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**THE UFSC ADMISSION EXAM: AN ANALYSIS OF THE STRUCTURE
OF THE ENGLISH SECTION OF THE TEST**

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THE UFSC ADMISSION EXAM – AN ANALYSIS OF THE STRUCTURE OF THE ENGLISH SECTION OF THE TEST

RESUMO

O vestibular da Universidade Federal de Santa Catarina (UFSC) é aplicado uma vez ao ano como teste de admissão para os cursos de graduação da universidade. Composto por questões de áreas do conhecimento específico, o teste de língua estrangeira é formado por oito questões da língua estrangeira escolhida pelo candidato, no caso deste estudo, a língua inglesa. Este estudo tem como objetivos 1) identificar e descrever como o teste de inglês do vestibular da UFSC é estruturado; e 2) identificar um possível padrão entre as questões, seja estrutural ou de enfoque. O *corpus* do estudo compreende cinco edições do teste de inglês do vestibular da UFSC, aplicadas entre 2014 e 2018, totalizando 40 questões. Os resultados apontam que a estrutura das questões é do tipo “respostas de somatória”, sendo todas elas relacionadas a textos presentes no teste. O enfoque é voltado para a leitura, que visa tanto compreensão textual quanto conhecimento gramatical, de vocabulário e tradução. A análise de 21 questões (metade de 40 questões mais uma) revelou 16 questões voltadas à compreensão do texto, três enfocando vocabulário, uma relacionada à tradução e uma abordando aspectos gramaticais do texto-base. A análise mostrou que, ao longo dos cinco testes, 16 textos serviram como base para as questões. Os textos-base foram adaptados, em sua maioria, para fins de testagem, ou seja, foram alterados na extensão, no *layout*, na fonte, etc. Esses textos são de gêneros variados, também quantificados durante a análise. A análise apontou um grande enfoque na compreensão leitora na língua-alvo ao longo da estrutura do teste.

Palavras-chave: UFSC. Vestibular. Estrutura de teste. Tipos de Questão. Enfoque de Questão. Textos-base.

ABSTRACT

The Federal University of Santa Catarina (UFSC)'s examination is applied once a year as an admission exam for the graduation courses of the university. It is composed by specific knowledge questions, and it has eight questions of the foreign language chosen by the candidate, in this case, the English language. The objectives of this study are 1) to identify and describe how the English test of the UFSC admission exam is structured; and 2) to identify a possible pattern among the questions, either structural or on their foci. The *corpus* of the study is composed by five editions of the English test of the admission exam, applied between 2014 and 2018, totalizing 40 questions. The results indicate that the structure of the questions is of the “summative answers” type, and every question is related to base-texts along the test. The main focus is on reading, aiming at testing reading comprehension, grammar, vocabulary and translation. The analysis of 21 questions (half of 40 questions plus one) revealed 16 questions focusing on the comprehension of the text, three focusing on vocabulary, one related to translation and one approaching grammar aspects of the base-text. The analysis showed that, along the tests, 16 base-texts were chosen. They were adapted, mostly, for testing purposes, that is, they were modified in their extension, layout, font, etc. These texts represents a variety of genres, also quantified in the analysis. The analysis pointed a considerable focus on reading in the target language along the test structure.

Keywords: UFSC. Examination. Test Structure. Types of Questions. Questions Foci. Base-Texts.

1. INTRODUCTION

The Federal University of Santa Catarina (UFSC) offers an admission exam once a year. The exam is based on summative questions and it is divided into three days of testing, aiming at assessing the testees in eight areas of knowledge. The test provides five options for the testee to choose as an additional language (AL): English, Spanish, French, German and Libras. Each language section comprehends eight questions that are part of the 1st day of the admission exam.

Given the level of importance of the university, its admission exam and the number of testees attending it every year, in addition to the summative approach of evaluation, it is relevant to analyze and understand how the test works, because no previous studies on the English portion were found. The structure, the types of questions and the foci are important features to be analyzed and discussed in order to find relevant links between them and/or with the texts and possible patterns.

This study focuses on the English section of the exam, especially because it is entirely written in the target language. The base-texts, the questions and the answers are presented in English. The objectives of the present study are 1) to identify and describe the structure of the English section of the exam, by analyzing the way the questions are organized and their structure, as well as the texts presented in the English section, and 2) to identify patterns and possible focus on specific types of questions.

The paper is organized into four main sections: 1) Literature Review, 2) Methodology, 3) Results and 4) Final Remarks.

2. LITERATURE REVIEW

This section is organized according to the structure of this research: first, an explanation on the testing concepts adopted for the analysis is introduced. Later, theories and conceptions regarding reading and text genres are presented. Then, a discussion on the foci and kinds of questions is displayed.

