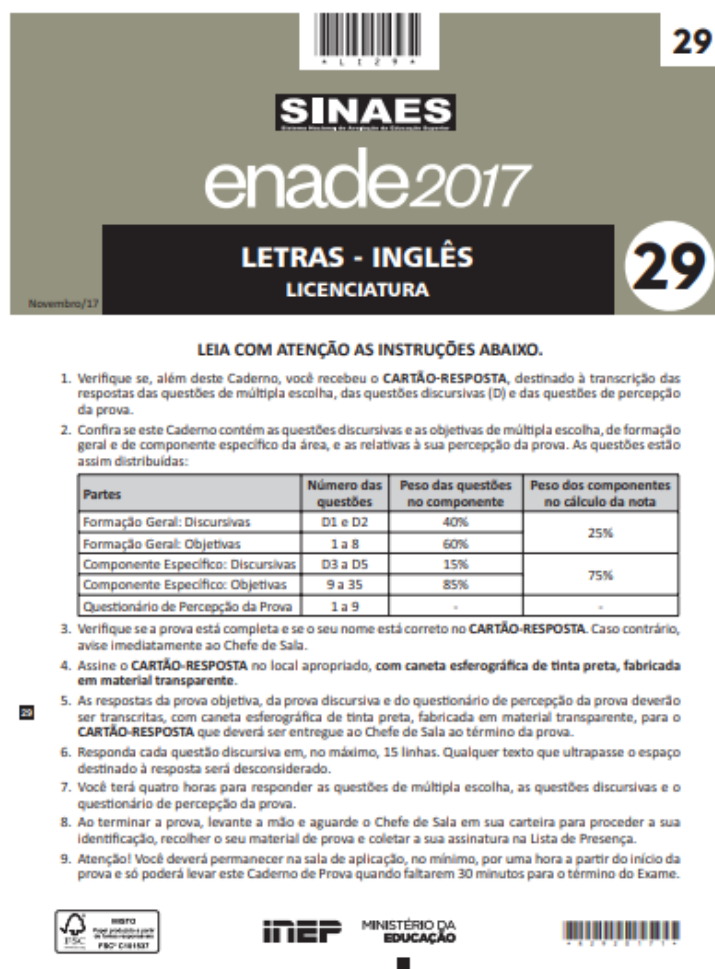
Chart 2. ENADE editions in the Language area.

Edition	Area
2005	Degree and Bachelor in Portuguese and Foreign Language course
2008	Degree and Bachelor in Portuguese Language course
2011	Degree and Bachelor in Portuguese Language course
2014	Bachelor in Portuguese Language course Degree in Portuguese Language course Degree in Portuguese and Spanish Language course Degree in Portuguese and English Language course
2017	Bachelor in Portuguese Language course Degree in Portuguese Language course Degree in Portuguese and Spanish Language course Degree in Portuguese and English Language course Degree in English Language course.

Source: (ENADE, 2017)

Considering that the exam is applied every three years in each area of knowledge, this was the only version available until the collection of the *corpus*, which was conducted in July of 2021. Therefore, it was necessary to delimit a new selection criterion, that is, to be specific to the English Languages area, so only the 2017 edition (Figure 2) was selected.

Figure 2 – The 2017 English Language Course edition.



Source: (ENADE, 2017)

After selecting the 2017 edition as the *corpus* for this research, we analyzed its macrostructure, as we identified that the test is composed of two sections: a) 10 General Formation questions, which are common to all evaluation areas of the year; and b) 30 Specific Component questions, which are specific to the evaluation area.

In a second moment, we classified these 40 questions according to their kinds, themes, length (considering the total number of words in each text), and the language in which they were written. Therefore, this classification of the questions was our first attempt to find a pattern in the questions.

The analysis of the English Language Course questions was carried out based on Fuzer et al. (2017), that classifies the kinds of questions as Selection of Statements; Association between columns; True or false; Incorrect statement; Fill in the blanks; and Correct Alternatives. This material was suitable for the classification of the exam

questions. Then, it was adopted by the study to classify the kinds of the General Formation and Specific Component questions.

Given that the Critical Genre Analysis provides not only the analysis of the text but also of the context in which it is inserted, we used it as a theoretical background to analyze the 2017 edition.

The results of these analyzes and their respective interpretations are presented in the next section.

4. RESULTS AND DISCUSSION

Regarding the analysis of the nine multiple-choice questions of the Test Perception Questionnaire, we designed the table below (Chart 3) to show the results obtained, related to the perception of students as a whole in the national context.

Chart 3. Test Perception Questionnaire Recurring Answers.

