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**DESIGN AND USE OF TEST IN THE EFL CLASSROOM:  
ITEM ANALYSIS FOR INFORMED DECISIONS**

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## ABSTRACT

This Dissertation reports on a documental and empirical study of test items in EFL classroom testing situations on a specific institution. There are affects and effects of classroom testing in educational settings for all the participants involved, in this case, the institution, the teachers and the students. Approaches to language testing are put in contrast to test item formats, as proposed by teachers in the tests they design themselves. By reporting the content analysis of test items, and their outcomes on students production and teachers' given feedback, and through further information collected from teachers via semi-structured interviews, based on their conception of classroom testing, test items, and feedback, and using assessment literacy as a best practices framework for proposing tests, the objective of the present work is to analyse how teachers use tests in their classrooms. This methodology has been developed to concern pre-test, test, and post-test stages, and based on evidence from the corpus analyses of collected tests, proposed and corrected by teachers and performed by students, triangulated with the data collected from the interviews with the participant teachers. Findings from the data analysis show that teachers, in some cases, are unable to justify the test items they propose according to the literature in the area. It is suggested that there is a need for a less codified terminology of language approaches to testing and their outcomes when put into practice, in order for teachers to consciously propose coherent tests for the courses they lecture in accordance to language approaches.

**Keywords:** Test items, Classroom practices, EFL teaching, Approaches to language.

## RESUMO

Esta Dissertação apresenta um estudo documental e empírico sobre itens de teste na sala de aula de inglês como língua estrangeira. Testes em sala de aula afetam todos os participantes envolvidos, neste caso, a instituição, o professor, e os alunos. Abordagens para testes de línguas são colocados em contraste com os formatos de itens de teste propostos pelos professores para suas aulas. Ao reportar a análise do conteúdo dos itens de teste e seus consequentes resultados nas produções dos alunos e comentários dos professores, e usando letramento de avaliação como estrutura para boas práticas para os testes propostos, o objetivo deste trabalho é analisar como os professores usam testes em suas salas de aula. Esta metodologia foi desenvolvida para abranger as fases de pré-teste, teste, e pós-teste, e baseado na evidência da análise de corpus dos testes coletados, propostos e corrigidos pelos professores e respondidos por alunos, triangulado com os dados coletados nas entrevistas com os professores. Os resultados das análises dos dados mostram que os professores em alguns casos não são capazes de justificar suas escolhas nos itens de teste que eles propõem de acordo com a literatura na área. É sugerido que há uma necessidade de uma terminologia menos codificada para abordagens para testes de língua e instrução de linguagem, de modo que os professores sejam capazes de conscientemente propor testes coerentes com os cursos que eles ensinam.

**Palavras-chave:** Itens de teste, Práticas de professores, Ensino de inglês como língua estrangeira, Abordagens de ensino.

## LIST OF FIGURES

Figure 1 – Approaches to testing according to Heaton (1988) .....	10
Figure 2 – Categories of tests (adapted from Madsen, 1983, p.8) .....	14
Figure 3 – Number of collected tests per classroom .....	20
Figure 4 – Topics of the questions on the semi-structured interview ...	23
Figure 5 – Example of photocopied test items, transcribed rubrics of the task that compose these items, a student’s responses of these items, and transcribed teacher feedback on the items .....	26
Figure 6 – Example of an item search in the software Antconc.....	30
Figure 7 – Summarized direct answers for the previously planned questions on the interview.....	31
Figure 8 – Example of a full selected task on a division proposed by the teacher .....	34
Figure 9 – Tasks that were considered to be of the selected response type, but required distinct students’ production than selecting a correct option from the rubrics.....	36
Figure 10 – A selected response tasks that was considered to present a communicative approach .....	37
Figure 11 – Rubrics, a student’s response and teacher’s marks on test 1, task 2. Example of structural items .....	39
Figure 12 – Rubrics, a student’s response and teacher’s marks on test 1, task 3. Example of structural items .....	41
Figure 13 – Rubrics, range of students’ responses and teacher’s feedback on item 01, task 2, test 3. Use of the first person without allowing voice to the respondents.....	42
Figure 14 – Rubrics, a student’s response and teacher’s marks on test 1, task 4. Example of integrative items .....	44
Figure 15 – Range of students’ responses and teacher’s feedback on item 28, task 4, from test 1 .....	46
Figure 16 – Rubrics, a student’s response and teacher’s feedback on item 01, task 1, from test 2.....	48
Figure 17 – Rubrics, a student’s response and teacher’s marks on test 2, task 1. Example of an integrative item pending to structural response .	49
Figure 18 – Rubrics, a student’s response and teacher’s marks on test 3, task 8. Example of an integrative task .....	52
Figure 19 – Rubrics, a student’s response and teacher’s marks on test 1, item 01. Example of a communicative item.....	54
Figure 20 – Rubrics, a student’s response and teacher’s marks on test 2, item 02. Example of a communicative item.....	55



Figure 21 – Summary and comparison of the direct answers teachers gave to the semi-structured questions on the interview .....	62
Figure 22 – Rubrics of integrative and communicative tasks .....	67
Figure 23 – Rubrics, responses and feedback of a communicative task (test 1, task 01, student 07).....	69
Figure 24 – Rubrics, responses and feedback of an integrative tasks (test 1, task 04, student 07).....	70

## TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION .....</b>	<b>01</b>
1.1	OBJECTIVE AND RESEARCH QUESTIONS .....	01
<b>2</b>	<b>REVIEW OF THE LITERATURE .....</b>	<b>05</b>
2.1	OTHER STUDIES RELATED TO APPROACHES AND TESTS .....	05
2.2	ASSESSMENT LITERACY FOR THE LANGUAGE CLASSROOM .....	06
2.3	APPROACHES TO LANGUAGE TESTING .....	09
2.4	TEST ITEM FORMATS .....	11
2.5	CLASSROOM-BASED TESTS .....	15
<b>3</b>	<b>METHOD.....</b>	<b>19</b>
3.1	PARTICIPANTS AND MATERIALS .....	19
3.2	PROCEDURES FOR DATA COLLECTION .....	21
3.3	INSTRUMENTS.....	22
<b>3.3.1</b>	<b>Presentation of the questions on the interviews and their justifications .....</b>	<b>23</b>
<b>3.3.2</b>	<b>Definitions for transcribing the collected data .....</b>	<b>24</b>
3.3.2.1	Definitions for the transcription of the tests.....	24
3.3.2.2	Definitions for the transcription of the interviews .....	27
3.4	PROCEDURES FOR DATA ANALYSIS .....	27
<b>3.4.1</b>	<b>Documental analysis .....</b>	<b>29</b>
<b>3.4.2</b>	<b>Analysis of the interviews .....</b>	<b>31</b>
<b>3.4.3</b>	<b>Discussion.....</b>	<b>32</b>
<b>4</b>	<b>DISCUSSION .....</b>	<b>33</b>
4.1	ITEM TYPES AND FEEDBACK PRESENT IN THE CORPUS .....	33
<b>4.1.1</b>	<b>Distinction between items and tasks as considered for the present analysis.....</b>	<b>33</b>
<b>4.1.2</b>	<b>Distinction between selected and constructed responses.....</b>	<b>34</b>
<b>4.1.3</b>	<b>General characteristics found in relation approaches constructed response tasks.....</b>	<b>38</b>
<b>4.1.4</b>	<b>Structural approach constructed response tasks.....</b>	<b>38</b>
<b>4.1.5</b>	<b>Integrative approach constructed response tasks.....</b>	<b>43</b>
<b>4.1.6</b>	<b>Communicative approach constructed response tasks .....</b>	<b>53</b>
4.2	TEACHERS' RATIONALE .....	56
4.3	DISCUSSION .....	65
<b>5</b>	<b>CONCLUSION.....</b>	<b>75</b>
5.1	READDRESSING THE RESEARCH QUESTIONS .....	75
5.2	PEDAGOGICAL IMPLICATIONS .....	78
5.3	LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH .....	80

<b>REFERENCES</b> .....	<b>83</b>
<b>APPENDICES</b> .....	<b>89</b>
<b>APPENDIX A – Script for the semi-structured interviews</b> .....	<b>90</b>
<b>APPENDIX B – Transcript of the interviews</b> .....	<b>91</b>
<b>APPENDIX C – Printed tests</b> .....	<b>118</b>
<b>APPENDIX D – Corpus of tests</b> .....	<b>130</b>
<b>APPENDIX E – Consent forms</b> .....	<b>201</b>



## CHAPTER I INTRODUCTION

Literature in the area of classroom testing points out that tests affect the classroom in other manners than only measuring students' performance<sup>1</sup>. Many authors have mentioned the backwash effect (Bachman & Palmer, 2010; Hughes, 2006; Scaramucci, 2004; Brindley, 2002; David *et al.*, 1999; among others), which can be defined as the "effect of testing on instruction" (Davies *et al.*, p. 225). Tests affect, as well, how students learn, language curricula are built, teachers teach, among others (Crooks, 1988). What tests measure, how this measurement is done, and what the purpose of a test is, are important issues that should be taken into consideration by test-holders, in this case classroom teachers, when proposing tests (Hughes, 2006; McNamara, 2001).

It is not the objective of the present study to discuss the outcomes of testing procedures in the classroom on a longitudinal perspective, but rather to analyze what students produce from the different approaches present in the collected tests, and how teachers are able to give feedback and conceive of the proposed activities. It is understood that because of the nature of testing procedures in the classroom, which involves assessment and evaluation from teachers, the topic of testing causes passionate discussion. In every test item there are political stances from participants (Kramsch, 2014) as every word is political. The choice of items on a test by the test-holder, in this case the teacher, reflects the personal choices and views that this person, either influenced by the language institution or not, has on language.

### 1.1. Objective and Research Questions

The objective of this study is to point out the range of occurrences of test item types in relation to testing approaches and items' formats and to investigate teachers' rationale when designing tests. This is done by analyzing students' responses in the tests designed by the participant teachers, and the types of feedback given by the teachers on the same students' responses, using a corpus tool for

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<sup>1</sup> The terminology of performance and production are considered to have distinct meanings. Production is related to the action of making, and performance is related to the action of presenting or using, concerning, the latter, more individuality.

analysis based on literature in the area of language testing. The teachers' individual understandings of classroom-based tests as activities that permeate learning in the courses they lecture are investigated as well through semi-structured interviews, taking into account that teachers choose to work with distinct concepts when proposing classroom tests for their groups. This is done in order to observe specific features of language phenomena in real classroom interaction and may also serve as a tool for teacher training programs to illustrate approaches to language testing as defined by the literature in the area. Thus, the following research questions are addressed:

- 1) What are the types of test items used by the teachers?
- 2) How do the teachers provide feedback to students in the test items they propose?
- 3) What is the rationale regarding test items use by teachers?

As already mentioned, the research questions presented above are approached via documental analysis (tests proposed and corrected by the participant teachers and responded by the learners), and via the analysis of the interviews with the teachers who proposed the tests. What exactly teachers' choices are when designing tests is unknown and may point to what their approaches to testing are. The interviews with the teachers serve as a source of reliable information for expanding the concepts suggested in the corpus investigation. Based on the discussion on items' use and formats, the analysis of items compiled into the corpus, and how teachers exposed their rationale on test items, it is possible to suggest a range of reasons why the teachers proposed test items in the formats they did.

By aiming at the use teachers made of test items, the present study intends to be a contribution to the areas of testing, assessment, and evaluation that are in shortage of work related to teachers' choices (Brindley, 2005). It is expected that, by helping to raise awareness on approaches to language testing in teachers' practices, this study supports the work of other researchers and educators that are concerned with the issue of assessment literacy for teachers in the language classroom. The following section defines test items.

This thesis is organized as follows. This first chapter introduces the reader to the perspective of classroom testing, first generally, and then specifically at the context of investigation of the present study. It does so by briefly advancing topics from the review of the literature, method, and analysis of the data and discussion. The following chapter, chapter 2, presents the review of the literature in the following topics: the issue of assessment literacy for teachers, approaches to language

testing, general characteristics of test items, and characteristics of classroom based tests. Chapter 3 presents information on the method used, including participants as well as the criteria for compiling and analyzing the corpus, and analyzing the interviews in relation to the proposed research questions. In chapter 4, a discussion is presented to argue that the participant teachers mainly tried to mix structural aspects of the language with activities that require communication skills. The final chapter, chapter 5 concerns the conclusion and sums up the argument that students' production and possibilities of feedback in tasks that present distinct approaches are clearly distinguishable and that this is an important feature to be taken in consideration by teachers when designing tests.





## **CHAPTER 2 REVIEW OF THE LITERATURE**

This chapter presents debate in the area of second language assessment that is relevant for the present study. Section 2.1 presents studies related to approaches and tests. Section 2.2 discusses assessment literacy as a way for teachers to consciously understand their own testing practices, and teachers' perceptions as a way to interpret their choices in classrooms. Section 2.3 presents the approaches to testing and defines the different language skills that can be assessed through test items. Section 2.4 defines test formats and other characteristics of test items. Lastly, section 2.5 presents a discussion on classroom-based tests and their unique characteristics. These topics have been purposely selected in order to approach testing in simple and direct concepts.

### **2.1. Other studies related to approaches and tests**

Literature in the area of language testing commonly point ideal procedures to be held by test-holders (for example, Bachman & Palmer, 2010; Hughes, 2006; Alison, 1999; Cohen, 1998; Madsen, 1983); or analyze test-holders' practices not focusing primarily on the teachers' justifications for the use of the analyzed tests (for example, Farias, 2014; Miccoli, 2006). In the initial section of this review of the literature, Miccoli (2006) and Farias (2014) are briefly discussed, because these authors conducted research in Brazil and more specifically bring arguments, in their texts, on teachers' practices that are more closely related to the one presented in this study.

Bachman & Palmer (2010), Hughes (2006), Alison (1999), Cohen (1998), Madsen (1983) and others present more conceptual discussion on issues that are more akin to larger scale tests than the ones discussed here (which are classroom-based tests) or, at least, more akin to different contexts of investigation which do not include the individuality of teachers, although these same authors present relevant information for the general conceptualization of test items and testing procedures that are considered references in the area of language testing.

Regarding test items, Miccoli (2006) discusses an investigation on multiple-choice and limited-questions in EFL tests in Brazilian public schools and concludes that grammar and vocabulary are, respectively, the two most common proposals of tasks present in the analyzed tests. The lack of communicative features in the assessment

practices that were analyzed, the author argues, points to a misunderstanding of language teaching practices on the part of the investigated teachers. Farias (2014), on the other hand, proposes a test that is, reportedly, a task-based approach to language teaching test and applies it to different groups of the same level in a language program. This author measures accuracy, complexity, and fluency from students' production in the test, and also applies a questionnaire to students to collect their opinions on the task-based test they have taken.

While Miccoli (2006) presents the necessity of communicative tests, Farias (2014) proposes a solution for a task-based approach test and compares it to other tests students have taken in the investigated program. However, by pointing whether one type of practice is appropriate or not, it is not possible to understand individual choices from teachers. As Johnstone (2001) argues, language is fundamentally property of the individual and it involves "strategy, purpose, ethos, agency (and hence responsibility), and choice" (p.124). Involving teachers' practices in research without listening to the teachers' own reasons for such practices seems counter-intuitive with what should be promoting researchers that take a communicative stance, because it does not allow for the investigation of individual characteristics and, also, it does not allow space for understanding contextualized individual choices of teachers.

## **2.2. Assessment literacy for the language classroom**

This section has the objective of presenting two distinct approaches to the investigation of teachers' practices and their outcomes, one that is documental, collected through the use of questionnaires, and specific to the discussion of assessment literacy (Fulcher, 2012), and the other that is empirical and relies on observation of training teachers in their practicum programs, which is related to teachers' perceptions (Silva, 2005).

The connection between literacy and perception is based on the understanding that conceptions, technologies and strategies are "socially constructed and contextually situated" (Costa, 2006, p. 151, my translation). Fulcher (2012) and Silva (2005) seem to be in accordance with the so-called New Literacy Studies, which, as mentioned by Figueiredo (2011), "emphasize recurrent social situations, everyday social practice and the use of specific textual patterns to achieve particular rhetorical and social purposes" (p. 46).

Fulcher (2012) says that teachers have "a range of assessment

strategies at their disposal to implement classroom assessment” (p. 114). Assessment literacy, for the author, is defined as follows:

The knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice. The ability to place knowledge, skills, processes, principles and concepts within wider historical, social, political and philosophical frameworks in order to understand why practices have arisen as they have, and to evaluate the role and impact on society, institutions, and individuals. (p. 125)

Fulcher (2012), who applied an online questionnaire on the issue of assessment literacy for language teachers from parts of the world, points to important topics that should be approached in language testing training materials for teachers and also to general guidelines of a textbook about testing for teachers, as it is argued that existing materials do not approach practicalities of testing enough, but purely conceptual information. The 278 respondents of the questionnaire were language teachers from diverse countries as far as New Zealand, Australia, South and North America, Europe, the Far East, and the Middle East. The resultant general guidelines of a textbook for teacher training in testing, based on the needs analysis raised by the answers on the questionnaires, are described next.

it seems that teachers require: a textbook that is not light on theory but explains concepts clearly, especially where statistics are introduced; a practical ‘how-to’ guidance, although not prescriptive in nature; a balance between classroom and large-scale testing, with illustration and practical examples drawn from a range of sources and countries; activities that can be reasonably undertaken given the constraints and resources teachers normally face. (p. 124)

Understanding that the abovementioned are desirable characteristics in testing discussion, the present study tries to approach these issues taking into account the constraints and limitations of the

object of research.

Fulcher (2012) complements by adding that, through the use of statistics from the answers on the questionnaires, ‘test design and development’ are the most important topics teachers pointed to be included on a textbook about testing relating those to reliability and validity issues, followed by ‘large-scale standardized testing’, and ‘classroom testing and washback’, respectively. Ethics and codes of practice scored high on the level of importance for teachers on both standardized and classroom testing. These also point to some important topics which should be discussed in studies related to testing and are considered in the present study.

Regarding the material used by teachers for information on language assessment, Fulcher (2012) mentions a list of books related to assessment training for language teachers and their usability which is useful as a list of reference for more advanced language testing students, however, as already mentioned, these seem not to approach practical uses of tests in classroom situations clearly.

Just as a note, it is not possible, though, to take the analysis of constructed-responses from the applied questionnaire, as an undoubtedly true factor, Fulcher (2012) argues. This is due to bias, because “interpretation of such factors loading is more of an art, if not wishful thinking, than a science” (p. 121). It seems important to bear in mind that Fulcher has not observed directly the practices of teachers and relied mainly on teachers’ perceptions restrained by the applied online questionnaire.

Silva (2005), who analyzed training language teachers from Brazil in practicum and student teaching disciplines, presents a very critical approach to the state of affairs of teacher training in the investigated context of situation in Brazil which does not encourage teachers’ to take informed choices in their practices, but to repeat what was previously done based on knowledge transfer. By analyzing the training teachers’ activities in their practicum classes, the author found two forms of perceptions<sup>2</sup> that participant training teachers presented, one that had been constructed through their formal learning of teaching at the investigated institution, and one that was constructed in their other life activities<sup>3</sup>. This author adds that when both knowledge areas

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<sup>2</sup>Silva (2005) defines perception as “our ability to elaborate, interpret, and assign meaning to the input we receive” (p. 2).

<sup>3</sup> This perception constructed throughout social life, according to Silva (2003), concerns: (1) the social context preservice teachers live and work; (2) their prior

(formal instruction on theoretical issues, and other life experiences) conflict in language teaching, teachers tend to base their knowledge on their life experiences, resulting in the formation of dilemmas for these individuals.

### 2.3. Approaches to language testing

This section presents information on approaches to language testing. The issue of approaches to language testing is delicate. Crooks (1988), for example, points that “there are general conclusions that can be drawn from research on testing that are likely to apply to other forms of classroom evaluation” (p. 439).

For the present study, it is only necessary that the main aspects of each approach<sup>4</sup> are well defined for categorization of the items in the corpus. Heaton (1988) points out the approaches to language testing, as presented in Figure 1: the essay-translation approach; the structural approach; the integrative approach; and the communicative approach.

<b>Essay-translation approach</b>	Subjective judgment of the test-holder. It consists of essay writing, translation and grammatical analysis.
<b>Structural approach</b>	Language is a set of habits. Tests measure the mastery of language knowledge without clear contexts.
<b>Integrative approach</b>	Focuses on meaning. It does not separate language skills, as it is concerned with a global view of proficiency.

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experiences as learners and teachers of English as a foreign language, and as trainees in foreign language training courses; (3) their apprenticeship of observation; and (4) the memories of their lived experiences. (p. 85)

<sup>4</sup> The term approach is not easily defined, and its definitions are not commonly accepted. Johnson & Johnson (1999) say that grossly, approach relates to “general thinking behind a language teaching initiative as opposed to a step-by-step recipe for the conduct of language teaching” (p.13).

<b>Communicative approach</b>	Language in communication as close as possible to language use in real contexts. It relates to test takers' needs for the use of the language.
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**Figure 1.** Approaches to testing according to Heaton (1988).

The essay-translation approach relates to a subjective judgment of the teacher and it consists of essay writing, translation and grammatical analysis. It is considered to be the oldest form of testing language knowledge, pre-scientific, and highly subjective. The structural approach is related to the perception that language is a set of habits and measures the mastery of language knowledge without clear contexts, and is based on the understanding that the language is a closed system that can be objectively evaluated through statistical psychometric analysis. The integrative approach<sup>5</sup>, based on psycholinguistic/sociolinguistic knowledge and on a pragmatic grammar, focuses on meaning but does not separate language skills, as it is concerned with a global view of proficiency. Lastly, the communicative approach concerns language in communication as close as possible to language use in real contexts, thus relating to students' needs for using the language. It is related to both knowledge of the language and capacity of using this knowledge to interact in the world, contextualized in specific situations<sup>6</sup>. (Heaton, 1988)

Speaking, listening, reading and writing are considered communicative abilities and language skills (Heaton, 1988). Speaking and writing concern language production, and listening and reading concern language comprehension. Assessing skills, according to Allison (1999), "as a set of abilities" (p.148) allows the test holder to break the language curriculum into smaller areas of focus that present

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<sup>5</sup> The definition of integrative approach differs from the definition of integrative items. Integrative approach is, roughly (as already discussed), related to the understanding of the language in general as according to the definition presented in the text, while integrative items focus on integrating different language skills (listening, reading, speaking, and writing) in one item (Hughes, 2006).

<sup>6</sup> A historical presentation of the communicative approach in testing is suggested to be seen from the following studies, respectively: Skehan (1990); Canale & Swain (1980); Hymes (1972).

distinct features, such as comprehension, fluency, etc. However, as Allison points, there is a problematic issue in assuming that there is a hierarchical level of importance of different skills for distinct proficiency levels (Allison, 1999) since proficiency levels in different skills vary for each individual.

The term proficiency, for Davies *et al.* (1999), has three main uses in language testing. These uses are related to: knowledge or competence<sup>7</sup> in the language; ability in the language; and performance in the language. These authors also pose proficiency as directly related to construct validity, which “involves an investigation on the qualities that a test measures, thus providing a basis for the rationale of a test” (p.33). As it will be seen, it is suggested that these could be related to the approaches, as knowledge is related to structure (structural approach), ability is related to language use without a clear situation (integrative approach), and performance is related to a situation of language use (communicative approach).

Heaton (1988) mentions that the approaches are usually not independent and are most likely to be seen integrated in tests. To think more deeply about approaches to language is not only a matter of choice, but of necessity for language teachers to make informed decisions when proposing tests. Finardi & Porcino (2014) mention that the communicative approach still is the most plausible method for the teaching of English as a foreign language, and for the teaching of other languages as well. However, these authors mention that in the 1990's there was a post-method movement which claimed that there was not a perfect method, but a most adequate one for each situation, which coined a term called hybrid approach.

## 2.4. Test item formats

In this section, specific characteristics of test items are discussed so as to be possible to present further categorization for the analysis in the present study than only approaches to language testing. Initially, discussion is on categorizing prompts, rubrics, and students' responses. Then, test items are analyzed in relation to their formats. On

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<sup>7</sup>According to Bachman and Palmer (2010), language competence regards grammatical and textual competences named as organizational competence, and illocutionary and sociolinguistic competences named as pragmatic competence. It is also emphasized the use of strategic competence, as the ability to enhance rhetorical effect in communication.

a last moment, item response theory and classical response theory are presented as tools for analyzing students' scores on tests, and it is argued why these are not as important concepts to language teachers for their practices in the classroom as other practicalities of testing.

In relation to test items' characteristics<sup>8</sup>, responses that the test-taker is subject to perform are stimulated by prompts (Davies *et al.*, 1999). According to Davies *et al.*, a prompt may consist of "a set of pictures, diagram, table, chart or other data, and may be presented orally or in graphic form" (p. 156). The prompt of test items may take the form of: a question; a stem (which requires completion); a quotation to be discussed; or an instruction such as 'write the summary of(...)'. Rubric, on the other hand, is considered to take the form of instruction about the test, or about a specific prompt (Davies *et al.*, 1999). The distinction proposed between prompts and rubrics for the present study is that a prompt is the idea behind what is presented on a set of rubrics.

Still for Davis *et al.* (1999), item responses may be either selected or constructed. Selected responses are understood as multiple-choice or binary items. Constructed responses are on a continuum between discrete-point responses, which are related to "individual or finite components of the language" (p. 201), and integrative responses, which require "the ability to manipulate a range of features of language" (p. 201).

Similarly, item types are defined, according to Cohen (1998), as either indirect or more direct ones. Indirect testing formats are mentioned as multiple-choice (selected responses types of items) and cloze<sup>9</sup> tests, and more direct formats can be summarization tasks, and open-ended questions and compositions (constructed responses types of items).

Considering selected responses, or, in other words, multiple-choice and cloze items, Fulcher (2013), describes as main principles of these items the following:

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<sup>8</sup>Test items can be defined as "those parts of a test which require a specified response from the test taker" (Davies *et al.*, 1999, p. 201). So, for the present study, every space of response for students in the collected tests is considered a test item.

<sup>9</sup> Cloze procedures, as defined by Harris & Hodges (1995), are "the completion of incomplete utterances as an instructional strategy to develop reading or listening comprehension with respect to sensitivity to style, attention during passages" (p. 33), and, also, in second language instruction, they focus on "attention on specific grammatical features by careful selection of omitted words" (p. 33).



First, the exercises must be subject to but one interpretation. Second, they must call for but one thing so that the answer given to them would be wholly right or wholly wrong, and not partly right and partly wrong. Third, they must test the ability to get meaning from the printed page and must not depend for their difficulty upon obscure words nor upon any particular fund of information. (Fulcher, 2013)

Fulcher (2013) mentions that multiple-choice items are very popular and can achieve a very high level of reliability. This author adds that it depends on the purpose of a test for choosing what to discriminate in items. According to Allison (1999), assessing grammar and vocabulary are not considered unusual practices, but rather practices that sound “more consonant with the ideas that held sway in early decades” (p. 132) as they focus on decontextualized use of vocabulary and grammar. Selected responses, however, may assess comprehension only, which is considered a communicative ability.

Hughes (2006), on the other hand, presents specific characteristics which could optimize teacher designed tests based on the communicative approach, which may be selected or constructed in relation to students’ responses. This author makes a distinction in test items regarding the following: a) the set of abilities expected from students in test activities are based on the course objectives stated at the beginning of the course or on formal aspects that have been worked with in the classes; b) the form of assessment is based on criterion of communication appropriate for the level in which the test activity is being applied to or on linguistic norms accuracy; c) the language knowledge is assessed directly or via other methods and; d) abilities are assessed through integrative language knowledge activities or assessed by focusing on specific organizational language knowledge areas.

According to Hughes (2006), communicative tests should be based on the objectives rather than on contents and should focus on criterion of appropriateness in relation to the level of proficiency of the learner rather than focus on norms<sup>10</sup>. Direct items are also more appropriate than their counter-parts, as the latter present relations of performance and distinct language knowledge areas that are hard to

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<sup>10</sup> According to the CEFR, language users may present distinct levels of proficiency in different language skills (Council of Europe, 2001).

justify. This implies a perspective where teachers willing to use a communicative approach should be able to: know in advance what they expect from students during the course and test this, not what has been worked in class only; access language knowledge in a direct way on testing procedures; and not only focus on language norms but also on language use during language instruction and classroom testing design.

Madsen (1983), who presents a coursebook for teachers in testing with exercises and activities, suggests a clear categorization of test formats at the beginning of the book, without referring to approaches to testing. Tests, the author says, can be classified under the following categories, which proved to be relevant for the analysis of this study, and are seen in Figure 2.

<b>Knowledge:</b> facts about the language	<b>Performance:</b> use of the language
<b>Receptive:</b> recognition of language facts or meaningful messages	<b>Productive:</b> active or creative answers
<b>Objective:</b> presents a quick and consistent score through correct and incorrect answers	<b>Subjective:</b> measures language skill naturally
<b>Language subskills:</b> measures separate components of a language such as vocabulary, grammar, and pronunciation	<b>Communication skills:</b> language use in actually exchanging ideas and information

**Figure 2.** Categories of tests (adapted from Madsen, 1983, p.8).

For Madsen (1983), assessment of facts about the language (tests on knowledge) are in contrast to the assessment of the use of the language (tests on performance); assessment of recognition of language facts or meaningful messages (receptive tests) are in contrast to the assessment of students' active or creative answers (productive tests); evaluation through quick and consistent score through correct and incorrect answers (objective tests) are in contrast to evaluation measuring of language skill naturally (subjective tests); and, evaluation

that separates components of a language such as vocabulary, grammar, and pronunciation are in contrast to evaluation of language use in actually exchanging ideas and information. He points out that these categories are “helpful to teachers since tests of one kind may not always be successfully substituted for those of another kind” (p.8)<sup>11</sup>.

In relation to scores and item performance, there are two main theories related to them. Classical test theory approaches true scores and error scores from students independently of other tests and results. On the other hand, item response theory is a statistical form of interpreting scores and results that takes into account learners’ performance in other tests, as well as analyzing the same item in different tests so that it is possible to foresee the average probability of a students’ performance on an item. Classical theory makes use of theoretical framework and item’s response theory is comprehensible through calibrated statistical analysis of students’ performance in a specific item or set of items (Item Response Theory Resource Center, 2014)<sup>12</sup>.

## 2.5. Classroom based-tests

Teacher designed tests, the ones that are usually applied in

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<sup>11</sup> Madsen (1983) also cites discrete-point and integrative items, being the former specific language structures, such as a preposition or a vocabulary item, and the latter combining various language subskills. This author also cites norm-referenced and criterion-referenced tests, focusing on evaluation, and proficiency and achievement tests as distinct features. These definitions are not used in the present study due to the fact that they are either approached by other authors in this discussion or are not relevant for the objectives stated for the present study.

<sup>12</sup> Cambridge ESOL examinations board, for example, uses item banking approach based on Rasch (statistical) modeling to calibrate its examinations. Their databank is reportedly composed of 15 million test-takers’ performance on items, and the reach of their examinations is global. Test-takers’ indices for Cambridge ESOL examinations are also calibrated through their proficiency levels and responses to items (University of Cambridge, 2011). However, these are proficiency tests, and the present study is concerned with classroom-based tests designed by teachers, which are most commonly related to achievement tests (for a distinction between achievement and proficiency tests, see section 2.5). In relation to classroom based tests, Miccoli (2006) says that statistical analyses are not necessary for a teacher to propose tests, however the teacher “must consciously select important criteria when proposing assessment tools” (p. 109, my translation). In the next section, the differences between proficiency and achievement tests are discussed and classroom-based tests are characterized.

classrooms, most commonly measure achievement on a course instead of proficiency and these should be based on the course objectives<sup>13</sup> (Hughes, 2006). While achievement tests focus on the mastery of what has been learned in the classroom, and is based on course instruction, a proficiency test measures what a candidate “has learned relative to a specific real world purpose” (Davies *et al.*, p. 154). However, as Davies *et al.* (1999) point out, “the view that an achievement test should measure success on ultimate course objectives rather than on course content is not widely held, largely because such an approach removes the achievement-proficiency distinction” (p. 2). This gets in contrast to what Hughes (2006) says, which is that the focus of communicative approach classroom based tests should be the course objectives. Hence, the distinction between achievement and proficiency tests may be considered blurred, and not completely helpful to teachers that would like to follow a communicative approach to testing.

A distinction between formative and summative types of assessment is important to be set for classroom tests, as formative assessment serves to check students’ progress in order to evaluate future teaching plans, and summative assessment serves only to check what has been achieved, and is usually used at the end of a course, or a semester (Hughes, 2006).

Hughes (2006) also cites that during test development, tests should be specified ideally in accordance to the following issues: statement of the problem, or the reason why the test should be administered; specifications, including content, types of texts, addressees, lengths of texts, topics, among others; structure, timing, medium and techniques; criterial levels of performance; scoring procedures; validation; trialing and trialing analysis; and other details relevant to each testing situation individually. The author presents tips on how to design items, such as using as reference the Common European Framework for Language (CEFR) in order to define the content of the tests<sup>14</sup>, and the COBUILD corpus of the English

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<sup>13</sup> According to Hughes (2006), along with progress achievement tests, other types of tests used in the classroom are diagnostic tests, which identify learners skills in the language, and placement tests, which are intended to insert students on appropriate stages of a language program, according to their skills.

<sup>14</sup> The Common European References Framework for Languages (CEFR) is not the only framework available. Other examples of language frameworks are the Canadian Language Benchmarks (CLB) and the American Council for Teaching Foreign Languages (ACTFL) guidelines. However, these two latter

language, and the British National Corpus, in order to provide models of utterances for items<sup>15</sup>. It is understood that the proposal of specifications of tests and the sources of content for tests are issues that teachers systematically deal with when designing tests.

In relation to evaluating learning, Luckesi (2016) says that, in school, evaluation implies in finding the state in which the learners are, so that it is possible to help them in their life trajectories. Feedback, in this sense, seems to be an important feature to be taken in consideration by teachers, as it is considered to be the process in which the efficiency of a produced message is checked through the reaction by the receiver of this message. It is used, specifically in language tests, for post-trialing test revision, and test evaluation (Davies *et al.*, 1999). Taking into account that classroom tests present a significant washback effect, in other words, affect other classroom practices as well as institutional educational cultures in general (Bachman & Palmer, 2010; Hughes, 2006; Scaramucci, 2004; Brindley, 2002; David *et al.*, 1999; among others), feedback may be considered an essential feature of testing practices in classroom environments.

Regarding types of feedback, Tumolo (2014) points out that through learner and proficient person interaction, feedback can be either more implicit or explicit. Implicit feedback signals the errors made by the learners through linguistic signs such as clarification requests, silence in the interaction, recasts<sup>16</sup>, among others. Explicit feedback, on the other hand, points out the errors made by the learners, making the latter recognize the errors and (assumingly) correct them. Accordingly, Paiva (2003) mentions as types of feedback described by the literature: explicit correction; clarifying requests; metalinguistic feedback;

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are instruments for evaluation of the progression of language skills and are concerned to proficiency (ACTFL, 2012; Centre for Canadian Language Benchmarks, 2012), while the former is designed to provide “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc” (Council of Europe, 2001, p. 1) and present an action-oriented approach, which is defined as “actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences” (Council of Europe, 2001, p. 9).

<sup>15</sup> Note of the researcher: with the advent of the internet, it seems that authentic language extracts can be found much more easily and from a larger variety of sources nowadays.

<sup>16</sup> Recasts are a reformulation by someone of the original given utterance that was perceived to be wrong (Paiva, 2003).

elicitation; repetition; and recasts. This latter author also cites that feedback can be formative and summative, being formative the feedback that modifies student's thought aiming at learning; summative feedback evaluates the student's answers in order to give this person a score on the performance or production.

In sum, this whole chapter presented relevant points for consideration on the analysis and discussion of the present study. Briefly, these are related to teachers' assessment literacy and perceptions; approaches to language testing; test items' formats regarding prompts, rubrics, and types of responses; and a discussion on classroom-based tests, which regards most importantly their main characteristics of being either formative or summative, as well as the different types of feedback present in tests. In the next section, the method for the present study is discussed.

## CHAPTER 3 METHOD

As already presented in chapter 1, the present investigation has as objectives the following research questions: (1) what are the types of test items used by teachers? (2) how do teachers provide feedback to the students in the test items they propose? (3) what is the rationale regarding test items used by teachers? Based on these research questions, it is attempted to explore and explain, respectively, issues related to: (1) how the teachers understand classroom testing in general; (2) how they understand tests as pedagogical tools to be used in the groups they lecture in the institution in which this study was held; (3) and how they make use of specific test items, and consequently tasks, according to their purposes and objectives.

As it is discussed in this chapter, the present investigation is a qualitative study held in three groups from an English language program in Florianópolis, Brazil. The investigation is approached through documental analysis of tests designed and corrected by the teachers and performed by students, and by interviewing the teachers directly about their choices when designing and using the tests. Considerations about the nature of this study are presented in section 3.1. Participants, procedures for data collection, instruments, and procedures for data analysis are presented from sections 3.2 to 3.5, respectively.

### 3.1. Participants and materials

The present investigation was conducted having as participants teachers for a university's extracurricular EFL program for adults in Florianópolis, Brazil<sup>17</sup>. Students in this program are usually university students, the university community and university employees. In order for teachers to work for the English program, they must either work for or study at the university. They must also pass through a selection process which includes *curriculum* analysis and a microteaching

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<sup>17</sup> The institution is the extracurricular language program at the *Departamento de Letras e Literaturas Estrangeiras* (DLLE) from *Universidade Federal de Santa Catarina* (UFSC). At the time of data collection, the institution offered courses on a broad range of languages, including German, Chinese, Spanish, English, Italian, Japanese, Libras, and Portuguese for Foreigners (FAPEU, 2015).

section. All the teachers that participated in this study are licensed teachers with university level graduation in the area.

Tests that composed the corpus of analysis were collected in three distinct groups of the second semester of 2015, and each group had a distinct teacher. In total, 3 teachers were interviewed and had their tests analyzed. Figure 3 presents the number of collected tests taken by students<sup>18</sup> and their distribution through the distinct groups.

Test 1	Test 2	Test 3
Level 1	Level 1	Level 5
11	08	11

**Figure 3.** Number of collected tests per classroom.

Two tests were collected from two level 1 groups and one test was collected from a level 5 group<sup>19</sup>. Thirty students, in total, participated in the study. Teachers' and students' names and any other personal information mentioned on the tests and on the interviews<sup>20</sup> were omitted in the study.