2.1. TESTING

The focus of the AL section of the UFSC admission exam¹ is to assess the student's knowledge on the target language. Because of that, the exam is described as a test, not an evaluation. According to Marchezan (2005, p. 26), there are differences between evaluation and testing. In agreement to the author (2005, p. 27), the former is part of the teaching process, with feedback from the teacher on student's results. Meanwhile, the latter is related to classifying the testee's knowledge level according to the results. In this case, the correction and classification methods are pre-defined and standardized, and the testee's do not have access to the details of the correction process, just the results.

Therefore, language teachers may mistrust testing (HUGHES, 1997, p. 4). It might not be the best way of evaluating students in a classroom, but it is necessary in many contexts. An admission exam to enter the university or in an exchange program, for example, "[...] certainly need dependable measures of language ability" (HUGHES, 1997, p. 4).

Thus, "[...] the primary use of testing is to make inferences about language ability" (BACHMAN; PALMER, 2000, p. 95). According to Bachman and Palmer (2000, p. 95), as tests are widely used as basis for decision-making, this is often seen as their primary purpose. Besides, the researchers (2000, p. 96-97) also state that in the making decisions process, different types of decisions may be observed, as the high- and low-stake ones, in which the former can have a high impact in the testee's life, such as entering an academic program.

In the same way, UFSC adopts AL testing as part of their admission exam to assess the testee's knowledge of the target language. As the test is focused on reading, it is necessary to present basic principles and perspectives of the skill. An introduction to the studies on reading is presented in the next section.

¹ Available at: <<http://vestibular2019.ufsc.br/provas-antiores/>>: Last accessed on: April 08th, 2019.

2.2. READING

The AL section is developed in the target language, and the structure of the text raises the necessity of taking the base-texts and the questions into consideration. Nuttall (1996, p. 4) claims that “[...] reading has one overriding purpose: to get meaning from a text.” In addition, Aebersold and Field (2007, p. 15) state that reading is an interactive process that “[...] happens when people look at a text and assign meaning to the written symbols in that text”. What differs in reading is how one reader receives the writer’s message in comparison to another.

Thereby, past experiences orientate readers’ engagement in the reading process, “[...] both in learning how to read and also in the ways reading fits into their lives” (AEBERSOLD; FIELD, 2007, p. 5). According to Aebersold and Field (2007, p. 6), the family, the community, the school, the culture and the individual are the most common sources that shape the reading experience. “They help form the complex persona of reader and form the basis for understanding the reading process” (AEBERSOLD; FIELD, 2007, p. 8). It is indispensable to emphasize that the message may not be fully understood by the reader, once elements such as shared assumptions, presuppositions and schema can interfere in the decoding process (NUTTALL, 1996). Schema is “the background information that readers bring to a text” (AEBERSOLD; FIELD, 2007, p. 8).

Besides, people read with a purpose (AEBERSOLD; FIELD, 2007; NUTTALL, 1996). In the case of this study, to accomplish the test, people read the base-texts and the questions of the admission exam, with testing purpose. According to Aebersold and Field (2007, p. 15),

purpose determines how people read a text. Do they read the text slowly or quickly? Do they read to understand (reading for full comprehension), or simply to get the general idea (skimming), to find the part that contains the information they need (scanning)? Do they reread any parts? If so, why? People vary reading behavior according to their purpose for reading.

In this perspective, Aebersold and Field (2007, p. 67) claim that the purpose for reading may not be chosen by the reader. For this reason, the researchers state that

scanning and skimming are suitable approaches for reading whenever the reader, testee in this case, is oriented by the questions to find specific or general pieces of information in the text (ibidem). However, if a thorough understanding of the text is required, more than one reading of the whole text may be necessary, once “purposes [...] vary from text to text” (AEBERSOLD; FIELD, 2007, p. 67). Besides, as the questions guide the testee on their reading process, “some actions help readers evaluate the information they get from the text and adjust their reading strategies if needed” (ibid., p. 97).

Furthermore, according to Aebersold and Field (2007, p. 9), people read many different types of texts everyday and they “[...] know more than they may think about each of the text types they read and can categorize texts using various criteria”. For this reason, the identification of genres helps the testees to read the texts.