Question number	Question	Recurring Answer	Percentage of what?
01	<i>Qual o grau de dificuldade desta prova na parte de Formação Geral?</i>	Alternative(s): C C: Médio.	58%
02	<i>Qual o grau de dificuldade desta prova na parte de Componente Específico?</i>	Alternative(s): C C: Médio.	53,3%
03	<i>Considerando a extensão da prova, em relação ao tempo total, você considera que a prova foi</i>	Alternative(s): A; B A: Muito longa. B: Longa.	49,4%
04	<i>Os enunciados das questões da prova na parte de Formação Geral estavam claros e objetivos?</i>	Alternative(s): A; B A: Sim, todos. B: Sim, a maioria.	77,8%
05	<i>Os enunciados das questões da prova na parte de Componente Específico estavam claros e objetivos?</i>	Alternative(s): A; B A: Sim, todos. B: Sim, a maioria.	76,41%
06	<i>As informações/instruções fornecidas para a resolução das questões foram suficientes para resolvê-las?</i>	Alternative (s): A A: Sim, até excessivas.	84,4%
07	<i>Você se deparou com alguma dificuldade ao responder à prova. Qual?</i>	Alternative (s): B B: Forma diferente de abordagem do conteúdo	37,5%
08	<i>Considerando apenas as questões objetivas da prova, você percebeu que</i>	Alternative (s): D: estudou e aprendeu muitos desses conteúdos. E: estudou e aprendeu todos esses conteúdos.	65%
09	<i>Qual foi o tempo gasto por você para concluir a prova?</i>	Alternative (s): B: Entre uma e duas horas.	73,4%

		<i>D: Entre três e quatro horas</i>	
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Source: Synthesis Report of the English Language Course, 2017.

When analyzing the averages, it is inferred that the degree of difficulty of the General Formation test was higher than that of the Specific Component. In addition, they present more clarity in terms of statements related to the Specific Component.

Regarding the extension, most students stated that it was too long, mentioning that it took between 2 to 4 hours to finish the test. However, they have also stated that there was enough information to answer those questions, and that they have studied the contents previously, but they were only familiar with different ways of approaching the contents.

In relation to the discursive questions, those of the General Formation obtained a higher average of correct answers concerning the Specific Component, since they presented, respectively, 57.8 and 39.6 average score. However, it is worth mentioning that the Specific Component instructions did not mention whether the questions were supposed to be answered by the students in Portuguese or English, so both forms were accepted by the examining board, due to this lack of information in the instructions.

After analyzing the 2017 edition exam, we were able to identify that it is constituted of subdivisions regarding the kinds of questions. For example, in General Formation, there are two Discursive and eight Multiple-choices questions. In the Specific Component, on the other hand, there are three Discursive and 27 Multiple-choice questions, totaling a corpus of 40 questions (Chart 4).

Chart 4. The division of the questions

Questions Division			
General formation		Specific component	
Quantity	Kind	Quantity	Kind
2	Discursive questions	3	Discursive questions
8	Multiple choice questions	27	Multiple choice questions
Total: 10		Total: 30	
Total questions: 40			

Source: (ENADE, 2017)

In addition, at the end of the questions, specifically on page 38, there is also a Test Perception Questionnaire (Figure 3), in which there are nine multiple-choice questions that can assess the opinion of students regarding the test they took.

Another point worth mentioning is that the students who take the test need to answer a questionnaire about their socio-economic profile, and their perceptions about their course and institution. This step takes place before the test.

Figure 3 - Test Perception Questionnaire.

2017
enade
Exame Nacional de Desempenho
das Estudantes

QUESTIONÁRIO DE PERCEÇÃO DA PROVA

As questões abaixo visam levantar sua opinião sobre a qualidade e a adequação da prova que você acabou de realizar. Assinale as alternativas correspondentes à sua opinião nos espaços apropriados do **CARTÃO-RESPOSTA**.

QUESTÃO 1
Qual o grau de dificuldade desta prova na parte de Formação Geral?
 A) Muito fácil.
 B) Fácil.
 C) Médio.
 D) Difícil.
 E) Muito difícil.

QUESTÃO 2
Qual o grau de dificuldade desta prova na parte de Componente Específico?
 A) Muito fácil.
 B) Fácil.
 C) Médio.
 D) Difícil.
 E) Muito difícil.

QUESTÃO 3
Considerando a extensão da prova, em relação ao tempo total, você considera que a prova foi
 A) muito longa.
 B) longa.
 C) adequada.
 D) curta.
 E) muito curta.

QUESTÃO 4
Os enunciados das questões da prova na parte de Formação Geral estavam claros e objetivos?
 A) Sim, todos.
 B) Sim, a maioria.
 C) Apenas cerca da metade.
 D) Poucos.
 E) Não, nenhum.

QUESTÃO 5
Os enunciados das questões da prova na parte de Componente Específico estavam claros e objetivos?
 A) Sim, todos.
 B) Sim, a maioria.
 C) Apenas cerca da metade.
 D) Poucos.
 E) Não, nenhum.

QUESTÃO 6
As informações/instruções fornecidas para a resolução das questões foram suficientes para resolvê-las?
 A) Sim, até excessivas.
 B) Sim, em todas elas.
 C) Sim, na maioria delas.
 D) Sim, somente em algumas.
 E) Não, em nenhuma delas.

QUESTÃO 7
Você se deparou com alguma dificuldade ao responder à prova. Qual?
 A) Desconhecimento do conteúdo.
 B) Forma diferente de abordagem do conteúdo.
 C) Espaço insuficiente para responder às questões.
 D) Falta de motivação para fazer a prova.
 E) Não tive qualquer tipo de dificuldade para responder à prova.

QUESTÃO 8
Considerando apenas as questões objetivas da prova, você percebeu que
 A) não estudou ainda a maioria desses conteúdos.
 B) estudou alguns desses conteúdos, mas não os aprendeu.
 C) estudou a maioria desses conteúdos, mas não os aprendeu.
 D) estudou e aprendeu muitos desses conteúdos.
 E) estudou e aprendeu todos esses conteúdos.