The conducting framework for the English program was, at the time of data collection, the collections of EAL (English as an additional language) books *Interchange Fourth Edition Series* (Cambridge English, 2015), used in levels 1 to 6, and the *New American Inside Out Series* (MacMillan, 2016), used in levels 7 to 12. Level 1 groups used *Interchange 1A* as the didactic book, and level 5 groups used *Interchange 3A* as the didactic book.

Other teachers were contacted during the study, in order for this research to be applied in one of their groups; however, these contacts either did not follow all the steps formally or completely<sup>21</sup>.

The two criteria for the selection of participants were: not to have talked with participant teachers of this study about classroom practices before the interview; not to be present on any of the classes that the participant teachers lectured before the moment of contacting

<sup>18</sup> The use of all of the collected tests were authorized by the students.

<sup>19</sup> Twenty-one groups of the level 1 in the English program were offered in the institution's website, and seven groups were offered for level 5.

<sup>20</sup> As already mentioned, the interviews happened only with the teachers.

<sup>21</sup> As discussed in section 3.3.



students to ask for their permission to collect their tests, in order to avoid bias on the analysis.

### 3.2. Procedures for data collection

Before data was collected for this study, the project was approved by the Ethics Committee from the *Universidade Federal de Santa Catarina*<sup>22</sup>. The stages that this study has gone through are presented next, in order of occurrence: approval on the Ethics Committee, including the consent form signed by teachers and students (as presented in Appendix E); contact with teachers; contact with students; collection of tests (containing documented students' performance and teacher's feedback); schedule the interviews with the teachers; conduct interviews. These are better described in the next paragraphs.

The first step, after the approval by the ethics committee was to contact teachers who could meet the two established criteria, as presented in the previous section. This contact was done on the halls of the institution, in between classes, opportunities where it was scheduled a visit to the classrooms in order for the researcher to ask students for their permission on the use of their tests. These classroom visits happened twice in each group. On a first visit it was explained to the students the reasons for their participation on the study. On a second visit, the signed consent forms for using their tests were collected, in accordance to the ethics committee. During these visits, the importance and the care for students of analyzing their production with the purpose of providing reflection on instructional practices at the institution were tried to be highlighted by the researcher, argument which was used with the teachers as well.

The visits to the classrooms were as short and as concise as possible so that these would not interfere 'so much' with the mood of the class, nor the researcher would take the mood into notice. This was done in order to avoid bias from the teachers and from the researcher at the moment of the interviews, as previous interactions could cause possible conflicts with them which would restrict them on freely talking about the tests.

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<sup>22</sup> The approval of the project is under *Plataforma Brasil*, identification number (CAAE) 44888615.9.0000.0121, protocol number (*Parecer*) 1147326. The authorization can be visited on the following web address: <<http://www.saude.gov.br/plataformabrasil>>.

After students took the tests, the teachers provided written feedback (correction) in the documents, and allowed the researcher to photocopy the tests of only the students who signed the consent form. After a few weeks, the interviews were scheduled. The interviews were semi-structured and the script is presented in Appendix A. The questions are further justified in the next section.

The interviews were individual, and two of them were held in public spaces at the university campus (teachers from level 1 groups) while one was held inside a classroom at the institution (with the teacher from the level 5 group). The interviews were recorded and during the interviews the teachers had access to copies of the collected tests for discussing them. The researcher also analyzed the tests before conducting the interviews. The full transcripts of the interviews are presented in Appendix B.

The two criteria for conducting the interviews were: the interviewer should avoid any evaluative comments regarding what was being proposed by the teachers in their speeches; and, the interviewer should make additional provocations on teachers' speeches with the objective of allowing the teachers space and time in the situation of the interview to elaborate their rationale as clear as possible.

The tests were collected from the mid-term examinations of the second semester of 2015. Mid-term tests were chosen to be collected in order to investigate tests that could be used for future classroom practices in the same course (as it is presented in the definition of a formative test in the review of the literature of the present study). If final tests were collected, it could happen that tests had a more evaluative character only.

### **3.3. Instruments**

In this section, how the information was collected from the tests and from the interviews is described. Initially, the presentation of the semi-structured questions on the interviews and their respective justifications is presented in subsection 3.4.1. Then, the definitions for the transcription of the collected data (the collected tests and the interviews) are presented in subsection 3.4.2. This order of presentation is justified by the fact that the questions for the interviews were determined previously to the collection of data.

### 3.3.1. Presentation of the questions on the interviews and their justifications

The interviews were based on the eight questions presented in Appendix A, that have their main topics discussed below. According to McDonough & McDonough (2003), semi-structured interviews “present a structured overall form, but allow for greater flexibility” (p.183). On a few moments on the interviews, other questions were asked, motivated by the tests and by what the teacher was commenting. According to the same authors mentioned above, interviews may, among other purposes, serve as a “checking mechanism to triangulate data gathered from other sources” (p.181).

McDonough & McDonough (2003) list some features involved in collecting data through interviews (and also questionnaires). These are: “power and status distribution, risk of giving and taking offence, loss of face, properly formulated requests, self-revelation and disclosure to strangers, rights of refusal, and so on” (pp.185-186). This paragraph presents the two criteria for proposing the semi-structured questions of this interview and Figure 4, below, presents the main topic of each question for the semi-structured interview. Firstly, questions should be direct, although answers on issues that deviated from the original questions were allowed. Secondly, questions should allow space for the discussion, from general to specific, respectively, on how teachers conceive of classroom based tests, and what is the rationale they have proposed on the collected tests in the stages of designing and providing feedback. Figure 5, below, presents the main topic of each question for the semi-structured interview.

- Question 1) Pedagogical importance of tests
- Question 2) Origins of the items
- Question 3) General objectives in the analyzed tests
- Question 4) Objectives of each test item
- Question 5) Students’ performance on items
- Question 6) Rationale on providing feedback (grading and commenting)
- Question 7) Future changes in the test
- Question 8) Other comments

**Figure 4.** Topics of the questions on the semi-structured interview.

Having the above mentioned criteria in mind, question 1 was

used as conversation opener. Questions 2, 3 and 4 were gradually introducing the teachers to the collected tests and test items and were planned to approach the objectives proposed in the test, concerns the stage of test design. Question 4 was the most direct one in relation to the present study, because it specifically and directly asked about what the objectives of each test item were. Questions 5 to 7 were concerned with the test use, and for such, students' performance, grading, commenting, and the evaluation of the items after the performance of students, were asked to the teachers. Question 8 was used as an open space for teachers to complement what had been discussed so far on the interviews.

### **3.3.2. Definitions for transcribing the collected data**

According to Dorniey (2007), transcription is “a time consuming process” (p. 246), and despite the “loss of *nonverbal* aspects of the original communication situation” (p. 246), it allows the analysis of data “thoroughly” (p. 246). A transcription convention should, for this author, be able to “manage the tension between accuracy, readability, and the ‘politics of representation’” (p. 248). Some tips this author gives for transcribing data are: to use standard orthography if possible; and to try to find ways of contextualizing/evoking the speakers' voices. For the present study, the transcribed texts (tests and interviews) are presented in the next subheadings. The collected tests were transcribed to written information as digital texts<sup>23</sup> only, as shown in Figure 5. This procedure was done in order to analyze the test items through a corpus approach using specialized software, and also with the justification of avoiding visual information interference on the analysis of verbal language. The transcription followed the definitions presented in section 3.4.2.1. Also, the audio recordings of the interviews were transcribed to the written mode, as presented in subheading 3.4.2.2.

#### **3.3.2.1. Definitions for the transcription of the tests**

Figure 5 presents an example of a transcription of a task<sup>24</sup>

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<sup>23</sup>A digital text, for the present study, is considered to be the text that contains only verbal characters readable through computers. In this case, the texts were saved as .txt files.

<sup>24</sup>A *taskis* “what a test taker is required to do during a test or part of a test” (Davies et al., p. 96), and these authors complement by mentioning that the “general sense of the term includes the input and the instructions as well as the

found in the collected tests, from the original to the digital text.

1) Complete the conversation below. Give full answers. (2,0) 2/10

A: Hi! What's your name?  
 B: Hi! My NAME IS [REDACTED] ✓

A: Nice to meet, you!  
 B: NICE TO MEET YOU TOO ✓ [REDACTED]

A: Are you in English 1 C class?  
 B: No, I <sup>am not</sup> STUDY IN ENGLISH 1A CLASS. MY TEACHER IS OLEGA

6/6 A: Yes, he is my teacher, too.  
 B: WHAT DO YOU DO? ✓

A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?  
 B: I HAVE A JOB IN A SHOPPING center

A: Ok. I have to go now. See you later.  
 B: SEE YOU TOMORROW ✓

### Extract from rubricstest1.txt

<task 01>

1) Complete the conversation below. Give full answers.  
(2,0)

A: Hi! What's your name?

B: <ITEM 01>

A: Nice to meet, you!

B: <ITEM 02>

A: Are you in English 1C class?

B: <ITEM 03>

A: Yes, he is my teacher, too.

B: <ITEM 04>

A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?

B: <ITEM 05>

A: Ok. I have to go now. See you later.

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task itself" (p. 96) . Also important for the present study, is Allison's (1999) division of tasks by types. Tasks are the "proposed kinds of learning activity that are carried out for pedagogical purposes in language classrooms" (p. 162) and are related to teachers' aims and approaches to language teaching which vary in testing situations according to the combination of the items present in them.

B: <ITEM 06>

**Extract from testtaker07.txt**

<ITEM 01> Hi! My name is \*

<ITEM 02> Nice to meet you too

<ITEM 03> No, I don't. I study in English 1\* class. My teacher is \*

<ITEM 04>What do you do?

<ITEM 05> I have a job in a shopping center

<ITEM 06> See you tomorrow

**Extract from testholder07.txt**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> No, I'm not. I study in English 1\* class. My teacher is \*

<ITEM 04> Check mark

<ITEM 05>

<ITEM 06> Check mark

**Figure 5.** Example of photocopied test items, transcribed rubrics of the task that compose these items, a student's responses of these items, and the transcribed teacher's feedback.

For corpora-based analysis, one important feature used in the present study is tagging, which is a term for “the act of applying additional levels of annotation to corpus data” (Baker, Hardie, & McCenery, 2006, p. 154). Tagging serves not only for grammatical annotation, as “semantic features can also be annotated in corpora” (Biber, Conrad, & Reppen, 2002, p. 260). Initially, tests were photocopied. After that, only the rubrics of the three tests were transcribed to digital text format. Items were organized by tasks in the corpus according to the teachers' criteria of organizing sets of items, through the process of tagging.

The criteria used for the transcription was to clean up other elements and transcribe only verbal information. Images and other

visual information were described verbally when found relevant. Students' responses and teachers' marks on the tests were transcribed in a way that capital letters and other signals were maintained as they were used in the tests, and visual signals were described faithfully (e.g. relevant signs found in teachers' marks were commonly check and half check marks, signals to show correct syntax in sentences, and messages to students explaining the rubrics or agreeing with the responses). Names present in the tests in the texts were omitted.

On teachers' marks during the feedback process, whenever teachers corrected an extract of the response, the full text of the response was transcribed, as it can be seen in Figure 5, item 03. This was done considering that the feedback should be supposedly read by the student in this way rather than just reading the teacher's marks alone, so that students can make sense of what is being corrected. The tests are presented in Appendix C. The fully transcribed tests, students' responses, and teachers' marks, as compiled in the corpus, are presented in Appendix D.

### **3.3.2.2. Definitions for the transcription of the interviews**

Interviews were transcribed as formal text. No information other than verbal was transcribed. Names cited during the interviews were omitted.

## **3.4. Procedures for data analysis**

As already presented in the previous section, the transcribed tests, with students' responses and teachers' marks were compiled into a corpus. Also, the transcribed answers for interviews were organized using the structure of the topics of the questions. This was done in order to investigate the research questions presented in subheading 1.3, as follow: (1) What types of test items are used by teachers; (2) How the teachers provide feedback to students in the test items they propose; (3) What teachers' rationale regarding test items use is. Questions 1 and 2 are approached mainly through documental analysis, and question 3 is approached through the findings of the documental analysis and the teachers' answers on the interviews.

Research question 1, which concerns item types, is answered through the description of the range of different characteristics of items that were found in the corpus. Question 2, which refers to feedback given by the teachers on students' responses, is answered through the

reference to the outcomes, educational or not, of the proposed items. Question 3 refers to the rationale of teachers when proposing items. For this latter question, occurrence of different item types and feedback given cannot approach the issue of describing teachers' rationale as directly as asking the teachers themselves. Through triangulation between what was found on the analysis of the corpus of tests and the interviews with the teachers, it is suggested to be possible to better present descriptions of teachers' rationale, individually and generally.

As Dorniey (2007) mentions, analysis of qualitative data needs coding and there is a pre-coding phase when "making sense of our first impression moves" is crucial (p. 250). This author adds that "'meeting the data meaningfully' during the pre-coding stage is an indispensable preparatory move" (p. 250). Coding, which is organizing the transcribed data in a way that can "be easily identified, retrieved, or grouped" (Dorniey, 2007, p. 250), was then selected in accordance to what was asked directly in the research questions.

For the analysis of item types, items and tasks were categorized as according to the approaches presented in section 2.3, and item formats, as presented in section 2.4. The key concepts for the analysis relate to the formats of knowledge in contrast to performance, and receptive in contrast to productive items, as defined by Madsen (1983); and the framework of structural, integrative and communicative approaches, as defined by Heaton (1988). In brief, a structural approach focuses on grammar rules and vocabulary, an integrative approach allows for situations of language use to purely analyze language structure use by students, and the communicative approach analyzes situations of use, meaning conveyed and language structure as a unity (adapted from Heaton, 1988). These approaches are seen in the rubrics of items, in students' responses and in teachers' feedback, which, in addition to the analysis of the each of the teachers' interview, will allow for the analysis and suggestion of the rationale used by teachers when proposing items for their tests.

The analysis of the interviews, which initially consisted on detailed notes, interfered even in the corpus-analysis, as a confirmation process of the findings in the corpus and also as information for defining the configuration of the corpus. Thus, the analysis of the data was not linear, as presented here (e.g. answering research questions 1, then 2, and lastly, 3), but circular.

Based on teachers' rationale, teachers' motivations were understood to take an important role, and these motivations are difficult to critically analyze as the teachers kindly opened their practices for



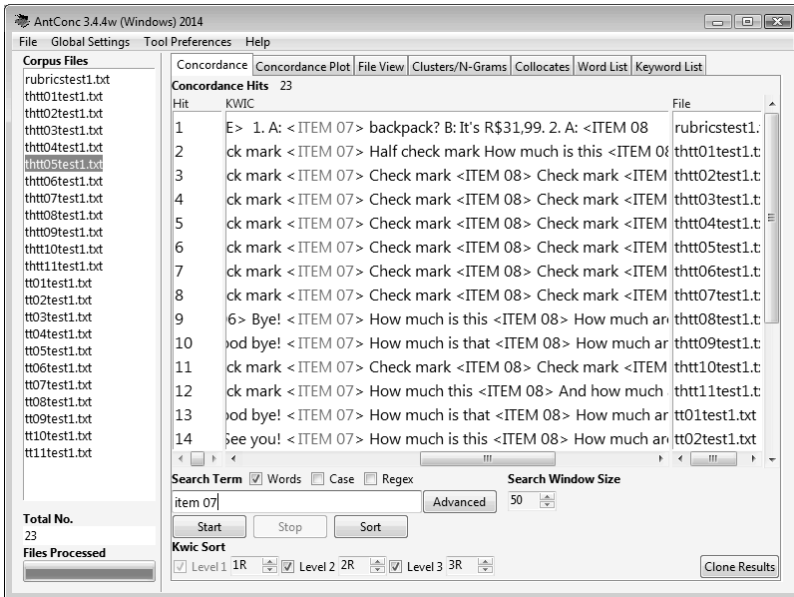
research. In order to avoid this challenge for the study, the findings based on the corpus and on teachers' speeches through the interviews, which are direct evidence of classroom interaction as proposed by the teacher, were approached through the analyses of issues such as approaches to language testing, test item formats, and classroom practices as mentioned by the teachers themselves.

In the following subheadings, firstly, the definitions for the categories of the corpus are presented, and, then, how the interviews were analyzed is described in detail. But, before starting to describe the data analysis, it is important to say that the present corpus is not proportional to the distribution of teachers in the program; therefore its objective relies on the range of linguistic features that are found in the collected data only and not on approaching every situation that happens inside the program regarding testing. The sample presented, though, is intended to be diverse, random, and small, so that the analysis is made possible in size constraints of this study, and it is valid only as a case study data.

Next, in section 3.5.1, the documental analysis using the software *Antconc* and the corpus of tests is described. In section 3.5.2, the analysis of the interviews is described. In section 3.5.3, how the discussion is built is presented.

### **3.4.1. Documental analysis**

The software chosen for corpus analysis was *Antconc* (Anthony, 2014), basically because it attended to what was needed in the research and it is a freeware. One concept that is important for corpus studies which is used in the present study is concordance lines. Concordance lines are strings of text with specified contextual requirements. Through string manipulation and regular expressions, it is possible to handle the text in order to "identify linguistic structures" (Biber, Conrad, & Reppen, 2002, p. 256). In the present study, concordance lines were used to compare answers and feedback on items and quickly locate different items and tasks, taking into account that corpus software have the potential of improving the analysis of large amounts of text (Biber & Conrad, 2008). A screenshot of the software *Antconc* is presented in Figure 6.



**Figure 6.** Example of an item search in the software *Antconc*.

In Figure 6, it is possible to see mainly the results of the feedback on item 07 from test 1, as presented in Appendix D. It is also possible to see some of students' responses under the teacher's feedback. The results present concordance lines with contextual information, in this case the teacher's feedback and students' individual responses. Other functions from the software were used, especially concordance plots and file view, to quickly localize the rubrics of specific items and search term results, respectively, in the text files<sup>26</sup>. In

<sup>26</sup> The software *Antconc* (Anthony, 2014) offers other possibilities of analysis, such as collocates, n-grams, wordlists and keyword lists, which were chosen not to be approached in this study because they could not refer to the defined research questions. Many other linguistic features could have been analyzed using *Antconc*'s functions. Some examples of investigation which require specifically a structural analysis of language, and were found interesting, were related to: pragmatic awareness in EFL contexts as discussed Schauer (2006); EFL classrooms and interlanguage pragmatics, as discussed in Ohta (2005); differential effects of explicit and implicit instruction on EFL learners, as discussed in Fordyce (2014); and, the effect of instruction and feedback in the development of pragmatic competence, as discussed in Koike & Pearson

the following paragraph, how the data was analyzed is described.

As already stated, the objective of the study was to locate common test items' use by teachers. For such, the data was analyzed through the construct of item types (selected or constructed responses, items' approaches, and items' formats), based on the rubrics, students' production in the items, and teachers' feedback. Corpus analysis may answer only the first two research questions posed, which are related to item types and feedback types, and provide a partial view on the rationale of teachers when designing their tests. In the next subsection, how the interviews were analyzed is described.

### 3.4.2. Analysis of the interviews

This section describes how the interviews were analyzed in comparison to the findings from the corpus analysis. The first challenge on the analysis of the interviews was to understand and locate recurrent themes on teachers' speeches. Then, teachers' elicited objectives for the items they proposed in the tests were organized, based on the answers for question 4 from the semi-structured interview. Next, a comparative summarized version of the interviews was organized, as shown in Figure 7, based on the other semi-structured questions.

Question (Q)	Teacher that designed test 1	Teacher that designed test 2	Teacher that designed test 3
1	Summary	Summary	Summary
2	...	...	...
3	...	...	...
4	...	...	...

**Figure 7.** Summarized direct answers for the previously planned questions on the interview.

---

(2005). These analyses could be implemented with an automated structural analysis of the words present in students' responses and teachers' feedback, as well as the words present in the rubrics, which regard morphological analysis and parsing. Although these are very interesting and potential features for investigation, they could not approach the issue of assessment literacy as directly as the issues selected in the present study.

This latter was done by selecting important passages of spoken language from the transcription, and ignoring the ones that were found not relevant to what was asked directly on the semi-structured questions. The choice for a summarized table directly related to the semi-structured questions asked on the interviews is due to the objective of locating the range of features mentioned by the teachers regarding the research questions previously stated for the present study. The notes taken in early stages of the interview analysis also served as a tool for confirmation if the summarized information is coherent and are sparsely presented along the argumentation. On a last moment, the similarities and discrepancies among the speeches of the three teachers were suggested in the argumentation. This was done by comparing each one's position on the semi-structured questions.

### **3.4.3. Discussion**

For the discussion, items under the same approaches were analyzed to locate common characteristics and formats. In order to suggest their origins, teachers' rationale present on their speeches and also on the corpus analysis is later discussed with regards to assessment literacy.

The next section presents the results.

## **CHAPTER 4**

### **RESULTS**

In this chapter, initial discussion is on defining items and tasks based on the corpus findings. Later, the distinct selected and constructed responses from items, and items' and tasks' approaches found in the corpus are analyzed through the types of students' responses and teachers' feedback used on the distinct approaches, also based on the corpus analysis. Then, the main topics of the interviews with the teachers are presented. Lastly, a discussion is built upon characteristics of approaches to testing, teachers' rationale and assessment literacy, based on what was found in the corpus and, also, on the interviews. The examples shown in this chapter were selected for a clear visualization of the arguments.

#### **4.1. Item types and feedback present in the corpus**

In the initial part of this section, it is important to differ between items and tasks. Then, a distinction between selected and constructed responses is made. Later, discussion is on the different approaches (as defined by Heaton, 1988), found in the corpus. Approaches found were, in order of discussion: structural, integrative and communicative. The distinctions between items and tasks, selected and constructed responses, and the characteristics of the items/tasks found in the corpus for each of the approaches are presented in distinct subheadings.

##### **4.1.1. Distinction between items and tasks as considered for the present analysis**

Each set of items defined by the teachers when they divided the activities proposed in their tests is considered a task for the present study. This criteria was based both on the numeration of tasks presented in the tests and confirmed on the distinction between tasks the teachers made naturally in the interviews. Although the concept of task as presented here takes a fundamental role in the analysis, it can still be understood that the characteristics of individual items are more important than the characteristics of tasks in general. One example is the case discussed below, in Figure 9, from the corpus of tests in which the same task presented items with distinct characteristics regarding selected and constructed responses and also approaches to testing. More

often, however, items under the same task present similar characteristics. For the sake of convenience, tasks are mentioned to discuss general characteristics of a set of items, while the term item is used when discussing individual characteristics of items under a same set of items. When a task presents only one item, the terms are used intertwined.

#### **4.1.2. Distinction between selected and constructed responses**

A total of 19 tasks were collected from the three tests. Only five tasks were considered to present selected response items, and these are discussed next. Tasks 1, 4, and 6 from test 3 are purely selected responses and were not analyzed in relation to students' responses, since students did not even copy the answers already given on the rubrics and just marked the correct option. One example is shown in Figure 8.

4. Check the correct responses.
  - a. An aerobics instructor probably earns <SPACE FOR RESPONSE> a tennis teacher.
    - ( ) better paid than
    - ( ) not as hard as
    - ( ) as much as
  - b. A web designer has <SPACE FOR RESPONSE> an international journalist.
    - ( ) as well paid as
    - ( ) better hours than
    - ( ) more interesting than
  - c. Psychiatrists are often <SPACE FOR RESPONSE> politicians.
    - ( ) better educated than
    - ( ) as much work as
    - ( ) more college degrees than
  - d. Working as a comedian is <SPACE FOR RESPONSE> being a movie actor.
    - ( ) worse hours than
    - ( ) as much as
    - ( ) less interesting than

**Figure 8.** Example of a full selected task on a division proposed by the teacher.

Firstly, Figure 8 presents what is considered a task for the present study, which is a sequence of the activities under the same rubrics present in the test as proposed by the teacher, usually presenting a distinct numeration<sup>27</sup>. Also, Figure 8 presents a strictly selected response task, in which students just select the appropriate or correct answer. For the present study, even the options that are not marked by the students are considered items, as according to the definition presented by Davies *et al.* which regards items as “those parts of a test which require a specified response from the test taker” (Davies, 1999, p. 201)<sup>28</sup>. In this case, even the options that are not checked are considered to present a specified response from the test considering it not appropriate or incorrect.

Other tasks that had selected responses (task 3 from test 1, and part of task 4 from test 2, specifically items 04 and 05), required students’ production, as shown in Figure 9.

<task 3>(Test 1)

3) Complete the conversation with the correct words. (1,0)

A: What <ITEM 11> (do/does) your husband <ITEM 12> (do/does) exactly?

B: He <ITEM 13> (work/works) in HU. He’s a nurse.

A: How <ITEM 14> (do/does) he <ITEM 15> (like/likes) it?

B: It’s an exciting job. He <ITEM 16> (like/likes) it very much.

But he <ITEM 17> (work/works) long hours. And what <ITEM 18> (do/does) you <ITEM 19> (do/does) ?

A: I’m a student. I <ITEM 20> (study/studies) Psychology.

B: Really? Where <ITEM 21> (do/does) you <ITEM 22> (go/goes) to school?

A: I <ITEM 23> (go/goes) to Lincoln University. My girlfriend <ITEM 24> (go/goes) there, too.

B: Oh, and what <ITEM 25> (do/does) she <ITEM 26>

---

<sup>27</sup> The only exception to this is item 4 from test 2, as shown in Figure 10, that, as already said, presents two distinct approaches under the same numeration.

<sup>28</sup> During the corpus compilation, these items were called space for response. This happened probably because they present selected responses. They could, however, be counted as individual items.

(study/studies) ?

A: She <ITEM 27> (study/studies) hotel management.

B: That sounds interesting.

<task 4>(Test 2)

Now imagine that you are in a gift shop and you want to buy a souvenir from New York. Look at these products and create a dialogue between you and a salesperson. The dialogue needs to contain the items below (25 points)

The product you prefer and the reason you prefer the product (use comparatives)

Your opinion about the price

Use demonstratives (this, that, these, those) and use which, one and ones

<IMAGE>

Black T-Shirt Price \$19.99 White T-Shirt Price: \$25.00

<IMAGE>

Silver Keychain Price:10.00 Gold Keychain Price \$25.00

<IMAGE>

White Mug Price: \$15.00 Blue Mug Price: \$35.00

Salesperson: Can I help you?

You: Yes. Thank you. How much <ITEM 04>?

Salesperson: Which <ITEM 05>?

<ITEM 06>

**Figure 9.** Tasks that were considered to be of the selected response type, but required distinct students' production than selecting a correct option from the rubrics.

In task 3 from test 1, students had to copy the correct answer from the given options. In items 04 and 05 in task 4 from test 2, as shown in Figure 9, students had to know the appropriate one word answer which was not given in the rubrics, but by being focused on very specific grammar and vocabulary features, these were considered cloze test items, which are understood as types of selected responses because of the limited options for responses based on structural content of the language. Just as a note, the rubrics in this task instruct students only for



item 06, in which the expected response is to create a dialogue. Item 06 is not a selected response.

From these five selected response tasks, four were considered structural (task 3 from test 1, part of task 4 from test 2, and tasks 4 and 6 from test 3), and one task was considered communicative, task 1 from test 3, which is shown below, in Figure 10.

1. Listen to the conversations. Check the correct answers.

<SPACE FOR RESPONSE> is completely honest and gives helpful advice.

- Thomas
- Ms. Norris
- Denise

It bothers Maria and Gary when people <SPACE FOR RESPONSE> .

- forget to say thank you
- send a late birthday card
- don't reply to e-mails

Scott and Jenna love being <SPACE FOR RESPONSE> .

- a bank teller this summer
- an extra in a movie
- friends with the director

Emily wants to apply for the <SPACE FOR RESPONSE> .

- zookeeper intern job
- intern as a veterinarian's office job
- veterinarian position

**Figure 10.** A selected response tasks that was considered to present a communicative approach.

Although there was no access to the original audio played for students in order to respond to the task presented in Figure 10, this task was considered communicative because it focused on spoken comprehension (listening), which is considered a necessity for students in the real use of the language, and the options given to students for response do focus on comprehension of the message.

### 4.1.3. General characteristics found in relation approaches to constructed response tasks

In the next paragraphs, constructed response tasks are analyzed in relation to their approaches. The argumentation for classifying the tasks is based on the tasks' outcomes, i.e. students' responses and teachers' feedback on items. This was not done with selected response items because these cannot present a different feedback than the teacher marking the students' responses as correct or incorrect (although teachers presented other types of feedback not related directly to students' responses in selected response items, such as revise this structural content). In each of the examples presented, the rubrics of the tasks, students' responses and teachers' feedback are shown in figures for a clear visualization of the characteristics of each approach. Students' responses are clearly distinguishable through the tasks, according to the task approaches. Feedback through the different approaches found in the corpus also presented distinct characteristics.

### 4.1.4. Structural approach constructed response tasks

Tasks that presented a structural approach focused on isolated grammar features and vocabulary, as language on a structural approach is seen as a set of habits (Heaton, 1988). These tasks presented the characteristic of repeating structural patterns of language. An example of a structural based task found in the corpus is presented in Figure 11.

<task 02>(test 1)

2) Complete these conversations with How much is/are...? and this, that, these or those. (1,0)

<IMAGE>

1. A: <ITEM 07> backpack?

B: It's R\$31,99.

2. A: <ITEM 08> bracelets?

B: They're R\$29,00.

3. A: <ITEM 09> shoes?

B: They're R\$ 64.

4. A: <ITEM 10> cat?

B: What? My cat? It's not for sale!

**Test-taker 3**

<ITEM 07> How much is this  
 <ITEM 08> How much are those  
 <ITEM 09> How much is these  
 <ITEM 10> How much is that

### Test-holder 3

<ITEM 07> Check mark  
 <ITEM 08> Check mark  
 <ITEM 09> How much are these  
 <ITEM 10> Check mark

**Figure 11.** Rubrics, a student's response and teacher's marks on test 1, task 2. Example of structural items.

As seen in Figure 11, feedback of structural items were found to be of uncertain relevance for students when seen independently as they did not focus on communication skills, but on language subskills (Madsen, 1983). In Figure 11, for example, the only feedback teachers gave to students on their production different than correct or incorrect was: 'How much is these' (student's response) corrected to 'How much are these' (teacher's feedback). In this sense, there was no contextualization of the utterance, or an explicit situation of use for the language produced. This task is considered a constructed response task because, in some cases, students answered items with language that was not prescribed in the rubrics, like for example: "*And these*" (test-taker 11).

Another example of a task that is considered to present a structural approach is shown in Figure 12.

<task 3>(Test 1)  
 3) Complete the conversation with the correct words. (1,0)  
 A: What <ITEM 11> (do/does) your husband <ITEM 12> (do/does) exactly?  
 B: He <ITEM 13> (work/works) in HU. He's a nurse.  
 A: How <ITEM 14> (do/does) he <ITEM 15> (like/likes) it?  
 B: It's an exciting job. He <ITEM 16> (like/likes) it very much.  
 But he <ITEM 17> (work/works) long hours. And what <ITEM 18> (do/does) you <ITEM 19> (do/does) ?

A: I'm a student. I <ITEM 20> (study/studies) Psychology.

B: Really? Where <ITEM 21> (do/does) you <ITEM 22> (go/goes) to school?

A: I <ITEM 23> (go/goes) to Lincoln University. My girlfriend <ITEM 24> (go/goes) there, too.

B: Oh, and what <ITEM 25> (do/does) she <ITEM 26> (study/studies) ?

A: She <ITEM 27> (study/studies) hotel management.

B: That sounds interesting.

### Test-taker 3

<ITEM 11> do

<ITEM 12> does

<ITEM 13> works

<ITEM 14> does

<ITEM 15> likes

<ITEM 16> likes

<ITEM 17> works

<ITEM 18> do

<ITEM 19> do

<ITEM 20> study

<ITEM 21> do

<ITEM 22> go

<ITEM 23> go

<ITEM 24> goes

<ITEM 25> does

<ITEM 26> studies

<ITEM 27> studies

### Test-holder 3

<ITEM 11> Signaled correct option does

<ITEM 12> Signaled correct option do

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Signaled correct option like

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> Check mark  
 <ITEM 20> Check mark  
 <ITEM 21> Check mark  
 <ITEM 22> Check mark  
 <ITEM 23> Check mark  
 <ITEM 24> Check mark  
 <ITEM 25> Check mark  
 <ITEM 26> Signaled correct option study  
 <ITEM 27> Check mark

**Figure 12.** Rubrics, a student's response and teacher's marks on test 1, task 3. Example of structural items.

The task from Figure 12 has as part of the rubrics the following: 'complete the dialogue using the third person inflection', but the dialogue is not relevant in students' production, nor in teacher's feedback, as it is not contextualized and may become confusing to find a pattern from this extensive repetition of a language pattern. Perhaps a smaller and clearer example could work better for students' feedback, although this is purely speculation based on the researcher's analysis, and was not confirmed with the students who took the test.

Structural items found in the corpus could also present problematic issues when students had to affirm in the first person or confirm utterances proposed by the teacher, not presenting their voices in the language they were producing. An example is presented in Figure 13.

2. Circle the correct word. Then join the sentences using relative pronouns (who/that).

a. I'd prefer a (temperamental / organized / egotistical) boss.  
 I can do my best for her.  
 <ITEM 01>

### **Range of students' responses**

I'd prefer a organized boss that I can do my best.  
 I'd prefer a boss who I can do my best for her.  
 I'd prefer organized boss who I can do my best for her.  
 I'd prefer organized boss for who I can do my best.

I'd prefer organized boss who I can do my best for her.  
 I'd prefer organized boss who I can do my best for her.  
 I'd prefer organized boss who I can do my best for.  
 I'd prefer an organized boss who I can do my best.  
 I'd prefer a boss who I can do my best for her.  
 I'd prefer a organized boss who I can do my best for her.  
 I'd prefer a boss that I can do my best for her.

### **Range of teacher's feedback**

Check mark I'd prefer an organized boss that I can do my best. for  
 Half check mark. I'd prefer a (signals the word "organized" on the rubrics with an arrow) boss who I can do my best for.  
 Check mark I'd prefer an organized boss who I can do my best for.  
 Check mark  
 Check mark I'd prefer an organized boss who I can do my best for.  
 Half check mark I'd prefer an organized boss who I can do my best for.  
 Check mark  
 Check mark I'd prefer an organized boss who I can do my best for.  
 Half check mark I'd prefer an (signals "organized" with an arrow) boss who I can do my best for.  
 Check mark I'd prefer an organized boss who I can do my best for.  
 Half check mark I'd prefer a (signals the word "organized" on the rubrics with an arrow) boss that I can do my best for.

**Figure 13.** Rubrics, range of students' responses and teacher's feedback on item 01, task 2, test 3. Use of the first person without allowing voice to the respondents.

For example, item from Figure 13 asks students to join sentences using relative pronouns. However, there are many concepts that are given to the students in this item without allowing them to

critically position themselves. Students, in this task, responded that they prefer an organized boss without having a different option. At least, it was expected by the teacher that students selected the option ‘*organized*’. This item is also problematic because, as mentions Fulcher (2013), multiple-choice items should present a clear distinction between correct and incorrect options, and this is not the case in this task.

It is interesting that 7 out of 11 students added the word *her* to the sentence. This may imply that students related the sentence proposed and the word *boss* to the teacher (who was a woman), although the teacher corrected student’s response by marking out the word ‘*her*’. Students were perhaps trying to please the teacher. Structural items, hence, present a behavioral phenomenon from the part of students, making them to produce language without allowing them to critically reflect on the ideology behind the language they are producing, by inducting them to convey pre-established meanings.

The following items in this task also seem strongly ideological. They are: ‘b. Patty is a (modest / intolerant / stingy) person. She never brags about her grades. c. Our coach can’t stand (considerate / easygoing / egotistical) players. She can’t talk to them easily. d. I don’t want to work with a difficult person. This person is (sensitive / unreliable / sociable).’. Along with the fact that the options given to students in this task are not clearly distinguishable as correct or incorrect, which makes them problematic multiple-choice items according to Fulcher (2013), as it does not seem clear whether, for example, “our coach can’t stand considerate, easygoing, or egotistical players, as she can’t talk to them easily”, or whether I find a person difficult and I don’t want to work with her/him because this person is sensitive, unreliable or sociable, and, lastly, if Patty is modest, intolerant or stingy, as she never brags about her grades, the mere focus on vocabulary and structure does seem to hinder ideological contexts and critical thinking from individuals, who are not allowed to have a choice of their own (and, hence, responsibility), including strategy, ethos, purpose, and agency, as defined by Johnstone (2001).

The list of tasks in the corpus that were considered structural is: test 1, tasks 2, and 3; test 2, task 4 partially (items 4 and 5); test 3, tasks 2, 3, 4, 5, 6, and 9. These are all presented in Appendix D.

#### **4.1.5. Integrative approach constructed response tasks**

Integrative items found in the corpus are categorized as the ones that mix communication skills, as defined by Madsen (1983),

language use in actually exchanging ideas and information, with specific structural forms in which extracts of language are used in situations that do not present a contextualized language use. These items focus on meaning, concerned with a global view of proficiency (Heaton, 1988), as it can be seen on teacher's feedback on item 31 in Figure 14, below.

<task 4>(Test 1)

4) Answer the questions below. Give personal answers.  
(2,0)

1. What kinds of movies do you like?

<ITEM 28>

2. What kinds of TV programs do you like?

<ITEM 29>

3. Who is your favorite singer?

<ITEM 30>

4. Which do you like better: Lenine or Milton Nascimento?

<ITEM 31>

### **Test-taker 3**

<ITEM 28> I like many types, but I prefer science fiction

<ITEM 29> I don't like tv programs

<ITEM 30> My favorite singer is tupac, he is better

<ITEM 31> Milton Nascimento is better than Lenine

### **Test-holder 3**

<ITEM 28> Check mark

<ITEM 29> Check mark

<ITEM 30> Check mark My favorite singer is tupac,

<ITEM 31> This is comparison, not preference. I like Milton Nascimento better.

**Figure 14.** Rubrics, a student's response and teacher's marks on test 1, task 4. Example of integrative items.

This task in Figure 14 explains generally specific language structures expected for students to produce, not appropriate responses to what was being asked. If the latter was the case, student's response on



item 31 would be appropriate, since the question was which singer the student likes better, and the response was, literally *'Milton Nascimento is better than Lenine'*, which makes sense and communicates student's preference. The teacher, however, gave feedback on the sentence by writing *'This is comparison, not preference. I like Milton Nascimento better'* implying that a very specific structure was expected in students' responses.

Hence, in integrative approach based items, teachers' seem to be focusing on very specific structural forms. This can be seen on the range of students' responses in integrative approach based items. Figure 15 exemplifies this using as example students' responses and the teacher's feedback on item 28, task 4, test 1.