Moreover, identifying the genres, or the “language used in recurrent contexts of human experience socially shared” (MOTTA-ROTH, 1998, p. 95, our translation), helped this analysis of the texts and provided a wider view of the test structure. Moreover, “genre identification is important in order to explore not only the grammatical features used to express meanings, but also the features that design the text being approached” (CUNHA, 2015, p. 6). In this sense, the structure of the text may give the reader a preview of the reading process, establishing their own expectations about how the information is organized in terms of title, author, source, subtitles, subheadings, photographs, drawings, graphs, charts, tables, spacing and printing (AEBERSOLD; FIELD, 2007, p. 73).

Besides, Nuttall (1996, p. 51) states that “writers and printers use a variety of conventions to help readers find their way through a text: print size and style, layout, even punctuation [...]”. In that way, the reader may have a better understanding with a general view of the text, especially when it comes to testing. The layout helps the comprehension of what is asked in the questions, while presents crucial points for the testee to pay attention to. However, many changes to the structure may adulterate and/or hinder the genre, turning it difficult to identify and consequently not assisting the reading process. In furtherance of continuing the studies on the English portion of the UFSC admission exam, the following sections present the foci and kinds of questions.

2.3. FOCI OF QUESTIONS

As one of the objectives of this study is to analyze the foci of the questions, some principles must be discussed. Aebersold and Field (2007, p. 117) see comprehension questions as “the most frequent and time-honored activities”. The authors (*ibidem*) state that:

a text comprehension question can cover various aspects of content: the thesis and main ideas of the text, various specific details, the difficult parts, and so on. It can also focus on language: particular rhetorical structures, grammar patterns, vocabulary. A set of reading comprehension questions [...] can focus on one type of question or it can combine types of questions.

Besides, Hughes (1997, p. 116) claims that assessing knowledge through testing reading has different levels of analysis, that can be thought as macro-skill and micro-skills. The former is divided into “scanning [...], skimming [...], identifying stages of an argument, identifying examples presented in support of an argument” (*ibidem*). The latter, more specific, brings “identifying referents of pronouns, using context to guess meaning of unfamiliar words, understanding relations between parts of text by recognizing indicators in discourse [...]” (*ibid*, p. 117). The kinds of questions are presented in the next section.

2.4. KINDS OF QUESTIONS

According to Fuzer (2017, p. 64), the most common type of question in admission exams is the “question and answer”, that consists of a headline and five options to answer, in which the testee must select one as their final choice. In addition, Aebersold and Field (2007, p. 173) see the most familiar type of reading comprehension task as the multiple-choice one. The multiple-choice questions are “the common currency of many standardized tests, including language assessment tests like the TOEFL” (*ibidem*). This kind of questions can be problematic, once they “can be used to trick the test taker by confusing or obscuring the meaning of a passage” (AEBERSOLD; FIELD, 2007, p. 173).

The UFSC admission exam, in contrast, is based on summative questions, that can also trick the testee or turn the task more difficult because of the sum. Different from the most common types of questions in testing, this admission exam takes another path to assess the testee's knowledge of the AL.

In the next section, the methods used to analyze how the exam is structured will be detailed.

3. METHODOLOGY

The English section of the UFSC exam, more specifically, the questions and texts of each exam, constitute the *corpus* of the study. The questions were retrieved from the last five admission exams, from 2014 to 2018. Each exam consists of three texts that guide eight questions about English language, totalizing 16 texts and 40 questions in the corpus. The exams are available on UFSC's official website².

In the first moment, the questions were numbered from 1 to 40 in order to conduct a random selection³ through the whole corpus. After that, we decided to keep the initial analysis with 21 questions, half of the total plus 1, in order to have a proper quantity for analysis. Then, the questions were read, analyzed and pre-organized regarding their foci.

The English section of the UFSC exam, more specifically, the questions and texts of each exam, constitute the *corpus* of the study. The questions were retrieved from the last five admission exams, from 2014 to 2018. Each exam consists of eight questions that guide the reading of the texts from the English language section, totalizing 16 texts and 40 questions in the corpus. The exams are available on UFSC's official website².

In the first moment, the questions were numbered from 1 to 40 in order to conduct a random selection³ of questions through random sections of the corpus. After that, we decided to keep the initial analysis with 21 questions, half of the total plus 1,

² Available at: <<http://vestibular2019.ufsc.br/provas-antiores/>>: Last accessed on: April 08th, 2019.

³ Performed at: <<https://www.randomlists.com/random-numbers>>: Last accessed on: April 08th, 2019.

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The texts, as constituent parts of the test, were also included in the *corpus*. They were first quantified and separated, covering the five years of exams of the sample. Then, the texts were analyzed in order to classify and separate them according to their genres, in favor of a more specific view to support the study.

The analysis consisted of both quantitative and qualitative approaches. While the quantitative approach helped to quantify the number of questions, as well as their focus, the qualitative approach supported the classification process of the questions by their kinds and foci. The questions of the sample were disjoint in order to have a better view of each element, and still demonstrate how the structure of the questions works.