QUESTÃO 9
Qual foi o tempo gasto por você para concluir a prova?
 A) Menos de uma hora.
 B) Entre uma e duas horas.
 C) Entre duas e três horas.
 D) Entre três e quatro horas.
 E) Quatro horas, e não consegui terminar.

38 LETRAS - INGLÊS

Source: (ENADE, 2017)

These nine extra questions are related to what students personally thought about the test. However, the questions were not analyzed in terms of rhetorical moves.

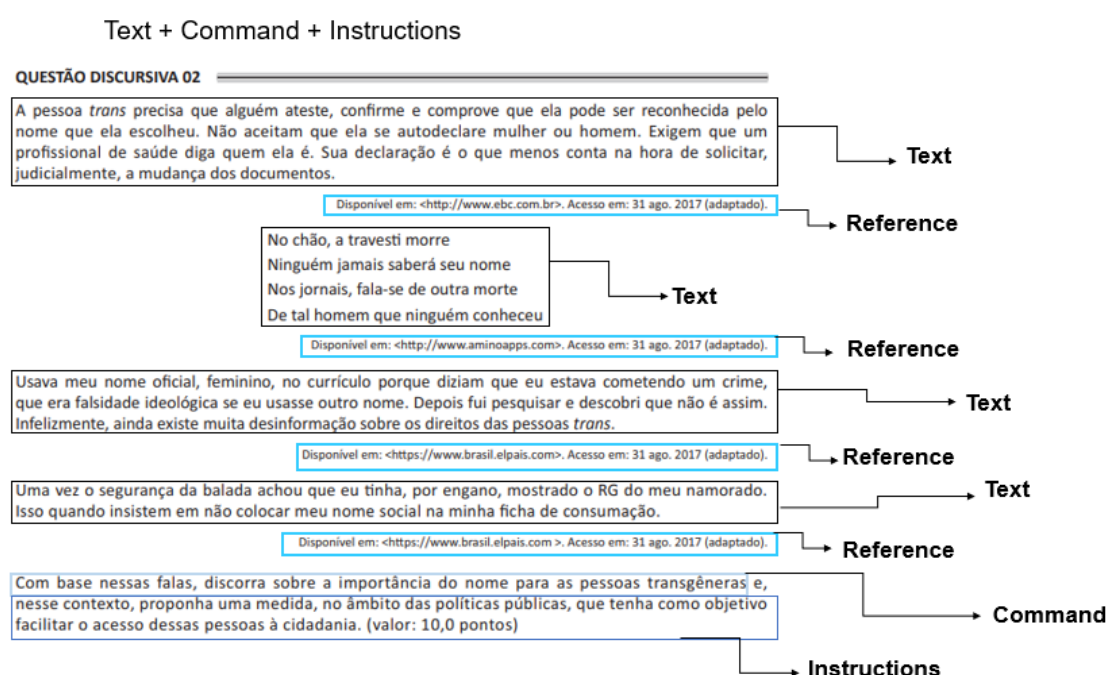
4.1 GENERAL FORMATION

In the discursive and multiple-choice questions of General Formation, we identify that the questions present topics of general knowledge and aim to assess the understanding of Brazilian students about relevant, social and recurrent themes, in

addition to verifying the ethical profile, social issues, and the students' human rights comprehension.

Another relevant point is the discursive questions' macrostructure (Figure 4) that presents short texts with references, that had problem-situation texts in which the students should present a solution in their texts, commands, and instructions. Based on that, the examinee must write about the topic foreseen in Portuguese in the question.

Figure 4 – Discursive question number 2, General Formation.



Source: (ENADE, 2017)

In contrast with the discursive questions, in terms of macrostructure, the multiple-choice questions presented five kinds of structures that were written in Portuguese (Chart 5).

Chart 5. Multiple-choice questions' structure.

Multiple-choice question's structure
Texts + Data + Commands + Alternatives (a-e) - (Figure 5)
Texts + Start command + Affirmatives + Close command + Alternatives (a-e) - (Figure 6)
Texts + Data + Start command + Affirmatives + Close command + Alternatives (a-e) - (Figure 7)
Start command + text + close command + alternatives (a-e) - (Figure 8)
Texts + Commands + Alternatives (a-e) - (Figure 9)

Source: (ENADE, 2017)

Figure 5 – Multiple-choice question number 1, General Formation.

QUESTÃO 01

Os britânicos decidiram sair da União Europeia (UE). A decisão do referendo abalou os mercados financeiros em meio às incertezas sobre os possíveis impactos dessa saída.

Os gráficos a seguir apresentam, respectivamente, as contribuições dos países integrantes do bloco para a UE, em 2014, que somam € 144,9 bilhões de euros, e a comparação entre a contribuição do Reino Unido para a UE e a contrapartida dos gastos da UE com o Reino Unido.

Contribuições para a UE
Dados de 2014, em € bilhões

País	Contribuição (€ bilhões)
Alemanha	25,8
França	19,5
Itália	14,3
Reino Unido	11,3
Espanha	9,9
Holanda	6,3
Suécia	3,8
Bélgica	3,6
Polónia	3,5
Áustria	2,6
Dinamarca	2,2
Outros países	42,1

Reino Unido e UE
Dados de 2014, em € bilhões

Categoria	Valor (€ bilhões)
Contribuição do Reino Unido com a UE	11,3
Gasto da UE com o Reino Unido	6,9

Disponível em: <http://www.g1.globo.com>. Acesso em: 6 set. 2017 (adaptado)

Text + Data + Command + Alternatives (a-e)

Text

Command

Considerando o texto e as informações apresentadas nos gráficos acima, assinale a opção correta.