### **Rubrics**

4) Answer the questions below. Give personal answers.

(2,0)

1. What kinds of movies do you like?

<ITEM 28>

### **Range of student's response**

I like comedy movies.

I like comedies movies.

I like many types, but I prefer science fiction

I like the science fiction movies.

I like drama movies (so much).

I like honors films and comedies romantic.

I prefer animated movies.

I like of movies romance

I like of movies romance

I like "Qualquer gato vira-lata" kinds of movies more.

I like action films.

### **Teacher's feedback**

Check mark I like comedies

I like comedies.

Check mark

Check mark I like science fiction movies.

Check mark

I like honor (?) films and comedies romantic (arrow signaling romantic comedies).

I like animated movies. Check the definition of “prefer”  
 I like romance.  
 I like movies romance (arrow signaling “romance movies”).  
 I like comedies.  
 Check mark

**Figure 15.** Range of students’ responses and teacher’s feedback on item 28, task 4, from test 1.

From the example in Figure 15, it can be seen that lexical items were diverse on students’ responses, but the syntactic structure was very similar among all the responses. Also, teacher’s feedback focused on a specific syntactic structure, as in the example where the student answered ‘*I prefer animated movies*’ and the teacher corrected to ‘*I like animated movies. Check the definition of “prefer”*’. However, it is questionable whether the student’s response did not attend well to what was requested by the teacher, which was explicitly put on the rubrics as simply “*Answer these questions*”. Also, the feedback was very diverse on the complement of the sentence ‘*I like...*’, and because of that characteristic, integrative approach based items are considered to stimulate unfocused language use.

Another issue of integrative items found in the corpus was that students could make integrative items to be more focused on language use or on structural aspects of the language on a spectrum. This has already been shown in the two former examples of students using distinct language forms to communicate than what the teacher expected (*Milton Nascimento is better than Lenine*, and *I prefer animated movies*), and Figure 16 shows the case of a task in which a student who was able to have a communicative approach in an integrative item was explicitly corrected by the teacher, as presenting an inappropriate response in respect to the meaning being conveyed.

<task 01>(test 2)

1 - Imagine that you go to New York with a friend and you need a tour guide that’s going to help you in the city. First, read the tour guide information card and answer part A.  
 (25 points)

A. Introduce yourself to the tour guide! Create a dialogue between you and Richard. Include the following

information:

Your name

Your age

Your occupation

Your origin (hometown/country)

The place where you live

A characteristic of the place where you live

<IMAGE>

Name: Richard Adams

Nickname: Rick

Age: 32

Origin: Sydney, Australia

Profession: Tour guide

<ITEM 01>

#### **Test-taker 04**

<ITEM 01> \*: Hi Richard. How are you?

Richard: Hello! I'm fine. can I help you?

\*: Oh! Yes. please. I'm hungry, you know a Brazilian restaurant for rere?

Richard: Hmm... Yes, but is very expensive. You a brazilian girl?

\*: Yes! I live in Florianópolis, but I born in Novo Hamburgo. I study Pedagogy, I'm go to NY for a academy job. By the way, I'm \*

Richard: Good. Pedagogy?Very nice. My sister is teacher, she studies pedagogy too But what is Florianópolis like?

\*: It's fantastic! I love it. I'm very young, 18 years old. I like beaches, party and beer.

Richard: OK! I really loved meet Floripa. But go to the restaurant now?

\*: Yes, please. Let's go!

#### **Test-holder 04**

<ITEM 01> Half check mark

\*: Hi Richard. How are you?

Richard: Hello! I'm fine. can I help you?  
 \*: Oh! Yes. please. I'm hungry, you know a Brazilian restaurant here?  
 Richard: Hmm... Yes, but it's very expensive. Are you a Brazilian girl?  
 \*: Yes! I live in Florianopolis, but I was born in Novo Hamburgo. I study Pedagogy, I'm in NY for an academic job. By the way, I'm \*  
 Richard: Good. Pedagogy? Very nice. My sister is teacher, she studies pedagogy too But what is Florianopolis like?  
 \*: It's fantastic! I love it. I'm very young, 18 years old. I like beaches, party and beer.  
 Richard: OK! I really loved meet Floripa. But let's go to the restaurant now?  
 \*: Yes, please. Let's go!  
 \*, aqui você estava falando com o guia turístico e não com o seu amigo.  
 Half check mark

**Figure 16.** Rubrics, a student's response and teacher's feedback on item 01, task 1, from test 2.

The task in Figure 16 was to create a dialogue between the student and another person including specific topics in the conversation. The topics requested in the prompt were the respondent's: name; age; occupation; origin (hometown/country); the place where he/she lives; a characteristic of the place where he/she lives. All students but one strictly followed the pattern of writing the topics asked in the rubrics and only the response from student presented in Figure 16 presented a performance that could insert a creative context into the dialogue. The teacher, however, provided a feedback assuming that the student's text was inappropriate (*aqui você estava falando com o guia turístico e não com o seu amigo*). The teacher also evaluated the response as half correct, as it was given a half check mark and a score of 15 out of 25 points for the student in this item.

It is interesting to see that this student might have exposed the idea that she is interested in meeting a foreign person, especially because the character created for this item is an Australian male, that is 32 years old and has a nice job in New York city. It is not certain that the student got interested in the character, as it was not asked directly to the

student why she was so friendly with the character in the text; however, it may be possible that she was interested in the description of the character presented in the rubrics. This was assumed by the researcher and also, seemingly, by the teacher who provided the feedback that the response was inappropriate.

Figure 17, on the other hand, presents an example of a student's response that followed strictly the topics requested in the rubrics of the task discussed above.

### **Test-taker 07**

<ITEM 01> R: Hi, what's your name?

\*: Hello, my name is \*. And you?

R: My name is Richard. Where are you from?

\*: I am from Florianópolis. How old are you?

R: I am thirty two years old. And you?

\*: I am twenty two years old. I am student. What do you do?

R: I am tour Guide. Where do you live?

\*: I love my place, It's very beautiful.

R: OK, I am going. Bye

\*: Bye, nice to meet you.

### **Test-holder 07**

<ITEM 01> Check mark

R: Hi, what's your name?

\*: Hello, my name is \*. And you?

R: My name is Richard. Where are you from?

\*: I am from Florianopolis. How old are you?

R: I am trirty two years old. And you?

\*: I am twenty two years old. I am a student. What do you do?

R: I am a tour Guide. Where do you live?

\*: I love my place, It's very beautiful.

R: OK, I am going. Bye

\*: Bye, nice to meet you.

**Figure 17.** Rubrics, a student's response and teacher's marks on test 2, task 1. Example of an integrative item pending to structural response.

When compared to student's response presented in Figure 16, it is possible to see that the student's response presented in Figure 17 was much more succinct and followed the topics of name, age, occupation, and place of origin more directly. Student on Figure 16 provided more contextual clues of an authentic language use but also 'took more risks' while using the language, by inviting the tour guide for lunch and having a friendly conversation with him. As already said, theoretically, the task of creating a dialogue, which was requested in the rubrics of this task, has been more well accomplished on the term of creativity by the student in Figure 16. Scoring, however, was higher for the student who followed a more structural pattern (response presented in Figure 17), who got a full score on the item (25 out of 25 points), which may imply that the teacher was focusing on structural patterns of language, rather than creativity. This focus on the structure from the teacher is what makes this task to be considered integrative.

Another comment on this task is that creating a dialogue seems very difficult and inappropriate for level 1 students as an assessment tool, because students from level 1 are starting to use the language, and creating complex situations in the language does not seem what is proposed by the didactic material in the program<sup>29</sup>. It is understood, however, that ludic activities may contribute in the classroom and that proposing students to create a dialogue may be a choice from the teacher that has been negotiated throughout the course. This was mentioned by the teacher on the interview. Anyway, what seems clear is that the teacher was focusing on assessing specific structural aspects of the language, rather than on creativity, and on how to say or write information focusing on meaning only, without paying attention to a clear context, even though this context was given and it was explicitly mentioned in the rubrics that students should create a dialogue.

Feedback, through scoring and corrections, in integrative items, seems unclear for students, as sometimes teachers focus on structure and sometimes teachers focus on meaning on the corrections. An explicit example of the teacher agreeing with what the student responded is found in the corpus on item 03 from test 2. In this item, the teacher drew a heart on a student's response and writes '*me too*' (it was student number 4 in the corpus, presented in Appendix D, page 172). The student's response in this case attended to what was asked in the

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<sup>29</sup> Interchange, the didactic book used in the program, uses the Common European Framework for Language Reference (CEFR), which, at this level, does not account for creating dialogues or scenes, but only to introduce oneself.

rubrics, and, although making some spelling and grammar mistakes, the response got a full score. It is unknown, though, whether the teacher's evaluation was influenced by the agreement with the semantic content of the response.

Scoring, though, was usually higher for the students who focus on the specific structures requested in the rubrics of the task. The examples given are: students who wrote their preferences on movies using a different structure than what the teacher was expecting and were corrected, and the student who tried to be friendly to the tour guide and was corrected as inappropriate by the teacher, getting a lower score than students who focused on structure (although in the rubrics it was explicitly requested for the student to create a dialogue). In these items, the teacher did not focus on creativity or on individual language use, but on language structure. Still, it seems that, for at least some students, it is unclear whether the focus was on structure or on conveying meanings creatively.

A concern about integrative items is that, although focusing on meaning and aiming at structural aspects of the language which should be produced by the students on their responses, the teacher opens space for students to write inappropriate or prejudicial things and still be correct on the matter of structure. It is unclear whether this works the other way, by the teacher disagreeing on the semantic content given by the students and evaluating them poorly because of the meaning conveyed in the response. This latter did not seem to be the case in the items found in the corpus<sup>30</sup>, but it could also be a concern for students. It would be necessary to ask students if that was a real concern for them. Interviewing students, though, was not in the scope of the present study.

Figure 18 presents an example of an integrative task which was found by the researcher to prompt ideologically prejudicial responses from students. These responses were considered correct by the teacher due to the criteria of analyzing structure only.

<task 08>(test 3)

8. Suppose your teacher is friends with the president of Brazil, Dilma Rousseff. What would you like your teacher to tell or ask her? Write at least 4 statements/questions.

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<sup>30</sup> One example that could be understood as poorly evaluated is the girl who got friends with the tour guide on task 1 from test 2. However, the lower score was understood to be given due to not being present on the student's response all the specific information requested on the rubrics of the task.

<ITEM 12>

**Test-taker 02**

<ITEM 12>Could you tell Dilma that she is a bad president?

Could you ask Dilma how old is she?

Could you ask Dilma what is her preferred colour?

Could you tell Dilma that the UFSC is a good university?

**Test-holder 02**

<ITEM 12> Check mark

Half check mark Could you ask Dilma how old she is?

Check mark

Check mark Could you tell Dilma that UFSC is a good university?

**Figure 18.** Rubrics, a student's response and teacher's marks on test 3, task 8. Example of an integrative task.

In the task presented in Figure 18, students could either remain neutral, be nice or aggressive against the public figure of a person, which in the case is the actual president of Brazil. The teacher, on the feedback, focused on evaluating structural aspects of the sentences, indicating as correct sentences some that could be seen as presenting prejudice under the justification of structural correctness. When asking the person's age, implying that she is old, or asking someone to tell her that she is a bad president, the student seems to be offensive without explaining why or critically reflecting on the language being produced. Although it is not in the scope of this study to discuss political choices, which is to just point and problematize possible characteristics of test items found in the collected data, it does seem that there is a strong ideological content behind this task.

Other examples of integrative approach based items that also expose students requested students to present their preferences on general things such as movies, or their personal interests on friendly conversations, as discussed previously, which are not directly related to what the teacher wants to assess, which is language structure. Again, it does seem confusing the criteria that is used for evaluating integrative approach based items.



The list of tasks in the corpus that were considered integrative is: test 1, tasks 5, and 6; test 2, tasks 1, 2, and 4 partially (item 6); test 3, tasks 7, and 8. These are all presented in Appendix D.

#### 4.1.6. Communicative approach constructed response tasks

Communicative approach based items were considered to pose a clear situation of language use in the rubrics, as well as in students' responses and teacher's feedback for constructed items. In Figure 19, the situation is the student's introduction to an invented character.

<task 1>(test 1)

1) Complete the conversation below. Give full answers.

(2,0)

A: Hi! What's your name?

B: <ITEM 01>

A: Nice to meet, you!

B: <ITEM 02>

A Are you in English 1C class?

B: <ITEM 03>

A: Yes, he is my teacher, too.

B: <ITEM 04>

A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?

B: <ITEM 05>

A: Ok. I have to go now. See you later.

B: <ITEM 06>

#### Test-taker 06

<ITEM 01>My name is \*

<ITEM 02> Thank you. Nice to meet you, too!

<ITEM 03> Yes, I'm. Is Manuela your teacher?

<ITEM 04>What do you do?

<ITEM 05> I study English and I have a part-time job in \*

<ITEM 06> Bye.

#### Test-holder 06

<ITEM 01> Check mark

<ITEM 02> Check mark.Circled "Thank you."

<ITEM 03> Yes, I am. Is Manuela your teacher? No, I'm in English 1\*. \* is my teacher.  
 <ITEM 04> Check mark  
 <ITEM 05> Check mark  
 <ITEM 06> Check mark

**Figure 19.** Rubrics, a student's response and teacher's marks on test 1, item 01. Example of a communicative item.

Heaton (1988) points that a communicative approach to language testing presents language in communication as close as possible to language use in real contexts. By mentioning as close as possible, it may be understood that in a test, which is a tool for classroom assessment, the focus on the real use of the language can only be achieved not through use of the language in the real world, but in simulated activities. These activities should relate to the test takers' need for the use of the language (Heaton, 1988).

There is a clear context on the utterances and texts of communicative items, in other words, an intelligible reason for the communication that is occurring. Communicative approach based items also involve individuality, choice, agency, ethos, among others, as cited by Johnstone (2001). Students' production in this type of items allow space for instruction and reflective thinking, as the matter of appropriateness takes the role of only structural accuracy in the feedback. An example of this is when the teacher circles the sentence '*thank you*', from the student's response in Figure 19, which may allow for a continuation of reflection by the student based on the teacher's feedback in the item. '*Thank you*', in this situation, does not seem appropriate after the utterance '*nice to meet you*', but it is not incorrect either, depending on the participants and the situation. Hence, it could be appropriate if this was the student's intention, and the teacher just signaled this extract for further reflection by the student.

Figure 20 presents another example of teacher's feedback which allows for post-test reflection from a student.

<task 2>(test 2)  
 B) Now, introduce your friend to Richard. Write a paragraph talking about her/him.  
 <ITEM 02>

**Test-taker 02**

<ITEM 02> Hello Richard, this is Paulo his nickname is Paul. He is 30 thirty years old and need a Tour guide. He speak english , he is from los Angeles, he work in a Hospital, and is a Doctor. It a big city.

### Test-holder 02

<ITEM 02> Hello Richard, this is Paulo his nickname is Paul. He is 30 thirty years old and needs a Tour guide. He speacks english , he is from los Angeles, he works in a Hospital, and is a Doctor. It a big city.

\*, essa frase final ficou solta. A que cidade te referes?

**Figure 20.** Rubrics, a student's response and teacher's marks on test 2, item 02. Example of a communicative item.

The teacher's last comment in Figure 20: '*essa frase final ficou solta. A que cidade te referes?*'<sup>31</sup>, suggests that the last sentence on the students' response was not appropriate, requesting clarification. However, it can be understood that there is a communicative purpose for every piece of information the student has put in the response other than focusing on checking whether the structure used was correct or not based on decontextualized use of the language, and that is why the teacher asks for further clarification.

In all of the examples, teachers missed the opportunity of allowing post-test reflection by the student on structure as well, since they corrected most spelling and grammar mistakes explicitly. Teachers could only signal them and ask students to correct them. It is understood that these would be done on an easier manner in communicative items, since items under this approach present contextualized utterances and texts, and students are not asked to focus on generalization of language rules, but on specific uses of language to then generalize language rules. Also, in communicative approach based items, accuracy, solely, did not seem to take as important a role as in integrative and structural approaches based items, as it was not possible to understand the situation in which the language was being used.

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<sup>31</sup> A rough translation for these sentences written by the teacher into English is: "*This last sentence did not fit. What are you referring to?*".

The list of tasks in the corpus that were considered communicative is: test 1, task 1; test 2, task 1b; test 3, task 1. These are all presented in Appendix D.

No grammar-translation approach was found in the corpus, as it was not found any item that allowed for a subjective judgment of the test-holder based on decontextualized essay writing, translation and grammatical analysis, in accordance to the definition presented by Heaton (1988). Still, the types of items found in the corpus are in agreement with what Heaton (1988) proposes of approaches to testing.

In sum, based on what was found in the corpus, structural approach based items clearly focus on discrete-point language features such as grammar and vocabulary. It has been seen that items under this approach are confusing in relation to what message should be conveyed from the part of the students, and what the language focus of the items is, if it is either structure or communication. Items under the structural approach also allow students to reproduce pre-determined utterances selected by the teacher. Integrative approach based items request communication skills from students in order to focus on structural aspects of the language. Communicative approach based items, it is suggested, focus on language use on clearly defined contexts and allow students' individuality to be clearly expressed, as well as teacher's feedback to be clearly understood.

## **4.2. Teachers' rationale**

In this section, initially, teachers' rationale is analyzed individually, based on what each teacher has proposed in the test, presenting the discussion on the occurrence of task approaches in each test, and the teacher's respective justifications for using the items present in the tests. Then, the direct answers teachers gave to the previously planned questions on the interviews are presented on a summarized form for the individual analysis of each teacher. Teachers' answers are put on a comparison table, so that, at the end, it is possible to locate recurrent themes and aspects of teachers' rationale.

Test 1, which was used on a level 1 class, started with a communicative task but then it presented a mix between integrative (3 tasks) and structural (2 tasks) tasks. The full transcribed test is presented in Appendix D, on page 130 of this work. The objectives for each of the tasks, as proposed by the teacher on the interviews, are presented next together with the classification of the approach given on the corpus analysis.

Task 1 is considered communicative. The teacher's cited objectives are for the student to introduce him/herself on a dialogue format, taking into account profession and education.

Task 2 is considered structural. The teacher's cited objectives are based on unit 3 of the book, which relates to shopping, negotiating, and demonstratives. According to the teacher, the task focuses on a specific grammatical topic which is how much is/are.

Task 3 is considered structural as well. The teacher's cited objectives are the present simple grammar rule, specifically the third person inflection (he/she and auxiliaries).

Task 4 is considered integrative. The teacher's cited objectives are to work with students' likes, dislikes, movies, television shows and the last item focused specifically on preferences or comparison, as mentioned by the teacher.

Task 5 is considered integrative too. According to the teacher, it was based on an activity from the coursebook in which the objective was to compare products. The focus was on the use of adjectives and written text (transitions and punctuation), as mentioned by the teacher.

Task 6 is considered integrative as well. The objective cited by the teacher was discussing routine and prepositions of time.

This test presents a more integrative/structural approach, although there's a communicative approach based task reinforcing the suggestion of an integrative general approach in the test. In relation to the direct answers to the questions of the interview<sup>32</sup>, the teacher focuses on evaluation for students, based on the workbook and classroom practices. The teacher thinks that students did not perform well and, on the feedback, marked where there was grammatical content that students should revise based on their production in the test. In relation to test design, the teacher cited changes on the way of presenting the rubrics that should be made for future tests, but did not mention changing the structural content that is included in the test and approaches to testing. As final words, the teacher mentioned that students advance in the program, but sometimes do not have enough knowledge or skill to participate in the advanced levels, so, for the teacher, there must be something wrong with the evaluation format students undergo in the program. The fact of having to design assessment tools such as tests, however, seems to be good for teachers to reflect on their own practices, the teacher says.

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<sup>32</sup> The full transcribed interview is presented on Appendix B, on page 91 of this work.

From the analysis of the test and the interview, it may be understood that the teacher focuses on very objective evaluation, on students' production and mostly on communication skills trying to assess knowledge of language subskills such as grammar and vocabulary, based on the structural content that is present on the coursebook. A recurrent theme on the interview was writing, since the teacher cited the concern of students of not being able to compose paragraphs. Accuracy on writing at a level 1 course in a foreign language program, however, is cited by language frameworks (CEFR, CLB, and ACTFL) as not expected to be good, and it seems that the teacher embraces the idea of teaching something that is not expected for the level, which may be leading to a problem on the diagnosis of students' performance through inappropriate items, especially related to the writing problem the teacher believes that the students have.

This focus on writing was especially cited for task 6, although mentioned in other moments of the interview. The range of students' responses in task 6 of this test, as it can be seen on page 176 in Appendix D, is diverse, and feedback is also very confusing. It seems that in this task there is not an explicit communicative purpose and a lack of a defined context. This is only a suggestion and the reader has to confirm this information by him/herself, as there is no form of proving this rather than the reader's agreement on the analysis of the data.

Test 2, which was also made for a level 1 course, presents a considered integrative approach based task initially, then a communicative one, and, later, two more integrative tasks. The full transcribed test is presented in Appendix D, on page 162 of this work. The teacher that designed test 2 seems to try to make communicative tests. However, language structure based on the content of the coursebook seems to be the final aim of the teacher's proposed tasks. The tasks' objectives, as proposed by the teacher on the interview, are presented next.

Task 1 is considered integrative. The objective cited by the teacher is for students to talk about themselves, their names, ages, where they are from. It should contemplate all of the items requested on the rubrics, the teacher says.

Task 1b (task 2 in the corpus) is considered communicative. The objective cited by the teacher is for students to talk about a friend.

Task 2 (task 3 in the corpus) is considered integrative. The objective cited by the teacher for this task is for students to talk about their daily routines.

Task 3 (task 4 in the corpus) is considered integrative. The

cited objective is for students to compare prices of the products as shown in the rubrics of the task.

Test 2 is suggested to be located on a continuum between integrative slightly pending towards a communicative approach. The direct answers for the semi-structured questions on the interview mentioned the following aspects<sup>33</sup>: evaluation is made for students to analyze their language practices, and the test is based on classroom practices and the teacher's exchange of information with other teachers; the teacher thought that students did not perform well and did not know how to evaluate the items, as what was requested on the rubrics of the tasks was not what students produced; the teacher mentioned as future changes for the test more explicit rubrics in some cases where students did not produce what was expected, but did not mention any change on the approaches of the tasks; and the teacher disbelieves tests in the way they are done in the program, preferring a more continuous evaluation, on an every class basis.

A recurrent theme on the interview was the focus on dialogues and language use. On the other hand, it seems that there is a controlling aspect of the teacher on what language students should produce. It seems that the teacher makes use of communication skills, as defined by Madsen (1983), but focuses mostly on language skills such as grammar and vocabulary, as well as meaning alone, based on the structural content of the coursebook, as it can be seen on the choices for integrative approach based tasks. It was this teacher, for example, who presented the feedback correcting the student who got friends with the tour guide, as presented in section 4.1.

Test 3, which was used on a level 5 course, presented 9 tasks. The first one was a multiple-choice tasks composed of communicative items. The next five tasks were considered structural and the following two were considered integrative. The last task was considered structural. The full transcribed test is presented in Appendix D, on page 176 of this work. The objectives mentioned by the teacher for each task are presented next.

Task 1, which is considered communicative, focuses on listening and the cited objective by the teacher is to identify information for each item. This task, however, seems to be copied from an online material, and not prepared by the teacher.

Task 2, which is considered structural, had the cited objective

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<sup>33</sup> The full transcribed interview is presented on Appendix B, on page 99 of this work.

of connecting two statements using the correct pronoun, and, according to the teacher, had a more contextual characteristic, which was for students to select the correct adjective in the options given according to the content of the sentence.

Task 3 is considered structural. The teacher cited that it focuses on grammar, specifically gerunds.

Task 4 is also considered structural. The teacher cited a focus on grammar in relation to comparisons.

Task 5 is also structural. The teacher cited two aspects for this task, the grammatical aspects, based on verb tenses, and the other of interpreting, or if the students would identify what they had to do with the information they were presented with in the items.

Task 6 is also considered structural. The teacher cited a focus on grammar, for students to check whether the sentence was correct or incorrect.

Task 7 is considered integrative. The teacher's objectives were mentioned to check the use of adjectives to describe personality, types of persons, etc.

Task 8 is also considered integrative. The cited objectives present two parts, one that is grammatical of indirect requests and the other if students could interpret what was requested on the task.

Task 9 is considered structural. The teacher cited as objective grammar, specifically using the correct verb tense.

This teacher clearly focused on structural aspects of the language and, in some cases, understood interpretation from students as comprehension of what was being asked in the tasks, as mentioned on the interview. The test is considered to have an overall structural approach. The answers on the interview also mentioned tests as necessary evaluation for the teacher, based on the book and classroom practices and in order to check grammar. Students were considered, by the teacher, to perform well on the test, and the test was designed with more short items so that students could have a better chance to do well. The teacher would like to apply a test that is less structural, but as it was mentioned on the interview, she does not know how to do it, and there is a disbelief in tests, as evaluation should be more continuous through classroom practices, according to the teacher<sup>34</sup>.

The most recurrent theme raised by the teacher on the interview was grammar-focus. The teacher makes objective evaluation by

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<sup>34</sup> The full transcribed interview is presented on Appendix B, on page 109 of this work.



focusing on structure and knowledge of language from students, since most answers were already given on the test, and the teacher almost did not request students to creatively produce language.

To conclude, each teacher presented distinct characteristics from others. Teacher that designed test 1 seemed concerned about writing, presenting a structural and integrative approach characteristic in the designed test. Teacher that designed test 2 seemed concerned about language use, although focusing on structural content found on the coursebook. Teacher that designed test 3 seemed to be more comfortable assessing structural aspects of the language only. A comparative summary of the answers given by the teachers on the scripted questions of the interviews is presented in Figure 21.

Topics of the questions (Q):

Question 1) Pedagogical importance of tests

Question 2) Origins of the items

Question 3) General objectives in the analyzed tests

Question 4) Objectives of each test item (*not summarized*)

Question 5) Students' performance on items

Question 6) Rationale on providing feedback (grading and commenting)

Question 7) Future changes in the test

Question 8) Other comments

Q	Teacher that designed test 1	Teacher that designed test 2	Teacher that designed test 3
1	evaluation for students	evaluation for students	evaluation for the teacher
2	workbook, classroom practices	classroom practices, talk with other teachers	book, classroom practices
3	how they are learning from the content present in the book	check how students are doing in the course	check grammar
5	Students did not perform well	Students did not perform well	Students performed well

6	Annotations for students to revise content	does not know how to evaluate because students do not do what is asked on the rubrics	short items give more chance for students to perform well
7	change the rubrics for more clear instructions	change the rubrics for more clear instructions	Apply a less structural test, but does not know how
8	Disbelief in this format of tests	Disbelief in this format of tests	Disbelief in this format of tests

**Figure 21.** Summary and comparison of the direct answers teachers gave to the semi-structured questions on the interview.

Regarding the questions on the semi-structured interviews, on question 1, about the general objectives of tests, teachers mentioned evaluation. The test as a learning opportunity was not mentioned. This implies a perspective that tests are seen as summative only, and not formative. However, when regarding the general objective of the analyzed tests (question 3), teachers that proposed tests 1 and 3 referred to the coursebook and grammar, respectively, while teacher that proposed test 2 mentioned an analysis of how students are doing in the course, which may imply that the test 2 may have been used in order to decide future actions in the course, in accordance to the definition of what a formative classroom-based test is (Paiva, 2003), although this is only a supposition not confirmed by the teacher's other speeches and by the corpus analysis. Teachers that proposed tests 1 and 3 also may have used the results to provoke future actions in the class as well, however the focus on the tests was just to check acquisition of components presented in the didactic book without clear regards to further use of the activities proposed in their tests for further reflection on language.

When talking about the origins of the items in the analyzed tests (which were mentioned on question 2 of the interview), the teachers that designed tests 1 and 3 said they got the ideas mainly from the coursebook, while the teacher that proposed test 2 mentioned classroom practices as the main source of ideas. It is interesting that the

teacher that proposed test 2 had, according to the analysis, a more integrative approach to the test in comparison to teachers that designed tests 1 and 3, which may suggest that this teacher tries to focus more on communication skills, rather than on language subskills in tests. However, the structural content of the coursebook seems to be the most important feature in all tests, including test 2. Evidence, both from the corpus analysis and from the information given by the teachers on the interviews, reinforces this perspective, and, as already discussed, the teacher that designed test 2, seems to focus on specific structural forms which should have been produced by students.

Regarding students' performance on the tests, question 5 of the interview, teachers that designed more integrative tests (tests 1 and 2) felt more insecure and mentioned that students did not perform as they expected. The teacher that designed test 3, which presents a more structural approach, thought that students performed well. In accordance, teachers that designed tests 1 and 2 seem to focus on students' production rather than on students' reception of language, which may open space for more subjective evaluation, while the teacher that designed test 3 focused on reception, especially recognition of language facts, which may be related to a more objective format of evaluation.

Thus, the teacher that designed test 3 may have been more secure to evaluate students due to this characteristic of focusing on language structure, and teachers 1 and 2 may have been less secure on students' production due to the fact of using mostly integrative approach based items, which, as already discussed, are usually confusing. In integrative based items, it is not clear what should be produced by students, in other words, whether students should focus on communication skills or on specific language structures. Although it has been suggested that teachers usually want students to focus on language structures in integrative items, many times it is not clear in the rubrics which structures students should focus on, and even, as already mentioned, if students should focus on structure or on communication skills.

The teacher that proposed test 3 also mentions on the interview that it is good seeing students producing in the few tasks that allow that in the test, but the teacher does not know how to propose communicative tasks, according to this teacher's own speech: I would like to propose a less grammar-based test, but I don't have much experience, I don't know how to do that, I didn't study, so I do what is easier (*eu gostaria de fazer um teste menos gramatical. Mas eu não*

*tenho muita, eu não sei muito bem como fazer, porque eu não tenho experiência, eu não estudei também, o que acaba sendo mais fácil*). This teacher seems to understand interpreting as comprehension, as it has been seen on the interview when presenting the objectives for each of the tasks. Through teachers' speech it is suggested that the other two teachers, teachers that designed tests 1 and 2, also do not seem to clearly understand the communicative framework, as proposed by the corpus analysis, since they mention as future changes in their tests only making clearer the instructions on the rubrics, not being able to locate the issue of focusing on specific language structures while asking students to produce language.

When giving feedback, teacher that designed test 1 made many annotations to review structural content, for example: 'Please, review verb to be'. The teacher that designed test 2 was emphatic on saying that students did not produce what was expected, so feedback could not be given, the teacher mentioned on the interview. As a matter of fact, both teachers provided post-test explanation on the rubrics by clarifying their requests, specifically on integrative tasks. Teachers also presented also some metalinguistic explanation, such as in the cases where the teacher tells the student that the response was or was not appropriate.

The teacher that designed test 3 answered the question about feedback (the teacher's rationale on commenting and grading) mentioning specifically students' scores, saying that, in the case of this test, students asked for more questions with a lower score weight each, but the teacher would ask students from this class and others previously what format of the test they wanted and would do so in agreement with the students, reinforcing the idea of this teacher presenting objective evaluation in designed test and focusing explicitly on evaluation and the test as a learning opportunity for students was not mentioned.

When answering question 8 from the semi-structured interview, about other comments teachers would like to mention on the interview, the three of them discredited tests, putting these as not positive classroom procedures in the way they are done in the program<sup>35</sup>

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<sup>35</sup> This form of evaluation of mid-term and final tests is only a recommendation by the program, but it has become so usual in the culture of the program that seems almost a demand. This format of testing has also been mentioned in meetings with the coordinators as a way of legally securing evaluation of approval or failure of students in courses in the program, as it is a document that could be used as evidence in case students formally complain about their grades in other instances, such as the coordination of the program or even in justice.

and, also, in general. Continuous evaluation was mentioned by all of the teachers, and this assumption that tests are not positive classroom procedures may suggest that teachers are unable to use tests on a way that is in agreement of what they understand the objective of the courses is, which is language use, which was mentioned by all of the teachers more than once on the interviews. In accordance to what Silva (2005) has pointed out, it is suggested that teachers seem to focus on knowledge transfer, based on the structural content of the book, and make use of common practices based on everyday knowledge rather than on scientific concepts when both are conflicting.

### **4.3. Discussion**

This discussion intends to summarize the main points discussed so far, and to present a conclusion that knowledge on the outcomes of each approach are necessary for teachers to take informed decisions when designing tests for their classrooms. Initially, the discussion is based on the differences between integrative and communicative approaches, because this seemed to be the issue that was most prominent in the analysis of the corpus and the teachers' interviews.

It is suggested by the analysis that, differently than exposing students to guessing what the teacher wanted them to produce, as it was seen on integrative approach based items, communicative approach based items allow students to communicate based on their own individual purposes. Teachers may have been confusing these constructs trying to mix communication skills with specific language structures in an effort to get closer to communicative approach based items, as it is seen from the corpus analysis and also on the interviews, when teachers state the objectives of each item and point out that in most integrative approach based items, the focus was on structural aspects. When analyzing the rubrics, it was possible to conclude that communicative approach based items do not tell explicitly what students have to produce on the instructions, but tell them what to perform explicitly. Figure 22 presents rubrics of integrative and communicative tasks found in the corpus.

#### **Integrative tasks**

<task 03> (*test 2*)

2 - Imagine Rick needs your schedule and asks you to

describe your routine. Mention at least five activities you do on weekdays and five activities you do on weekends. Example: “During the week, I get up at... Then I have breakfast...” (25 points)

<ITEM 03>

<task 01> (*test 2*)

1 - Imagine that you go to New York with a friend and you need a tour guide that’s going to help you in the city. First, read the tour guide information card and answer part A. (25 points)

A. Introduce yourself to the tour guide! Create a dialogue between you and Richard. Include the following information:

Your name

Your age

Your occupation

Your origin (hometown/country)

The place where you live

A characteristic of the place where you live

<IMAGE>

Name: Richard Adams

Nickname: Rick

Age: 32

Origin: Sydney, Australia

Profession: Tour guide

<ITEM 01>

### **Communicative tasks**

<task 2> (*test 2*)

B) Now, introduce your friend to Richard. Write a paragraph talking about her/him.

<ITEM 02>

<task 1> (*test 1*)

1) Complete the conversation below. Give full answers.

(2,0)  
 A: Hi! What's your name?  
 B: <ITEM 01>  
 A: Nice to meet, you!  
 B: <ITEM 02>  
 A Are you in English 1C class?  
 B: <ITEM 03>  
 A: Yes, he is my teacher, too.  
 B: <ITEM 04>  
 A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?  
 B: <ITEM 05>  
 A: Ok. I have to go now. See you later.  
 B: <ITEM 06>

**Figure 22.** Rubrics of integrative and communicative tasks.

In the case of Figure 22, on task 2 from test 2, it is only requested by the rubrics for the student to introduce a friend, and on task 1 from test 1, to respond to those utterances on a dialogue. Integrative items focus on structural aspects of the language, and students should try to produce language exactly with the structure expected by the teacher. The examples of integrative tasks in Figure 22 are: “*mention at least 5 activities*” on task 3 from test 2, and the list of information to be included on the dialogue on task 1 from test 2. The expected structures of integrative approach based items are in all cases prompted by the rubrics, although sometimes they are not clearly given on the items’ instructions, causing students’ language production that is unexpected by teachers when designing the tests, as mentioned by the teacher that designed test 2 on the interview. Communicative based items point out what should be performed by students only, such as “*complete the conversation below*”, and “*introduce your friend to Richard, write a paragraph talking about her/him*”.

There were also at least four cases in the corpus in which the teachers requested texts/tasks that were not expected to be produced/performed by students at their current proficiency levels. Teachers seemed to try to use communication skills, as defined by Heaton (1988) as language use in actually exchanging ideas, that were not appropriate in relation to the students’ proficiency levels in order to assess language structure (far more advanced language for level 1

students: writing about routine, creating a dialogue, etc; simplified language for level 5 students: making indirect questions to a person) based on the structural language content of coursebook<sup>36</sup>. This is suggested to be a recurrent issue that leads to the possible unwilling formation of integrative items.

In relation to students' responses, it is understood from the corpus analysis that integrative approach based items presented decontextualized use of the language, while communicative approach based items presented a contextualized use which seems more intelligible. As intelligible, it is understood a language use that resembles real life language use, which includes not only individuality from the person using the language but also a situation for its use. Figures 23 and 24 present a student's responses and a teacher's feedback from the communicative and integrative approaches, respectively, in order to compare their outcomes in students' responses and teacher's feedback in relation to intelligibility.

### **Communicative task**

1) Complete the conversation below. Give full answers.  
(2,0)

A: Hi! What's your name?

B: <ITEM 01>

A: Nice to meet, you!

B: <ITEM 02>

A: Are you in English 1C class?

B: <ITEM 03>

A: Yes, he is my teacher, too.

B: <ITEM 04>

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<sup>36</sup> It is interesting, and even maybe contradictory that the collected tests which requested more communication skills were from level 1 courses, in contrast to a structure based test from a level 5, level which students do have a higher proficiency for producing communication skills. However, the fact that higher level students are more capable of producing communication skills should not be a rule, as communication skills also present distinct features in distinct levels, and can be used equally on all levels although with distinct characteristics. A good explicit reference for that would be the language frameworks, such as the CEFR, the CLB and the ACTFL.



A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?

B: <ITEM 05>

A: Ok. I have to go now. See you later.

B: <ITEM 06>

### **Communicative responses**

<ITEM 01> Hi! My name is \*

<ITEM 02> Nice to meet you too

<ITEM 03> No, I don't. I study in English 1\* class. My teacher is \*

<ITEM 04>What do you do?

<ITEM 05> I have a job in a shopping center

<ITEM 06> See you tomorrow

### **Communicative feedback**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> No, I'm not. I study in English 1\* class. My teacher is \*

<ITEM 04> Check mark

<ITEM 05>

<ITEM 06> Check mark

**Figure 23.** Rubrics, responses and feedback of a communicative task (test 1, task 01, student 07).

### **Integrative task**

4) Answer the questions below. Give personal answers.  
(2,0)

1. What kinds of movies do you like?

<ITEM 28>

2. What kinds of TV programs do you like?

<ITEM 29>

3. Who is your favorite singer?

<ITEM 30>

4. Which do you like better: Lenine or Milton Nascimento?

<ITEM 31>

### **Integrative responses**

<ITEM 28> I prefer animated movies.

<ITEM 29> I don't like TV programs very much. But I prefer talk show.

<ITEM 30> My favorite singer is Renato Russo.