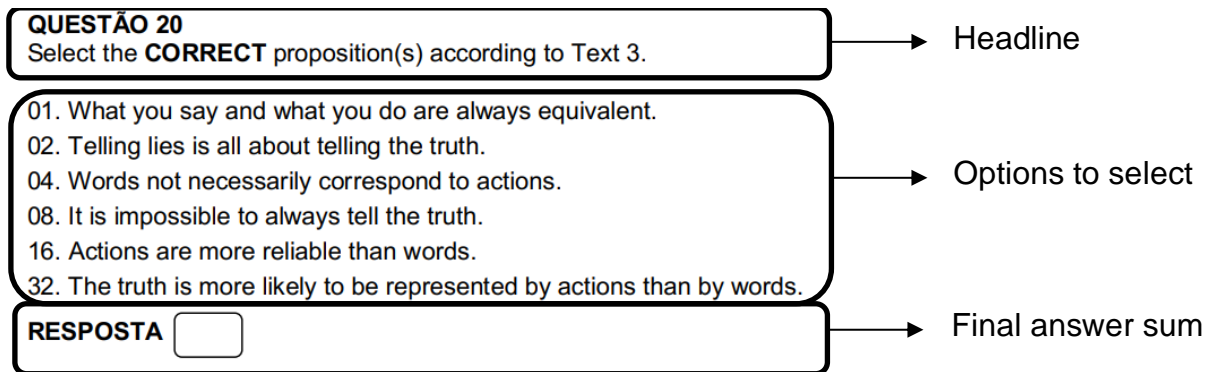
4. RESULTS

4.1. STRUCTURE

All the questions of the *corpus* are composed of a headline and a variable number of alternatives of summative answer. The headlines do not provide a huge amount of information; they only direct the testee to select the options. The alternatives of answer dictate what is being asked in the respective task.

Because of the sum, all questions are similar to “true or false” activities with a variable number of options of answer, in which the testee must identify the correct and incorrect ones, calculating the sum numbers in order to find a final answer to fill in the response card. Figures number 1 and from numbers 5 to 8 display the structure and the types of questions.

Figure 1 - Question Structure



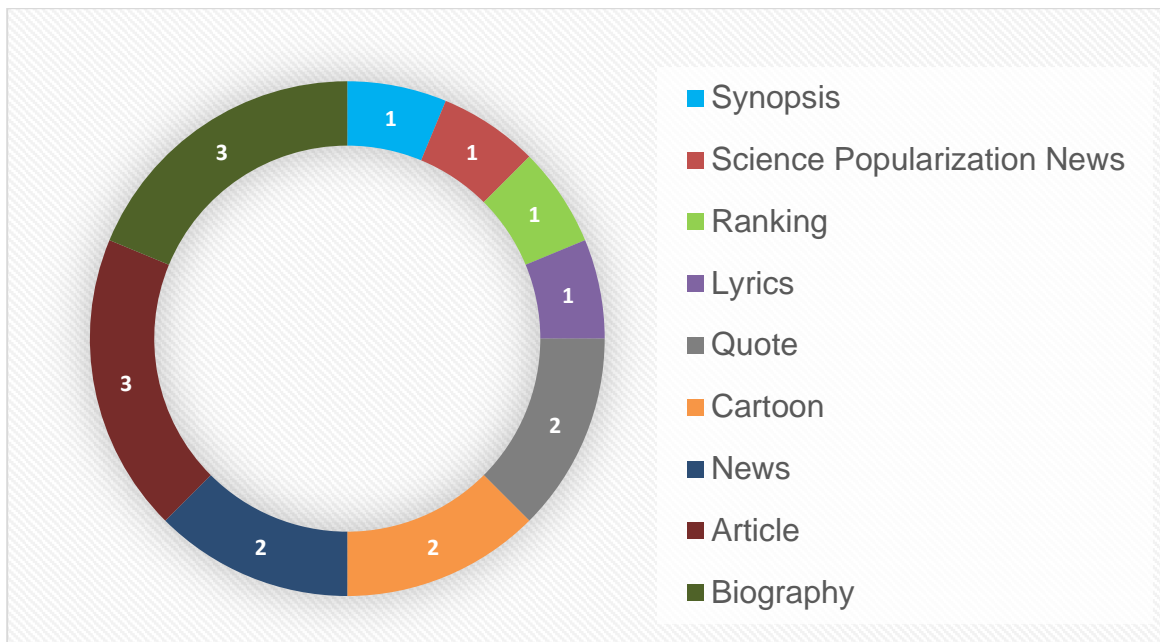
Source: <http://antiga.coperve.ufsc.br/provas_ant/2015-1-amarela.pdf>. Accessed on April 10th, 2019.