Alternatives (a-e)

Data

Reference

Source (ENADE, 2017)

Figure 6 – Multiple-choice question number 2, General Formation.

QUESTÃO 02

Segundo o relatório da Organização das Nações Unidas para a Alimentação e a Agricultura de 2014, a agricultura familiar produz cerca de 80% dos alimentos no mundo e é guardiã de aproximadamente 75% de todos os recursos agrícolas do planeta. Nesse sentido, a agricultura familiar é fundamental para a melhoria da sustentabilidade ecológica.

Disponível em: <http://www.fao.org>. Acesso em: 29 ago. 2017 (adaptado).

Considerando as informações apresentadas no texto, avalie as afirmações a seguir.

Text

Reference

Start command

I. Os principais desafios da agricultura familiar estão relacionados à segurança alimentar, à sustentabilidade ambiental e à capacidade produtiva.

II. As políticas públicas para o desenvolvimento da agricultura familiar devem fomentar a inovação, respeitando o tamanho das propriedades, as tecnologias utilizadas, a integração de mercados e as configurações ecológicas.

III. A maioria das propriedades agrícolas no mundo tem caráter familiar, entretanto o trabalho realizado nessas propriedades é majoritariamente resultante da contratação de mão de obra assalariada.

Affirmatives

É correto o que se afirma em

Close command

Alternatives (a-e)

A I, apenas.

B III, apenas.

C I e II, apenas.

D II e III, apenas.

E I, II e III.

Source: (ENADE, 2017)

Figure 7 – Multiple-choice question number 3, General Formation.

Texts + Data + Start command + Affirmatives + Close command + Alternatives (a-e)

QUESTAO 03

O sistema de tarifação de energia elétrica funciona com base em três bandeiras. Na bandeira verde, as condições de geração de energia são favoráveis e a tarifa não sofre acréscimo. Na bandeira amarela, a tarifa sofre acréscimo de R\$ 0,020 para cada kWh consumido, e na bandeira vermelha, condição de maior custo de geração de energia, a tarifa sofre acréscimo de R\$ 0,035 para cada kWh consumido. Assim, para saber o quanto se gasta com o consumo de energia de cada aparelho, basta multiplicar o consumo em kWh do aparelho pela tarifa em questão.

Disponível em: <http://www.aneel.gov.br>. Acesso em: 17 jul. 2017 (adaptado).

Na tabela a seguir, são apresentadas a potência e o tempo de uso diário de alguns aparelhos eletroeletrônicos usuais em residências.

Aparelho	Potência (kW)	Tempo de uso diário (h)	kWh
Carregador de celular	0,010	24	0,240
Chuveiro 3 500 W	3,500	0,5	1,750
Chuveiro 5 500 W	5,500	0,5	2,250
Lâmpada de LED	0,008	5	0,040
Lâmpada fluorescente	0,015	5	0,075
Lâmpada incandescente	0,060	5	0,300
Modem de internet em stand-by	0,005	24	0,120
Modem de internet em uso	0,012	8	0,096

Disponível em: <http://www.educandoseuolho.blog.br>. Acesso em: 17 jul. 2017 (adaptado).

Considerando as informações do texto, os dados apresentados na tabela, uma tarifa de R\$ 0,50 por kWh em bandeira verde e um mês de 30 dias, avalie as afirmações a seguir.

I. Em bandeira amarela, o valor mensal da tarifa de energia elétrica para um chuveiro de 3 500 W seria de R\$ 1,05, e de R\$ 1,65, para um chuveiro de 5 500 W.

II. Deixar um carregador de celular e um modem de internet em stand-by conectados na rede de energia durante 24 horas representa um gasto mensal de R\$ 5,40 na tarifa de energia elétrica em bandeira verde, e de R\$ 5,78, em bandeira amarela.

III. Em bandeira verde, o consumidor gastaria mensalmente R\$ 3,90 a mais na tarifa de energia elétrica em relação a cada lâmpada incandescente usada no lugar de uma lâmpada LED.

É correto o que se afirma em

A II, apenas.
B III, apenas.
C I e II, apenas.
D I e III, apenas.
E I, II e III.

Source: (ENADE, 2017)

Figure 8 – Multiple-choice question number 4, General Formation.

Start command + text + close command + alternatives (a-e)

QUESTÃO 04

Sobre a televisão, considere a tirinha e o texto a seguir.

TEXTO 1

Disponível em: <http://www.coletivando.files.wordpress.com>. Acesso em: 25 jul. 2015.

TEXTO 2

A televisão é este contínuo de imagens, em que o telejornal se confunde com o anúncio de pasta de dentes, que é semelhante à novela, que se mistura com a transmissão de futebol. Os programas mal se distinguem uns dos outros. O espetáculo consiste na própria sequência, cada vez mais vertiginosa, de imagens.

PEIXOTO, N. B. As imagens de TV têm tempo? In: NOVAES, A. *Rede Imaginária: televisão e democracia*. São Paulo: Companhia das Letras, 1991 (adaptado).