<ITEM 31> I like better Lenine but I like Milton Nascimento too.

### **Integrative feedback**

<ITEM 28> I like animated movies. Check the definition of "prefer"

<ITEM 29> I don't like TV programs very much. But I like talk show.

<ITEM 30> Check mark

<ITEM 31> I like Lenine better (but I like Milton Nascimento too).

**Figure 24.** Rubrics, responses and feedback of an integrative tasks (test 1, task 04, student 07).

In order to make the comparison of intelligibility, it is necessary the reader's judgment, as it can only be pointed out what is suggested by the analysis. Firstly, it seems much clearer the communicative intention happening in the communicative task of introducing oneself in Figure 23 than the communicative intention happening when writing preferences on movies, television programs and music randomly in Figure 24, because this latter does not present a clear situation of language use.

Although it is not possible to link formative evaluation to intelligible texts, because both tasks present opportunities for such type

of evaluation, which, as mentioned by Luckesi (2016), is desired in the classroom, it seems possible to link formative feedback, which allows students' reflection on the use of the language, to the communicative approach. Feedback on the communicative task allows for the correction, for example, of the sentence '*No, I don't*' for '*No, I'm not*', on a specific contextualized question: '*Are you on English 1C class?*', as seen item from Figure 23. It is clear, in the example of Figure 23, the situation of two persons introducing themselves one to another.

Integrative items are not so contextualized, and teacher's corrections seem to be more random as in the cases when the student responds '*I don't like TV programs very much. But I prefer talk show*' and the teacher corrects to '*I don't like TV programs very much. But I like talk show*', and more clearly when the student responds '*I like better Lenine but I like Milton Nascimento too*' and the teacher corrects to '*I like Lenine better (but I like Milton Nascimento too)*'. It seems, for the researcher, that the student cannot understand a specific focus on language use in integrative approach based items' feedback, whereas in communicative approach based items' feedback, there is a more clear matter of being appropriate in language use or not, either through using coherent language structure, or, as discussed in earlier examples, such as when the student answered "*thank you*" for the utterance "*nice to meet you*" (as discussed in section 4.1), through features that include appropriateness in the situation for which the text is being produced.

One interesting thing to notice is that most feedback teachers gave was explicit, not allowing for students' post-test reflection and for them. Redoing the activities, which could be a good learning opportunity, especially on communicative approach based items due to the characteristic of this approach to present a contextualized language use.

From the analysis of the corpus and the interviews, it may possible to suggest also common practices of the teachers, according to the literature in the area of testing. It is possible to say that teachers are mainly focused on knowledge about the language rather than on performance, as defined by Madsen (1983), because it seems that teachers mostly focus on evaluating what students learned from the content in the coursebook. Recapitulating, a focus on knowledge implies assessing facts about language, while a focus on performance implies use of the language by the individual. Performance then regards language use on a clear situation and individual choice for performing language.

Also, when teachers try to mix this focus on knowledge with

productive assessment, also defined by Madsen (1983), in contrast to receptive assessment on a test item, an integrative approach is the result. According to Madsen (1983), productive assessment is related to active or creative answers, and receptive assessment is related to the recognition of language facts or meaningful messages. For a communicative approach to testing, it is understood that teachers must focus on performance rather than on knowledge, while for a structural approach the focus is probably on knowledge and, also, on receptive assessment only, even when students have to produce something in the tasks, such as in fill-in-the blanks or joining sentences, as in these latter students are dealing with very controlled and expected language structures. On a communicative approach, both receptive and productive types of assessment may be used. Receptive for comprehension based items (listening or reading skills), and productive for production based and integrative items (in which writing or speaking are involved). In agreement with what Hughes (2006) says, items that present a communicative approach should directly assess the language skill or ability selected by the test-holder to be assessed.

All of these features are induced by the rubrics proposed in the items and some did not seem clear to the teachers, especially the frameworks on integrative and communicative items, as it was suggested from the corpus analysis and from the interviews and already discussed.

Structural items were taken off from the discussion for the moment, as they clearly have the objective of repeating structural patterns of the language and teachers seemed to understand this theoretical construct. However, a few words must be devoted to this approach. It is not the case that language structure should be forgotten in other approaches, however when items that present a structural approach are presented, the student (or test-taker), does not participate in creating meaning, but on repeating what is proposed by the teacher (or test-holder). It seems, for the researcher, unfair to use this as ideological transfer, because the student is not prompted by the item to critically reflect on what language is being produced. As it has been seen in section 4.1, it may be the case that the meanings that are proposed by the teacher in structural items reinforce messages which the student may not agree with, but does not have the opportunity to reflect on it and express his/her individuality. It is also important to point out that integrative approach based items stimulate language use without a clear context, and this stimulus may also induct students to produce language without clear reflection, replicating prejudices or

unwanted messages, as it was discussed in section 4.1.

In contrast, in communicative approach based items, language structure may be discussed after the feedback on students' performance, which is understood to allow for a localized instruction on a clear situation of language use. This does not mean, though, that only communicative approach based items are the correct ones for use in classroom testing situations. As Heaton (1988) mentions, the approaches are to be seen integrated on a same test, and as Finardi & Porcino (2014) mention, although the communicative approach is still the most plausible method for the teaching of English as a foreign language, in the post-method era, a hybrid approach seems appropriate. The teacher decides, then, which approach should be used according to the situation, having in mind each of the approaches' outcomes and characteristics.

So, one last regard in this discussion is that the nomenclature of communicative, integrative, structural, and grammar-translation approaches is not clear in comparison to their outcomes, i.e. when put into real use. It is suggested, based on the assessment literacy definition proposed by Fulcher (2012), who cites that assessment literacy can be defined as the knowledge, skills and abilities to design, develop, maintain or evaluate tests, and awareness of principles and concepts that guide practice, that these approaches could be presented on a less codified manner. An item that has an integrative approach seems to present outcome opportunities for language stimulation; an item that presents the structural approach seems to present outcome opportunities for language transfer; and an item that presents a communicative approach seems to present outcome opportunities for language instruction<sup>37</sup>. Perhaps this simplified presentation of the outcomes of each of the approaches may be clearer to teachers. Teacher, then, may be able to take more informed decisions when proposing test items.

In this chapter, initially the analysis of the items found in the corpus was presented, based on the range of occurrences. Later, teachers' positions on testing practices in general and specifically at the investigated context were analyzed. Lastly, a discussion on the main findings, related to the approaches and item formats, was presented. The next chapter presents the conclusion of the study.

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<sup>37</sup> Although not found in the corpus, it is assumed that items with a grammar-translation approach allow opportunities for language use, and it is based on performance, production, communication skills and subjective evaluation, as defined by Madsen (1983).



## CHAPTER 5 CONCLUSION

This chapter starts by readdressing the research questions on a summarized format. Pedagogical implications of the study are discussed next. And lastly, limitations of the study and suggestions for further research are presented. But first, some words that seem to be the main motivation of the study are presented.

An initial idea for the present study is that there is always room for improvement in classroom practices, and critical thinking on practices should, in the researcher's point of view, not account for a dispute on whether some teachers are more efficient than others, or some practices are better than others, assumptions which do not seem necessarily true and never totally probable without a set of prejudices. It is believed, though, that between informed and uninformed decisions in the classroom, informed ones are more appropriate, because they allow for expected results. In this manner, corpus analysis seem to be a positive tool for unveiling meaning in classroom interaction, as Viana, Menezes, & Mendes (2011) propose, as well as asking the teachers directly the information investigated on their practices<sup>38</sup>.

### 5.1. Readdressing the research questions

Based on the analysis and discussion, the research questions can now be readdressed. Regarding research question 1, which concerns the types of test items found in the corpus, the types found are related to selected and constructed responses, as defined by Davies *et al.* (1999), items' formats, as according to Madsen (1983), and approaches to language testing, as according to Heaton (1988).

It is suggested by the analysis that selected responses work well for recognition of language facts, related to knowledge or meaningful messages. Meaningful messages are related to performance and seem to belong to a communicative framework, which can exist in selected and constructed responses. It is, thus, suggested that there are specific formats for each of the approaches, but that selected and constructed responses do not correspond to specific approaches to language testing.

Approaches found in the corpus were classified as structural,

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<sup>38</sup> It is defended that corpus approach to test items and interviews with the teachers that designed the tests is a new form of investigating classroom based testing.

integrative and communicative. These present different outcomes when put into practice in tests. Structural approach based items focus on repetition of language patterns, allow for correct/incorrect feedback, and seem to be a good measure of a student's proficiency in the language through decontextualized uses of it, as well as a positive reinforcement of patterns of language. Integrative approach based items, in turn, focus on structural patterns which are assessed using student's language production and communication skills. This characteristic seems to make feedback imprecise in relation to language use and confusing in relation to language structure. This latter approach also seemed to be a good measure of a student's proficiency in the language through decontextualized use of the language and a focus on specific meaning (based on specific language structures) and seemed to serve as well for raising personal information from students.

Communicative approach based items focused on language use and appropriateness. In the items that presented this approach, a clear context and specific situations in which the language serves for a purpose were found. Communicative approach based items allowed for individuality on students' responses in specific situations of language use, and feedback seemed contextualized and more intelligible to teachers, students and outside viewers than the other two approaches.

Each of the approaches presented specific item formats. Structural and integrative items focused on knowledge, and the former also focused on reception of language from students, while the latter focused on production from students. Communicative items focused on performance, and reception for the item on language comprehension (listening, task 1 from test 3), and production for the items on integrated skills (in the corpus were found cases that integrated reading and writing, task 1 from test 1, and task 2 from test 2).

Research question 2, regarding teachers' feedback on items was discussed simultaneously with question 1 as the item approaches, as defined by the present study, seem to determine the possible feedback given. It seems possible to affirm that communicative approach based items allow for the latter on a clear manner, while integrative approach based items also allow for a follow-up, but in an unfocused manner, as there is no clear context of situation for language use on these latter items. Structural approach based items allow for evaluation only (IRE pattern). When the IRE pattern is applied to integrative approach based items, it seems, by the present analysis, that the criteria used is not clearly objective as there seemed to be some confusing corrections on items found in the corpus and teachers cited



difficulty in evaluating students' production in items under this approach. In communicative approach based items, criteria for evaluation seems more clearly objective and it also seems that there is more space for follow-up activities. However, in the researcher's opinion, both patterns do seem positive for students' learning, depending on the distinct situations and purposes of their uses.

This follow-up, in the present analysis, was not found both on the written feedback on the tests or on teachers' speeches on the interviews. Since there was potential for students to redo the tasks, especially the communicative ones, because these tasks had a clear situation of language use, there seemed to be a good possibility for students to reflect on their production on a post-test stage. Despite this fact, this was not mentioned on the interviews, and teachers presented mostly explicit feedback in the corrected tests. Implicit feedback, such as underlining problematic passages for students to later reflect on them, was not found, and it is considered that this would allow students to analyze their production better on a post-test stage.

While structural approach based items focused on evaluation allowing for feedback on generalization of the language through correct/incorrect assumptions, thus language transfer, integrative approach based items allowed for students production on specific language structures, thus language stimulation, but without a clear possibility of feedback. Communicative approach based items, on the other hand, allowed for post-test reflection upon language use, thus language instruction. This is, at least, what the data from this study pointed out and follow-up after test activities in the classroom were not considered, as they were not investigated. However, it should be acknowledged that there is a possibility that these follow-up activities may have occurred.

In relation to research question 3, which concerns teachers' rationale for proposing items, it seems that teachers based their tests most clearly on the content of the coursebook, but also on their intuition about language, and their own individualities. While teacher that designed test 1 presented a concern about students' writing, teacher that designed test 2 focused on dialogues and language use, and teacher that designed test 3 focused on grammar, as they mentioned on the interviews and it could be seen on the corpus analysis. Each teacher had a plausible explanation for their choices. Every teacher, though, aimed at analyzing language structure as present in the respective coursebook for the levels in which these tests were used and seemed to, in many cases, use productive responses for assessing communication skills

from students mixed with knowledge of language facts, which seems problematic as no teacher seemed to have the distinction between language production and language performance clear. Language performance allows for individuality.

Structural approach based items seemed to be more easily identifiable by the teachers, and seemed to be used with more confidence by them because these items would allow for objective evaluation and a direct relationship with the structural content present on the coursebook. Communicative approach based items and integrative approach based items seemed to be used interchangeably, in almost every situation pending towards the integrative approach, because, as already mentioned, there seemed to exist a constant concern by the teachers on the structural content present on the coursebook, as for example in structural and integrative items, and a lack of concern on students' individual performance in specific situations of language use, as for example in integrative items in which students took the posture of focusing on individual communication rather than on structure.

## **5.2. Pedagogical implications**

The distinct approaches to language testing, which seem not to be simply understood by a set of tenets, although open to analysis, appear to be more easily viewed when put into practice, through the analysis of their distinct outcomes. One regard is that literature in the area seems very generous on providing information for teachers on classroom practices, although it presents this information on a format which is sometimes incomprehensible to teachers and other language practitioners. All of the approaches to language testing, it is suggested here, should be critically analyzed by teachers inspired by the reported definition of assessment literacy issues, as defined by Fulcher (2012), or the new literacy studies, and this includes their outcomes in items put into real use.

The most important observed feature in the present study is that teachers proposed predominantly language stimulation, related to stimulating students to produce random language which should contain the specific structures previously planned by the teacher without a clear situation of language use, and language transfer tasks in the tests they designed, and those are presented under the terms integrative and structural approaches (8 integrative tasks and 8 structural tasks, out of 19 tasks). Language instruction opportunities in clear situations of language use, understood as to be more effective through

communicative approach based tasks, were rarely found in the collected tests (3 out of 19), even though teachers mentioned communicative ability recurrently on the interviews.

Participant teachers seemed to understand communication skills and production from students as performance, and they seemed to rely on the structural aspects of language present on the coursebook when proposing their tests. The participant teachers could not objectively identify the concepts of communicative and integrative approaches in the present study, and it is suggested that teachers should become aware of the outcomes of each approach.

Instructional opportunities are missed by not being communicative, which does not mean being less effective, but to be proposing outcomes for classroom testing which may be useful for assessing and exercising language proficiency through focus on language structure or for raising personal information from students through the use integrative approach based items. It is suggested here that there could be also a stronger focus on contextualized language use and instruction, which seems to be better achieved by the use of a communicative approach to language testing, and which also seems to promote a clearer feedback to students on their own production of language.

It also seems important, from the present analysis, to promote in which ways integrative and structural items can become spaces for prejudice and awkward situations for students. By allowing students to produce language without critically reflecting on the message, unwanted prejudices and exposure of awkward personal information may occur.

The challenge is not only to propose forms of training teachers to better understand those issues, but, also, to put these pieces of information into practice inside the classrooms, which does not mean that the actual situation of classroom testing, as seen here, does not suit the needs of the analyzed program. As already said, there is always room for improvement. Setting improvements as a culture seems not to be an easy task, because, as it has been discussed in the introduction of this study, tests and other classroom-based practices influence and are influenced by other institutional practices and present political stances. Difficulties may arise from the establishment of new practices in groups, either in teachers', students', and institutional conceptions.

The corpus analysis and the interviews seem to be useful tools to illustrate items' uses and features of test items, as well as teachers' practices which could lead to a better understanding of the situation.

Based on the present investigation, the development of classroom tasks and didactic material with contextualized information in terms of language appropriateness for the groups they are being applied to seems important. Also, it seems that the discussion on the development of classroom practices that concern the outcomes and language appropriateness for the groups they are being applied to seems important. In this manner, it seems that the discussion on the development of classroom practices that coherently suit the intention of the educational program should be encouraged. Still, overall, teachers seemed to present a very positive attitude towards students' learning, and coherent practices based on their individual conceptions of language teaching.

### **5.3. Limitations of the study and suggestions for further research**

As limitations of this study, the characteristics of test items suggested here are not definitively true for all cases, because it can only be argued the reasons why teachers chose integrative and structural items through a sample of data that was very small and did not include analysis of classroom practices previous to the tests and follow-up activities. It cannot also be affirmed whether language transfer, language stimulation or language use better suit instructional practices in the program, as coordinators of the program, teachers and students were not asked directly about those issues, nor accuracy, complexity and fluency measurements were used comparatively among approaches on a longitudinal study. It cannot be assumed, either, that things interpreted on the corpus analysis and on the interviews are completely true, as there are the researcher's own cultural references on the interpretation of data.

Another limitation of the study is that teachers interviews presented how they could explain their choices at that moment, influenced by the all the constraints of the interview and power positions regarding institutional relations, as well as personal relations with the researcher, including teachers' self-confidence in their practices, the situation of the specific groups from which the data was collected, and the situation of the teachers on personal issues that could not be regarded by the study, so it is not possible to assume the findings from the interviews and corpus analysis constant throughout the teachers' practices.

Indications for further research are: to analyze the effects of the

use of predominantly communicative tests, and tasks, in the classrooms; to analyze the effects of structural, integrative, and communicative classroom-based tests, including the analysis on how to optimize them for the specific objectives previously defined by the teachers; to analyze the effects of reflection on textual intelligibility and allowance for students' performance by teachers in classroom practices, especially, but not only, in classroom-based tests; and, to hold research using corpus and direct interviews with participants for other instances of classroom practices without evaluating participants' decisions in order to say that one's practices are better suited, but to propose information that aims at making participants aware of the issues involved in decision-making processes in the classroom.



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## **APPENDICES**

## **Appendix A - Script for the semi-structured interviews**

The interviews encompassed the following questions as general guidelines (although specific issues located at the previous stage of tests analysis or clarification on teachers' answers may motivate different questions):

1) For you, what is the pedagogical importance of tests in language classrooms? Please, justify your answer.

2) Where do you get the ideas for the items you proposed in the test we are analyzing from?

3) What were the general objectives of the test you proposed?

4) What are the objectives of each test item?

5) How did students perform on each item? Was it what you expected when you proposed the items?

6) What was your rationale on grading and commenting for each item?

7) Would you change anything in the test you proposed?

8) Do you have any other comment about the test we analyzed here, classroom based testing procedures in the program, testing in general, and/or this interview, that you would like to mention? (It can be more than one.)

## Appendix B - Transcript of the interviews

### TEACHER THAT DESIGNED TEST 1

Interviewer: São 8 perguntas tá, pode ser em português ou em inglês, mas o pessoal se sentiu mais confortável fazer em português.

Teacher: Sim, sim. Também prefiro.

Interviewer: Aqui estão as provas.

Teacher: Ah tá legal.

Interviewer: Tá aqui.

Teacher: Beleza.

Interviewer: Cara, então eu queria começar, primeiro obrigado pela disposição. Para ti, qual a importância pedagógica dos testes em sala de aula?

Teacher: Bem, fundamentalmente em avaliação né, para, tanto para o professor quanto para o próprio aluno, porque pra o professor é importante ver, é uma tarefa meio difícil, mas, você como professor sabe bem, . Tá gravando aí? É uma tarefa difícil ver quem pode e quem não pode ir pro próximo nível. É uma tarefa que a gente faz meio assim, mas tem que fazer né? E para o aluno também é importante porque, para ver como está sendo seu próprio processo. Às vezes a avaliação vem como um choque, às vezes para alguns, às vezes não. É bom para um momento rico assim, de sentar e conversar depois da avaliação. às vezes o próprio aluno não esperava um resultado, mas chega e fala: Ah, é verdade, eu não consegui me dedicar. Ou então: Ah, depois da prova eu me senti assim, assim, assado, então é um momento de troca.

Interviewer: Legal. E de onde que tu pegas as idéias para os ítems de testes que tu propuseste neste teste? Se quiseres falar em geral também, se tu quiseres falar em geral também, mas especificamente nesse teste.

Teacher: Claro. Bem eu me baseei no workbook, né? Que é o material que eles tem, que eu peço que eles trabalhem, e sempre zelo pelo que

eles estão fazendo, corrijo. Então eu considero o workbook como um prática de escrita por um lado e ao mesmo tempo, muitos deles, é o único contato que eles tem com o inglês fora de sala de aula. Então, para aproveitar, no caso, além de estimular a escrita, para aproveitar aqueles que já estão fazendo, é uma forma de preparação para a prova também. Mas além disso, claro, eu não pego, eu modifico as questões. Algumas eu crio também. Vem de um processo assim de alguns anos discutindo, primeiro com a professora (nome da professora). Porque minha avaliação não era assim antes, eu venho mudando, já mudei várias vezes. Não sei se é interessante para ti que eu comente isso?

Interviewer: Sim, claro. Estás livre para...

Teacher: Inicialmente, eu queria trabalhar, eu queria desconstruir a idéia de avaliação, porque eu achava que era uma palavra muito pesada, que as pessoas ficavam estressadas. Então eu queria fazer atividades que as pessoas tinham que criar alguma coisa, e dentro da atividade avaliar, né? Um exemplo, por exemplo. Um exemplo por exemplo não (risos). Um exemplo era criar por exemplo uma apresentação no final, então a pessoa tinha que apresentar uma atividade sobre turismo. Aí tinha que fazer uma apresentação sobre um local que já visitou, ou um local que gostaria de visitar e os slides serviam como uma forma de texto. Uma avaliação escrita e uma avaliação oral ao mesmo tempo. Ou então falar sobre sua própria família, no caso eu não me lembro. Mas, se era interessante por um lado, que permitia essa criatividade, por outro tinha um grande problema que era o uso da tradução, do tradutor automático, que era o google tradutor. Então esse foi um dos motivos que fez com que eu decidisse usar prova mesmo, porque era uma coisa difícil de controlar e que dificultava para eu avaliar se essa pessoa tinha condição ou não. Cheguei até a trabalhar com quadrinhos, por exemplo, fazer oficinas com quadrinhos assim e usar como uma das provas assim. E funcionou bem, mas, eu entendo assim, que pelo menos com os níveis iniciais que eles tem muita dependência do português, eles tem muita insegurança, eles querem projetar uma imagem assim né, eu sinto que a prova acaba correspondendo melhor no dia a dia.

Interviewer: Daí as ideias então, tu te baseias mais no workbook..

Teacher: Sim, como é o proprio material da Cambrige, para estar em harmonia assim né. Daí eu me baseio no student's book e no workbook né. Vejo, e se não vejo nada que fecha assim, às vezes eu modifico uma



questão, ou faço uma questão para que ela consiga atender os pontos que eu acho importante né, e ao mesmo tempo estimular a escrita. Principalmente um dos problemas do workbook é que ele tem poucos, não diria só do workbook, mas eu acho que do material da Cambridge, eu acho que talvez o único problema, é que ele não estimula muito a escrita, e até porque quer privilegiar a parte da fala. Mas, como a gente tem duas avaliações escritas né, então eu procuro também avaliar pedindo pelo menos para fazer um parágrafo, ou coisa, e muitos alunos tem dificuldade de fazer parágrafo. Aquela coisa de fazer transições e tem alguns deles, eu coloco até bem claro, façam um parágrafo né. Porque muitos deles tem a tendencia de fazer uma lista.

Interviewer: E quais foram os objetivos gerais desse teste que tu propuseste?

Teacher: Bem, como era o teste do meio do semestre, era avaliar no caso, como eles estavam em relação às quatro primeiras unidades do livro 1 né. Então, por exemplo... Posso ir questão por questão?

Interviewer: Aham, eu até ia te pedir isso assim, essa ia ser a próxima pergunta.

Teacher: Risos. Ah, beleza. Então, eram seis questões. Aí cada, essa foi uma orientação até da professora <nome da professora> até, colocar os valores entre parentêses que é uma coisa que eu não fazia antes. É interessante porque o aluno consegue se organizar. Consegue dar prioridade para, enfim. Aí na questão 1, era basicamente se apresentar, ou, mas isso na forma de um diálogo, né. E também, que seria a unidade 1 mais a unidade 2, mais a questão das profissões, de estudo, enfim. Daí a unidade 2, a questão 2, perdão, seria a unidade 3, que é a questão de compra, né, de negociar, e demonstrativos né. Eu coloquei também aqui, bem explicitamente na instrução, que é how much is, are que é uma coisa que ela me aconselhou assim. Procurar colocar, se você quer que eles usem determinado tópico gramatical, coloque claramente. Na questão 3, era referente ao present simple, o presente simples, especificamente he/she e os auxiliares né, que é uma coisa que os alunos não tem muita intimidade e é muito importante. Mas eu dei um ponto só, enfim, para distribuir melhor assim, que tinham outras coisas que eram importantes também. A questão 4 era, se não me engano referente a unidade 4, que falava sobre likes, dislikes, né, filmes, tevê e tal. E aí tinha, a última questão era específica em relação aquela questão de

preferência ou de comparação né? Aquela questão like better né?  
Enfim.

Interviewer: Essa daí era a questão?

Teacher: Essa é a questão 4, ítem 4 né.

Interviewer: Ah tá, aham.

Teacher: Eu pessoalmente, sendo bem sincero, acho que preffer é interessante. É um conteúdo gramatical interessante e acessível para nível 1, agora like better é um pouco confuso, porque eles estão aprendendo better também né, é um pouco confuso para eles. Mas como está no livro, aí eu ensinei, eu resolvi botar aqui para ver se eles não confundiam a questão da preferência com a comparação. Aí a questão 5 é, que é uma atividade do livro né, comparar preços. Como está aí?

Interviewer: Tá tudo certo, tá indo, so far so good.

Teacher: Risos. Massa. Então a questão 5 é basicamente para comparar produto a produto. Usar, o que eu tava realmente interessado era usar o comparativo dos adjetivos. Eu acho até depois que eu corrigi, eu acho que foi uma coisa que faltou aqui até. Fiz uma alteração depois na prova, depois de ter aplicado né. Eu inseri aqui, sei lá, para o futuro né, usar o comparativo de cheap e more, expensive. Eu acho que pedindo comparação fica bem claro, e talvez não estivesse tão claro porque alguns usaram corretamente, outros compararam só preço a preço, porque, e aí conversando com eles assim, ou porque não se lembravam, e outros usaram comparativos mas por exemplo nicer, prettier que não eram adequados nesse contexto né. Então eu senti, ah, talvez seja interessante colocar, ficar mais claro. E, mas eu acho que é uma questão importante porque tem justamente aquela questão de texto corrido, de transições e tal, pontuação. São coisas que a gente geralmente não olha especificamente, né. É meio que é um processo de aprendizado continuo diluído assim né. E a questão 6, sobre rotina então por exemplo aquelas preposições de tempo.. É a <nome de pessoa que chegou>. Oi, nós estamos fazendo uma entrevista aqui. Aí, então eu tava olhando especificamente nas preposições.

Interviewer: Na questão 6?

Teacher: É, na questão 6. Aí, deixa eu ver, é basicamente isso assim. Era mais ou menos isso que, eu respondi a pergunta?

Interviewer: É, os teus objetivos de cada questão.

Teacher: Tá, beleza.

Interviewer: E como é que foi a performance deles nos itens, em cada item, foi o que tu esperavas que eles fizessem, teve alguma coisa que te chamou a atenção?

Teacher: Boa pergunta. Risos. Então eu, inicialmente eu achei que a turma foi um pouco mau, achei que eles poderiam ter ido melhor. Mas eu também considero que a avaliação foi difícil assim né. Não a avaliação em si, mas eu por exemplo, pedi para eles não usarem celular, pedi para eles não consultarem dicionário, né, porque esse é um outro elemento assim, antes eu permitia, mas eu sentia que para muitos ficava como uma bengala assim, então passava mais tempo olhando o dicionário do que se concentrando em pensar, articular o texto e tal. Então por isso eu considero que foi uma avaliação difícil assim né. Eu acho que 3 ficaram abaixo da média e o resto ficou acima, eu acho que uma pessoa tirou nove e meio, outra tirou 8, então eles não foram tão mal assim né, mas a primeira reação foi, puxa eles foram mais ou menos assim né. Mas, comparar por exemplo com outra turma que eu tenho no mesmo nível, eles foram melhor assim né. A outra turma foi mais meio a meio.

Interviewer: E como é que foi a questão de dar notas, e dar um feedback e comentar as provas deles, em cima disso que tu colocaste assim, que eles poderiam ter ido melhor ou coisa assim. Qual é o teu rationale em grading, em dar nota, em avaliar e comentar as provas assim, por escrito aqui no próprio documento e também pessoalmente?

Teacher: Bem, é um momento bem delicado assim porque por um lado é uma formalidade que a gente tem que fazer, mas é mais do que isso. Para o aluno tem uma expectativa né, tem a expectativa do jeito que ele foi e tem aquela coisa de eles se compararem, né, que é uma coisa que a gente evita fazer, mas enfim. Então por exemplo eu geralmente escaneio a prova para ter elas né, e eu gosto de entregar elas para eles terem as provas, e eu gosto de entregar elas para eles terem as provas. Porque eu faço várias anotações assim, né, tipo revise isso, revise aquilo e tal. E se

eu só mostro a prova para eles e levo embora para casa eles, né, então eu escaneio e eles ficam com as provas. Ao fazer isso eu também não divulgo a nota em nenhum local, então eles não tem a exposição da nota né. E aí se eles quiserem conversar, aí é com eles né. Mas eu sento com eles também. Tipo, entrego a prova, dou uns 5 minutinhos para eles darem uma olhada e vou passando de carteira em carteira, conversando. Dou mais atenção para aqueles que eu senti assim, eu dou atenção para todo mundo, mas aqueles assim que estão precisando um pouco mais de atenção ou em uma determinada questão estão precisando de mais atenção, de maneira geral eu passo com todo mundo e converso assim. Porque nem sempre a pessoa entende o que você escreveu ali como observação. Às vezes ela quer argumentar, ah mas porque, às vezes ela não entendeu, o que é muito comum. Principalmente aquela questão da influência do português assim, da forma de articular as coisas. Mas, é como eu te disse, não é só eu falar, mas é também o momento de eu escutar, porque eles falam, ah professor, eles estão meio que digerindo o resultado da prova, se foi bom ou ruim, mas eles te dão um feedback, aí realmente, essa parte aqui eu não entendi muito bem, ou então eu não consegui estudar. Eles sempre te dão uma informação que é interessante também. A nota pela nota é só número, né. Mas eles te dão informações que te ajudam a entender o que está acontecendo.

Interviewer: E as notas, assim, o que tu desconta? Só puxando um pouquinho mais, não especificamente. Mas o que tu darias de meio certo, certo.

Teacher: Bem, essa é uma coisa também que eu tenho procurado tentar ficar mais objetivo, assim né. Porque antigamente eu procurava não descontar muito, né. Então se a pessoa entendeu o que era para fazer ali, e conseguiu se expressar, mesmo que a forma não estivesse boa, eu aceitava ou pelo menos não descontava muito. Mas eu sinto assim, que é um problema fazer isso né. Eu vejo assim, há muitos alunos, esse é um problema que eu acho que a gente tem no extra né, tem muitos alunos que não tinham condições de estar no próximo nível e foram passando né. Não sei se eu posso discutir isso, mas é algo que envolve a avaliação também né. Então por isso eu tenho tentado ser mais criterioso, principalmente, porque às vezes a gente vê né, às vezes até com a gente mesmo, ah um aluno que passou, mas, aí você vê no próximo nível, a pessoa com muito dificuldade, tal. Talvez teria sido melhor não passar né, acontece. Por isso que esse semestre eu tentei ser mais criterioso ainda. Então, às vezes até uma questão que a pessoa entendeu, eu

entendi o que ela explicou, mas não estava de acordo com a variação culta do inglês, ou a variação padrão, que é o que, que é o parâmetro que a gente utiliza né. Então, a gente fica meio naquela coisa, tá mas eu entendi como professor, mas numa situação de comunicação, o interlocutor não vai ser um professor né? Não é alguém com um olhar bilíngue, ou com um olhar mais cuidadoso que a gente tem, né. Então eu não posso pautar a avaliação simplesmente por uma situação hipotética né. Então eu procurei realmente pensar assim, descontar quando eu senti que, considerar a forma assim, isso que eu estou querendo dizer, considerar a importância da forma também. Então, por exemplo, nesse exercício 2 aqui, a pessoa, muitos assim usaram o how much. Teve uma pessoa que por exemplo, usou how much, usou o demonstrativo, mas esqueceu do verbo to be por exemplo, aí eu descontei. Porque, tudo bem, ela entendeu o que era para fazer, ela conseguiu né, mas o verbo to be é importante para a estrutura da, para a expressão do inglês né. Então no caso, teve alguns que acertaram todos os demonstrativos mas esqueceram de colocar o how much is, how much are, também contei. Porque enfim, é algo que era pedido, mas também numa situação real de compra, ela não vai conseguir se comunicar direito. Ela vai ter que recorrer a mímica, outras coisas. Então isso é algo que eu não costumava fazer antes, mas eu resolvi, eu senti a necessidade de fazer assim, descontar também pela forma.

Interviewer: Teve um exemplo ali que tu colocaste I like comedy movies, aí tu riscaste e colocaste comedies, mas eu não lembro se tu colocaste, se tu consideraste, acho que consideraste certo né?

Teacher: É.

Interviewer: I like comedies.

Teacher: Era talvez da <nome da aluna>. Era essa aqui eu acho.

Interviewer: Era exatamente essa aqui. Ah então tá. Mas aí tu consideraste.

Teacher: É. É, porque. Aí que tá também né. Às vezes vai, você vai vendo assim. Cada pessoa é uma pessoa, aí em alguns casos você meio que tenta balancear também. Presta atenção na forma, presta atenção no conteúdo, mas também tenta balancear levando em consideração aquela pessoa. A gente tenta ser objetivo, mas ao mesmo tempo a gente é um

pouco subjetivo também né. Tem um lado disso. Porque eu já trabalhei por exemplo, em outra escola eu trabalhei com avaliação que era toda objetiva né, que a gente só aplicava e corrigia. E é horrível, porque, assim, se a pessoa erra uma vírgula, você desconsidera né. E às vezes você não consegue ter esse, difícil encontrar uma palavra para isso, essa liberdade assim de mediar aqui, que o conteúdo sobressai, que a forma também é importante. Levar em consideração o que a pessoa está né, qual o processo dela, o que que ela consegue dar.

Interviewer: É só.. Agora eu fiquei na dúvida, surgiu, ah vou perguntar. E, agora, tu mudarias alguma coisa no teste que tu propuseste? Tu até comentaste aquela questão lá, né?

Teacher: É, eu fiz algumas alterações assim, eu, deixa eu lembrar. Eu removi por exemplo essa, a questão 1, tipo tinha are you in English in 1C class? Eu removi esse one, esse C, para ficar mais claro, assim, are you in English 1 class? Fica mais fácil para, que a pessoa, ela não fica preocupada com a letra no caso. E aqui eu também tirei o yes, porque minha intenção inicialmente era testar aquela questão da yes or no question, wh question, que é uma coisa que eles aprendem também no nível 1, mas é uma coisa que eu tirei o yes, só o he is my teacher, porque aí fica um pouco mais fácil também. E que mais, aqui, no 5, eu incluí o use os comparativos de cheap expensive e no 6 eu troquei também esse item 2 aqui, porque muitos tiveram dificuldade com o stay awake, então eu botei assim, until what time do you sleep in the morning, que seria uma coisa assim mais fácil. E se porventura precisar mudar de novo, eu mudo outras coisas assim. Mas é um processo contínuo de mudança, sempre tem alguma coisa para mudar <risos>.

Interviewer: Cara, tu tens algum outro comentário sobre o teste que a gente analisou aqui, ou sobre testes em sala de aula, no programa, ou sobre teste em sala de aula em geral, ou sobre a entrevista, que tu gostaria de mencionar?

Teacher: É, eu gostaria de aproveitar então, eu gostaria de ressaltar a importância da liberdade que a gente tem de fazer nossas avaliações. Então tudo tem dois lados né? É muito bom porque a gente aprende né, por exemplo esse é um processo que vem desde 2012. Faz uns 3 anos assim que eu mudei muito a minha forma de avaliar, aprendi muito assim, e a, acho que no caso a interação com a coordenação é importante. O problema é que às vezes fica muito da iniciativa do

professor também né, se o professor tem tempo, tá interessado em ir atrás, tem essa interação no caso com a coordenação ou com pesquisador, no caso da área, ele aprende, se não tem interesse, não tem tempo, não aprende. Então acho que essa liberdade é muito boa, porque ela permite que a gente desenvolva um trabalho próprio. Mas também sinto um pouco de falta às vezes de ter um reciclagem, ou algum curso focado na área de avaliação, porque a gente tem uma certa dificuldade ali, que é a questão que eu mencionei antes né, de alunos que passaram, e não tem condição e tem dificuldade né. Eu fico conversando com professores que dão aula no nível 1, e geralmente eu dou aula para os níveis 1, 2 e 3. Eu dei aula até para o nível 6, mais nível 1, 2 e 3. Eu fico conversando com professores que dão aula para os níveis 5, 6 ou 8. Eles falam que às vezes tem uns alunos que chegam lá mas tem dificuldade, foram passando assim né. Então nesse caso a gente pensa, tem alguma coisa errada com a avaliação. Então, por um lado a gente precisa preservar essa liberdade que é bom didaticamente para os próprios professores, por outro é importante também pensar uma forma de como...

Interviewer: E mais algum comentário?

Teacher: Não. Espero que seja útil para ti.

Interviewer: Super útil.

## **TEACHER THAT DESIGNED TEST 2**

Interviewer: Aqui temos as suas provas.

Teacher: OK.

Interviewer: Então vamos fazer em português né?

Teacher: Aham. Pode ser.

Interviewer: Tem umas anotações, mas é coisa de categorias. Ahn, não vou te mostrar, tá? Pra ti, qual a importância pedagógica dos testes em sala de aula de inglês?

Teacher: Bom, honestamente, eu aplico mais a prova por uma questão

de convenção do departamento, daquela maneira pelo menos que é feita. Porque é uma prova que a gente precisa enviar para eles, eles precisam documentar essa prova, e ela geralmente segue um tipo de estrutura, então eu uso aquela prova por isso. Mas eu acho que o teste em si ele é importante no sentido de que o aluno vai poder ter uma noção de como ele está se saindo. Mas eu acho que podem ser feitos testes de várias maneiras. Por exemplo, eu gosto muito mais da apresentação que eles fazem do que do teste. Eu acredito que seja uma maneira melhor, mais completa de avaliar. Porém a gente tem que fazer duas provas escritas, então eu acabo fazendo aquela. Eu prefiro também ter textos, geralmente pros níveis elevados, tipo 7, 6, 5. Eles escrevem um texto e eu considero isso uma prova escrita, que eu acho que é uma maneira mais completa também de..

Interviewer: E tu farias testes em, tu farias testes contínuos então tu dizes, ou tu não farias testes, mas sim trabalhos...