The most commonly used approach for questions in admission tests is the “question and answer” pattern. According to Fuzer (2017, p. 64), it consists of a headline and five options for answer, in which the testee should select the one they find as their final choice. It contrasts with UFSC’s admission exam, once the structure of the questions differs in many aspects, from the headlines (in which the latter has less information) to the answers (the former needs to pick just one answer, the latter may vary and has to deal with the sum at the end). Differently from what Fuzer (2017) and Aebersold and Field (2007) claims, the UFSC admission exam applies a different approach within the questions of the test. They do present multiple-choice, but the alternatives have numbers to sum, with more than one option to select.

4.2. TEXTS

Along the five analyzed editions of the test, 16 texts were found, varying in theme and genre. From cartoons to biographies, news and synopsis, the texts are a crucial part of the tests, because every question in the test is related to one of them. Graphic 1 displays the genres and subgenres identified in the sample.

Graphic 1 - Genres of the texts



The graph shows that no pattern on the texts is followed by the test-makers. It is relevant to discuss that most of the genres present are from the media or day-to-day ones, not bringing academic genres to the test. Besides, even though articles and biographies have appeared more than the others, the difference is of just one or two.

Most of the texts present pictures, which “can be of enormous help to the reader [...] They support each other: an obscure section of text may be clarified by a diagram or the significance of a graph may become clear from the text” (NUTTALL, 1996, p. 53). Besides that, every text presented the source in its bottom, containing the words “adapted from”, “retrieved from” or just “from”, along with the access date.

Furthermore, the texts suffered adaptations to the structure of the test, such as in their layout, indentation, typeface and so on. It helps the test-makers to produce the questions, but may hinder the genre and makes it harder for the testee to identify the genre. Also, some texts had just size adjustments to fit the test sheet. According to Nuttall (1996, p. 51), “layout is used to indicate which parts of the text go together, to signal the start of a new topic, show which parts are subordinate to others, [...] this makes it a valuable aid to comprehension [...]” In addition, the adaptations occurring within the indentation of the texts present, in agreement to Nuttall (1996, p. 51), the start of a new paragraph or section, as well as different kinds of material or sub-sections, for example. Finally, the typeface is a way to report that what is written is

relevant for some reason, as bold, italic or underscored words becoming easier to locate inside the text (NUTTALL, 1996).

Figure 2 shows adaptations within the structure of the text, the layout, bold and underscored words, hindering the genre, because it is a mixture of two sources. Then, figure 3 presents how the structure of the text was changed to fit the testing layout. Finally, figure 4 displays a cartoon without extensive adaptations made.

Figure 2 - Adaptations

TEXT 1

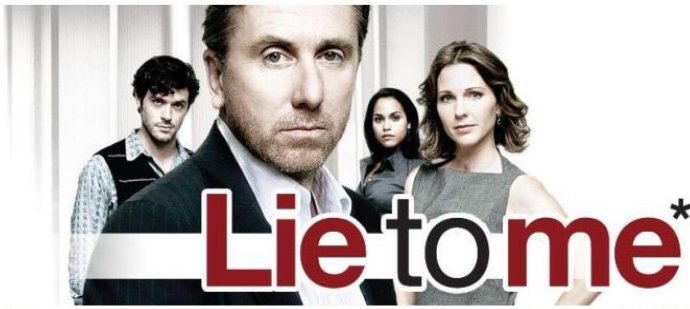


Image from: <http://misfittoys.com.br/wp-content/uploads/2014/03/lie_to_me-3.jpg> Accessed on August 8th, 2014.

01 *Lie to Me* is an American crime drama television series that ran from January 2009 to January
 02 2011. This TV drama tells the tale of an expert in frauds who helps **uncover** the truth for the
 03 FBI, local police, law firms, corporations, and individuals. Dr. Cal Lightman and his team are
 04 **effectively** human machines to detect lies, and no truth can be concealed from them. His
 05 partner, Dr. Gillian Foster, is a gifted **psychologist** who brings balance to the partnership by
 06 thinking about the overall picture while Lightman focuses on the details. Eli Loker is the team
 07 **researcher**, who believes in radical honesty. He often gets in trouble for saying what he thinks.
 08 Ria Torres is one of the few "naturals" in the field of deception detection. She has an untapped
 09 ability to read people that, with the right training, makes her a force to be reckoned with.
 10 Together they make an **invincible** team with **insight** into human **behavior**. The show is
 11 inspired by the work of Paul Ekman, the world's supreme expert on facial expressions and a
 12 professor emeritus of psychology at the University of California San Francisco School of
 13 Medicine. Dr. Ekman has served as an advisor to police departments and **anti-terrorism**
 14 groups (including the Transportation Security Administration) and acted as a scientific
 15 consultant in the production of the series.