Com base nos textos 1 e 2, é correto afirmar que o tempo de recepção típico da televisão como veículo de comunicação estimula a

A contemplação das imagens animadas como meio de reflexão acerca do estado de coisas no mundo contemporâneo, traduzido em forma de espetáculo.
B fragmentação e o excesso de informação, que evidenciam a opacidade do mundo contemporâneo, cada vez mais impregnado de imagens e informações superficiais.
C especialização do conhecimento, com vistas a promover uma difusão de valores e princípios amplos, com espaço garantido para a diferença cultural como capital simbólico valorizado.
D atenção concentrada do telespectador em determinado assunto, uma vez que os recursos expressivos próprios do meio garantem a motivação necessária para o foco em determinado assunto.
E reflexão crítica do telespectador, uma vez que permite o acesso a uma sequência de assuntos de interesse público que são apresentados de forma justaposta, o que permite o estabelecimento de comparações.

Source: (ENADE, 2017)

Figure 9 – Multiple-choice question number 6, General Formation.

Text + command + alternatives (a-e)

QUESTÃO 06

A imigração haitiana para o Brasil passou a ter grande repercussão na imprensa a partir de 2010. Devido ao pior terremoto do país, muitos haitianos redescobriram o Brasil como rota alternativa para migração. O país já havia sido uma alternativa para os haitianos desde 2004, e isso se deve à reorientação da política externa nacional para alcançar liderança regional nos assuntos humanitários.

A descoberta e a preferência pelo Brasil também sofreram influência da presença do exército brasileiro no Haiti, que intensificou a relação de proximidade entre brasileiros e haitianos. Em meio a esse clima amistoso, os haitianos presumiram que seriam bem acolhidos em uma possível migração ao país que passara a liderar a missão da ONU.

No entanto, os imigrantes haitianos têm sofrido ataques xenofóbicos por parte da população brasileira. Recentemente, uma das grandes cidades brasileiras serviu como palco para uma marcha anti-imigração, com demonstrações de um crescente discurso de ódio em relação a povos imigrantes marginalizados.

Observa-se, na maneira como esses discursos se conformam, que a reação de uma parcela dos brasileiros aos imigrantes se dá em termos bem específicos: os que sofrem com a violência dos atos de xenofobia, em geral, são negros e têm origem em países mais pobres.

SILVA, C. A. S.; MORAES, M. T. A política migratória brasileira para refugiados e a imigração haitiana. Revista do Direito. Santa Cruz do Sul, v. 3, n. 50, p. 98-117, set./dez. 2016 (adaptado).

A partir das informações do texto, conclui-se que

Text

Reference

Affirmatives

Command

Alternatives (a-e)

- A** o processo de acolhimento dos imigrantes haitianos tem sido pautado por características fortemente associadas ao povo brasileiro: a solidariedade e o respeito às diferenças.
- B** as reações xenófobas estão relacionadas ao fato de que os imigrantes são concorrentes diretos para os postos de trabalho de maior prestígio na sociedade, aumentando a disputa por boas vagas de emprego.
- C** o acolhimento promovido pelos brasileiros aos imigrantes oriundos de países do leste europeu tende a ser semelhante ao oferecido aos imigrantes haitianos, pois no Brasil vigora a ideia de democracia racial e do respeito às etnias.
- D** o nacionalismo exacerbado de classes sociais mais favorecidas, no Brasil, motiva a rejeição aos imigrantes haitianos e a perseguição contra os brasileiros que pretendem morar fora do seu país em busca de melhores condições de vida.
- E** a crescente onda de xenofobia que vem se destacando no Brasil evidencia que o preconceito e a rejeição por parte dos brasileiros em relação aos imigrantes haitianos é pautada pela discriminação social e pelo racismo.

Source: (ENADE, 2017)

The texts of the General Formation multiple-choice questions were considered short, in addition to addressing relevant and recurrent themes, such as Haitian immigration to Brazil and the goals of sustainable development. These questions also present brief and objective commands that ask the student to answer the questions by marking one of the five alternatives that follow the close command.

Consequently, it can be noticed that inside of the eight General Formation questions of the 2017 exam, there were five kinds of structures, as shown in the figures above, which are distributed similarly throughout the first stage of the exam (Chart 6).

Chart 6. Structure and numbers of the questions. – General Formation

Question structures	Question numbers	Total
Texts + Data + Commands + Alternatives (a-e)	01 and 05	2 questions
Texts + Start command + Affirmatives + Close command + Alternatives (a-e)	02	1 question
Texts + Data + Start command + Affirmatives + Close command + Alternatives (a-e)	03 and 08	2 questions
Start command + text + close command + alternatives (a-e)	04	1 question
Texts + Commands + Alternatives (a-e)	06 and 07	2 questions

Source: (ENADE, 2017)

After this analysis, we followed Fuzer et al. (2017) to analyze it in terms of kinds of questions. From this, it was possible to identify the occurrence of five kinds of

questions classified as a) Correct alternative; and three kinds of questions classified as b) Selection of statements (Chart 7).

Chart 7. Kinds of questions.

Kinds of questions	Question's number	Total
Correct alternative	01, 04, 05, 06, 07	5 questions
Selection of statements	02, 03, 08	3 questions

Source: (ENADE, 2017)

4.2 SPECIFIC COMPONENT

The specific component has 30 questions in total. Among these, there were three discursive and 27 multiple-choice questions. Both of these kinds/types of question aim to assess the knowledge of Brazilian students about the contents seen during the undergraduate course, in addition to verify whether they were able to develop the skills necessary to perform the occupations they are should be qualified for once they graduate.