Teacher: Eu poderia talvez fazer um teste e outras avaliações diferenciadas, né, que pegasse talvez cada habilidade, porque o teste ele é focado muito em poucas, eu acho que ele foca em pouca habilidade, e ele também envolve toda a questão emocional, então é, tem um lado mais complicado, assim, para os alunos em si, né. Mas eu acho que é importante no sentido de que você pode ter uma idéia de como o aluno está indo na, como ele está entendendo o conteúdo e tal, dependendo de como ele vê também o teste, porque tem muito aluno que fica muito nervoso, né. Então, né, eu acho que tem que ter algum tipo de teste mas eu acho que existem possibilidades que a gente acaba às vezes não explorando por ou falta de tempo, ou no caso do extra porque eu tenho que seguir aquela fórmula assim, né. Respondi tua pergunta, ou falei demais?

Interviewer: Respondeu. E aonde tu pegas as idéias para os testes, para as questões, para os itens que tu colocas nos testes?

Teacher: Eu baseio muito na minha aula. É uma continuidade do que eu faço em aula.

Interviewer: Estão até aqui os teus testes, e daí até se tu quiseres falar destes aqui especificamente, pode falar.

Teacher: Então, é nível 1, né. Não sei se isso é relevante.



Interviewer: É, desculpa eu te interromper, tu podes continuar falando aquila lá da tua aula, que te baseias bastante na tua aula.

Teacher: Não, mas é isso mesmo é. Eu me baseio bastante na aula, então eu não peço nada no teste que eles não tenham feito em aula. Por exemplo, na questão 1 eu pedi para eles criarem um diálogo. Eu acho muito mais relevante eles criarem um diálogo que aproxima eles um pouco do mundo real, apesar de ser uma situação que não é real, do que por exemplo, pedir para preencher lacuna, sabe. Aqui eu realmente vejo, eu estou interessada no que eles sabem, não no que eles não sabem. Porque eu acho que quando você coloca preencher lacuna, pode estar exatamente ali uma questão que eles não vão saber. Que quando eu peço para criar um diálogo, é mais aberto. Claro que eu exijo os tópicos, porque senão eles podem escrever sobre o céu que é azul, a porta não sei das quantas, né. Eu estou interessada em alguns tópicos específicos. Mas eu acho que é muito mais aberto, tá? E a minha aula é assim, eles criam diálogos em aula, eles praticam os diálogos que eles criam. Todo final de unidade eu faço um texto. Então a minha prova é uma coleção de textos, digamos assim, porque são várias questões abertas, tá. E é mais baseada nesse estilo mesmo que eu acredito que seja mais, contempla mais os alunos.

Interviewer: E não tem uma origem, então. Talvez pegar a idéia de algum livro.

Teacher: Eu já li muito sobre tentar trazer o máximo possível para o mundo real, que quanto mais parecido com o mundo real, melhor. Então, eu acho que, me baseei mais nisso assim. E mais, nos não lembro assim de ter lido uma teoria específica, ou um livro específico sobre isso, assim. Conversei muito com os meus colegas, que são da área de linguística, né, que falaram que é mais legal ter um teste aberto, eu olhei os testes deles, sabe. E eu me identifiquei mais com esse tipo de testing do que o outro. Tá?

Interviewer: E falando sobre estes testes específicos agora.

Teacher: OK.

Interviewer: Quais são os objetivos gerais desse teste aqui? Quais eram os objetivos gerais de aplicar esse teste para a turma? Tens isso

explícito? Tu até falaste isso um pouquinho já.

Teacher: É, eu acho mais porque eu tenho que aplicar mesmo, porque eu poderia fazer de outra maneira, mas eu acho que, o objetivo. Como eu te disse, eu acredito que o teste, ele é importante para você ter uma idéia de como o aluno está indo, até para guiar o aluno, não para guiar, mas ajudar ele olhar para si mesmo, né. Mas assim, eu aplico assim, nessas datas e tal, para caber dentro do calendário do extra, para caber dentro das unidades que estão no livro. Eu não posso fugir muito entendeu, eu não tenho essa liberdade. Na aula particular, por exemplo, eu não aplico teste em aula particular. Eu nunca fiz isso. Então depende do estilo e do contexto. Respondi a tua pergunta?

Interviewer: Aham.

Teacher: OK.

Interviewer: Daí a gente a pode ir para cada ítem de teste e tu falando qual era o teu objetivo de cada um deles?

Teacher: Tá, na primeira questão eu queria que eles falassem sobre eles mesmos. Eu não sei se é exatamente isso que tu...

Interviewer: Isso, isso. Fala o que tu esperava que, o objetivo deles.

Teacher: Olha, o meu objetivo.

Interviewer: É, teu objetivo.

Teacher: É que eles soubessem falar um pouco sobre eles mesmos, porque isso é realmente, quando você vai se comunicar com alguém em outra língua, ou sei lá, de outro país, uma pessoa que você não conhece, as primeiras coisas que você vai falar é sobre você mesmo, meu nome, minha idade, de onde eu sou. Isso é uma coisa bem básica, não é tipo o present perfect que é super específico, sei lá. Mas o que eu esperava é que eles conseguissem compreender o que eu tava pedindo. Na real eu expliquei em português, porque é nível 1. Então eu acho que esse rubrics, ele é bem complicado para eles, então eu explico em português, tá? E queria que eles conseguissem contemplar todos os itens que eu pedi aqui, e falar um pouquinho sobre o nome, idade, ocupação, enfim, é esse o objetivo. Tu queres que eu fale das outras questões?

Interviewer: Aham.

Teacher: Na segunda, eu queria que eles falssem de um amigo, no contexto assim ó, eu não tô sozinho, e eu tô com alguém, e eu vou apresentar para um terceiro, como é que eu vou fazer isso, como é que eu falo o nome de outra pessoa, a idade de outra pessoa. Então essa era a idéia da...

Interviewer: Da segunda.

Teacher: Então na questão 2 eles tinham que falar da rotina. É, essa aqui eu acho que é um pouco descontextualizada, no sentido de que você não vai sair falando de sua rotina para as pessoas, mas ela tá na unidade do livro e eu tenho que perguntar. Tá gravando?

Interviewer: Acho que tá. Tá gravando.

Teacher: Ela está na unidade do livro, entendeu? Então eu tenho que pedir para eles, de certa maneira falarem um pouco sobre a rotina deles. E a terceira, eu acho que super combinou, assim...

Interviewer: Ah, desculpa, eu perdi a primeira parte dessa daqui, tu falaste e eu estava vendo se estava grandando.

Teacher: Não, eu só disse que na real eu inclui porque está na unidade do livro, né, eu acho que deveria estar na prova, eu não sei se precisa ou não. Mas eu tento encaixar com tudo que está no livro e dentro de um assunto, por exemplo, aqui é uma viagem que a pessoa está fazendo. Tudo tem a ver sobre a viagem. Não é uma questão sobre a viagem, uma questão aleatória, entende. Então eu tento, meu teste é muito conectado. Então nessa viagem é muito comum, por exemplo, eu vou pular para a 3 depois eu volto para a 2 tá. Você vai num lugar comprar souvenirs, então eu fiz a terceira questão baseado nesse contexto. Você viaja e vai comprar itens de viagens para trazer para casa. E encaixou na unidade do livro que fala sobre comparação de objetos, que fala sobre compra. Tá, eu tentei trazer no contexto que eles já tinham visto e que também se assemelha a algo real. E na 2, como eu disse, é mais uma questão do livro mesmo, porque não tem tanto a ver assim, você não sai falando da sua rotina para uma pessoa geralmente, mas eu incluí mais no sentido de, porque tava no livro mesmo assim, tá? Tentei trazer o máximo

possível, mas não ficou muito, eu acho, eu não sei...

Interviewer: É, tu não gosta muito dela?

Teacher: Eu gosto quando tem muita conexão, eu preciso. Eu não sei se os alunos percebem, mas eu como professora, eu preciso de uma conexão. Eu não consigo fazer uma prova que ah, preencha a lacuna sobre, no presente sobre você. Tá questão 1. 2, fale sobre um amigo. 3, fale da sua rotina, 4 compare o preço desses produtos, daí eu não dou um contexto, eu não consigo. Para mim tem que ter uma lógica entre uma coisa e outra. Tá? E tu queria saber mais da gramática, alguma coisa ou não?

Interviewer: Não, não precisa.

Teacher: É que eu não foco muito assim, né, eu acabo corrigindo mas eu acho que, é, eu não foco tanto assim na gramática, é mais na comunicação mesmo. Eu acho que...

Interviewer: Ahn, como foi a performance deles na prova? O que tu achaste deles na performance?

Teacher: Olha, não foi como, é não foi como eu esperava.

Interviewer: É revendo aqui. Tu podes rever as provas se quiseres.

Teacher: Então, eu achei que eles estariam mais preparados porque a gente fez isso muitas vezes em aula, mas eu notei que talvez não tenha tanto a ver com o fazer em aula. Tem muitos fatores que envolvem a performance de um aluno, como por exemplo, se ele estuda em casa ou não, se ele tem contato com o inglês fora de sala de aula ou não, eu percebo muito bem o aluno que lê fora da sala de aula, outras coisas da vida real, tipo um filme, um livro, um seriado do que aquele aluno que só vem para a sala de aula de inglês. Então por exemplo, o que eu notei é que esses alunos, obviamente esse alunos que já tem esse contato maior com a língua, eles se saem muito melhor. E esses alunos que ou nunca viram inglês na vida, por exemplo, eu tenho uma aluna nessa turma que não sabia nem my, you, he, she, it. Ela não sabia nada de inglês, antes de começar, e ela acabou não conseguindo acompanhar, até porque nível 1 não é nível 0 né, como tu sabe. Então eu não sei, eu teria que pensar mais sobre isso da performance deles, porque eu

esperava uma nota um pouco melhor, sabe. Mas muitos me disseram assim ó, ah professora eu não estudei, ah professora não estou conseguindo me dedicar, outros saíram super rápido da prova não ficaram lendo e relendo as questões, sabe, para ver se estava correto, muitos não responderam o que eu pedi, sabe, sendo que eu expliquei em português, então é falta de atenção, talvez ou nervosismo, aí teria que ver cada caso, entendeu para saber o porque que eles talvez não tenham tido uma nota tão... Porque assim ó, o que eu considero quando eu corrijo uma questão é assim ó, isso faz sentido de alguma maneira? Isso vai, alguém vai dizer isso alguma vez, ou vai ter como entender, porque às vezes fica parecido sabe, então daria para entender, aí eu tendo a considerar mais. Agora se a pessoa escreve uma coisa sem pé nem cabeça, aí eu sou obrigada a, por exemplo, queres que eu dê exemplo das provas?

Interviewer: Pode ser.

Teacher: Por exemplo, teve uma menina aqui que simplesmente, deixa eu ver se a prova dela está aqui, eu pedi um diálogo, ela não fez um diálogo, isso já desconta, tá? Porque eu botei aqui ó create a dialogue, inclusive underlined ali já pra chamar a atenção. Não fez o diálogo já perdeu ponto, né. Deixa eu ver aqui, tem uma prova que a pessoa realmente escreveu coisas que não tinham nada a ver, mas não está aqui, eu acho. Tá gravando, tudo certo?

Interviewer: Tá gravando.

Teacher: Olha, essa aqui não. É eu acho que não está nesse. Eu não sei se eu posso falar, porque não está aqui.

Interviewer: É, se quiseres falar. Eu não posso ver, mas pode falar.

Teacher: É que a pessoa falou de outras coisas assim, ela não respondeu o que eu pedi. Por exemplo aqui ó, eles apresentaram o tour guide, sendo que eles tinham que apresentar um amigo: introduce your friend to Richard, se a pessoa falou do próprio Richard eu já desconto tipo metade assim, porque eu expliquei em português e ela não está respondendo o que eu quero, sabe. Então acabo não, e eu explico isso antes da prova e tal, se a pessoa não entende pode perguntar, deixo aberto sabe, mas eles preferem não perguntar, sei lá se eles tem medo. Então. Será que eu respondi a tua pergunta nessa?

Interviewer: Aham, eu acho que acabou entrando até um pouquinho na próxima.

Teacher: Ah, eu falo demais daí vai.

Interviewer: Que bom, já conectou. E qual your rationale, ou qual, das notas, e comentar, o que tu consideras para dar as notas e colocar comentários nas provas.

Teacher: E então, é isso que eu disse né. Eu acho que.

Interviewer: Desculpa, te interrompi.

Teacher: Não, tudo bem. Olha, quando é um aluno que tem muita dificuldade eu tendo a pedir para fazer a prova de novo, para ter tempo para pensar, olhar o livro. Então teve uns alunos que tiraram abaixo de três. Os alunos que tiraram abaixo de três, eu pedi para refazer a prova, para a pessoa ter tempo de pensar, revisar e tal. Mas eu olhorealmente se aquilo ali, em algum momento pode fazer sentido né. Primeiro, se a pessoa entendeu o que eu pedi na questão, se ela fez o que eu pedi na questão, sendo que eu explico em português. Não em todos os níveis, claro né, só no nível 1. E segundo se o que a pessoa falou faz algum sentido, assim. Eu considero alguma coisa, por exemplo, se a pessoa errou alguma coisa de gramática eu não vou descontar a questão inteira, sabe. Mas ó, aqui eu pedi para a pessoa falar cinco atividades que ela faz durante a semana, e cinco que ela faz no final de semana. Olha quantas atividades a pessoa incluiu. Aí isso ó, fez eu dar uma nota bem baixa. Porque ela não desenvolveu a questão. Como é que eu vou avaliar, não tem nada para avaliar praticamente aqui, tem uma, então eu avaleiei, dei uma nota pelo que ela fez, só que ela não contemplou tudo que eu pedi, aí acabou ficando com a nota mais baixa. Eu acho que é isso. Tá, não é grammar oriented assim, porque a minha aula não é grammar oriented, então não tem como fazer uma prova totalmente focada na gramática.

Interviewer: E tu mudarias alguma coisa nessa prova?

Teacher: Mudaria. Mudaria essa questão porque eu acho que confundi um pouco eles. Talvez a propria montagem. A B, a questão B. Eu notei que não foi só um aluno que confundiu, e vai saber o que passa na cabeça de um aluno de nível 1 que está recém aprendendo uma língua.

Eu já passei por isso, mas eu não lembro como foi. Até porque eu não tive uma educação formal, eu aprendi vendo filme e série, então. Mas assim, eu não sei o que acabou acontecendo, que por mais que eu tenha explicado em português, mais de um aluno apresentou o Richard, e não o amigo. Então eu mudaria essa questão que eu acho que ficou confusa para eles. Não sei porque, isso eu não consigo chegar na questão do porque eles se confundiram. E eu acho que eu iria linkar, como eu fiz na primeira, as características que eu gostaria de saber sobre esse amigo, porque eu acho que ficou muito aberto mesmo, sabe? Talvez essa questão. Deixa eu ver, essa aqui. Eu já falei para ti que eu não gosto muito da dois, porque eu acho ela meio deslocada. Mas talvez, eu tentaria, eu deixaria a pessoa falar sobre o schedule, mas talvez ah, o que você tem feito em, é não sei. Eu não gostei muito não pela questão da estrutura, eu não gostei porque ela não tem tanto a ver com a questão da viagem assim, com o contexto da viagem então eu queria trazer ela mais perto desse contexto. Então eu vou tentar para a próxima prova fazer essa modificação nessa questão. Eu acho que é isso. A última questão eu acho que está ótima. Tem até o visual aid, que eu acho que é mais appealing para os alunos, não sei se é, para mim seria. Então a gente faz muito do que a gente acha que é legal para a gente né. Isso é difícil de dissociar. Então eu gosto quando tem imagens na prova, eu gosto quando a prova é bonita, e eu acho que isso ajuda a pessoa a organizar as idéias e, eu acho que a minha prova é bem clean e concisa assim, não sei.

Interviewer: Aham, tu tens algum outro comentário sobre o teste que a gente analisou aqui, ou teste em sala de aula, no programa, ou teste em sala de aula em geral, ou sobre essa entrevista, ou qualquer coisa que tu queiras falar mais sobre testes? Qualquer coisa.

Teacher: Vou pensar um pouquinho, posso?

Interviewer: Pode, te dei muita opção né? <risos>

Teacher: É porque é bem amplo assim né, não sei. Eu acho que o teste ele é muito valorizado por um lado assim né. As pessoas criam muita expectativa, cria uma atmosfera que eu não curto muito assim, mas por outro lado eu sempre gostei de ser testada, como aluna eu gostava. Então eu acho que não é todo aluno que tem essa reação de ficar nervoso, eu sempre, eu odiava apresentação oral, eu preferia ser testada, fazer mil testes assim e de não fazer nenhuma apresentação oral, porque

o que me causava mais problemas emocionais, digamos assim, nervosismo, e tal, era a apresentação. Mas eu sei que tem alguns alunos que encaram a prova dessa maneira. Então por isso que eu, o ideal mesmo é você dividir, espalhar sua avaliação, fazer, por exemplo, eu faço texto a cada unidade, é uma coisa mais processual, por exemplo, não foca tanto nesse momento aqui. Claro que esse momento tem um peso, mas por questão de formalidade eu acho. Mas, eu preferia, eu acho que é mais legal como eu faço assim, eu tento subverter um pouco. Que é fazendo esses textos que valem alguma coisinha assim eu valorizo o trabalho deles, o workbook vale bastante na minha aula, vale um ponto, porque eu não acho que é legal aquele aluno que só vem para a aula e não faz nada fora da aula, não faz nenhuma tarefa, não. E eu acho que isso tem que agregar na avaliação deles, assim, eles serem, fazerem fora da sala, eles participarem da sala, eu também conto bastante, isso assim de um aluno que é willing to participate, um aluno que responde as perguntas, ou o aluno que tudo bem ele é tímido então ele não vai responder, mas eu vejo que quando eu peço para fazer algo em grupo ele faz. Porque tem aquele aluno que fica assim no canto, ah que saco. Avaliação é tudo isso. Eu acho que dentro das condições que eu me encontro que eu mais, a maneira que eu mais consigo fazer de ser um pouco mais justa é dividir minha avaliação, fazer dois testes, apresentação, textos, workbook, eu tento contemplar todos os estilos de aluno assim, aquele que prefere o homework, aquele que prefere apresentar, aquele que se dá bem na prova, que daí eu não foco só nisso. Porque tem professor que, não julgando, mas é o estilo né, apessoa faz duas provas e divide por dois a nota. Eu não faço assim, eu acho que é legal dividir, mas. Eu acho que é isso que eu gostaria de falar assim. Eu não sei, eu acho que é isso que eu gostaria de falar assim, não sei se não foi, se eu deixei algo de fora que tu gostarias de perguntar.

Interviewer: Uma curiosidade extra, nem é das perguntas, mas..

Teacher: Ah, mas não precisa incluir.

Interviewer: Tu acha que os teus alunos, eles são avaliados corretamente na tua sala ao longo do semestre, e ao longo desse semestre, e do processo que tu faz?

Teacher: Como assim correctamente?

Interviewer: Se eles conseguem ganhar uma nota que é justa.



Teacher: É difícil, dar um número para mim é muito complicado, transformar todo um processo de pensamento, de. Ah, é muito difícil mesmo assim Daniel para mim, dar um número para mim, eu peço ajuda para os meus colegas às vezes, aí o que que, porque assim ó você reduz a pessoa a esse número, sabe? Ela vez aquilo ela fica ou disappointed, às vezes ela desiste, mas ao mesmo tempo ela vai às vezes para o nível 4 sem saber se comunicar, sem entender o que o professor fala, sem acompanhar a aula, o que adianta aquele aluno estar ali, se às vezes ele não vai entender o que você está falando, ele não sabe. Eu já tive alunos de nível 4 que não entendiam o que o professor falava, sabe. E eu não até que ponto como é que tu colocas um limite nisso assim sabe, como é que tu estabelece isso. Então eu não sei se é justo não.

Interviewer: Eu não vou incluir isso aí, porque eu não vou entrar no conceito de justo.

Teacher: Não, não, mas é uma coisa que eu penso bastante assim sabe. Eu sei que fair and fairness é difícil de avaliar né, measures, é difícil de measure. Mas, sei lá.

Interviewer: A gente pode continuar discutindo, mas muito obrigado tá pela entrevista.

Teacher: Ah, de nada.

### **TEACHER THAT DESIGNED TEST 3**

Interviewer: Normalmente a gente tá fazendo as entrevistas em português, acho que daí fica mais fluente, então se tu quiseres fazer em inglês pode ser também.

Teacher: Pode ser em português.

Interviewer: Acho que português é mais legal, ficamos fluente. E eu trouxe as tuas provas que a gente pode usar.

Teacher: Tá

Interviewer: Só umas perguntinhas. Aqui tuas provas. Então a primeira pergunta é assim: o que tu achas, qual a importância pedagógica de testes em sala de aula?

Teacher: Assim,..

Interviewer: De línguas né, ou pode ser no geral.

Teacher: Na verdade eu não sou muito fã de testes, não sou muito a favor de testes. Eu acho que é um momento em que os alunos ficam muito tensos, e talvez eu não tenha aprendido nos meus estudos como fazer um teste mais apropriado assim, e aí eu acabo sempre achando que o teste fica meio fora do que eu dou nas aulas. Fica mais parecido com homework que eu passo pra eles, as tarefas de casa do que com passa em aula. Mas eu acho que, se bem aplicado é uma forma de acompanhar se eles estão chegando aonde a gente espera que eles estejam chegando.

Interviewer: Tá, legal. E onde que tu pegas as idéias para os testes que tu propões, ou para esse teste que a gente tá analisando?

Teacher: No livro, ou no que eu passo de homework, se eu passo homework de for a do livro também, e nas atividades que a gente costuma fazer junto.

Interviewer: Em sala de aula.

Teacher: É, eu tento não fazer nada muito diferente para não, para que eles já tenham tido prática naquilo ali e para que eles saibam o que fazer assim. Então normalmente é no livro, ou no livro de homework.

Interviewer: Tá, não tem certo ou errado tá. Podes ficar bem a vontade para falar, mais é a tua experiência mesmo, a tua prática. Eu esqueci de falar isso no começo.

Teacher: (riso). Tudo bem, tô falando.

Interviewer: E nesse teste especificamente, quais foram os objetivos gerais que tu propos nesse teste? É de nível 4 né?

Teacher: 5.

Interviewer: 5.

Teacher: Com esse teste especificamente, os meus objetivos, a maioria era checar a gramática. Pontos gramaticais que a gente trabalhou mais focado em sala. A maioria dos exercícios era isso, pelo que eu me lembro.

Interviewer: A gente pode ir exercício por exercício, tu falando o objetivo de cada um?

Teacher: Tá. No primeiro listening era identificar informação específica de cada pergunta. Eles tinham que identificar o específico que era correto. A segunda, eles tinham que identificar, tinha duas partes. Uma delas grammatical que era conectar as duas frases usando o pronome correto, e a outra de identificar um pouco mais contextual da frase, se eu tenho uma frase mais positive, com assunto positive eu vou usar um adjetivo que descreve uma coisa positive, se eu tenho uma frase dizendo que ah I hate, I can't stand é provável que eu use um adjetivo negativo. Então um pouco do contexto da frase.

Interviewer: Tá, essa daqui não tinha a ver com esse primeiro listening?

Teacher: Não, nenhuma delas vai estar relacionada uma com a outra. A Terceira também, simplesmente grammatical pra ver se eles conseguiam montar o gerundio... A quarta também é grammatical. Até em sala eu fiz, eu fiz bem diferente assim. Eu não foquei muito na gramática, eu fiz mais de contexto, da opinião deles, o que eles achavam que era melhor ou pior, de comparação, mas aqui eu acabei fazendo grammatical também. Eles tem que escolher a que ficasse correta na frase.

Interviewer: E tu tem aqui.. Porquê tu escolheste grammatical aqui, é mais prático, ou..

Teacher: Não pensei. Quinta.

Interviewer: Fica a vontade, pode ir comentando, no teu tempo.

Teacher: Também tinha as duas coisas, a parte grammatical se eles iam acertar o tempo verbal, essas coisas assim e se eles conseguiam interpretar o que eles tinham que fazer, por exemplo: o teu amigo está lendo o jornal e tu queres ler o jornal, o que tu tens que fazer? Tens que pedir o jornal. Se eles conseguiam identificar essa, o que eles tinham que

fazer com aquela informação que eles tinham. A sexta, grammatical também. A sétima...

Interviewer: A sexta o objetivo é grammatical daí, ~check the correct way...~

Teacher: Qual é a frase que está correta e não correta.

Interviewer: Ah tá.

Teacher: Sétima. Isso aqui é uma coisa que eu tento trabalhar com eles bastante em aula porque eles, é o nível 5, então eles falam bastante ingles o tempo todo, sempre tem um ou outro que...

Interviewer: Dá uma fugidinha..

Teacher: É, e aí sempre aparece palavras novas que eles não sabem, ou que um sabe e o outro não, e a primeira tentativa deles é traduzir, então eu tento estimular eles a ao invés de traduzir, eles explicarem. Aí eu lembro que essa unidade tinha vários objetivos para descrever personalidade, tipo de pessoa assim, então tinha várias palavras que eles não conheciam. E aí eu trabalhei bastante isso de eles não desde já correr para o português, dar exemplos, escrever com outras palavras, e aí foi o que eu fiz nessa atividade, eu dei alguns adjetivos para eles e pedi que eles explicassem o que que era aquela pessoa, como ela era, sem usar aquelas palavras. Se ela, digamos que a pessoa que eles estão falando não entende aquelas palavras, então eles tem que explicar.

Interviewer: Quase lá, oitava.

Teacher: Oitava. Aqui também as duas partes, a grammatical se eles iam usar indirect requests certo, gramaticalmente certo, e se eles iam conseguir interpretar, eu estou dizendo assim: pergunte para sua professor perguntar para outra pessoa, eu não escrevi diretamente como eu fiz em algumas outras: faça indirect requests, par aver se eles iam entender essa, se eles iam assimilar isso. E a última também grammatical, de usar o tempo verbal correto, tipo qual o passado que eles tinham que usar.

Interviewer: E como foi a performance deles, que nem tu comentaste sobre esta daqui que tu tinha pedido indirect requests. A performance em

geral, ou a performance em cada item, foi o que tu esperava, ou?

Teacher: Foi, eles foram até, como assim ó. Eu não acho que eu faça muito correto em fazer a prova tão grammatical, mas quando eu faço o meu plano de ensino, eu tiro bastante o peso da nota da prova. Eu dou bastante peso para o que eles fazem em aula, porque eu acho melhor a minha observação e a minha troca com eles do que prova. Para mim. Talvez eu não saiba usar, eu não sei, bom, não saiba usar a prova tão bem quanto eu poderia. Então como a gente trabalha a gramatica em sala mas não muito, eu até esperava que eles fossem não tão bem. Não que eles não sejam bons alunos, são,mas como a gente não trabalha muito e no momento da prova eles ficam nervosos e tal, eu esperava que eles fossem não tão bem mas assim, com raras exceções eles foram muito bem e identificaram as partes gramaticais que eu queria, identificaram o que tinham que fazer, acho que um ou dois se confundiu assim bem confundido e não entendeu a proposta, não interpretou bem a pergunta talvez, mas de modo geral eles foram bem. Não sei se tu queres que eu vá uma por uma.

Interviewer: Ahn, eu acho que não, a não ser que tenha alguma que tenha te chamado atenção ou especificamente que tu queiras comentar sobre a performance deles, o que tu achaste, , se foi além ou aquém, se enentendeu o que tu... Não sabia, não sei, fica bem livre para...

Teacher: Não. A sete eu fiquei bem feliz. Sempre, as perguntas, eu sempre fico mais satisfeita quando vejo coisas que eles tenham que produzir um pouco assim, escrever um pouco e tal, porque dai dá pra ver mesmo como eles constroem as ideias, se eles estao assimilando uma coisa a outra, se eles sabem quando tem que usar isso ou aquilo. Então essa setima que eles tinham que descrever a pessoa em outras palavras, eu fiquei bem contente assim, a grande maioria deles lembrou e soube explicar. Eu acho que eles iam conseguir se comunicar bem se eles tivessem que explicar alguma coisa assim. Eu achei bem legal.

Interviewer: Legal. E tu colocaste principalmente algumas correçãozinhas na prova, não sei se tu colocaste comentários para eles na prova.

Teacher: Na prova não, eu só fiz correcao assim, risquei o que não tinha eu acrescentei, mas aí quando eu entrego, se eu acho, se tem um outro que eu acho que eu preciso comentar, eu comento particularmente, senão eu

pergunto se eles tem duvida, se é só um risquinho, eu acho que eles entendem que aquela palavra não era.

Interviewer: A pergunta é mais ou menos assim, qual o teu rationale, ou tua lógica na questão de dar notas e colocar comentários nas provas e comentários para os alunos após a prova.

Teacher: Como assim, dar nota?

Interviewer: Como é que tu estruturaste a questão de notas? Como tu já tinhas comentado de dar peso a menos nas notas para a prova...

Teacher: Da prova, ou da nota final, geral, deles?

Interviewer: Ah, a nota da prova, principalmente, mas se tu quiseres também citar geral...

Teacher: Como que é a nota da prova, como que a prova conta para a nota? Tô confusa... (risos)

Interviewer: É, como é que, qual foi o teu rationale na hora de avaliar eles. Nessa prova, então, vamos ficar nessa prova especificamente. Como é que tu distribuiste os pesos, as notas.

Teacher: Os pontos, assim...

Interviewer: É, bem geral assim, se tu quiseres fazer... Tu tens alguma reflexão acima disso, ou enquanto tu estás elaborando a prova, estás refletindo sobre isso, ou depois...

Teacher: Ah, sim, eu penso, eu sempre converso com a turma antes, nos primeiros dias eu negocio bem como vai fazer e como não vai fazer, porque cada turma é diferente. Por exemplo, eu tinha uma turma que preferia, eu perguntei qual a experiência que eles tinham com outros professores, outras matérias que eles gostavam, com quem eles se sentiam mais confortáveis fazendo a prova. Aí tinha uma turma que queria que fizesse poucas questões e discursiva, que daí eles achavam que tinham mais controle do que estavam fazendo, não sei. Essa turma em particular, eles queriam assim, quanto mais questões, curtas, para eles terem, de acordocom o raciocínio deles, mais chance, então se eu tenho

mais questões, eu errei uma ou duas, eu tenho mais chance de me dar bem. eles estavam preocupados com números, sabe, se a nota ia ser boa ou não. E aí eu fiz assim, eu fiz nove questões aí eu deixei que eles escolhessem uma delas para valer dois pontos.

Interviewer: Ah tá.

Teacher: Porque as vezes eu acho assim, por exemplo, uns deles podem ter pego mais aquela unidade, os outros se interessaram mais pela outra. Eu acho que, eu dou uma vantagem pra eles assim, digamos, que eles podiam escolher o assunto que eles tinham mais confiança, pra escolher dois pontos, e o resto é um ponto cada questão.

Interviewer: E tu mudaria alguma coisa nesse teste que tu propôs, agora revisitando. Tu pensaste em alguma coisa na hora da correção, assim, ah talvez...

Teacher: Talvez...

Interviewer: Ou se tu aplicaria esse teste ou um teste diferente na próxima turma, completamente diferente..

Teacher: Assim, eu sempre, eu gostaria de fazer um teste menos gramatical. Mas eu não tenho muita, eu não sei muito bem como fazer, porque eu não tenho experiência, eu não estudei também, o que acaba sendo mais fácil, e mais...

Interviewer: Prático, pode ser...

Teacher: Não, não é prático que eu quis dizer.

Interviewer: É tu que tem que dizer, eu não posso risos..

Teacher- Não é prático, assim ó. É o que eu vou estar mais certa, de como que eu vou corrigir. Se eles vão saber ou não o que estará acontecendo no teste. Eu me sinto mais segura aplicando um teste assim. Mas eu acho que talvez eu avaliasse melhor se eu fizesse um teste mais, que fosse mais abrangente de todas as habilidades que a gente trabalha na aula, assim. Acjo que, eu mudaria, isso. Que ele fosse menos focado, porque ele é praticamente inteiro focado na gramatica, um pouco mais das outras, assim, outras habilidades, ou outras...

Interviewer: Aham, as tuas práticas em sala de aula tu acha que tu faz, elas são diferentes do que tu propôs no teste?

Teacher: É, tem a parte da aula que é assim, e o homework deles também é bem parecido com essa estrutura aqui. Mas não é a aula toda focada dessa maneira, tem um momento da aula. Um momento da unidade, digamos assim.

Interviewer: E, tu tens algum outro comentário sobre o teste que a gente analisou aqui, sobre testes em sala de aula, o programa, ou testes em geral, ou testes em sala de aula em geral, ou sobre essa entrevista aqui também?

Teacher: Tá.

Interviewer: Que gostaria de mencionar.

Teacher: Ah, eu acho que como eu falei no começo, eu não sou muito a favor de testes, porque eu acho que tem, eu pessoalmente prefiro avaliar de outras formas assim, uma coisa mais contínua. Que eu veja eles em sala de aula, ou um conjunto de tudo assim, porque às vezes um deles está mais interessado em gramática mesmo, pedem alguns. Poucos, mas alguns pedem, então eles vão estudar mais isso, eles não vão dar atenção para speaking por exemplo, por isso que eu tento, eu diminuo bem o peso, por exemplo, eu divido bem o peso da prova escrita, da prova oral, da participação em sala de aula, do homework, do desenvolvimento deles em aula assim. Porque eu acho que é mais justo se eu for avaliando eles devagar, cada aula, do que simplesmente na prova, porque além de eu, eu, não conseguir dar conta de colocar tudo numa prova, todas as coisas que a gente trabalha em sala, eu acho que é um momento tenso assim. Pelo menos quando eu faço provas, eu fico assim, tensa, ou esquece, ou não presta muita atenção em uma que prestaria se fosse em algum outro ambiente. Não sei, é isso?

Interviewer: Legal, legal. Ahn, eu tinha mais alguma coisa que eu tinha pensado mas acabou me fugindo, a gente foi trocando de assunto (risos).

Teacher: É...

Interviewer: Deixa eu ver se eu consigo me lembrar. Ah, qual é o peso que



tu dá, era essa a pergunta, qual é o peso que tu deste para esse teste, digamos, de midterm, ou para o midterm, final?

Teacher: Os dois testes escritos juntos eu dou 25% da nota.

Interviewer: Aham, e o restante?

Teacher: Aí prova oral 25% também, e os outros 50 eu converso com eles normalmente no começo do semestre, se eles querem tanto para desempenho em sala de aula, tanto para o homework, tanto para textos que eu peço também. Aí cada turma difere. Essa daqui eu não lembro muito bem, mas deve ser assim, 15% para os textos, não sei se vai dar 50, mas 15% mais ou menos para os textos, 15 para o homework, e participação em sala de aula, também.

Interviewer: Ah, tu pedes textos em sala, e daí tu corriges semanalmente?

Teacher: Isto. Todo final de unidade eu peço para eles.

Interviewer: Então tá, muito obrigado. Espero que tenha, não tenha sido...

Teacher: Não.

Interviewer: A intenção era mais te ouvir realmente. Muito obrigado.

Teacher: De nada.

## **Appendix C - Printed tests**

**Test 1**

7

## English Midterm exam

Teacher:

Student:

1) Complete the conversation below. Give full answers. (2,0)

A: Hi! What's your name?

B: Hello! My name is [redacted] ✓

A: Nice to meet you!

B: Nice to meet you, too! ✓

A: Are you in English 1 C class?

B: <sup>2m</sup> Yes, I am. And you? No, I'm in English 1 AA. [redacted] is my teacher

A: Yes, he is my teacher, too.

B: So, what do you do? ✓

A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?

B: Well, I study chemistry, but I don't have a job because I'm

A: Ok. I have to go now. See you later. a student ✓ full-time

B: OK. Have a good day! Bye! ✓

5/6

2) Complete these conversations with How much is/are...? and this, that, these or those. (1,0) 4,0

1. A: How much is this backpack? ✓

B: It's R\$31,99.

2. A: How much are those bracelets? ✓

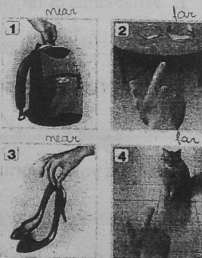
B: They're R\$29.

3. A: How much are these shoes? ✓

B: They're R\$ 64.

4. A: How much is that cat? ✓

B: What? My cat? It's not for sale!

this } near  
there }that } far  
there }



- 5) Complete the chart below with prices in Brazil. Then write a paragraph comparing prices in Brazil and the U.S. (2,0) ↓

	Price in Brazil	Price in the U.S.
A cup of coffee	\$ 2.50	\$1.40
A movie ticket	\$ 13.00	\$12.50
A book	\$ 25.00	\$8.95
A video game	\$ 100.00	\$50.00

Write here

In the U.S.A the prices are different ~~in~~ comparing ~~to~~ my country. For example:  
 A cup of coffee in the U.S. <sup>costs</sup> costs \$1.40, but in ~~the~~ Brazil costs \$2.50. A movie ticket <sup>costs</sup> costs \$12.50 in the U.S, but in the Brazil costs \$13.00. A book in my country <sup>costs</sup> costs \$8.95, but in the U.S costs \$25.00. It's a big difference!  
 A video game in the U.S <sup>costs</sup> costs \$50.00, but in the Brazil <sup>costs</sup> costs \$100.00. It's pretty expensive!

- *Bonus, follow up a comparativo de cheap e expensive.*  
 well, the solution is <sup>made to</sup> change of the U.S..!

- 6) Let's talk about your routine. (2,0) ↓

1. Which days do you get up early? Late?

I get up early every day (in the week), except on the Sundays

2. Until what time do you stay awake?

I stay awake, usually, until 1:00 <sup>pm</sup> P.M.

3. What time do you start work? And leave work?

I don't work, but I, usually, <sup>start to</sup> study at 8:00 A.M. I leave <sup>the</sup> University around ~~at~~ 6:00 P.M.

4. What do you do only on Sundays?

✓ Only on the Sundays... well, I go to out with my friends, I sleeping

5. When do you have classes?

I have classes every day (in the week), except on the Sundays <sup>until late</sup>...

**Test 2**

Universidade Federal de Santa Catarina  
 CCE - DLLE - Curso Extra-curricular de Inglês  
 Student: \_\_\_\_\_

Teacher: \_\_\_\_\_  
 Inglês I  
 Date: \_\_\_\_\_

Score: 9.5

great!!! 😊

Mid-term Exam

1 - Imagine that you go to New York with a friend and you meet a tour guide that's going to help you in the city. First, read the tour guide information card and answer part A.