Adapted from: <<http://www.tv.com/shows/lie-to-me/> and http://en.wikipedia.org/wiki/Lie_to_Me> Accessed on August 8th, 2014.

Source: <http://antiga.coperve.ufsc.br/provas_ant/2015-1-amarela.pdf>. Accessed on April 08th, 2019.

Figure 3 - Adaptations

Text 3

Bob Dylan receives Nobel Prize in literature in Sweden



Singer-songwriter Bob Dylan finally received his Nobel Prize in literature Saturday at a private ceremony in Stockholm, according to a statement posted online by the head of the Swedish Academy. Here is an extract of his lecture:

“That’s what songs are too. Our songs are alive in the land of the living. But songs are unlike literature. They’re meant to be sung, not read. The words in Shakespeare’s plays were meant to be acted on the stage. Just as lyrics in songs are meant to be sung, not read on a page. And I hope some of you get the chance to listen to these lyrics the way they were intended to be heard: in concert or on record or however people are listening to songs these days”.

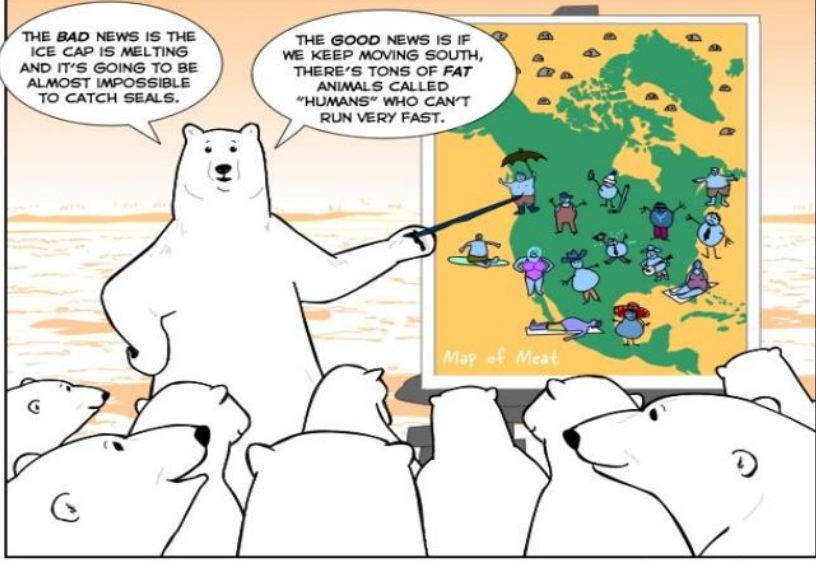
Available: <<http://edition.cnn.com/2017/04/01/entertainment/bob-dylan-nobel-prize/index.html>> and <www.nobelprize.org/nobel_prizes/literature/laureates/2016/dylan-lecture.html>. [Adapted]. Accessed on: June 25th, 2017.

Source: < <https://php.coperve.ufsc.br/vestibular2018/provas/2018-p1-amarela.pdf> >. Accessed on April 08th, 2019.

Figure 4 - Adaptations

TEXT 3

The Joy of Tech™ by Nitrozac & Snaggy



THE **BAD** NEWS IS THE ICE CAP IS MELTING AND IT'S GOING TO BE ALMOST IMPOSSIBLE TO CATCH SEALS.

THE **GOOD** NEWS IS IF WE KEEP MOVING SOUTH, THERE'S TONS OF FAT ANIMALS CALLED "HUMANS" WHO CAN'T RUN VERY FAST.