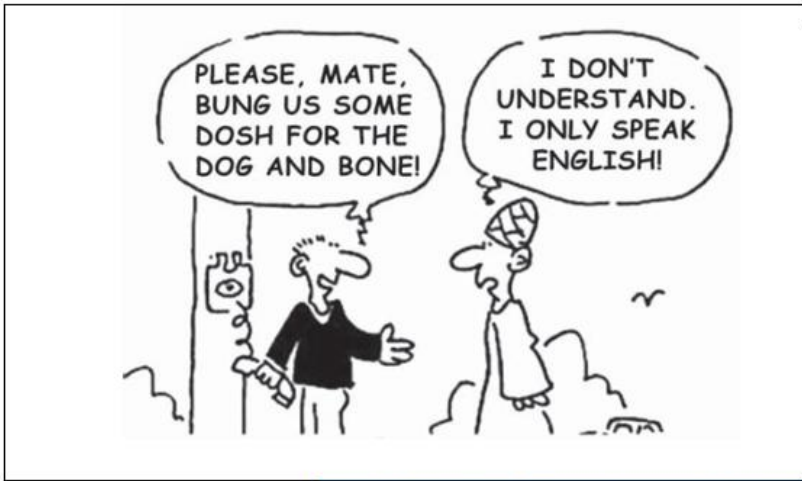
The texts of the discursive questions were considered of short extension, in addition to all being written in English and presenting relevant socially themes such as the production of female authorship in the 19th century, linguistic and cultural diversity, also digital technologies in English classes of basic education.

In the discursive questions of the Specific Component, there are three questions that present verbal and non-verbal text. For example, in question number four, there is a cartoon as the base text (Figure 10). In addition, these questions follow the pattern Text + Command + Instructions and can be answered optionally, that is, in either Portuguese or English.

Figure 10 – Discursive question number 8, Specific Component.

Text + Command + Instructions

QUESTÃO DISCURSIVA 04



Text
(Cartoon)

Reference

Command

Instructions

Disponível em: <<http://www.coxandforkum.com>>. Acesso em: 11 jul. 2017 (adaptado).

Considerando esse cartum e seus conhecimentos sobre diversidade linguística e cultural, elabore um texto sobre o fenômeno linguístico a que o cartum se refere e cite três características desse fenômeno (valor: 10,0 pontos)

Source: (ENADE, 2017)

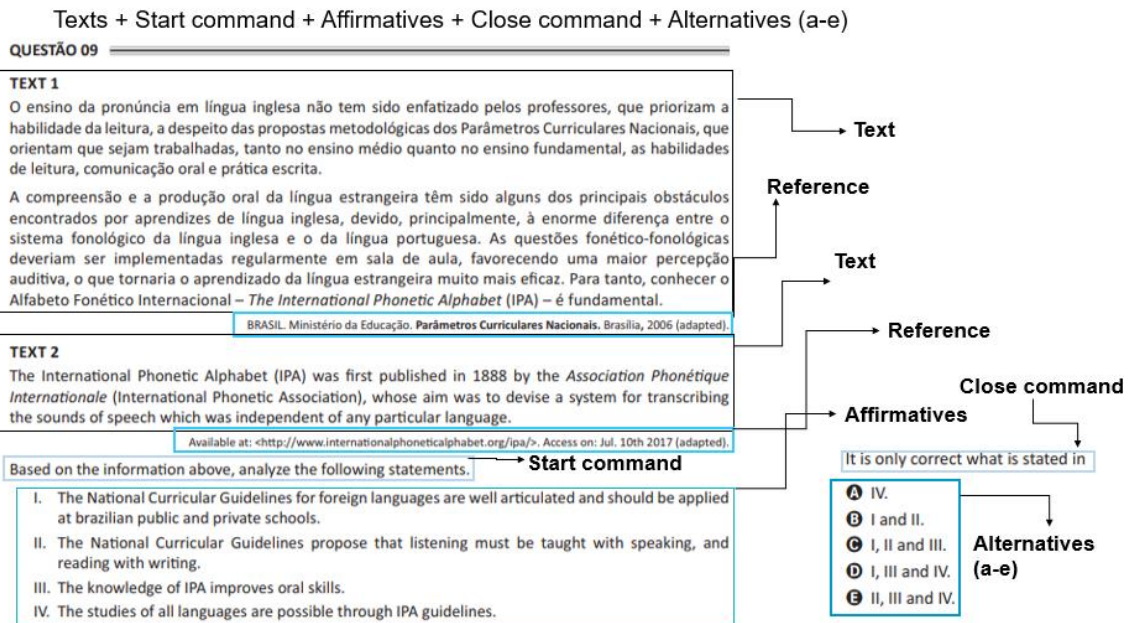
In addition, Specific Component multiple-choice questions have two kinds of structures. The sequence texts, start command, affirmatives, close command, and, alternatives (a-e) is the one that is the most recurrent throughout the exam. (Chart 8)

Chart 8. Structure and numbers of the questions. – Specific Component

Questions' structure	Questions' numbers	Total
Texts + Start command + Affirmatives + Close command + Alternatives (a-e) – (Figure 11)	09, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 24, 27, 28, 30, 31 and 34.	18 questions
Text + command + alternatives (a-e) – (Figure 12)	15, 22, 23, 25, 26, 29, 32, 33 and 35.	9 questions