(25 points)

Name: Richard Adams  
 Nickname: Rick  
 Age: 32  
 Origin: Sydney, Australia  
 Profession: Tour guide



A. Introduce yourself to the tour guide! Create a dialogue between you and Richard. Include the following information:

- Your name
- Your age
- Your occupation
- Your origin (hometown/country)
- The place where you live
- A characteristic of the place where you live

25  
 \_\_\_\_\_: Hi, Richard!

Richard: Hello, what's your name?

\_\_\_\_\_ my name is \_\_\_\_\_ but you can call me \_\_\_\_\_.

Rick: Cool, and how old are you?

\_\_\_\_\_ I am 18.

Rick: Oh! Very young. Where are you from?

\_\_\_\_\_ I am from Santa Catarina, Brazil.

Rick: Really? Seems a nice country. How do you like your hometown?

\_\_\_\_\_ Oh! Florianópolis it's an awesome town, many people, very busy, a lot of beaches, summer is very hot.

\_\_\_\_\_ Amazing. What do you do there?

\_\_\_\_\_ I study chemistry and have a part-time job in a hospital.

20  
 B) Now, introduce your friend to Richard. Write a paragraph talking about her/him.

Richard, that is my friend. Her name is Ana, she is from Brazil, she studies dentistry at UFSC, she is 20 years old and lives in Florianópolis just like me.



before, after, until, around  
 2- imagine Rick needs your schedule and asks you to describe your routine. Mention at least five activities you do on weekdays and five activities you do on weekends. Example: "During the week, I get up at... Then I have breakfast..." (25 points)

During the weekdays, I get up at 06:00, go to work at 06:50, have breakfast at 08:30, <sup>have</sup> lunch at 12:00. I study in the afternoon and go home after 18 p.m. During the weekends, I sleep until 10 a.m., have lunch at 1:00 p.m., clean the house on day before 5:00, get out with friends at night and go to bed around 02:00 a.m.

3- Now imagine that you are in a gift shop and you want to buy a souvenir from New York. Look at these products and create a dialogue between you and a salesperson. The dialogue needs to contain the items below (25 points):

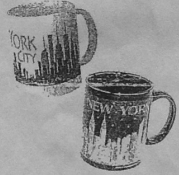
- The product you prefer and the reason you prefer the product (use comparatives)
- Your opinion about the price
- Use demonstratives (this, that, these, those) and use which, one and ones



Black T-Shirt Price: \$19.99 White T-Shirt Price: \$25.00



Silver Keychain Price: \$10.00 Gold Keychain Price: \$25.00



White Mug Price: \$15.00 Blue Mug Price: \$35.00

Salesperson: Can I help you?  
 You: Yes. Thank you. How much are those t-shirts ?  
 Salesperson: Which one ? <sup>it's</sup>  
 You: The black one. <sup>it's</sup> prettier than the white one and it's my favorite  
 Salesperson: The black one <sup>is</sup> \$19.99.  
 You: Oh, that's cheap.  
 Salesperson: OK. Would you like to take it?  
 You: Yes, would



**Test 3**

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CURSOS EXTRACURRICULARES DE LÍNGUA ESTRANGEIRA  
ENGLISH LEVEL 5

90

STUDENT: \_\_\_\_\_

## MIDTERM PROGRESS CHECK

## 1. Listen to the conversations. Check the correct answers.

\_\_\_\_\_ is completely honest and gives helpful advice.

- ( ) Thomas    (X) Ms. Norris    ( ) Denise

It bothers Maria and Gary when people \_\_\_\_\_.

- (X) forget to say thank you    ( ) send a late birthday card    ( ) don't reply to e-mails

Scott and Jenna would love being \_\_\_\_\_.

- ( ) a bank teller this summer    (X) an extra in a movie    ( ) friends with the director

Emily wants to apply for the \_\_\_\_\_.

- ( ) zookeeper intern job    (X) intern as a veterinarian's office job    ( ) veterinarian position

## 2. Circle the correct word. Then join the sentences using relative pronouns (who/that).

- a. I'd prefer a (~~temperamental~~ / organized / egotistical) boss. I can do my best for her.

*I'd prefer a boss that I can do my best for her.*

- b. Patty is a (modest / intolerant / stingy) person. She never brags about her grades.

*Patty is a person who never brags about her grades.*

- c. Our coach can't stand (~~considerate~~ / easygoing / egotistical) players. She can't talk to them easily.

*Our coach can't stand players that she can't talk to them easily.*

- d. I don't want to work with a difficult person. This person is (~~sensitive~~ / unreliable / sociable).

*I don't want to work with a person who is unreliable.*

## 3. Complete the sentences using gerund phrases and the words in the box.

\_\_\_\_\_ be + flight attendant

\_\_\_\_\_ work + architect

\_\_\_\_\_ retire + age 50

\_\_\_\_\_ write + gossip column

Example: He'd enjoy being a flight attendant because he loves traveling.

- a. Working as an architect seems exciting. I've always been interested in design.
- b. Sheryl wouldn't like writing a gossip column for the school paper. She doesn't really care about campus' politics or social activities.
- c. You've saved 25% of your salary all your life – now it's time to have some fun!

Retiring at age 50 sounds fantastic. You deserve it!

## 4. Check the correct responses.

- a. An aerobics instructor probably earns \_\_\_\_\_ a tennis coach.  
 better paid than     not as hard as     as much as
- b. A web designer has \_\_\_\_\_ an international TV journalist.  
 as well paid as     better hours than     more interesting than
- c. Psychiatrists are often \_\_\_\_\_ politicians.  
 better educated than     as much work as     more college degrees than
- d. Working as a comedian is \_\_\_\_\_ being a movie actor.  
 worse hours than     as much as     less interesting than

## 5. Write requests using the information given.

- a. You want your friend to lend you her laptop for the weekend.

Could I borrow your laptop for the weekend?

- b. Your classmate has a cell phone. You want to use to make a quick call.

Would it be OK if I borrow your cell phone for doing a quick call?

- c. You want to borrow a stranger's newspaper when he's finished reading it.

I was wondering if you'd mind to lend me your newspaper when you're finished reading it?

## 6. Check the correct phrase to complete each request.

- a. Could you tell Matt     that Akiko can't come to class tomorrow?  
 does Akiko come to class tomorrow?
- b. Can you ask David     whether or not he wants to study together tonight?  
 if he wants studying together tonight?
- c. Can you tell Harriet     don't late for class on Monday?  
 not to be late for class on Monday?

7. "I recently changed jobs because I did not get along with my boss. Not only he was temperamental and unreliable, but he was also very temperamental and egotistical."

How would you describe the boss mentioned above in your own words?

I recently changed jobs because I did not get along with my boss. He was very moody, maybe' selfish, and trusting in him was very difficult. Besides, he only thought about himself.

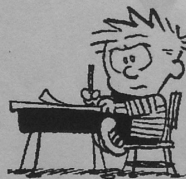
Suppose your teacher is friends with the president of Brazil, Dilma Rousseff. What would you like your teacher to tell or ask her? Write at least 4 statements/questions.

- Teacher, can you ask Dilma if she finished to break my country?
- Would you tell her to pay attention to what she proposes or not?
- Could you ask her if she can do anything about the dollar?
- Can you tell her to think a little bit more about her words before saying them?

9. Complete the paragraphs. Use the simple past, the past continuous, or the past perfect.

a. At their wedding, the bride and groom got (*get*) into a terrible argument. The groom had stepped (*step*) on the bride's beautiful dress! As the cameraman was videotaping (*videotape*) the ceremony, he caught (*catch*) their argument on tape.

b. While I was playing (*play*) tennis yesterday afternoon, I realized that I had forgotten (*forgot*) something. What a predicament I was (*be*) in! I couldn't call my mother to say I would be late for dinner because I 'd not put (*not put*) my cell phone in my tennis bag. She was pretty angry when I got home.



## Appendix D - Corpus of tests

### Test 1

<task 01>

1) Complete the conversation below. Give full answers. (2,0)

A: Hi! What's your name?

B: <ITEM 01>

A: Nice to meet, you!

B: <ITEM 02>

A: Are you in English 1C class?

B: <ITEM 03>

A: Yes, he is my teacher, too.

B: <ITEM 04>

A: Oh, I study Pharmacy and I have a part-time job in a store. How about you?

B: <ITEM 05>

A: Ok. I have to go now. See you later.

B: <ITEM 06>

<task 02>

2) Complete these conversations with How much is/are...? and this, that, these or those. (1,0)

<IMAGE>

1. A: <ITEM 07> backpack?

B: It's R\$31,99.

2. A: <ITEM 08> bracelets?

B: They're R\$29,00.

3. A: <ITEM 09> shoes?

B: They're R\$ 64.

4. A: <ITEM 10> cat?

B: What? My cat? It's not for sale!

<task 03>

3) Complete the conversation with the correct words. (1,0)

A: What <ITEM 11> (do/does) your husband <ITEM 12> (do/does) exactly?

B: He <ITEM 13> (work/works) in HU. He's a nurse.

A: How <ITEM 14> (do/does) he <ITEM 15> (like/likes) it?

B: It's an exciting job. He <ITEM 16> (like/likes) it very much.

But he <ITEM 17> (work/works) long hours. And what <ITEM 18> (do/does) you <ITEM 19> (do/does) ?

A: I'm a student. I <ITEM 20> (study/studies) Psychology.

B: Really? Where <ITEM 21> (do/does) you <ITEM 22> (go/goes) to school?

A: I <ITEM 23> (go/goes) to Lincoln University. My girlfriend <ITEM 24> (go/goes) there, too.

B: Oh, and what <ITEM 25> (do/does) she <ITEM 26> (study/studies) ?

A: She <ITEM 27> (study/studies) hotel management.

B: That sounds interesting.

<task 04>

4) Answer the questions below. Give personal answers. (2,0)

1. What kinds of movies do you like?

<ITEM 28>

2. What kinds of TV programs do you like?

<ITEM 29>

3. Who is your favorite singer?

<ITEM 30>

4. Which do you like better: Lenine or Milton Nascimento?

<ITEM 31>

<task 05>

5) Complete the chart below with prices in Brazil. Then write a paragraph comparing prices in Brazil and the U.S. (2,0)

<TABLE>

Prices in Brazil Prices in the U.S

A cup of coffee <ITEM 32> \$1.40

A movie ticket <ITEM 33> \$12.5

A book <ITEM 34> \$ 8.95

A video game <ITEM 35> \$ 50.00

Write here

<ITEM 36>

<task 06>

6) Let's talk about your routine. (2,0)

1. Which days do you get up early? Late?

<ITEM 37>

2. Until what time do you stay awake?

<ITEM 38>

3. What time do you start work? And leave work?

<ITEM 39>

4. What do you do on Sundays?

<ITEM 40>

5. When do you have classes?

<ITEM 41>

### Test-taker 1

<ITEM 01> Hi! My name is \*

<ITEM 02> Nice to meet you, too!

<ITEM 03> No, I'm in English 1\*. My teacher is \*.

<ITEM 04> What do you do?

<ITEM 05> I study Design and I have a part-time job in a laboratorio

<ITEM 06> Oh! Good bye!

<ITEM 07> How much is that

<ITEM 08> How much are those

<ITEM 09> How much are these

<ITEM 10> How much is this

<ITEM 11> do

<ITEM 12> do

<ITEM 13> works

<ITEM 14> does

<ITEM 15> like

<ITEM 16> likes

<ITEM 17> works



- <ITEM 18> do  
<ITEM 19> do  
<ITEM 20> study  
<ITEM 21> do  
<ITEM 22>go  
<ITEM 23>go  
<ITEM 24> goes  
<ITEM 25> does  
<ITEM 26> studies  
<ITEM 27> studies  
<ITEM 28> I like comedy movies  
<ITEM 29> I like talkshows  
<ITEM 30>My favorite singer is Cassia Eller  
<ITEM 31> I like better Lenine because i prefer your voice.  
<ITEM 32> R\$ 1,00  
<ITEM 33> R\$ 20,00  
<ITEM 34> R\$ 30,00  
<ITEM 35> R\$ 150,00  
<ITEM 36>A cup of coffee in Brazil have a nicer price. A movie ticket in the U.S. have a prettier price. The book too and a video game too.  
<ITEM 37> I get up early ever.  
<ITEM 38> I stay awake at 6:30 o'clock  
<ITEM 39> I start work at 7:30 o'clock  
<ITEM 40> I drawing on Sundays.  
<ITEM 41> I don't know the day. I can find the days.

## Test-taker 2

- <ITEM 01>My name is \*  
<ITEM 02> Nice to meet, you, too !  
<ITEM 03> No, I'm not. I am in English 1\* class. My teacher is \*.  
<ITEM 04>What do you do?  
<ITEM 05> I work of elementary school and I study French at the University.  
<ITEM 06> See you!  
<ITEM 07> How much is this  
<ITEM 08> How much are those  
<ITEM 09> How much are these  
<ITEM 10> How much is that  
<ITEM 11> does

- <ITEM 12> do  
 <ITEM 13> works  
 <ITEM 14> does  
 <ITEM 15> like  
 <ITEM 16> likes  
 <ITEM 17> works  
 <ITEM 18> do  
 <ITEM 19> do  
 <ITEM 20> study  
 <ITEM 21> do  
 <ITEM 22> go  
 <ITEM 23> go  
 <ITEM 24> goes  
 <ITEM 25> does  
 <ITEM 26> study  
 <ITEM 27> studies  
 <ITEM 28> I like comedies movies.  
 <ITEM 29> I like talk shows and musicals programs.  
 <ITEM 30> My favorite singer is Zaz.  
 <ITEM 31> I like Milton Nascimento better.  
 <ITEM 32> R\$ 2,50  
 <ITEM 33> R\$ 21,00  
 <ITEM 34> R\$ 19,00  
 <ITEM 35> R\$ 2.000,00  
 <ITEM 36> A shampoo aussi R\$ 45,00 \$ 4.00  
 A cup of coffee in Brazil is R\$ 2,50 and in the U.S. is \$ 1.40. In Brazil a cup of coffee is cheaper than in the U.S. A movie ticket in Brazil is R\$ 21,00 and in the U.S. is \$12.50. In the U.S. a movie ticket is more expensive than in Brazil.  
 A book in Brazil is R\$ 19,00 and in the U.S. is \$8.95. In the U.S. a book is more expensive than in Brazil.  
 A video game in the U.S. is \$ 50.00 and in Brazil is R\$ 2.000,00. In the U.S. a video game is cheaper than in Brazil.  
 A shampoo aussi in Brazil is R\$45,00 and in the U.S. is \$4,00. In Brazil a shampoo aussi is more expensive than in the U.S.  
 <ITEM 37> I get up early on weekends and I get up late on weekdays.  
 <ITEM 38> I stay awake until 11:30 p.m.  
 <ITEM 39> I start work at 1:00 p.m. and leave work at 6 p.m.  
 <ITEM 40> I have lunch late only on sundays.  
 <ITEM 41> I have classes on Saturdays, on Mondays and on Wednesdays in the morning.

**Test-taker 3**

<ITEM 01> Hi! My name is \*

<ITEM 02> Nice to meet, you too

<ITEM 03> No, my English is in 1\* class; My teacher is \*.

<ITEM 04> Really? Interesting.

<ITEM 05> I work full-time in accountant

<ITEM 06> See you later

<ITEM 07> How much is this

<ITEM 08> How much are those

<ITEM 09> How much is these

<ITEM 10> How much is that

<ITEM 11> do

<ITEM 12> does

<ITEM 13> works

<ITEM 14> does

<ITEM 15> likes

<ITEM 16> likes

<ITEM 17> works

<ITEM 18> do

<ITEM 19> do

<ITEM 20> study

<ITEM 21> do

<ITEM 22> go

<ITEM 23> go

<ITEM 24> goes

<ITEM 25> does

<ITEM 26> studies

<ITEM 27> studies

<ITEM 28> I like many types, but I prefer science fiction

<ITEM 29> I don't like tv programs

<ITEM 30> My favorite singer is tupac, he is better

<ITEM 31> Milton Nascimento is better than Lenine

<ITEM 32> R\$ 2,50

<ITEM 33> R\$ 20,00

<ITEM 34> R\$ 25,50

<ITEM 35> R\$ 1700,00

<ITEM 36> In Brazil a cup of coffee, movie ticket and books are cheaper than the U.S. but a video game is more expensive than U.S.

- <ITEM 37> I get up early everyday
- <ITEM 38> I stay awake until 11:30 p.m.
- <ITEM 39> I start work at 8:00 a.m. until 18:00 p m.
- <ITEM 40> I ride motorcycle and other things
- <ITEM 41> My English class is on Saturday, but my university is on week

#### **Test-taker 4**

- <ITEM 01> Hello! My name is \*
- <ITEM 02> Nice to meet you,too!
- <ITEM 03> Yes, I do. And you?
- <ITEM 04>So, what do you do?
- <ITEM 05> Well, I study chemistry, but I don't have a job because I'm a student a full-time
- <ITEM 06> Ok. Have a good day! Bye!
- <ITEM 07> How much is this
- <ITEM 08> How much are those
- <ITEM 09> How much are these
- <ITEM 10> How much is that
- <ITEM 11> does
- <ITEM 12> do
- <ITEM 13> works
- <ITEM 14> does
- <ITEM 15> like
- <ITEM 16> likes
- <ITEM 17> works
- <ITEM 18> do
- <ITEM 19> do
- <ITEM 20> study
- <ITEM 21> do
- <ITEM 22>go
- <ITEM 23>go
- <ITEM 24> goes
- <ITEM 25> does
- <ITEM 26> study
- <ITEM 27> studies
- <ITEM 28> I like the science fiction movies.
- <ITEM 29> I like the talk shows programs.
- <ITEM 30>My favorite singer is Madonna.

<ITEM 31> I like Lenine better than Milton Nascimento.

<ITEM 32> R\$ 2.50

<ITEM 33> R\$ 13.00

<ITEM 34> R\$ 25.00

<ITEM 35> R\$ 100.00

<ITEM 36> In the U.S.A. the prices are different in comparing of my country. For example:

A cup of coffee in the U.S. costs \$1.40, but in the Brazil costs \$13.00. A movie ticket costs \$12.50 in the U.S., but in the Brazil costs \$13.00. A book in my country costs \$25.00, but in the U.S. costs US\$8.95. It's a big difference! A video game in the U.S. costs \$50.00, but in the Brazil costs \$100.00. It's pretty expensive!

Well, the solution is change of the U.S.!

<ITEM 37> I get up early every days in the week, except on the sundays

<ITEM 38> I stay awake, usually, until 1:00 P.M.

<ITEM 39> I don't work, but I, usually started study at 8:00 A.M. I leave to University around at 6:00 P.M.

<ITEM 40> Only on the Sundays... Well, I go to out with my friends, I sleeping until late...

<ITEM 41> I have classes every days in the week, except on the Sundays

### Test-taker 5

<ITEM 01> Hello.my name is \*.

<ITEM 02> nice to meet you, too!

<ITEM 03> no, I'm not. I'm in English 1\* class. \* is my teacher.

<ITEM 04> Really? What do you study?

<ITEM 05> I study Design and I have a part-time job in a store, too.

<ITEM 06> See you soon! Bye.

<ITEM 07> How much is this

<ITEM 08> How much are those

<ITEM 09> How much are these

<ITEM 10> How much is that

<ITEM 11> does

<ITEM 12> do

<ITEM 13> works

<ITEM 14> does

<ITEM 15> likes

<ITEM 16> like

- <ITEM 17> works  
 <ITEM 18> do  
 <ITEM 19> do  
 <ITEM 20> study  
 <ITEM 21> do  
 <ITEM 22> go  
 <ITEM 23> go  
 <ITEM 24> goes  
 <ITEM 25> does  
 <ITEM 26> studies  
 <ITEM 27> studies  
 <ITEM 28> I like drama movies (so much).  
 <ITEM 29> I like TV programs about sports (so much)  
 <ITEM 30> my favorite singer is neil young.  
 <ITEM 31> I prefer Lenine.  
 <ITEM 32>  
 <ITEM 33>  
 <ITEM 34>  
 <ITEM 35>  
 <ITEM 36> A cup of coffee in Brazil is R\$2,50 and in US is \$1,40, but in Brazil is so much better. A movie ticket in Brazil is R\$14 and in the US is \$12,50, but tickets for students on Brazil are on sale. A book in Brazil is R\$30 and in the US is \$8,95. A video game in Brazil is R\$2000 and in US is \$50. Too cheap!  
 <ITEM 37> I always get up early.  
 <ITEM 38> I'm stay awake until 5:40 a.m.  
 <ITEM 39> I start work until 15:45 and leave the work until 22:10.  
 <ITEM 40> I go to english class and work after.  
 <ITEM 41> I have classes six days of the week.

## Test-taker 6

- <ITEM 01>My name is \*  
 <ITEM 02> Thank you. Nice to meet you, too!  
 <ITEM 03> Yes, I'm. Is Manuela your teacher?  
 <ITEM 04>What do you do?  
 <ITEM 05> I study English and I have a part-time job in \*  
 <ITEM 06> Bye.  
 <ITEM 07> How much is this  
 <ITEM 08> How much are those

- <ITEM 09> How much are these
- <ITEM 10> How much is that
- <ITEM 11> do
- <ITEM 12> does
- <ITEM 13> works
- <ITEM 14> do
- <ITEM 15> likes
- <ITEM 16> likes
- <ITEM 17> works
- <ITEM 18> do
- <ITEM 19> do
- <ITEM 20> study
- <ITEM 21> do
- <ITEM 22> goes
- <ITEM 23>go
- <ITEM 24> goes
- <ITEM 25> does
- <ITEM 26> study
- <ITEM 27> studies
- <ITEM 28> I like honors films and comedies romantic.
- <ITEM 29> I like talk shows.
- <ITEM 30>My favorite singer is Bruno Mars.
- <ITEM 31> I like Milton Nascimento better.
- <ITEM 32> R\$ 1,50
- <ITEM 33> R\$ 20,00
- <ITEM 34> R\$ 30,00
- <ITEM 35> R\$ 100,00
- <ITEM 36> In my countrie the cup of coffe is R\$1,50 and in the U.S. is \$1,40. With dollar expensive, in the US cup of coffee "is more expensive than Brazil". And a movie ticket in my countrie around R\$20,00 but in the U.S\$12,50, in U.S. is cheaper than Brasil. A book in my countrie is cust R\$30,00 in US it cust \$8,95, in Brazil more expensive than US, a video game in Brasil around R\$100,00 and cust in the US only \$50,00, in Brazil is cheaper than U.S.
- <ITEM 37> I get up early in weekdays and get up late in weekends.
- <ITEM 38> I stay awake around 9:00 p.m.
- <ITEM 39> I start work 8:00 am. and leave work 6:00 p.m
- <ITEM 40> I stay with my family on Sundays.
- <ITEM 41> I have classes at UFSC.

**Test-taker 7**

- <ITEM 01> Hi! My name is \*
- <ITEM 02> Nice to meet you too
- <ITEM 03> No, I don't. I study in English 1\* class. My teacher is \*
- <ITEM 04> What do you do?
- <ITEM 05> I have a job in a shopping center
- <ITEM 06> See you tomorrow
- <ITEM 07> How much is this
- <ITEM 08> How much are those
- <ITEM 09> How much are these
- <ITEM 10> How much is that
- <ITEM 11> does
- <ITEM 12> do
- <ITEM 13> works
- <ITEM 14> does
- <ITEM 15> likes
- <ITEM 16> likes
- <ITEM 17> works
- <ITEM 18> do
- <ITEM 19> do
- <ITEM 20> study
- <ITEM 21> do
- <ITEM 22> go
- <ITEM 23> go
- <ITEM 24> goes
- <ITEM 25> does
- <ITEM 26> studies
- <ITEM 27> studies
- <ITEM 28> I prefer animated movies.
- <ITEM 29> I don't like TV programs very much. But I prefer talk show.
- <ITEM 30> My favorite singer is Renato Russo.
- <ITEM 31> I like better Lenine but I like Milton Nascimento too.
- <ITEM 32> R\$ 4,00
- <ITEM 33> R\$ 15,00
- <ITEM 34> R\$ 40,00
- <ITEM 35> R\$ 2.000,00
- <ITEM 36> A video game is more expensive in Brazil. In the U.S. it cost only \$50.00 and a cup of coffee do not so bad in the U.S.
- <ITEM 37> Yes. I get up early late days
- <ITEM 38> Sorry. I don't understand



- <ITEM 39> I start work at 15:00 and leave before 22:30.  
<ITEM 40> I go to work and a part-time study english at home.  
<ITEM 41> I have classes on saturday.

### Test-taker 8

- <ITEM 01> My name is \*  
<ITEM 02> Hi, pretty good!  
<ITEM 03> Yes, Im study English.  
<ITEM 04> It is your teacher?  
<ITEM 05> I'm study english a part-time.  
<ITEM 06> Yes, lets go!  
<ITEM 07> Is this  
<ITEM 08> Are those  
<ITEM 09> Are these  
<ITEM 10> Is that  
<ITEM 11> do  
<ITEM 12> do  
<ITEM 13> works  
<ITEM 14> does  
<ITEM 15> likes  
<ITEM 16> likes  
<ITEM 17> works  
<ITEM 18> do  
<ITEM 19> do  
<ITEM 20> study  
<ITEM 21> do  
<ITEM 22> go  
<ITEM 23> go  
<ITEM 24> go  
<ITEM 25> does  
<ITEM 26> studies  
<ITEM 27> studies  
<ITEM 28> I like of movies romance  
<ITEM 29> I like talk shows  
<ITEM 30> My favorite singer is Roberto Carlos  
<ITEM 31> I like better Lenine than Milton Nascimento  
<ITEM 32> 4,00R\$  
<ITEM 33> 20,00R\$  
<ITEM 34> 10,00R\$

<ITEM 35> 200,00R\$

<ITEM 36>the coffee price in Brazil is 4,00R\$ and \$1,40 EUA

the movie ticket price in Brazil is 20,00R\$ and 12.50\$ EUA

the price book in Brazil is 10,00R\$ and \$8.95 EUA

the price videogame in Brazil is 200,00R\$ and 50,00\$ America

<ITEM 37> Yes, I get up late on sundays. On the other days I get up early.

<ITEM 38> I have a part-time

<ITEM 39> I start work in 06:00 and leave work in 19:00

<ITEM 40> Yes. I do only on sundays

<ITEM 41> I'm have class in 08:00 on Saturdays

### **Test-taker 9**

<ITEM 01>My name is \*

<ITEM 02> Tanks very well much

<ITEM 03> No. I don't in English class 1\*. I'm in class English 1\*

<ITEM 04> I'm nurse. Do you do study?

<ITEM 05> I'm nurse but I retired. I'm study English

<ITEM 06> OK. Tanks Good bye!

<ITEM 07> How much is that

<ITEM 08>With are

<ITEM 09> How much these

<ITEM 10> With those

<ITEM 11> do

<ITEM 12> do

<ITEM 13> works

<ITEM 14> does

<ITEM 15> like

<ITEM 16> likes

<ITEM 17> works

<ITEM 18> do

<ITEM 19> do

<ITEM 20> study

<ITEM 21> do

<ITEM 22> go

<ITEM 23> go

<ITEM 24> goes

<ITEM 25> does

<ITEM 26> studies

- <ITEM 27> studies  
 <ITEM 28> I like of movies romance  
 <ITEM 29> I like of TV programs solp operas  
 <ITEM 30>My favorite singer is Bioncé  
 <ITEM 31> I like better Lenine  
 <ITEM 32> R\$ 2.00  
 <ITEM 33> R\$ 10.00  
 <ITEM 34> R\$ 30.00  
 <ITEM 35> R\$ 400.00  
 <ITEM 36> I prefer a cup of coffee in Brazil are in like  
 A movie ticket  
 <ITEM 37> I get up early on 6:00 Imorking.  
 <ITEM 38> I until time study English  
 <ITEM 39> I don't work. I am retired  
 <ITEM 40> Yes on sunday and the every day  
 <ITEM 41> I have classes \*

### Test-taker 10

- <ITEM 01>My name is \*  
 <ITEM 02> Nice to meet you, too  
 <ITEM 03> No, I'm not. My English class is 1\*. My teacher is \*, and  
 you  
 <ITEM 04>What do you study?  
 <ITEM 05> I study accountancy and I have a part-time job,too.  
 <ITEM 06> OK. Bye  
 <ITEM 07> How much is this  
 <ITEM 08> How much are those  
 <ITEM 09> How much are these  
 <ITEM 10> How much is that  
 <ITEM 11> do  
 <ITEM 12> do  
 <ITEM 13> works  
 <ITEM 14> does  
 <ITEM 15> like  
 <ITEM 16> likes  
 <ITEM 17> works  
 <ITEM 18> do  
 <ITEM 19> do  
 <ITEM 20> study

- <ITEM 21> do  
<ITEM 22>go  
<ITEM 23>go  
<ITEM 24> goes  
<ITEM 25> does  
<ITEM 26> study  
<ITEM 27> studies  
<ITEM 28> I like "Qualquer gato vira-lata" kinds of movies more.  
<ITEM 29> I like talk shows kinds of tv programs more.  
<ITEM 30>My favorite singer is Luan Santana.  
<ITEM 31> I like Lenine better.  
<ITEM 32>  
<ITEM 33>  
<ITEM 34>  
<ITEM 35>  
<ITEM 36> a - The price a cup of coffee in the U.S. is \$1,40. The price cup of coffee in Brazil is R\$2,00. The price a cup of coffee in the U.S. good than the price a cup of coffee in Brazil.  
b - The price a movie ticket in the U.S. is \$12,50. The price movie tickets in Brazil is R\$14,00. The price a movie ticket in the U.S. is better than the price a movie ticket in Brazil.  
c - the price a book is the U.S is \$8,00. The price aabook in Brazil is R\$20,00. The price a book is the US is prettier than the price a book in Brazil  
d - The price a video game in the U.S. is \$50,00. The price a video game in Brazil is R\$100,00. The price a video game in the U.S. is better than the price a video game in Brazil.  
<ITEM 37> I get up early.  
<ITEM 38> I stay awake around 10:00 p.m.  
<ITEM 39> I start work 13:30 pm until 17:30 pm. My work is leave.  
<ITEM 40> I only sleep on Sunday.  
<ITEM 41> I have classes 2o. until saturday.

### Test-taker 11

- <ITEM 01>My name is \*  
<ITEM 02> Nice to meet you too!  
<ITEM 03> No, I are in English 1\* class and my teacher is Mr. \*. Do you study English too?  
<ITEM 04>What do you do?

<ITEM 05> I study web design and I have a full time job in a public department

<ITEM 06> Good to see you. Bye!

<ITEM 07> How much this

<ITEM 08> And how much those

<ITEM 09> How much that

<ITEM 10> And these

<ITEM 11> does

<ITEM 12> do

<ITEM 13> works

<ITEM 14> do

<ITEM 15> like

<ITEM 16> like

<ITEM 17> works

<ITEM 18> does

<ITEM 19> do

<ITEM 20> study

<ITEM 21> does

<ITEM 22> go

<ITEM 23> go

<ITEM 24> goes

<ITEM 25> does

<ITEM 26> studies

<ITEM 27> studies

<ITEM 28> I like action films.

<ITEM 29> I like reality shows tv programs.

<ITEM 30> My favorite singer is Claudia Leite.

<ITEM 31> I prefer Milton Nascimento.

<ITEM 32> \$0,80

<ITEM 33> \$5,00

<ITEM 34> \$25,00

<ITEM 35> \$300,00

<ITEM 36> Prices in US\$ (1US\$ - R\$4,00)

In Brazil the price of services is more cheap than U.S., for example, a cup of coffee or a movie ticket. The price of a book in Brazil that's fine. Buy a electronic (a video game, for example) in Brazil is very expensive.

<ITEM 37> I get up early every days.

<ITEM 38> I stay awake from 6:30 a.m to 11:00 p.m.

<ITEM 39> I start work at 9:00 am and leave work at 8:00 p.m.

<ITEM 40> In Sundays I go to my parents house.

<ITEM 41> I have English classes at Saturdays.

### **Test-holder on test-taker 1**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> Check mark

<ITEM 04> Check mark

<ITEM 05> I study Design and I have a part-time job in a lab or laboratory

<ITEM 06> Check mark

<ITEM 07> Half check mark How much is this

<ITEM 08> Check mark

<ITEM 09> Check mark

<ITEM 10> How much is that

<ITEM 11> Signaled correct option does

<ITEM 12> Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Signaled correct option like

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> Check mark

<ITEM 20> Check mark

<ITEM 21> Check mark

<ITEM 22> Check mark

<ITEM 23> Check mark

<ITEM 24> Check mark

<ITEM 25> Check mark

<ITEM 26> Signaled correct option study

<ITEM 27> Check mark

<ITEM 28> Check mark I like comedies

<ITEM 29> Check mark

<ITEM 30> Check mark

<ITEM 31> I like better Lenine (arrow signaling "Lenine better") because I prefer his voice.

<ITEM 32>

<ITEM 33>

<ITEM 34>

<ITEM 35>

<ITEM 36> A cup of coffee in Brazil has a nicer (circled "nicer") price. A movie ticket in the U.S. has a prettier (circled "prettier") price. The book too and a video game too.

\* era para comparar produto a produto (preço) e dizer se é cheaper ou more expensive. Nicer and prettier are not used in this context. Please review the comparative form.

<ITEM 37> I get up early every day.

<ITEM 38> I stay awake until 6:30 o'clock

<ITEM 39> I start work at 7:30 o'clock and I leave work at...

<ITEM 40> Check mark. I draw on Sundays.

<ITEM 41> ? (example) I have classes on Saturdays.

<OTHER MARKS task 01> 2,0; 6/6.

<OTHER MARKS task 02> 0,5; 2/4.

<OTHER MARKS task 03> 0,75; 14/17; (Please review the simple present do/does).

<OTHER MARKS task 04> 1,5; 3/4.

<OTHER MARKS task 05> 0,5; Please, review the comparative of adjectives.

<OTHER MARKS task 06> 0,5; 1/5; Please review the time expressions.

## **Test-holder on test-taker 2**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> Check mark

<ITEM 04> Check mark

<ITEM 05> Check mark. I work in an elementary school and I study French at the University.

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> Check mark

<ITEM 10> Check mark

<ITEM 11> Check mark

<ITEM 12> Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Check mark

- <ITEM 16> Check mark  
 <ITEM 17> Check mark  
 <ITEM 18> Check mark  
 <ITEM 19> Check mark  
 <ITEM 20> Check mark  
 <ITEM 21> Check mark  
 <ITEM 22> Check mark  
 <ITEM 23> Check mark  
 <ITEM 24> Check mark  
 <ITEM 25> Check mark  
 <ITEM 26> Check mark  
 <ITEM 27> Check mark  
 <ITEM 28> I like comedies.  
 <ITEM 29> I like talk shows and musicals.  
 <ITEM 30> Check mark  
 <ITEM 31> Check mark  
 <ITEM 32>  
 <ITEM 33>  
 <ITEM 34>  
 <ITEM 35>  
 <ITEM 36> Underlined "cheaper", "expensive", "expensive", "\$2.000,00"  
 <ITEM 37> Check mark  
 <ITEM 38> Check mark  
 <ITEM 39> Check mark  
 <ITEM 40> Check mark  
 <ITEM 41> Check mark  
 <OTHER MARKS task 01> 2,0; 6/6.  
 <OTHER MARKS task 02> 1,0; 4/4.  
 <OTHER MARKS task 03> 1,0; 17/17.  
 <OTHER MARKS task 04> 1,5; 4/4.  
 <OTHER MARKS task 05> 2; video game different (signal) video game system; Well done!; \*, você converter dolar para real, né?  
 <OTHER MARKS task 06> 2,0; 5/5.

### Test-holder on test-taker 3

- <ITEM 01> Check mark  
 <ITEM 02> Check mark  
 <ITEM 03> No, my English is 1\* class (signals with an arrow to join English and class); My teacher is \*.



- <ITEM 04> Really? Interesting What do you do?
- <ITEM 05> Check mark. I work full-time as an accountant
- <ITEM 06> Check mark
- <ITEM 07> Check mark
- <ITEM 08> Check mark
- <ITEM 09> How much are these
- <ITEM 10> Check mark
- <ITEM 11> Signaled correct option does
- <ITEM 12> Signaled correct option do
- <ITEM 13> Check mark
- <ITEM 14> Check mark
- <ITEM 15> Signaled correct option like
- <ITEM 16> Check mark
- <ITEM 17> Check mark
- <ITEM 18> Check mark
- <ITEM 19> Check mark
- <ITEM 20> Check mark
- <ITEM 21> Check mark
- <ITEM 22> Check mark
- <ITEM 23> Check mark
- <ITEM 24> Check mark
- <ITEM 25> Check mark
- <ITEM 26> Signaled correct option study
- <ITEM 27> Check mark
- <ITEM 28> Check mark
- <ITEM 29> Check mark
- <ITEM 30> Check mark My favorite singer is tupac,
- <ITEM 31>This is comparison, not preference. I like Milton Nascimento better.
- <ITEM 32>
- <ITEM 33>
- <ITEM 34>
- <ITEM 35>
- <ITEM 36> In Brazil a cup of coffee, a movie ticket and books are cheaper than in the the U.S. but a video game is more expensive than in the U.S.
- <ITEM 37> Check mark I get up early every day
- <ITEM 38> Check mark
- <ITEM 39> I start work at 8:00 a.m. and leave at 6 p m.
- <ITEM 40> Check mark I ride my motorcycle and other things
- <ITEM 41> Check mark My English class is on Saturday, but my

university is on weekdays

<OTHER MARKS task 01> 1,5; 5/6.

<OTHER MARKS task 02> 0,75; 3/4.

<OTHER MARKS task 03> 0,75; 13/17; (Please review simple present do/does).

<OTHER MARKS task 04> 1,5; 3/4.

<OTHER MARKS task 05> 1,5.

<OTHER MARKS task 06> 1,5; 4/5.

#### **Test-holder on test-taker 4**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> Yes, I am. And you? No, I'm in English 1\*. \* is my teacher.  
No, I'm in English 1\*. \* is my teacher.

<ITEM 04> Check mark

<ITEM 05> Check mark Well, I study chemistry, but I don't have a job  
because I'm a student full-time

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> Check mark

<ITEM 10> Check mark

<ITEM 11> Check mark

<ITEM 12> Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> Check mark

<ITEM 20> Check mark

<ITEM 21> Check mark

<ITEM 22> Check mark

<ITEM 23> Check mark

<ITEM 24> Check mark

<ITEM 25> Check mark

<ITEM 26> Check mark

<ITEM 27> Check mark

<ITEM 28> Check mark I like science fiction movies.

<ITEM 29> Check mark I like talk shows (programs).