Map of Meat

©2007 Geek Culture

joyoftech.com

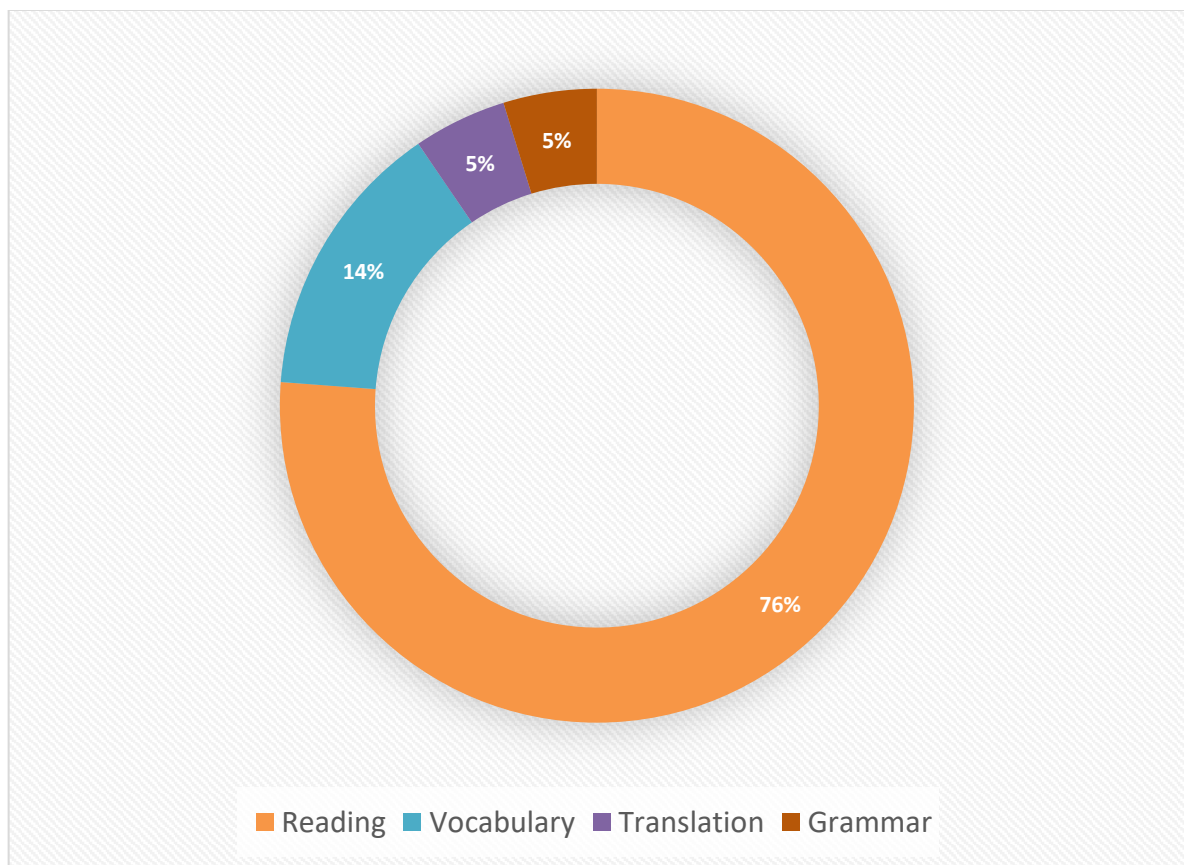
Retrieved from: <<http://towardsgreenerlife.blogspot.com.br/2008/09/global-warming-cartoons.html>>. Accessed on August 5th, 2015.

Source: <<https://repositorio.ufsc.br/bitstream/handle/123456789/157152/2016-1-amarela.pdf>>. Accessed on April 08th, 2019.

4.3. QUESTIONS FOCUS

From the 21 questions selected, all the questions were related to texts and four kinds of focus were found: 16 concerning reading comprehension, three focusing on vocabulary, one regarding the translation of specific terms, and one about grammar. Graphic 2 explores the division among the kinds of question. Figures 5, 6, 7 and 8 exemplify, respectively, the four kinds of question found.

Graphic 2 - Questions Focus



In the questions focused on reading, the testee is instructed to analyze the alternatives and the context of the text in order to give the correct answer. “As soon as a sentence is used in a context, it takes on a value derived from the writer’s reason for using it, and from the relationship between it and the other sentences in the same text [...]”. (NUTTALL, 1996, p. 21). The options vary from similar propositions to very different ones, causing the testee to pay extra attention in some cases. Figure 5

presents an example of question focusing on reading, in which the testee should interpret the text and chose the best options of answer that could be true propositions about the base-text of the question.

Figure 5 - Focus on reading

QUESTÃO 20

Select the **CORRECT** proposition(s) according to Text 3.

- 01. What you say and what you do are always equivalent.
- 02. Telling lies is all about telling the truth.
- 04. Words not necessarily correspond to actions.
- 08. It is impossible to always tell the truth.
- 16. Actions are more reliable than words.
- 32. The truth is more likely to be represented by actions than by words.

RESPOSTA

Source: <http://antiga.coperve.ufsc.br/provas_ant/2015-1-amarela.pdf>. Accessed on April 10th, 2019.