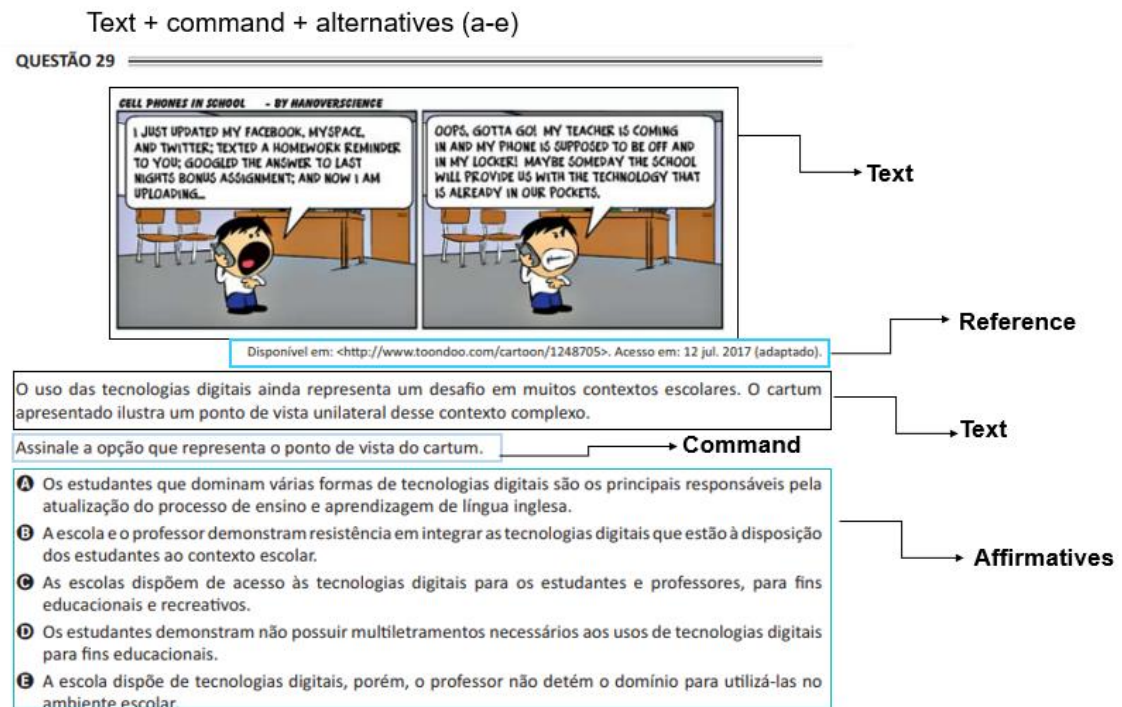
Source: (ENADE, 2017)

Figure 11 – Multiple-choice question number 9, Specific Component.



Source: (ENADE, 2017)

Figure 12 – Multiple-choice question number 29, Specific Component.



Source: (ENADE, 2017)

However, the language used in these questions was quite varied, as shown in the figures above. That is, in some of them, there was a merge of Portuguese and English, while in others, only English or Portuguese was used in its rhetorical moves, such as the commands, that were mostly brief, straightforward, and differed in

language (Portuguese and English). In addition, they asked the student to solve the questions by selecting one of the five alternatives.

Regarding the multiple-choice questions of the Specific Component, there are 27 in total. Of these, 18 are a) Selection of Statements, and nine are b) Correct Alternative, based on Fuzer et al. (2017). The Correct Alternative questions follow the pattern of verbal and or non-verbal text, start command, affirmatives, close command, and five alternatives to identify which one is correct (Chart 9, figure 13). On the other hand, the Selection of Statements kind follows the standard verbal and or non-verbal text, command, and five alternatives (Chart 10, figure 14).