<ITEM 30> Check mark

<ITEM 31> I like Lenine better.

<ITEM 32>

<ITEM 33>

<ITEM 34>

<ITEM 35>

<ITEM 36> In the U.S.A. the prices are different comparing to my country. For example:

A cup of coffee in the U.S. costs \$1.40, but in Brazil costs \$13.00. A movie ticket costs \$12.50 in the U.S., but in the Brazil costs \$13.00. A book in my country costs \$25.00, but in the U.S. costs US\$8.95. It's a big difference! A video game in the U.S. costs \$50.00, but in the Brazil costs \$100.00. It's pretty expensive!

Well, the solution is move to the U.S.!

\*, faltou usar o comparativo de chep e expensive

<ITEM 37> I get up early every day (in the week), except on sundays

<ITEM 38> I stay awake, usually, until 1:00 am

<ITEM 39> I don't work, but I, usually start to study at 8:00 A.M. I leave the University around 6:00 P.M.

<ITEM 40> Check mark Only on Sundays... Well, I go to out with my friends, I sleep until late...

<ITEM 41> I have classes every day (in the week), except on Sundays

<OTHER MARKS task 01> 1,5; 5/6.

<OTHER MARKS task 02> 1,0.

<OTHER MARKS task 03> 1,0; 17/17.

<OTHER MARKS task 04> 1,5; 3/4.

<OTHER MARKS task 05> 1.

<OTHER MARKS task 06> 1.

### **Test-holder on test-taker 5**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> Check mark

<ITEM 04> Check mark

<ITEM 05> Check mark

<ITEM 06> Check mark

<ITEM 07> Check mark

- <ITEM 08> Check mark  
<ITEM 09> Check mark  
<ITEM 10> Check mark  
<ITEM 11> Check mark  
<ITEM 12> Check mark  
<ITEM 13> Check mark  
<ITEM 14> Check mark  
<ITEM 15> Signaled correct option like  
<ITEM 16> Signaled correct option likes  
<ITEM 17> Check mark  
<ITEM 18> Check mark  
<ITEM 19> Check mark  
<ITEM 20> Check mark  
<ITEM 21> Check mark  
<ITEM 22> Check mark  
<ITEM 23> Check mark  
<ITEM 24> Check mark  
<ITEM 25> Check mark  
<ITEM 26> Signaled correct option study  
<ITEM 27> Check mark  
<ITEM 28> Check mark  
<ITEM 29> Check mark  
<ITEM 30> Check mark  
<ITEM 31> Check mark  
<ITEM 32>  
<ITEM 33>  
<ITEM 34>  
<ITEM 35>  
<ITEM 36> A cup of coffee in Brazil is R\$2,50 and in the US is \$1,40, but in Brazil is so much better. A movie ticket in Brazil is R\$14 and in the US is \$12,50, but tickets for students on Brazil are on sale. A book in Brazil is R\$30 and in the US is \$8,95. A video game in Brazil is R\$2000 but in US the game is \$50. So cheap!  
\*, faltou usar as formas comparativas de cheap e expensive.  
<ITEM 37> Check mark  
<ITEM 38> I'm awake at 5:40 a.m. ?  
<ITEM 39> I start work at 3:45 pm and leave work at 10:10 pm.  
<ITEM 40> Check mark I go to english class and work after that.  
<ITEM 41> Check mark  
<OTHER MARKS task 01> 2,0.  
<OTHER MARKS task 02> 1,0.

<OTHER MARKS task 03> 0,75; 14/17.

<OTHER MARKS task 04> 2,0; 4/4.

<OTHER MARKS task 05> 1,0.

<OTHER MARKS task 06> 1,0; stay awake different (signal) continue awake (not sleeping); 3/5; Please review at and until.

### **Test-holder on test-taker 6**

<ITEM 01> Check mark

<ITEM 02> Check mark. Circled "Thank you."

<ITEM 03> Yes, I am. Is Manuela your teacher? No, I'm in English 1\*.

\* is my teacher.

<ITEM 04> Check mark

<ITEM 05> Check mark

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> Check mark

<ITEM 10> Check mark

<ITEM 11> Signaled correct option does

<ITEM 12> Signaled correct option do

<ITEM 13> Check mark

<ITEM 14> Signaled correct option does

<ITEM 15> Signaled correct option like

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> Check mark

<ITEM 20> Check mark

<ITEM 21> Check mark

<ITEM 22> Signaled correct option goes

<ITEM 23> Check mark

<ITEM 24> Check mark

<ITEM 25> Check mark

<ITEM 26> Check mark

<ITEM 27> Check mark

<ITEM 28> I like honor (?) films and comedies romantic (arrow signaling romantic comedies).

<ITEM 29> Check mark

<ITEM 30> Check mark

<ITEM 31> Check mark

<ITEM 32>

<ITEM 33>

<ITEM 34>

<ITEM 35>

<ITEM 36> In my country the cup of coffee is R\$1,50 and in the U.S. it is \$1,40. With dollar expensive, in the US cup of coffee "is more expensive than Brazil". And a movie ticket in my country is around R\$20,00 but in the U.S it is \$12,50, in U.S. it is cheaper than in Brazil. A book in my country costs R\$30,00 in US it costs \$8,95. In Brazil it is more expensive than in the US. A video game in Brasil is around R\$100,00 and costs in the US only \$50,00. in Brazil it is cheaper than in the U.S.

<ITEM 37> I get up early on weekdays and get up late on weekends.

<ITEM 38> I stay awake until 9:00 p.m.

<ITEM 39> I start work at 8:00 am. and leave work at 6:00 p.m

<ITEM 40> Check mark

<ITEM 41>

<OTHER MARKS task 01> 1,5; 5/6.

<OTHER MARKS task 02> 1,0.

<OTHER MARKS task 03> 0,75; 12/17; (Please review simple present do/does).

<OTHER MARKS task 04> 1,5; 3/4.

<OTHER MARKS task 05> 1,5.

<OTHER MARKS task 06> 0,5; 1/5; Please, review prepositions of time (at, on, until)

### **Test-holder on test-taker 7**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> No, I'm not. I study in English 1\* class. My teacher is \*

<ITEM 04> Check mark

<ITEM 05>

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> Check mark

<ITEM 10> Check mark

<ITEM 11> Check mark

- <ITEM 12> Check mark  
<ITEM 13> Check mark  
<ITEM 14> Check mark  
<ITEM 15> Signaled correct option like  
<ITEM 16> Check mark  
<ITEM 17> Check mark  
<ITEM 18> Check mark  
<ITEM 19> Check mark  
<ITEM 20> Check mark  
<ITEM 21> Check mark  
<ITEM 22> Check mark  
<ITEM 23> Check mark  
<ITEM 24> Check mark  
<ITEM 25> Check mark  
<ITEM 26> Signaled correct option study  
<ITEM 27> Check mark  
<ITEM 28> I like animated movies. Check the definition of "prefer"  
<ITEM 29> I don't like TV programs very much. But I like talk show.  
<ITEM 30> Check mark  
<ITEM 31> I like Lenine better (but I like Milton Nascimento too).  
<ITEM 32>  
<ITEM 33>  
<ITEM 34>  
<ITEM 35>  
<ITEM 36> A video game is more expensive in Brazil. In the U.S. it costs only \$50.00 and a cup of coffee is not so bad in the U.S. Cheaper? More Expensive? Jonas pedi para comparar cada um dos produtos.  
<ITEM 37> I get up early late days every day? a days a week? on Sundays?  
<ITEM 38>stay awake -> continue awake, not sleeping.  
<ITEM 39> I start work at 3 pm and leave before 10:30 pm.  
<ITEM 40> I go to work (underlined "go to work") and a part-time study english at home.  
<ITEM 41> Check mark  
<OTHER MARKS task 01> 2,0; 6/6.  
<OTHER MARKS task 02> 1,0; 4/4.  
<OTHER MARKS task 03> 1,0; 15/17.  
<OTHER MARKS task 04> 0,5; Prefer (options) different (signal) like; 1/4.  
<OTHER MARKS task 05> 1,0; video game different (signal) video

game system.

<OTHER MARKS task 06> 1,0; 2/5.

### **Test-holder on test-taker 8**

<ITEM 01> Check mark

<ITEM 02> Nice to meet you, too!

<ITEM 03> No I'm not. I'm in 1\*. \* is my teacher.

<ITEM 04>What do you do?

<ITEM 05> I study english part-time

<ITEM 06> Bye!

<ITEM 07> How much is this

<ITEM 08> How much are those

<ITEM 09> How much are these

<ITEM 10> How much is that

<ITEM 11> Signaled correct option does

<ITEM 12> Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Signaled correct option like

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> Check mark

<ITEM 20> Check mark

<ITEM 21> Check mark

<ITEM 22> Check mark

<ITEM 23> Check mark

<ITEM 24> Signaled correct option goes

<ITEM 25> Check mark

<ITEM 26> Signaled correct option study

<ITEM 27> Check mark

<ITEM 28> I like romance.

<ITEM 29> Check mark

<ITEM 30> Check mark

<ITEM 31> I like Lenine better

<ITEM 32>

<ITEM 33>

<ITEM 34>

<ITEM 35>



<ITEM 36> the coffee price in Brazil is 4,00R\$ and \$1,40 in the US  
the movie ticket price in Brazil is 20,00R\$ and 12.50\$ EUA (circled "EUA")

the price of a book in Brazil is 10,00R\$ and \$8.95 EUA (circled "EUA")

the price of a videogame in Brazil is 200,00R\$ and 50,00\$ America

As frases estão desconexas. Para uma lista, não um parágrafo.

Faltou usar comparativos (cheaper, more expensive)

<ITEM 37> Yes, (circled "Yes,") I get up late on sundays. On the other days I get up early.

wh question different (signal) yes/no question

<ITEM 38> ?

<ITEM 39> I start work at 06:00 and leave work at 7 pm

<ITEM 40> ?

<ITEM 41> I have class at 08:00 on Saturdays

<OTHER MARKS task 01> 0,5; 1/6.

<OTHER MARKS task 02> 0,5; 1/2. (How much arrow ask \$)

<OTHER MARKS task 03> 1,0; 15/17.

<OTHER MARKS task 04> 1,0; 2/4; like better preference (arrow) preference one is better than the other (arrow) comparison.

<OTHER MARKS task 05> 1.

<OTHER MARKS task 06> 0,5; 1/5; Review verb to be and simple present; Ex: I am a nurse. I have English classes on Saturdays.

## **Test-holder on test-taker 9**

<ITEM 01> Check mark

<ITEM 02> Nice to meet you, too.

<ITEM 03> No. I am not in English class 1\*. I'm in class English (signals with an arrow "English class") 1\* \* is my teacher

<ITEM 04> What do you do?

<ITEM 05> I'm a nurse but I am retired. I study English

<ITEM 06> OK. Thanks Good bye!

<ITEM 07> How much is that

<ITEM 08> How much are those

<ITEM 09> How much are these

<ITEM 10> How much is that

<ITEM 11> Signaling correct option does

<ITEM 12> Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

- <ITEM 15> Check mark  
 <ITEM 16> Check mark  
 <ITEM 17> Check mark  
 <ITEM 18> Check mark  
 <ITEM 19> Check mark  
 <ITEM 20> Check mark  
 <ITEM 21> Check mark  
 <ITEM 22> Check mark  
 <ITEM 23> Check mark  
 <ITEM 24> Check mark  
 <ITEM 25> Check mark  
 <ITEM 26> Signaling correct option study  
 <ITEM 27> Check mark  
 <ITEM 28> I like movies romance (arrow signaling "romance movies").  
 <ITEM 29> I like soap operas  
 <ITEM 30> Check mark  
 <ITEM 31> I like better Lenine (arrow signaling "Lenine better")  
 <ITEM 32>  
 <ITEM 33>  
 <ITEM 34>  
 <ITEM 35>  
 <ITEM 36> \*, nesse exercício pedi para comparar um dos produtos dizendo se era mais barato ou caro no Brasil em relação aos EUA.  
 <ITEM 37> I get up early  
 every day  
 on weekdays  
 <ITEM 38> ?  
 <ITEM 39> Check mark  
 <ITEM 40> ?  
 <ITEM 41>  
 <OTHER MARKS task 01> 0,5; 2/6; verb to be different (signal) other verbs review.  
 <OTHER MARKS task 02> 0.  
 <OTHER MARKS task 03> 1,0; 15/17.  
 <OTHER MARKS task 04> 0,5; 1/4.  
 <OTHER MARKS task 05> 0.  
 <OTHER MARKS task 06> 0,5; 1/5.

**Test-holder on test-taker 10**

- <ITEM 01> Check mark
- <ITEM 02> Check mark
- <ITEM 03> Check mark
- <ITEM 04> Check mark
- <ITEM 05> Check mark
- <ITEM 06> Check mark
- <ITEM 07> Check mark
- <ITEM 08> Check mark
- <ITEM 09> Check mark
- <ITEM 10> Check mark
- <ITEM 11> Signaled correct option does
- <ITEM 12> Check mark
- <ITEM 13> Check mark
- <ITEM 14> Check mark
- <ITEM 15> Check mark
- <ITEM 16> Check mark
- <ITEM 17> Check mark
- <ITEM 18> Check mark
- <ITEM 19> Check mark
- <ITEM 20> Check mark
- <ITEM 21> Check mark
- <ITEM 22> Check mark
- <ITEM 23> Check mark
- <ITEM 24> Check mark
- <ITEM 25> Check mark
- <ITEM 26> Check mark
- <ITEM 27> Check mark
- <ITEM 28> I like comedies.
- <ITEM 29> I like talk shows.
- <ITEM 30> Check mark
- <ITEM 31> Check mark
- <ITEM 32>
- <ITEM 33>
- <ITEM 34>
- <ITEM 35>
- <ITEM 36> a - The price of a cup of coffee in the U.S. is \$1,40. The price of cup of coffee in Brazil is R\$2,00. The price a cup of coffee in the U.S. better than the price a cup of coffee in Brazil.
- b - The price of a movie ticket in the U.S. is \$12,50. The price of movie tickets in Brazil is R\$14,00. The price a movie ticket in the U.S. is better

than the price a movie ticket in Brazil.

c - the price of a book in the U.S is \$8,00. The price of a book in Brazil is R\$20,00. The price a book in the US is prettier (circled "prettier") than the price a book in Brazil

d - The price of a video game in the U.S. is \$50,00. The price a video game in Brazil is R\$100,00. The price a video game in the U.S. is better than the price a video game in Brazil.

Prettier não se usa nesse contexto.

Além de better, você poderia ter usado cheaper e more expensive.

<ITEM 37>

<ITEM 38> Check mark

<ITEM 39> I start work at 1:30 pm. I leave work at 5:30 pm

<ITEM 40> ?

<ITEM 41> I have classes from Monday to Saturday.

<OTHER MARKS task 01> 2,0; 6/6.

<OTHER MARKS task 02> 1,0.

<OTHER MARKS task 03> 1,0; 16/17.

<OTHER MARKS task 04> 1,0; (like more prefer) different (signal) like; 2/4.

<OTHER MARKS task 05> 1,0.

<OTHER MARKS task 06> 0,5; 1/5.

### **Test-holder on test-taker 11**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> No, I am in English 1\* class and my teacher is Mr. \*. Is he your teacher too?

<ITEM 04> Check mark

<ITEM 05> Check mark

<ITEM 06> Check mark

<ITEM 07> How much this

<ITEM 08> And how much are those

<ITEM 09> How much are these

<ITEM 10> How much is that

<ITEM 11> Check mark

<ITEM 12> Check mark

<ITEM 13> Check mark

<ITEM 14> Signaled correct option does

<ITEM 15> Check mark

- <ITEM 16> Signaled correct option likes  
 <ITEM 17> Check mark  
 <ITEM 18> Signaled correct option do  
 <ITEM 19> Check mark  
 <ITEM 20> Check mark  
 <ITEM 21> Signaled correct option do  
 <ITEM 22> Check mark  
 <ITEM 23> Check mark  
 <ITEM 24> Check mark  
 <ITEM 25> Check mark  
 <ITEM 26> Signaled correct option study  
 <ITEM 27> Check mark  
 <ITEM 28> Check mark  
 <ITEM 29> Check mark. I like reality shows.  
 <ITEM 30> Check mark  
 <ITEM 31> Check mark. I prefer Milton Nascimento.  
 <ITEM 32>  
 <ITEM 33>  
 <ITEM 34>  
 <ITEM 35>  
 <ITEM 36> In Brazil the price of services is cheaper than in the U.S., for example, a cup of coffee or a movie ticket. The price of a book in Brazil is fine. Buy (But?) a electronic (a video game, for example) in Brazil is more expensive than in the US.  
 \*, cheaper é o comparativo de cheap (1 sílaba)  
 Faltou usar o comparativo de expensive.  
 Era para comparar produto a produto usando cheaper or more expensive.  
 <ITEM 37> Check mark  
 <ITEM 38> Check mark  
 <ITEM 39> Check mark  
 <ITEM 40> On Sundays I go to my parents house.  
 <ITEM 41> I have English classes on Saturdays.  
 <OTHER MARKS task 01> 1,5; 5/6; Please review verb to be.  
 <OTHER MARKS task 02> 0.  
 <OTHER MARKS task 03> 0,75; 12/17; (Please review do/does).  
 <OTHER MARKS task 04> 2,0; 4/4.  
 <OTHER MARKS task 05> 0,5.  
 <OTHER MARKS task 06> 1,5; 3/5; on -> days.

## Test 2

<task 01>

1 - Imagine that you go to New York with a friend and you need a tour guide that's going to help you in the city. First, read the tour guide information card and answer part A.

(25 points)

A. Introduce yourself to the tour guide! Create a dialogue between you and Richard. Include the following information:

Your name

Your age

Your occupation

Your origin (hometown/country)

The place where you live

A characteristic of the place where you live

<IMAGE>

Name: Richard Adams

Nickname: Rick

Age: 32

Origin: Sydney, Australia

Profession: Tour guide

<ITEM 01>

<task 02>

B) Now, introduce your friend to Richard. Write a paragraph talking about her/him.

<ITEM 02>

<task 03>

2 - Imagine Rick needs your schedule and asks you to describe your routine. Mention at least five activities you do on weekdays and five activities you do on weekends. Example: "During the week, I get up at... Then I have breakfast..." (25 points)

<ITEM 03>

<task 04>

3 - Now imagine that you are in a gift shop and you want to buy a souvenir from New York. Look at these products and create a dialogue between you and a salesperson. The dialogue needs to contain the items below (25 points)

The product you prefer and the reason you prefer the product (use comparatives)

Your opinion about the price

Use demonstratives (this, that, these, those) and use which, one and ones

<IMAGE>

Black T-Shirt Price \$19.99 White T-Shirt Price: \$25.00

<IMAGE>

Silver Keychain Price:10.00 Gold Keychain Price \$25.00

<IMAGE>

White Mug Price: \$15.00 Blue Mug Price: \$35.00

Salesperson: Can I help you?

You: Yes. Thank you. How much <ITEM 04>?

Salesperson: Which <ITEM 05>?

<ITEM 06>

### **Test-taker 1**

<ITEM 01> (EU) Hi, what is your name?

(ELE) my name is Richard Adams

But is nickname Rick.

(EU) Who old ther you?

32 years old.

Where you from?

I am from Sydney, Australia.

Sydney is beatiful.

I live Sydney.

<ITEM 02> Him name is Richard; he is nickname Rick. He is 32 years old

He from Sydney Australia

He works tour guides.

<ITEM 03> I get up at 09:00  
in the afternoon watch TV until 10:30  
in the eveningh play basketball

I have to sleep at 11:00

<ITEM 04> is this the black t-shirt

<ITEM 05> one

<ITEM 06> These is 19,99.

You: It's OK.

Salesperson: What t-shirt do you prefer, the black t-shirt or the white t-shirt?

You: I prefer the white t-shirt than the black t-shirt.

## Test-taker 2

<ITEM 01> I: Good morning?

Richard: good morning!! What is your name?

I: mein name is \*.

Richard: mein name is Richard. how old are you?

I: I am 43 years old and I am a Teacher. Where do you from?

Richard: I am from Sydney, Australia and you?

I: Oh, very good and where do you live now?

Richard: I live in Florianópolis and I am a Tour guide.

I: What do you Florianópolis like?

Rick: It's a nice city.

<ITEM 02> Hello Richard, this is Paulo his nickname is Paul. He is 30 thirty years old and need a Tour guide. He speack english , he is from los Angeles, he work in a Hospital, and is a Doctor. It a big city.

<ITEM 03> I get up at 6:00 Am. Then I have breakfast at 6:30 AM. I go take the bus to and go to work at 8:00. I work until 18:00 o'clock/(illegible). and sleep at around 22:00 hours. On weekends I like running in morning, I watches TV movies, I ride a bicyches, I go to the cinema and read a book.

<ITEM 04> is that t-shirt

<ITEM 05> one

<ITEM 06> you: That white one?

Salesperson: This one is twenty five dollars.

You: I prefer a cheaper. How much is that black t-shirt?

Salesperson: This black one is cheaper than white, he is



nineteenninety-nine Dollars.

You: Thank you I buy the black one T-shirt.

Salesperson: Very good, a good choice.

### Test-taker 3

<ITEM 01> \*: Hi, Richard!

Richard: Hello, what's your name?

\*: My name is \* but you can call me \*.

Rick: Cool and how old are you?

\*: I am 18.

Rick: Oh! Very young. Where are you from?

\*: I am from Santa Catarina, Brazil.

Rick: Really? Seems a nicer country. How do you like your hometown?

\*: Oh! Floripa it's an awesome town, many people, very busy, a lot of beaches, summer is very hot.

Rick: Amazing. What do you do there?

\*: I study chemistry and have a part-time job in an hospital.

<ITEM 02> Richard, that is my friend. Her name is \*, she is from Brazil too, she studies odontology at UFSC, she is 20 years old and lives in Floripa just like me.

<ITEM 03> During the weekdays, I get up at 06:00, go to work at 06:50, have breakfast at 08:30, lunch at 12:00. I study in the afternoon and go home after 18 p.m. During the weekends, I sleep until 10:00 a.m, have lunch at 1:00 p.m, clean the house one day before 5:00, get out with friends at night and go to bed around 02:00 a.m.

<ITEM 04> are those t-shirts

<ITEM 05> ones

<ITEM 06> You: The black one, is prettier than the white one and is my favorite color

Salesperson: The black is \$19.99.

You: Ah, that's cheap.

Salesperson: OK. And you like to take?

You: Yes.

### Test-taker 4

<ITEM 01> \*: Hi Richard. How are you?

Richard: Hello! I'm fine. can I help you?

\*: Oh! Yes. please. I'm hungry, you know a Brazilian restaurant for here?

Richard: Hmm... Yes, but is very expensive. You a brazilian girl?

\*: Yes! I live in Florianópolis, but I born in Novo Hamburgo. I study Pedagogy, I'm go to NY for a academy job. By the way, I'm \*

Richard: Good. Pedagogy? Very nice. My sister is teacher, she studies pedagogy too But what is Florianópolis like?

\*: It's fantastic! I love it. I'm very young, 18 years old. I like beaches, party and beer.

Richard: OK! I really loved meet Floripa. But go to the restaurant now?

\*: Yes, please. Let's go!

<ITEM 02> Richard, this is my twin sister. She is a student, like me. We are scorpion, born in november. She is very smart studies "Engenharia Florestal" at UFSC, but no in Floripa. She lives in Curitibaanos. Her name is \*.

<ITEM 03> On tuesday and thuesday I get up at 6:30a.m.. I have a breakfast around 7:00 a.m. I'm a assistant teacher in a school of kids. At 7:45 a.m. start the class. All days of the week I lunch after 12:30 pm at R.U. and I go to sleep before 2:00 a.m.

On weekends I don't have roetine, but always sleep around 11 in the morning. It's great. I have breakfast late and lunch too. I like go in pub's with my friends and my family. Really, I love weekends.

<ITEM 04> are that mug

<ITEM 05> one

<ITEM 06> You: that! the blue mug I prefer the blue than white because is more beautiful and bigger.

Salesperson: Oh true! Beautiful mistake. It's \$35.00

You: It's really expensive. And the other one?

Salesperson: This mug?

You: Yes, the white one.

Salesperson: It's \$15.

You: Hm... Not bad, but I really loved the blue mug. Thanks.

## Test-taker 5

<ITEM 01> Ricardo: What's your name?

\*: I'm \*.

Ricardo: How old are you?

\*: I'm twenty six years old.

Ricardo: What do you do?

\*: I'm a student.

Ricardo: Where are you from?

\*: I'm from Florianópolis.

Ricardo: Where do you live?

\*: I'm live in Sambaqui.

Ricardo: What Florianópolis like?

\*: Florianópolis has a people beautif.

<ITEM 02> His name is \*, his is twenty six years old, his works acount, he from in Florianópolis, his live in sambaqui, \* is my brother.

<ITEM 03> During the week I get up at eight horas, I after get up eat fruit and bread, around at noon I am studentiy, I go a gym until three hours, I go to blend at midnight.

<ITEM 04> a mug

<ITEM 05> one

<ITEM 06> Salesperson: that's a white mug one and blue mug?

You: that a white mug.

Salesperson: the price for white mug is fifteen.

You: that's not bad.

Salesperson: what you prefer, white mug on blue mug?

You: I prefer a white mug.

## Test-taker 6

<ITEM 01> \*: Hi. What's your name?

T: Hi. My name is Richard. And your name?

\*: My name is \*. How old are you Richard?

T: I'm 32 years old. And you \*?

\* I'm 25 years old. What Do you Do Richard?

T: I'm a Tour guide. And you \*?

\* I'm a student. Where you from Richard?

T: I'm from Australia. And you \*?

\*: I'm from Brazil. Where do you live Richard?

T: I'm live in Sydney. And you \*?

\*: I'm live in Floripa. Who's sydney like Richard?

T: Is a big city. Who's Floripa like, Camila?

\*: Is a beautiful city.

<ITEM 02> Richard, she is my friend her name is Paola She's have 23 years old she is a student. She lives in Floripa. She works at \*.

<ITEM 03>During the week I get up at 7 A.m., and I go to university and I lunch at 11:30 A.m and 1:30P.m I go to school, in the night I go to

the bed at 11:00 P.m. On weekends, I get up at 2 P.m, and I eat, but I go to the bed again, in the night I go to the Casa de Noca witch my friends.

<ITEM 04> is this black t-shirt

<ITEM 05> one

<ITEM 06> These is 19,99.

You: It's OK.

Salesperson: What t-shirt do you prefer, the black t-shirt or the white t-shirt?

You: I prefer the white t-shirt than the black t-shirt.

### Test-taker 7

<ITEM 01> R: Hi, what's your name?

\*: Hello, my name is \*. And you?

R: My name is Richard. Where are you from?

\*: I am from Florianópolis. How old are you?

R: I am trirty two years old. And you?

\*: I am twenty two years old. I am student. What do you do?

R: I am tour Guide. Where do you live?

\*: I love my place, It's very beautiful.

R: OK, I am going. Bye

\*: Bye, nice to meet you.

<ITEM 02> Richard, this is my friend. Her name is \*. She is a student. She twenty one years old.Her is beatiful. She is from Palmas-SC. But now she's live in Florianópolis. She's have a boyfriend, him name is \*.

<ITEM 03>During the week I get up at 11:00 am.

Then I have breakfast, apples and cake.

<ITEM 04> those mugs

<ITEM 05> ones

<ITEM 06> Y: blue mug.

S: It's 35,00.

Y: It's pretty expensive. How much that whit mug?

S: It's \$15,00

Y: It's cheap. I prefer white mug than the bleu mug. Thank you.

### Test-taker 8

<ITEM 01> - Hi Richard! Good see you!

- Hello, \*. You is very beaitiful.

- Thanks. Sorry, but what your age?
- I am 32 (twenty two) years old. And you?
- I am 19 (nineteen) years old.
- Very young.
- What do you do, Richard?
- I am tour guide.
- Cool. Where you live?
- I am lives in Irland, but from in Sydney, Australia.
- Really? Very nice. What like a your live?
- The natyry.

<ITEM 02> His name is \*. He is 19 (nineteen) year old. He is studies mechanic. He is from Florianópolis, but live in Palhoça. He live in beach Caeira da Barra do Sul.

<ITEM 03> I am get up at 6:00. My breakfast is very good, varied fruits; cofie; study; talk my boyfriend; cook.

My weekdays: studies oceanography; talk my friends; exercity my corpo.

<ITEM 04>

<ITEM 05>

<ITEM 06>

### **Test-holder on test-taker 1**

<ITEM 01> (EU) Hi, what is your name?

(ELE) my name is Richard Adams

But call me Rick.

(EU) How old are you?

32 years old.

Where are you from?

I am from Sydney, Australia.

Sydney is beatiful.

I live in Sydney.

<ITEM 02> His name is Richard; his nickname is Rick. He is 32 years old

He is from Sydney Australia

He works as a tour guide.

<ITEM 03> X

I get up at 09:00 AM

in the afternoon watch TV until 10:30

in the eveningh play basketball

I have to sleep at 11:00 PM

X

<ITEM 04>

<ITEM 05>

<ITEM 06> This is 19,99.

You: It's OK.

Salesperson: What t-shirt do you prefer, the black t-shirt or the white t-shirt?

You: I prefer the white t-shirt than the black t-shirt. Why, \*?

<OTHER MARKS task 01> 10.

<OTHER MARKS task 02> 15.

<OTHER MARKS task 03>

<OTHER MARKS task 04> 10.

## Test-holder on test-taker 2

<ITEM 01> Half check mark

I: Good morning!!

Richard: good morning!! What is your name?

I: mein (circled "mein" german?) name is \*.

Richard: mein name is Richard. how old are you?

I: I am 43 years old and I am a Teacher. Where are you from?

Richard: I am from Sydney, Australia and you?

I: Oh, very good and where do you live now?

Richard: I live in Florianópolis and I am a Tour guide.

I: What is Florianópolis like?

Rick: It's a nice city.

<ITEM 02> Hello Richard, this is Paulo his nickname is Paul. He is 30 thirty years old and needs a Tour guide. He speaks english , he is from los Angeles, he works in a Hospital, and is a Doctor. It a big city.

\*, essa frase final ficou solta. A que cidade te referes?

<ITEM 03> Half check mark

During the week, I get up at 6:00 Am. Then I have breakfast at 6:30 AM. I take the bus and go to work at 8:00. I work until 18:00 o'clock/hours. and sleep around 22:00 hours. On weekends I like running in the morning, I watch TV movies, I ride a bicycles, I go to the cinema and read a book.

<ITEM 04>

<ITEM 05>

<ITEM 06>Half check

you: That white one?

Salesperson: This one is twenty five dollars.

You: I prefer a cheaper one. How much is that black t-shirt?

Salesperson: This black one is cheaper than the white one, ?it is nineteenninety-nine Dollars.

You: Thank you I'll buy the black one.

Salesperson: Very good, a good choice.

<OTHER MARKS task 01> 15/; Check marks on the topics.

<OTHER MARKS task 02> 15.

<OTHER MARKS task 03> 20.

<OTHER MARKS task 04> 20.

### **Test-holder on test-taker 3**

<ITEM 01> \*: Hi, Richard!

Richard: Hello, what's your name?

\*: My name is \* but you can call me \*.

Rick: Cool and how old are you?

\*: I am 18.

Rick: Oh! Very young. Where are you from?

\*: I am from Santa Catarina, Brazil.

Rick: Really? Seems a nicer country. How do you like your hometown?

\*: Oh! Floripa is an awesome town, many people, very busy, a lot a beaches, summer is very hot.

Rick: Amazing. What do you do there?

\*: I study chemistry and have a part-time job in an hospital.

<ITEM 02>

<ITEM 03> Check mark

During the weekdays, I get up at 06:00, go to work at 06:50, have breakfast at 08:30, have lunch at 12:00. I study in the afternoon and go home after 18 p.m. During the weekends, I sleep until 10:00 a.m, have lunch at 1:00 p.m, clean the house one day before 5:00, get out with friends at night and go to bed around 02:00 a.m.

<ITEM 04>

<ITEM 05> one

<ITEM 06>You: The black one, it's prettier than the white one and is my favorite color

Salesperson: The black one is \$19.99.

You: Ah, that's cheap.

Salesperson: OK. And would you like to take it?

You: Yes.

<OTHER MARKS task 01> 25.

<OTHER MARKS task 02> 20.

<OTHER MARKS task 03> 25.

<OTHER MARKS task 04> 25.

#### Test-holder on test-taker 4

<ITEM 01> Half check mark

\*: Hi Richard. How are you?

Richard: Hello! I'm fine. can I help you?

\*: Oh! Yes. please. I'm hungry, you know a Brazilian restaurant here?

Richard: Hmm... Yes, but it's very expensive. Are you a Brazilian girl?

\*: Yes! I live in Florianópolis, but I was born in Novo Hamburgo. I study Pedagogy, I'm in NY for an academic job. By the way, I'm \*

Richard: Good. Pedagogy? Very nice. My sister is teacher, she studies pedagogy too. But what is Florianópolis like?

\*: It's fantastic! I love it. I'm very young, 18 years old. I like beaches, party and beer.

Richard: OK! I really loved meet Floripa. But let's go to the restaurant now?

\*: Yes, please. Let's go!

\*, aqui você estava falando com o guia turístico e não com o seu amigo.

<ITEM 02> Check mark

Richard, this is my twin sister. She is a student, like me. We are scorpion, born in november. She is very smart, studies "Engenharia Florestal" at UFSC, but not in Floripa. She lives in Curitiba. Her name is \*.

<ITEM 03> Check mark

On tuesday and thuesday I get up at 6:30a.m.. I have breakfast around 7:00 a.m. I'm a assistant teacher (arrow to signal 'assistant teacher') in a school of kids. At 7:45 a.m. start the class. All days of the week I have lunch after 12:30 pm at R.U. and I go to sleep before 2:00 a.m.

On weekends I don't have a routine, but always sleep around 11 in the morning. It's great. I have breakfast late and lunch too. I like to go to pub's with my friends and my family. Really, I love weekends.

(signal of a heart) Me too.

<ITEM 04> are those mugs

<ITEM 05>



<ITEM 06> Check mark

You: the blue mug I prefer the blue than the white mug because it's more beautiful and bigger. Salesperson: Oh true! Beautiful mistake (underlined mistake and wrote 'erro?'). It's \$35.00

You: It's really expensive. And the other one?

Salesperson: This mug?

You: Yes, the white one. Salesperson: It's \$15.

You: Hm... Not bad, but I really loved the blue mug. Thanks.

<OTHER MARKS task 01> 15.

<OTHER MARKS task 02> 25/25.

<OTHER MARKS task 03> 25/25.

<OTHER MARKS task 04> 25/25.

### Test-holder on test-taker 5

<ITEM 01> Check mark

Ricardo: What's your name?

\*: I'm \*.

Ricardo: How old are you?

\*: I'm twenty six years old.

Ricardo: What do you do?

\*: I'm a student.

Ricardo: Where are you from?

\*: I'm from Florianópolis.

Ricardo: Where do you live?

\*: I live in Sambaqui.

Ricardo: What is Florianópolis like?

\*: Florianópolis has people beautif (arrow signaling "beautif people").

<ITEM 02> Half check mark

His name is \*, he is twenty six years old, his works account, he's from Florianópolis, he lives in sambaqui, \* is my brother.

<ITEM 03> During the week I get up at eight horas, after I get up eat I fruit and bread, around ?at? noon I am studentiy (underlined 'I am studentiy'), I go a gym to the gym around 3 p.m., I go to bed at midnight.

<ITEM 04> is that mug

<ITEM 05>

<ITEM 06> Salesperson: these a white mug one and blue mug?

You: that white mug.

Salesperson: the price for the white mug is fifteen.

You: that's not bad.

Salesperson: what do you prefer, the white mug on the blue mug?

You: I prefer the white mug.

<OTHER MARKS task 01> 2,5.

<OTHER MARKS task 02> 12,5.

<OTHER MARKS task 03> 10.

<OTHER MARKS task 04> 10.

### Test-holder on test-taker 6

<ITEM 01> \*: Hi. What's your name?

T: Hi. My name is Richard. And your name?

\*: My name is \*. How old are you Richard?

T: I'm 32 years old. And you \*?

\* I'm 25 years old. What Do you Do Richard?

T: I'm a Tour guide. And you \*?

\* I'm a student. Where are you from Richard?

T: I'm from Australia. And you \*?

\*: I'm from Brazil. Where do you live Richard?

T: I live in Sydney. And you \*?

\*: I live in Floripa. What's sydney like, Richard?

T: It's a big city. What's Floripa like, Camila?

\*: It's a beautiful city.

<ITEM 02> Richard, she is my friend, her name is Paola. She's 23 years old. she is a student. She lives in Floripa. She works at \*.

<ITEM 03>During the week I get up at 7 A.m., and I go to the university and I have lunch at 11:30 A.m and 1:30P.m I go to school, at night I go to the bed at 11:00 P.m. On weekends, I get up at 2 P.m, and I eat, but I go to the bed again, in the night I go to the Casa de Noca with my friends.

<ITEM 04>

<ITEM 05>

<ITEM 06> This is 19,99.

You: It's OK.

Salesperson: What t-shirt do you prefer, the black t-shirt or the white t-shirt?

You: I prefer the white t-shirt than the black t-shirt. Why, \*?

<OTHER MARKS task 01> 20.

<OTHER MARKS task 02> 20.

<OTHER MARKS task 03> 20.

<OTHER MARKS task 04> 15.

### **Test-holder on test-taker 7**

<ITEM 01> Check mark

R: Hi, what's your name?

\*: Hello, my name is \*. And you?

R: My name is Richard. Where are you from?

\*: I am from Florianopolis. How old are you?

R: I am trirty two years old. And you?

\*: I am twenty two years old. I am a student. What do you do?

R: I am a tour Guide. Where do you live?

\*: I love my place, It's very beautiful.

R: OK, I am going. Bye

\*: Bye, nice to meet you.

<ITEM 02> Half check mark

Richard, this is my friend. Her name is \*. She is a student. She is twenty one years old. She is beatiful. She is from Palmas-SC. But now she lives in Florianópolis. She has a boyfriend, his name is \*.

<ITEM 03>

<ITEM 04>

<ITEM 05>

<ITEM 06> Check mark

Y: blue mug. (the blue mug)

S: It's 35,00.

Y: It's pretty expensive. How much is that whit mug?

S: It's \$15,00

Y: It's cheap. I prefer the white mug than the bleu mug. Thank you.

<OTHER MARKS task 01> check marks on the topics; 25.

<OTHER MARKS task 02> 12,5.

<OTHER MARKS task 03> 5.