From the findings, the questions focusing on vocabulary went through the comparison of synonyms related to words from the text in evidence. According to Nuttall's (1996, p. 21) definition of conceptual meaning, "every lexical item embodies a concept, sometimes simple, sometimes complex. [...] Making a text normally involves putting concepts together to form propositions." Usually, vocabulary questions are not the same as testing reading comprehension (AEBERSOLD; FIELD, 2007, p. 174), however, here the testee should understand the vocabulary in the text, relating the options of answer with what was read before. The testee should calculate the final number to answer according to the correct numbers in which they find correspondence when comparing the vocabulary given. Figure 6 exemplifies a question focusing on vocabulary.

The questions regarding translation are exactly what their classification says they are. The testee will be tested concerning their knowledge of the words in both languages, in a process entitled by Jakobson (1959, p. 233) as interlingual translation, or the interpretation of code-units or messages. Then, the candidate will have to select every number in which the translation makes sense to calculate the final answer. Figure 7 displays a question focused on translation.

Figure 6 - Focus on Vocabulary

QUESTÃO 17

Select the proposition(s) which contains (contain) the **CORRECT** definition for the underlined words as they are used in Text 1.

- 01. awareness (line 05) – consciousness
- 02. sustainable (line 06) – capable
- 04. challenges (line 07) – affairs
- 08. imperative (line 08) – essential
- 16. noteworthy (line 13) – remarkable
- 32. role (line 13) – opening
- 64. partners (line 18) – ventures

RESPOSTA

Source: <<https://repositorio.ufsc.br/bitstream/handle/123456789/157152/2016-1-amarela.pdf>>. Accessed on April 10th, 2019.

Figure 7 - Focus on Translation

Questão 15

Select the proposition(s) which contains (contain) correct translations for the underlined words as they are used in Text 1.

- 01. understanding: compreensão
- 02. needs: precisa
- 04. citizenship: cidadania
- 08. individuals: individuais
- 16. irrespective of: depende de
- 32. perceive: perceptível

RESPOSTA

Source: <<https://php.coperve.ufsc.br/vestibular2018/provas/2018-p1-amarela.pdf>>. Accessed on April 10th, 2019.

Regarding grammar, the question found works with the referent of the sentences, also relating to terms retrieved from a former text. “Understanding the basics of grammatical structure enables readers to understand the relationship between words [...]” (AEBERSOLD; FIELD, 2007, p.138). Regarding what the authors (ibidem) said, the testees need to understand the whole text in order to be able to make grammatical connections. The testee must analyze and decide what the correct alternatives are, among noun phrases and pronouns. In the end, context and understanding will be crucial to select the correct propositions. Figure 8 exhibits a grammar-focusing question.

Figure 8 - Focus on Grammar

QUESTÃO 16

Choose the **CORRECT** alternative(s) in regards to reference.

- 01. The noun phrase **an imperative cross-cutting discipline of science in the 21st century**, in line 08, refers to medicine.
- 02. The pronoun **its**, in line 04, refers to light science.
- 04. The pronoun **it**, in line 08, refers to light.
- 08. The pronoun **that**, in line 15, refers to anniversaries in 2015.

RESPOSTA

Source: <<https://repositorio.ufsc.br/bitstream/handle/123456789/157152/2016-1-amarela.pdf>>
 Accessed on April 10th, 2019.

It was possible to identify a pattern as most of the questions found were focused on reading. In addition, not only reading comprehension tasks could be observed, but also other types of focus, such as vocabulary, translation and grammar. The focus on reading was expected to be found, but not with such a huge difference from the other types of questions in numbers. Thus, it is possible to understand the English part of the UFSC admission exam as a reading-based test, because the texts and the questions are presented in the target language with a considerable amount of focus in reading comprehension tasks, contrasting with studies on ENEM or UFRGS, that present tests in portuguese or more focused on grammar.

5. FINAL REMARKS

In this paper, I analyzed the structure of a sample selected from five tests retrieved from the UFSC admission exam. The main objectives were to find possible patterns among the questions and to describe the structure of the exam. The findings fit the initial research questions, and the base-texts helped understanding more of the questions foci.

The first objective was to find possible patterns among the questions foci, and it was achieved with more than half of the corpus focusing on reading comprehension,

but also vocabulary, translation and grammar. Besides that, it was possible to analyze the texts, categorizing them within their genres. However, in contrast to the questions, it was not possible to identify a pattern of choice for the genres of the base-texts, because they presented a similar percentage of occurrence.

The results presented that this specific admission exam adopts summative answers as part of their process of testing, with the additional language section of the test being presented entirely in the target language. Considering this, the testees are submitted to reading since the first question of the AL part of the exam.

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