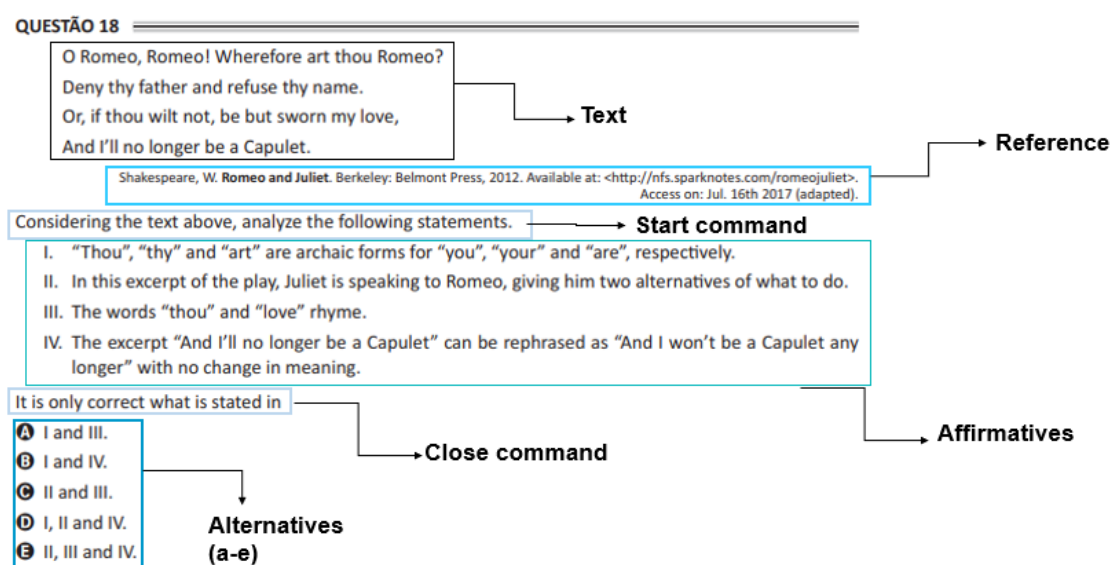
Chart 9. Kinds of questions

Kinds of questions	Question's number	Total
Correct alternative	15, 22, 23, 25, 26, 29, 32, 33 and 35.	9 questions
Selection of statements	09, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 24, 27, 28, 30, 31 and 34.	18 questions

Source: (ENADE, 2017)

Figure 13 – Multiple-choice question number 18, Specific Component.

Selection of statements



Source: (ENADE, 2017)

Figure 14 – Multiple-choice question number 22, Specific Component.

Correct alternative

QUESTÃO 22

BUT WOULD IT WORK?

SUGGESTED EDUCATIONAL USES FOR PHONES IN CLASS

- Listening to foreign-language podcast recordings
- Setting homework reminders
- Recording a teacher's poetry reading for revision

AND HOW PUPILS MIGHT BE MORE LIKELY TO USE THEM

- Texting friends
- Surfing the internet
- Taking pictures of a teacher
- Playing electronic games

→ Text

→ Reference

Disponível em: <<http://www.dailymail.co.uk/news/article-1052279>>. Acesso em: 15 jul. 2017 (adaptado)

No que se refere ao uso do celular em sala de aula, o objetivo do texto é

→ Command

A alertar para a disparidade entre a expectativa do professor e a predisposição dos alunos quanto ao uso do celular com fins pedagógicos.

B demonstrar que o uso do celular nas aulas de inglês prejudica o processo de ensino e aprendizagem da língua.

C defender que professores usem o celular para gravar as aulas de língua inglesa.

D informar que o uso da internet no celular é proibido em ambientes educacionais.

E incentivar o uso do celular para jogos eletrônicos em sala de aula.

→ Alternatives

Source: (ENADE, 2017)

Another point that is important to highlight is that, in relation to the questions that have affirmatives (18 questions in total), six of those affirmatives were in English, and the other 12 were in Portuguese, and it was the same case about Start and Close commands, in which six are in English and 12 in Portuguese language. Moreover, seven out of the nine questions with correct affirmatives, had their commands in Portuguese, whereas only two were in English. Therefore, it can be inferred that the Portuguese language was predominant both in the affirmatives and in the commands, although it was the English Course Exam.

5. FINAL REMARKS

This study aimed to analyze the Major in English exam (ENADE). For this, we have adopted the CGA to identify the rhetorical organization of the 40 questions present in the exam, that is, their rhetorical movements and respective steps, as Swales (1990) punctuated in his Creating a Research Space (CARS) model, which was adapted to the context of the present research.

For this purpose, we analyzed the corpus in terms of structuring and kinds of questions. To identify the kinds of questions, we adopted the manual by Fuzer et al. (2017). Other than that, to identify the macrostructure of the Major in English exam

(ENADE), we used the sociorhetorical proposed by Swales (1990) as a theoretical-methodological principle.

Based on these analyses, we have identified standardized question structures and kinds throughout the test. Out of the eight multiple-choice questions of the General Formation, we identified five different structures.

As for the kinds of questions, there were two different classifications, which are: 1) Correct Alternative; and 2) Selection of statements. However, we found that there are five other questions that can be classified as Correct Alternative. In the Specific Component, there were 27 multiple-choice questions, among which we identified two structural patterns. There were also two kinds of questions: 1) Correct Alternative; and 2) Selection of statements. However, unlike the General Formation, the Selection of statements kind was the most recurrent (18 questions).

In relation to the rhetorical moves of the questions, the General Formation questions are the most varied, even so, the two patterns identified in the Specific Component questions also follow two identical structures to the General Formation.

When classifying the multiple-choice General Formation questions and the Specific Component questions, we realized that they are opposites in a certain way, since there is a higher rate of Selection of statements in the Specific Component, while in the General Formation there was the highest rate of Correct Alternative kind questions.

Still, we have identified that the discursive questions of General Formation and Specific Component follow the same pattern, 1) Text + Commands + Instructions, they only differ in terms of language, since the questions of General Formation were written and must be discussed in Portuguese language. However, those of the Specific Component have a mix of languages, as their texts are written in English whereas the command and instructions are in Portuguese, while the students are also allowed to choose the language, they want to use to compose the answer to the question.

Finally, we have produced a pedagogical material based on the previous results that we had during the research, subsequently, we referred it to the Coordination of the Major in English Language (UFES) and the students who took the 2021 edition, called "Vou fazer o ENADE de Letras-Ingês, e agora?" and had a synchronous interaction through Google Meet, in an attempt to clarify doubts, provide support and instructions for them. Since the subject is so little discussed in our area and can

generate positive impacts for the academic community and other target audiences that may be interested in this topic.

In this way, we intend to continue the research and prepare a guide with tips, strategies, and relevant points of the test for teachers, students, and the Coordination of the English Language Course.

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