<OTHER MARKS task 04> 20.

### **Test-holder on test-taker 8**

<ITEM 01> - Hi Richard! Good to see you!

- Hello, \*. You are very beaitiful.

- Thanks. Sorry, but what is your age?

- I am 32 (twenty two) years old. And you?

- I am 19 (nineteen) years old.
  - Very young.
  - What do you do, Richard?
  - I am a tour guide.
  - Cool. Where do you live?
  - I live in Ireland, but I am from Sydney, Australia.
  - Really? Very nice. What like a your (underlined "What like a your") live?
  - The nature (marked "nature").
- <ITEM 02> His name is \*. He is 19 (nineteen) year old. He studies mechanic. He is from Florianópolis, but lives in Palhoça. He lives in beach Caeira da Barra do Sul.
- <ITEM 03> I get up at 6:00. My breakfast is very good, varied fruits; coffee; study; talk to my boyfriend; cook.  
My weekdays: study oceanography; talk to my friends; exercise my body.
- <ITEM 04>  
<ITEM 05>  
<ITEM 06>  
<OTHER MARKS task 01> 10.  
<OTHER MARKS task 02> 20.  
<OTHER MARKS task 03> 5.  
<OTHER MARKS task 04>

### Test 3

<task 01>

1. Listen to the conversations. Check the correct answers.

<SPACE FOR RESPONSE> is completely honest and gives helpful advice.

- ( ) Thomas
- ( ) Ms. Norris
- ( ) Denise

It bothers Maria and Gary when people <SPACE FOR RESPONSE> .

- ( ) forget to say thank you
- ( ) send a late birthday card

( ) don't reply to e-mails

Scott and Jenna love being <SPACE FOR RESPONSE> .

( ) a bank teller this summer

( ) an extra in a movie

( ) friends with the director

Emily wants to apply for the <SPACE FOR RESPONSE> .

( ) zookeeper intern job

( ) intern as a veterinarian's office job

( ) veterinarian position

<task 02>

2. Circle the correct word. Then join the sentences using relative pronouns (who/that).

a. I'd prefer a (temperamental / organized / egotistical) boss. I can do my best for her.

<ITEM 01>

b. Patty is a (modest / intolerant / stingy ) person. She never brags about her grades.

<ITEM 02>

c. Our coach can't stand (considerate / easygoing / egotistical) players. She can't talk to them easily.

<ITEM 03>

d. I don't want to work with a difficult peron. This person is (sensitive / unreliable / sociable).

<ITEM 04>

<task 03>

3. Complete the sentences using gerund phrases and the words in the box.

<TABLE>

\_\_\_ be + flight attendant

\_\_\_ retire + age 50

- \_\_\_ work + architect  
 \_\_\_ write + gossip column

Example: He'd enjoy being a flight attendant because he loves travelling.

- a. <ITEM 05> seems exciting. I've always been interested in design.  
 b. Sheryl wouldn't like <ITEM 06> for the school paper. She doesn't really care about campus' politics or social activities.  
 c. You've saved 25% of your salary all your life - now it's time to have some fun! <ITEM 07> sounds fantastic. You deserve it!

<task 04>

4. Check the correct responses.

a. An aerobics instructor probably earns <SPACE FOR RESPONSE> a tennis teacher.

- better paid than  
 not as hard as  
 as much as

b. A web designer has <SPACE FOR RESPONSE> an international journalist.

- as well paid as  
 better hours than  
 more interesting than

c. Psychiatrists are often <SPACE FOR RESPONSE> politicians.

- better educated than  
 as much work as  
 more college degrees than

d. Working as a comedian is <SPACE FOR RESPONSE> being a movie actor.

- worse hours than  
 as much as  
 less interesting than

<task 05>

5. Write requests using the information given.

a. You want your friend to lend you her laptop for the weekend.

<ITEM 08> ?

b. Your classmate has a cell phone. You want to use to make a quick call.

Would it be OK if <ITEM 09> ?

c. You want to borrow a stranger's newspaper when he's finished reading it.

I was wondering if you'd mind <ITEM 10> ?

<task 06>

6. Check the correct phrase to complete each request.

a. Could you tell Matt

( ) that Akiko can't come to class tomorrow

( ) does Akiko come to class tomorrow?

b. Can you ask David

( ) whether or not he wants to study togethertonight?

( ) if he wants studying together tonight?

c. Can you tell Harriet

( ) don't late for class on Monday?

( ) not to be late for class on Monday?

<task 07>

7. "I recently changed jobs because I dit not get along with my boss. Not only he was temperamental and unreliable, but he was also very temperamental and egotistical." How would you describe the boss mentioned above in your own words?

<ITEM 11>

<task 08>

8. Suppose your teacher is friends with the president of Brazil, Dilma Rousseff. What would you like your teacher to tell or ask her? Write at least 4 statements/questions.

<ITEM 12>

<task 09>

9. Complete the paragraphs. Use the simple past, the past continuous, or the past perfect.

a. At their wedding, the bride and groom <ITEM 13> (get) into a terrible argument. The groom <ITEM 14> (step) on the bride's beautiful dress! As the cameraman <ITEM 15> (videotape) the ceremony, he <ITEM 16> (catch) their argument on tape.

b. While I <ITEM 17> (play) tennis yesterday afternoon, I realized that I <ITEM 18> (forgot) something. What a predicament I <ITEM 19> (be) in! I couldn't call my mother to say I would be late for dinner because I <ITEM 20> (not put) my cell phone in my tennis bag. She was pretty angry when I got home.

### Test-taker 1

<ITEM 01> Circled 'organized'.

I'd prefer a organized boss that I can do my best.

<ITEM 02> Circled 'modest'.

Patty is a modest person that never brags about her grades.

<ITEM 03> Circled 'egotistical'.

Our coach can't stand egotistical players that she can't talk easily.

<ITEM 04> Circled 'unreliable'.

I don't want to work with a difficult person that is unreliable.

<ITEM 05> working as an architect

<ITEM 06> writing a gossip column

<ITEM 07> retiring at age 50

<ITEM 08> borrow your laptop for the weekend

<ITEM 09> I use your cell phone to make a quick call

<ITEM 10> to lend your newspaper when you has finished reading it



<ITEM 11> Sometimes he's very nice, but, suddenly, he changes his mind very easily and get rude. I can't trust his to tell somethings that I want, /and he thinks he's better than everyone, don't care what other people need. He thinks only himself.

<ITEM 12> Can you tell Dilma not to talk anymore?

Could you ask Dilma how much she earns?

Can you ask Dilma what she thinks about brasilian goals?

Can you ask Dilma if she know something about economy?

<ITEM 13> was getting

<ITEM 14> stepped

<ITEM 15> was videotaping

<ITEM 16> caught

<ITEM 17> was playing

<ITEM 18> had forgotten

<ITEM 19> was being

<ITEM 20> hadn't put

## Test-taker 2

<ITEM 01> Circled 'organized'.

I'd prefer a boss who I can do my best for her.

<ITEM 02> Circled 'modest'.

Patty is a person who never brags about her grades.

<ITEM 03> Circled 'easygoing'.

Our coach can't stand players who can't talk to them easily.

<ITEM 04> I don't want to work with a person who is unreliable.

<ITEM 05> Working like an architect

<ITEM 06> writting a gossip column

<ITEM 07> Retiring an age 50

<ITEM 08> borrow your laptop for the weekend?

<ITEM 09> I use your cell phone for to make a quick call?

<ITEM 10> to borrow your newspaper, please?

<ITEM 11>This boss is a person who changes his humor very easily, he is not easygoing because he's a very difficult person. And, he only is thinking in himself, never does something for help others people.

<ITEM 12>Could you tell Dilma that she is a bad president?

Could you ask Dilma how old is she?

Could you ask Dilma what is her prefered colour?

Could you tell Dilma that the UFSC is a good university?

<ITEM 13> got

<ITEM 14> stepped  
 <ITEM 15> was videotaping  
 <ITEM 16> caught  
 <ITEM 17> was playing  
 <ITEM 18> had forgotten  
 <ITEM 19> had been  
 <ITEM 20> didn't put

### Test-taker 3

<ITEM 01> Circled 'organized'.  
 I'd prefer organized boss who I can do my best for her.  
 <ITEM 02> Circled 'modest'.  
 Patty is a modest person who never brags about her grades.  
 <ITEM 03> Circled 'egotistical'.  
 Our coach can't stand egotistical players that she can't talk to them easily.  
 <ITEM 04> I don't want to work with a difficult person who is sensitive.  
 <ITEM 05> Working as an architect  
 <ITEM 06> writing a gossip column  
 <ITEM 07> retiring at age 50  
 <ITEM 08> borrow your laptop for the weekend?  
 <ITEM 09> I used your cell phone to make a quick call?  
 <ITEM 10> lending me the stranger's newspaper when you finished reading it?  
 <ITEM 11>It's really difficult to stay with this boss at the same place for long hours. His mood keep changing all the time and it's almost impossible to know when he is happy or when he is sad, because during the day this condition changes many times. People can't tell him nothing because they can't trust him. He is not reliable. Also, he thinks only about himself.  
 <ITEM 12>Could you tell her that some changes are really necessary?  
 Could you ask her if she is happy with the brasilian situation?  
 Can you tell her that lots of students are having a difficult life at UFSC?  
 Can you ask her if she can pay us at the correct day?  
 Can you ask her if she knows who is Newton?  
 <ITEM 13> got  
 <ITEM 14> stepped  
 <ITEM 15> was videotaping  
 <ITEM 16> caught

<ITEM 17> was playing  
 <ITEM 18> had forgotten  
 <ITEM 19> 've been  
 <ITEM 20> had not put

#### **Test-taker 4**

<ITEM 01> I'd prefer organized boss for who I can do my best.  
 <ITEM 02> Patty is a modest person who never brags about her grades.  
 <ITEM 03>Our coach can't stand egotistical players who she can't talk to easily.  
 <ITEM 04> I don't want to work with a difficult person that is unreliable.  
 <ITEM 05> working as a architect  
 <ITEM 06> writing a gossip column  
 <ITEM 07> retiring in age 50  
 <ITEM 08> borrow your laptop for the weekend  
 <ITEM 09> I use your cell phone to make a quick call  
 <ITEM 10> lend your newspaper when you has finished reading it  
 <ITEM 11>The boss mentioned above is moody, sometimes he's happy, another times angry. He is also a person who you can't trust in her words and a kind of person that just thinks in his, forgetting himself from others and thinking that is the best.  
 <ITEM 12>Could you ask Dilma when she will leave the presidence?  
 Could you tell Dilma that brazilian people can't stand to pay governmem's bills?  
 Can you ask Dilma whether or not she will suffer "impeachment"?  
 Can you tell Dilma that she must to reduce the number of ministries?  
 <ITEM 13> got  
 <ITEM 14> had step  
 <ITEM 15> was videotaping  
 <ITEM 16> caught  
 <ITEM 17> was playing  
 <ITEM 18> had forgotten  
 <ITEM 19> had been  
 <ITEM 20> had not put

#### **Test-taker 5**

<ITEM 01> Cirled 'organized'.

I'd prefer organized boss who I can do my best for her.

<ITEM 02> Cirled 'modest'.

Patty is a modest person who never brags about her grades.

<ITEM 03> Cirled 'egotistical'.

Our coach can't stand egotistical players that she can't talk to them easily.

<ITEM 04> I don't want to work with a difficult person who is sensitive.

<ITEM 05> Working being an architect

<ITEM 06> writing a gossip column

<ITEM 07> Retiring an age 50

<ITEM 08> borrow your laptop for the weekend?

<ITEM 09> you lend me your phone to make a quick call?

<ITEM 10> to lend me the newspaper after you finished reading it?

<ITEM 11> He's a person who doesn't do what he promises. He's also a person that changes humor easily and a person who only thinks about himself thinks that he's the only one who exists.

<ITEM 12> Teacher, could you tell Dilma that I need money to eat, please?

Can you tell her that I lost my job last work?

Can you ask her when the economic situation of Brazil will change?

Could you ask her what she will do to change our situation, please?

<ITEM 13> got

<ITEM 14> had stepped

<ITEM 15> was videotaping

<ITEM 16> caught

<ITEM 17> were playing

<ITEM 18> had forgotten

<ITEM 19> were

<ITEM 20> had not put

## Test-taker 6

<ITEM 01> Cirled 'organized'.

I'd prefer organized boss who I can do my best for her.

<ITEM 02> Cirled 'modest'.

Patty is a modest person who she never brags about her grades.

<ITEM 03> Cirled 'easygoing'.

Our coach can't stand easygoing players that she can't talk to them

easily.

<ITEM 04> I don't want to work with a difficult person who is unreliable.

<ITEM 05> working architect

<ITEM 06> written gossip column

<ITEM 07> retiring age 50

<ITEM 08> tell your friend if she lend for me her laptop for the weekend

<ITEM 09> I used your cell phone to make a quick call

<ITEM 10> borrow your stranger's newspaper for me finished reading it

<ITEM 11>The boss change of opinion easy and he is very stingy. The boss is is not comprehensive because he never elevated the salary.

<ITEM 12>Could you tell if she feeling well with the situation of Brazil?

Can you ask Dilma if she likes the people of Brazil?

Can you ask Dilma if she wanna leave of the presidence?

Can you ask Dilma if she can give the mony for education?

<ITEM 13> got

<ITEM 14> stepped

<ITEM 15> videotaping

<ITEM 16> catched

<ITEM 17> played

<ITEM 18> forget

<ITEM 19> want

<ITEM 20> not puted

### **Test-taker 7**

<ITEM 01> Circled 'organized'.

I'd prefer organized boss who I can do my best for.

<ITEM 02> Circled 'modest'.

Patty is a modest person who never brags about her grades.

<ITEM 03> Circled 'egotistical'.

Our coach can't stand egotistical players that she can't talk to easily.

<ITEM 04> I don't want to work with a difficult person who is unreliable.

<ITEM 05> working as as architect

<ITEM 06> writing a gossip column

<ITEM 07> retiring at age 50

<ITEM 08> borrow your laptop for the weekend please  
 <ITEM 09> I use your cell phone to make a quick call  
 <ITEM 10> lend me your newspaper after you finished it  
 <ITEM 11>The boss only thinks about himself, and thinks that he is always right. He also change the way he is feeling one time he is happy and in the next isn't anymore. you can't trust him.  
 <ITEM 12> Can you ask Dilma what are she doing with our money?  
 Could you ask Dilma if she likes cake?  
 Can you tell Dilma that she is late for dinner?  
 Could you tell Dilma that I don't like her?  
 <ITEM 13> got  
 <ITEM 14> stepped  
 <ITEM 15> was videotaping  
 <ITEM 16> caught  
 <ITEM 17> was playing  
 <ITEM 18> had forgot  
 <ITEM 19> was  
 <ITEM 20> didn't put

### **Test-taker 8**

<ITEM 01> Circled 'organized'.  
 I'd prefer an organized boss who I can do my best.  
 <ITEM 02> Circled 'modest'.  
 Patty is a modest person who never brags about her grades.  
 <ITEM 03> Circled 'egotistical'.  
 Our coach can't stand egotistical players that can't talk easily.  
 <ITEM 04> I don't want to work with a difficult person who is unreliable.  
 <ITEM 05> Working an architect  
 <ITEM 06> writing a gossip column  
 <ITEM 07> Retiring an age 50  
 <ITEM 08> borrow her laptop for the weekend?  
 <ITEM 09> you lend me your cell phone?  
 <ITEM 10> lend me a newspaper?  
 <ITEM 11>The boss is very moody, because his humor isn't good all the time. He's happy and said in the same day.  
 <ITEM 12> (1) Could you ask she if she can give more money for education? (2) Can you ask tell Dilma if she dis likes to discuss better?  
 <ITEM 13> got

- <ITEM 14> staped
- <ITEM 15> was videotaping
- <ITEM 16> had caught
- <ITEM 17> was playing
- <ITEM 18> forget
- <ITEM 19> had been
- <ITEM 20> didn't put

### Test-taker 9

- <ITEM 01> Circled 'organized'.  
I'd prefer a boss who I can do my best for her.
- <ITEM 02> Circled 'modest'.  
Patty is a person that never brags about her grades.
- <ITEM 03> Circled 'egotistical'.  
Our coach can't stand egotistical players that she can't talk to them easily.
- <ITEM 04> I don't want to work with a difficult person that is unreliable.
- <ITEM 05> Working as an architect
- <ITEM 06> writting gossip column
- <ITEM 07> Retiring as age 50
- <ITEM 08> borrow your laptop for the weekend
- <ITEM 09> used your cell phone to make a quick call
- <ITEM 10> lend me your newspaper when you finish reading it
- <ITEM 11> He's a person that you can't trust. He changes his humor easily and he don't care about the other people.
- <ITEM 12> Could you ask her how's going her personal life?  
Would you mind tell her to apply more money on education?  
Can you ask her if she wants to be president again?  
Could you tell her to always do the best for our country?
- <ITEM 13> got
- <ITEM 14> had steppen
- <ITEM 15> videotaping
- <ITEM 16> catched
- <ITEM 17> was playing
- <ITEM 18> forgotten
- <ITEM 19> been
- <ITEM 20> had not put (participle?)

**Test-taker 10**

<ITEM 01> Cirled 'organized'.

I'd prefer a organized boss who I can do my best for her.

<ITEM 02> Cirled 'modest'.

Patty is a person who never brags about her grades.

<ITEM 03> Cirled 'egotistical'.

Our coach can't stand egotistical players that she can't talk easily.

<ITEM 04> I don't want to work with a difficult perso who is unreliable

<ITEM 05> Working as architect

<ITEM 06> writen a gossip column

<ITEM 07> retiring at 50

<ITEM 08> borrow your laptop for the weekend

<ITEM 09> you lend me your cell phone to make a quick call

<ITEM 10> if you lent me your newspaper when you finish reading

<ITEM 11>The boss is someone who changes his/her humor easily, makes promices and don't make them. He/she also thinks only in himself.

<ITEM 12> Teacher can you ask Dilma if she will continue being our president?

Could you tell Dilma to take easy with the dolar?

Can you ask Dilma if she will stay in polictic after 2018?

Can you ask Dilma how old are she is?

<ITEM 13> was getting

<ITEM 14> steped

<ITEM 15> was videotaping

<ITEM 16> had catched

<ITEM 17> was playing

<ITEM 18> forget

<ITEM 19> been

<ITEM 20> don't putted

**Test-taker 11**

<ITEM 01> Cirled 'organized'.

I'd prefer a boss that I can do my best for her.

<ITEM 02> Cirled 'modest'.

Patty is a person who never brags about her grades.

<ITEM 03> Cirled 'egotistical'.



Our coach can't stand players that she can't talk easily.

<ITEM 04> Circled 'unreliable'.

I don't want to work with a person who is unreliable.

<ITEM 05> Working as an architect

<ITEM 06> writing a gossip column

<ITEM 07> Retiring at age 50

<ITEM 08> borrow your laptop for the weekend

<ITEM 09> I borrow your cell phone for doing a quick call

<ITEM 10> to lend your newspaper when you're finished reading it

<ITEM 11> I recently changed jobs because I did not get along with my boss. He was very moody, maybe bipolar and trusting in him was very difficult. Besides, he only thought about himself.

<ITEM 12> Teacher, can you ask Dilma if she finished to break my country?

Would you tell her to pay attention in what she approves or not?

Could you ask her if she can do anything about the dollar?

Can you tell her to think a little bit more about her words before saying them?

<ITEM 13> got

<ITEM 14> had stepped

<ITEM 15> was videotaping

<ITEM 16> caught

<ITEM 17> was playing

<ITEM 18> forgot

<ITEM 19> was

<ITEM 20> 'd not putted

### **Test-holder on test-taker 1**

<ITEM 01> Check mark

I'd prefer an organized boss that I can do my best. for

<ITEM 02> Check mark

<ITEM 03> Check mark

Our coach can't stand egotistical players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> Check mark

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> I used your cell phone to make a quick call

<ITEM 10> lending your newspaper when you has finished reading it

<ITEM 11> Check mark

Sometimes he's very nice, but, suddenly, he changes his mind very easily and gets rude. I can't trust him to tell some things that I want, /and he thinks he's better than everyone, doesn't care what other people need.

He thinks only about himself.

<ITEM 12> Check mark

Check mark

Check mark

Check mark

<ITEM 13> got

<ITEM 14> Check mark

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> was

<ITEM 20> Check mark

<OTHER MARKS task 02> 0,9.

<OTHER MARKS task 03> 1.

<OTHER MARKS task 05> 0,35.

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 1.

<OTHER MARKS task 09> 0,75.

## **Test-holder on test-taker 2**

<ITEM 01> Half check mark.

I'd prefer a (signals the word 'organized' on the rubrics with an arrow) boss who I can do my best for.

<ITEM 02> Half check mark.

Patty is (signals the word 'modest' on the rubrics with an arrow) a person who never brags about her grades.

<ITEM 03> Double half check mark.

Circled 'egotistical'.

Our coach can't stand (marks the word 'egotistical' on the rubrics) players who can't talk to them easily.

<ITEM 04> Half check mark.

I don't want to work with a difficult person who is unreliable.

<ITEM 05> Check mark

<ITEM 06> Check mark

<ITEM 07> Half check mark

retiring at age 50

<ITEM 08> Check mark

<ITEM 09> I used your cell phone for to make a quick call

<ITEM 10> lending your newspaper, please

<ITEM 11> Half check mark

This boss is a person who changes his humor very easily, he is not easygoing because he's a very difficult person. And, he only thinks about himself, never does something to help others people.

<ITEM 12> Check mark

Half check mark

Could you ask Dilma how old she is?

Check mark

Check mark

Could you tell Dilma that UFSC is a good university?

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> was

<ITEM 20> had not put

<OTHER MARKS task 02> 0,65.

<OTHER MARKS task 03> 0,9.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 0,9.

<OTHER MARKS task 08> 0,9.

<OTHER MARKS task 09> 0,85.

### **Test-holder on test-taker 3**

<ITEM 01> Check mark

I'd prefer an organized boss who I can do my best for.

<ITEM 02> Check mark

<ITEM 03> Check mark

Our coach can't stand egotistical players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> Check mark

<ITEM 06> Check mark  
 <ITEM 07> Check mark  
 <ITEM 08> Check mark  
 <ITEM 09> Check mark  
 <ITEM 10> Check mark  
 <ITEM 11> Check mark  
 <ITEM 12> Check mark  
 Check mark  
 Check mark  
 Check mark  
 Check mark  
 <ITEM 13> Check mark  
 <ITEM 14> had stepped  
 <ITEM 15> Check mark  
 <ITEM 16> Check mark  
 <ITEM 17> Check mark  
 <ITEM 18> Check mark  
 <ITEM 19> was  
 <ITEM 20> Check mark  
 <OTHER MARKS task 02> 0,9.  
 <OTHER MARKS task 03> 2,0.  
 <OTHER MARKS task 05> 1.  
 <OTHER MARKS task 07> 1.  
 <OTHER MARKS task 08> 1.  
 <OTHER MARKS task 09> 0,9.

#### **Test-holder on test-taker 4**

<ITEM 01> Check mark  
 <ITEM 02> Check mark  
 <ITEM 03> Check mark  
 <ITEM 04> Check mark  
 <ITEM 05> Check mark  
 working as an architect  
 <ITEM 06> Check mark  
 <ITEM 07> Half check mark  
 retiring at age 50  
 <ITEM 08> Check mark  
 <ITEM 09> I used your cell phone to make a quick call  
 <ITEM 10> lending your newspaper when you has finished reading it

<ITEM 11> Check mark

The boss mentioned above is moody, sometimes he's happy, other times angry. He is also a person who you can't trust her words and a kind of person that just thinks about himself, forgetting (circled forgetting) ?himself from others and thinking that he is the best.

<ITEM 12> Check mark

Could you ask Dilma when she will leave the presidency?

Check mark

Check mark

Can you tell Dilma that she must reduce the number of ministries?

Check mark

<ITEM 13> Check mark

<ITEM 14> had stepped

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> was

<ITEM 20> Check mark

<OTHER MARKS task 02> 1.

<OTHER MARKS task 03> 0,9.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 1.

<OTHER MARKS task 09> 1,85.

### **Test-holder on test-taker 5**

<ITEM 01> Check mark

I'd prefer an organized boss who I can do my best for.

<ITEM 02> Check mark

<ITEM 03> Check mark

Our coach can't stand egotistical players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> being an architect

<ITEM 06> Check mark

<ITEM 07> Half check mark

Retiring at age 50

<ITEM 08> Check mark

<ITEM 09> you lent me your phone to make a quick call?

<ITEM 10> lending me the newspaper after you finished reading it?

<ITEM 11> Check mark

He's a person who doesn't do what he promises. He's also a person that changes humor easily and a person who only thinks about himself thinks that he's the only one who exists.

<ITEM 12> Check mark

Check mark

Check mark

Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

<ITEM 19> Check mark

<ITEM 20> Check mark

<OTHER MARKS task 02> 0,9.

<OTHER MARKS task 03> 0,6.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 1.

<OTHER MARKS task 09> 1.

### **Test-holder on test-taker 6**

<ITEM 01> Half check mark

I'd prefer an organized boss who I can do my best for.

<ITEM 02> Check mark

<ITEM 03> Double half check mark

Our coach can't stand easygoing players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> Half check mark

working as an architect

<ITEM 06> writing gossip column

<ITEM 07> Half check mark

retiring at age 50

<ITEM 08> Could I borrow your laptop for the weekend

<ITEM 09> Check mark

<ITEM 10> lending your newspaper when you finished reading it

<ITEM 11> Half check mark

The boss changes of opinion easily and he is very stingy. The boss is is not compriensive because he never raises the salary.

<ITEM 12> Could you ask if she feeling well with the situation of Brazil?

Check mark

Can you ask Dilma if she wanna leave the presidency?

Check mark

Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> was videotaping

<ITEM 16> caught

<ITEM 17> was playing

<ITEM 18> had forgotten

<ITEM 19> was

<ITEM 20> had not put

<OTHER MARKS task 02> 0,75.

<OTHER MARKS task 03> 0,4.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 0,5.

<OTHER MARKS task 08> 0,75.

<OTHER MARKS task 09> 0,4.

### **Test-holder on test-taker 7**

<ITEM 01> Check mark

<ITEM 02> Check mark

<ITEM 03> Check mark

<ITEM 04> Check mark

<ITEM 05> Check mark

working as an architect

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08>

<ITEM 09> I used your cell phone to make a quick call

<ITEM 10> lending me your newspaper after you finished it

<ITEM 11> Check mark

The boss only thinks about himself, and thinks that he is always right. He also changes the way he is feeling one time he is happy and in the

next isn't anymore. you can't trust him.

<ITEM 12> Half check mark

Can you ask Dilma what she is doing with our money?

Check mark

Check mark

Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> Check mark

had forgotten

<ITEM 19> Check mark

<ITEM 20> had not put

<OTHER MARKS task 02> 1.

<OTHER MARKS task 03> 1.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 0,9.

<OTHER MARKS task 09> 0,9.

### **Test-holder on test-taker 8**

<ITEM 01> Check mark

I'd prefer an organized boss who I can do my best for.

<ITEM 02> Check mark

<ITEM 03> Half check mark

Our coach can't stand easygoing players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> Half check mark

working as an architect

<ITEM 06> Check mark

<ITEM 07> Half check mark

retiring at age 50

<ITEM 08> Check mark

<ITEM 09> you lent me your cell phone

<ITEM 10> lending me a newspaper

<ITEM 11> Double half check mark

<ITEM 12> (1) Could you ask Dilma if she can give more money for



education? (2) Can you tell Dilma if she likes to discuss better (circled better)?

Half check mark

<ITEM 13> Check mark

<ITEM 14>

<ITEM 15> Check mark

<ITEM 16> caught

<ITEM 17> Check mark

<ITEM 18> had forgotten

<ITEM 19> was

<ITEM 20> had not put

<OTHER MARKS task 02> 1,85.

<OTHER MARKS task 03> 0,9.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 0,3.

<OTHER MARKS task 08> 0,3.

<OTHER MARKS task 09> 0,4.

### **Test-holder on test-taker 9**

<ITEM 01> Half check mark

I'd prefer an (signals 'organized' with an arrow) boss who I can do my best for.

<ITEM 02> Half check mark

Patty is a modest person that never brags about her grades.

<ITEM 03> Half check mark

Our coach can't stand egotistical players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> Check mark

<ITEM 06> Check mark

writing a gossip column

<ITEM 07> Half check mark

Retiring at age 50

<ITEM 08> Check mark

<ITEM 09>

<ITEM 10> lending me your newspaper when you finish reading it

<ITEM 11> Check mark

He's a person that you can't trust. He changes his humor easily and he doesn't care about other people.

<ITEM 12> Half check mark

Could you ask her how her personal life is going?

Check mark

Would you mind telling her to apply more money on education?

Check mark

Check mark

<ITEM 13> Check mark

<ITEM 14> Check mark

had stepped

<ITEM 15> was videotaping

<ITEM 16> Check mark

caught

<ITEM 17> Check mark

<ITEM 18> had forgotten

<ITEM 19> was

<ITEM 20> Check mark

<OTHER MARKS task 02> 0,7.

<OTHER MARKS task 03> 0,9.

<OTHER MARKS task 05> 0,3

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 0,8.

<OTHER MARKS task 09> 0,6

### **Test-holder on test-taker 10**

<ITEM 01> Check mark

I'd prefer an organized boss who I can do my best for.

<ITEM 02> Check mark

<ITEM 03> Half check mark

Our coach can't stand egotistical players that she can't talk to easily.

<ITEM 04> Check mark

<ITEM 05> Working as an architect

<ITEM 06> writing a gossip column

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> you lent me your cell phone to make a quick call

<ITEM 10> lending me your newspaper when you finish reading

<ITEM 11> Check mark

The boss is someone who changes his/her humor easily, makes promices and doesn't keep them. He/she also thinks only in himself.

<ITEM 12> Check mark

Check mark

Can you ask Dilma if she will stay in politics after 2018?

Check mark

Can you ask Dilma how old she is?

Half check mark

<ITEM 13> got

<ITEM 14> stepped

<ITEM 15> Check mark

<ITEM 16> caught

<ITEM 17> Check mark

<ITEM 18> had forgotten

<ITEM 19> was

<ITEM 20> had not put

<OTHER MARKS task 02> 0,9.

<OTHER MARKS task 03> 0,3.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 0,9.

<OTHER MARKS task 09> 0,4.

### **Test-holder on test-taker 11**

<ITEM 01> Half check mark

I'd prefer a (signals the word 'organized' on the rubrics with an arrow) boss that I can do my best for.

<ITEM 02> Half check mark

Patty is (signals the word 'modest' on the rubrics with an arrow) a person who never brags about her grades.

<ITEM 03> Half check mark

Our coach can't stand (signals the word 'egotistical' on the rubrics with an arrow) players that she can't talk easily.

<ITEM 04> Half check mark

I don't want to work with a (signals the word 'difficult' on the rubrics with an arrow - not an option) person who is unreliable.

<ITEM 05> Check mark

<ITEM 06> Check mark

<ITEM 07> Check mark

<ITEM 08> Check mark

<ITEM 09> I borrowed your cell phone for doing a quick call

<ITEM 10> lending your newspaper when you're finished reading it

<ITEM 11> Check mark

I recently changed jobs because I did not get along with my boss. He was very moody, maybe bipolar and trusting him was very difficult. Besides, he only thought about himself.

<ITEM 12> Check mark

Would you tell her to pay attention to what she approves or not?

<ITEM 13> Check mark

<ITEM 14> Check mark

<ITEM 15> Check mark

<ITEM 16> Check mark

<ITEM 17> Check mark

<ITEM 18> had forgotten

<ITEM 19> Check mark

<ITEM 20> 'd not put

<OTHER MARKS task 02> 0,8.

<OTHER MARKS task 03> 1.

<OTHER MARKS task 05> 0,3.

<OTHER MARKS task 07> 1.

<OTHER MARKS task 08> 1.

<OTHER MARKS task 09> 0,9.

## **Appendix E - Consent forms**



**UNIVERSIDADE FEDERAL DE SANTA CATARINA**  
**Termo de Consentimento Livre e Esclarecido**

Você está sendo convidado a participar de uma pesquisa sobre testes na sala de aula de inglês como língua estrangeira. Você foi selecionado pois é professor do Curso Extracurricular de Inglês como Língua Estrangeira da Universidade Federal de Santa Catarina. Este estudo está sendo conduzido por Daniel Goidanich Johnstone, aluno do programa de Mestrado em Letras Inglês, na Universidade Federal de Santa Catarina, e orientado pelo professor Celso Henrique Soufen Tumolo. Esta pesquisa está pautada na Resolução 466/2012 de acordo com o CNS (Conselho Nacional de Saúde).

**Objetivo da Pesquisa:**

O objetivo deste estudo é investigar o uso de testes em salas de aula de Inglês como Língua Estrangeira.

**Procedimentos:**

Você será solicitado a desempenhar as seguintes tarefas: (1) disponibilizar as cópias de um teste proposto por você para uma turma do Curso Extracurricular de Inglês como Língua Estrangeira da Universidade Federal de Santa Catarina previamente acordada juntamente com a produção dos alunos neste teste previamente acordado com sua turma, (2) responder a uma entrevista semi-estruturada sobre testes em geral e o teste disponibilizado.

**Confidencialidade:**

**Não há risco eminente ao participar da pesquisa.** Pelo contrário, as atividades desenvolvidas por você durante essa pesquisa irão contribuir para enriquecer sua aprendizagem. Ao final da pesquisa, os resultados do estudo serão tornados públicos, e compartilhados com os participantes da pesquisa.

Contudo, a sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo. Sua decisão de permitir ou não o uso dos dados para a nossa pesquisa não afetará sua relação com o curso e turma. Em caso de dúvidas e/ou sugestões, o contato com o pesquisador pode ser feito através do seguinte e-mail: *dgoidanich@gmail.com*. Assinando o consentimento pós-informação abaixo, você estará consentindo com o uso dos dados coletados para a pesquisa. Lembre-se que você pode desistir de participar em qualquer

ocasião.

Cabe ressaltar que ao expor suas práticas em relação aos testes propostos por eles mesmos, os professores participantes estão sucintos a críticas profissionais que podem, caso mal interpretadas, incorrer em uma percepção de desvalorização de seus trabalhos. Outro fator de risco é considerado ambiental, pois as entrevistas serão realizadas de maneira presencial em locais a serem combinados entre o pesquisador e entrevistados. Neste segundo caso, podem ocorrer acidentes não previsíveis em relação a estrutura física dos ambientes onde as entrevistas serão realizadas.

É importante destacar que é garantida a indenização diante de eventuais danos decorrentes da pesquisa.

Muito obrigado,

Daniel Goidanich Johnstone

Pesquisador - Telefone para contato: (48) 9649-2346

### ***Consentimento Pós-Infirmação***

Eu,

---

\_\_\_\_\_ (nome completo), fui esclarecido sobre a pesquisa em testagem e aquisição de segunda língua e concordo que meus dados sejam utilizados para a realização da mesma.

Florianópolis, \_\_\_\_\_ de \_\_\_\_\_ de  
2015.

Assinatura: \_\_\_\_\_ RG:

*O Endereço do Comitê de Ética em Pesquisa com Seres Humanos (CEPSH-UFSC) que tem autorizado a presente pesquisa conforme item IV.5 (d) da Resolução 466/2012 é prédio Reitoria II, 4º andar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis. Telefone para contato: 3721-6094*



## UNIVERSIDADE FEDERAL DE SANTA CATARINA

### Termo de Consentimento Livre e Esclarecido

Você está sendo convidado a participar de uma pesquisa sobre testes na sala de aula de inglês como língua estrangeira. Você foi selecionado pois é aluno do Curso Extracurricular de Inglês como Língua Estrangeira da Universidade Federal de Santa Catarina. Este estudo está sendo conduzido por Daniel Goidanich Johnstone, aluno do programa de Mestrado em Letras Inglês, na Universidade Federal de Santa Catarina, e orientado pelo professor Celso Henrique Soufen Tumolo. Esta pesquisa está pautada na Resolução 466/2012 de acordo com o CNS (Conselho Nacional de Saúde).

#### **Objetivo da Pesquisa:**

O objetivo deste estudo é investigar o uso de testes em salas de aula de Inglês como Língua Estrangeira.

#### **Procedimentos:**

Você será solicitado a desempenhar a seguinte tarefa: disponibilizar a cópia de um teste realizado por você para este curso do Curso Extracurricular de Inglês como Língua Estrangeira da Universidade Federal de Santa Catarina.

#### **Confidencialidade:**

**Não há risco eminente ao participar da pesquisa.** Pelo contrário, as atividades desenvolvidas por você durante essa pesquisa irão contribuir para enriquecer sua aprendizagem. Ao final da pesquisa, os resultados do estudo serão tornados públicos, e compartilhados com os participantes da pesquisa. Contudo, a sua identidade será totalmente preservada e não será incluída nenhuma informação que possa identificá-lo. Sua decisão de permitir ou não o uso dos dados para a nossa pesquisa não afetará sua relação com o curso. Em caso de dúvidas e/ou sugestões, o contato com o pesquisador pode ser feito através do seguinte e-mail: [dgoidanich@gmail.com](mailto:dgoidanich@gmail.com). Assinando o consentimento pós-informação abaixo, você estará consentindo com o uso dos dados coletados para a pesquisa. Lembre-se que você pode desistir de participar em qualquer ocasião.

Cabe ressaltar que há a possibilidade seus dados podem serem expostos acidentalmente, provocando possível constrangimento, porém cuidados para que tal fato não ocorra serão constantes durante esta pesquisa e o



manejo dos dados é de responsabilidade do pesquisador.  
É importante destacar que é garantida a indenização diante de eventuais danos decorrentes da pesquisa.  
Muito obrigado,

Daniel Goidanich Johnstone  
Pesquisador - Telefone para contato: (48) 9649-2346

### ***Consentimento Pós-Informação***

Eu,

\_\_\_\_\_ (nome completo), fui esclarecido sobre a pesquisa em testagem e aquisição de segunda língua e concordo que meus dados sejam utilizados para a realização da mesma.

Florianópolis, \_\_\_\_\_ de \_\_\_\_\_ de 2015.

Assinatura: \_\_\_\_\_ RG:

*O Endereço do Comitê de Ética em Pesquisa com Seres Humanos (CEPSH-UFSC) que tem autorizado a presente pesquisa conforme item IV.5 (d) da Resolução 466/2012 é prédio Reitoria II, 4º andar, sala 401, localizado na Rua Desembargador Vitor Lima, nº 222, Trindade, Florianópolis. Telefone para contato: 3721-6094*