	حضرت علی(ع): دانش راهبر نیکویی برای ایمان است	
<b>سری سوال :</b> یک	زمان آزمون (دقیقه) : تستی : ۷۰ تشریحی: ۰	<b>عداد سوالات : تستی : ۳۰ تشریحی : ۰</b>
w . PnuNews . Com سوزش زبان انگریسی w . PriuNews . net	بق در مسائل زبان اموزی موزش زبان انگلیسی ۱۲۱۲۰۹۱ – ،زبان وادبیات انگلیسی ۲۱۲۱۳۲	<b>عنـــوان درس:</b> اصول وروش تحقیق ۲،روش تحقی ر <b>شته تحصیلی/کد درس:</b> مترجمی زبان انگلیسی،آ ناپیوسته)۱۲۲۵۰۸۸(
1-The representativene	ss criterion requires that the sample reflect	the characteristics of the
1. population	<sup>2.</sup> term	
<sup>3.</sup> cluster	<sup>4.</sup> inventory	
2-In sampling, the s towards smaller grou	selection procedure starts with randomizing ps.	g of the large groups and moves
1. systematic	<sup>2.</sup> represent	ative
<sup>3.</sup> random	<sup>4.</sup> cluster	
<sup>3-</sup> In sampling, the r study.	esearcher selects whoever is available and	is willing to participate in the
1. purposive	<sup>2.</sup> accidenta	I
<sup>3.</sup> cluster	<sup>4.</sup> instrumer	ntal
-An important point re	egarding observation is the of the obser	rver.
1. impartiality	<sup>2.</sup> privacy	
<sup>3.</sup> relaxation	<sup>4.</sup> emotions	
5 validity of a test i	ndicates whether the test is measuring som	nething real or not.
1. Concurrent	<sup>2.</sup> Predictive	
<sup>3.</sup> Construct	<sup>4.</sup> Content	
ે-The most commonly ા	used measure is the method of associat	tion.
1. equivalent	<sup>2.</sup> individual	
<sup>3.</sup> projective	<sup>4.</sup> objective	
<sup>7</sup> -To calculate cumulativ bottom to the top.	ve frequency, frequencies should be ad	ded up successively from the
1. relative	<sup>2.</sup> absolute	
<sup>3.</sup> percentile	<sup>4.</sup> percentag	ge
<sup>3-</sup> When no score is obta	ained more frequently than the other, we w	vill have distribution.
1. positively skewed	<sup>2.</sup> negatively	
<sup>3.</sup> bimodal	4. flat	

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ww.PnuNews.com	- ،; بان وادبیات انگلیسے ۲۱۲۱۳۲		<b>نـــوان درس:</b> اصول وروش تحقیق ۲،روش <b>شته تحصیلی/کد درس:</b> مترجمی زبان انگلید		
ww.PnuNews.net			ناپیوسته) ۱۲۲۵۰۸۸ ناپیوسته) ۱۲۲۵۰۸۸		
9-The mode is quite se	ensitive to scores ur	nless the number of score	es is very large.		
1. chance		<sup>2.</sup> interval	<sup>2.</sup> interval		
<sup>3.</sup> peak		<sup>4.</sup> central			
10- <b>The easiest way to c</b>	ompute the spread of se	cores is obtaining the			
1. standard deviation		<sup>2.</sup> average	2. average		
<sup>3.</sup> variation		<sup>4.</sup> range	<sup>4.</sup> range		
11-The sum of the devia	ation of scores from the	mean equals			
1. <sub>zero</sub>	1. <sub>zero</sub>		<sup>2.</sup> one		
<sup>3.</sup> two	3. two		<sup>4.</sup> three		
2-A large variance in a	distribution shows that	t			
1. the mean is very large		<sup>2.</sup> the median is smaller than mean			
<sup>3.</sup> the sample is very small		<sup>4</sup> . the sample is not homogeneous			
3-The variance is defin	ed as the the stand	lard deviation.			
1. the sum of deviation scores from		<sup>2.</sup> the sum of squared deviations from			
<sup>3.</sup> square of		<sup>4.</sup> square root of			
<b>-</b> .		5 on a test and a standar	d deviation of 5,		
	thirds of scores lie betwo		<u>,</u>		
<b>1.</b> <sub>23-28</sub>	2. 20-30	<sup>3.</sup> 25-35	<sup>4.</sup> 24-34		
5-Approximately p	ercent of the scores fall	l below the Z score of 1 in	n the normal distribution.		
<b>1.</b> <sub>34</sub>		2. <sub>50</sub>			
<sup>3.</sup> 84		<sup>4.</sup> 95			
<sup>16-</sup> TOEFL, a well-knowr deviation of	۱ standardized test of th	ne English language profi	ciency, has a standard		
1. <sub>50</sub>		<sup>2.</sup> 100			
3. <sub>120</sub>		<sup>4.</sup> 150			

	مويني براي ايسن	حضرت على(ع): دانش راهبر نيرً	께 مرکز آزمون وسنجش		
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<b>D</b>			<b>ـــوان درس:</b> اصول وروش تحقیق ۲،روش		
ww.PhuNews.com ۱- ، آموزش زبان انگلیس ww.PhuNews.net	<b>ته تحصیلی/کد درس:</b> مترجمی زبان انگلیسی،آموزش زبان انگلیسی ۱۲۱۲۰۹۱ – ،زبان وادبیات انگلیسی ۱۲۱۲۱۳۲ – ،آموزش زبان ماپیوسته)۱۲۲۵۰۸۸ ناپیوسته)۱۲۲۵۰۸۸				
17-Raw scores may misl	ead us because they -				
1. are not compared	with a criterion				
<sup>2.</sup> may not be easily	obtained				
<sup>3.</sup> are not based on t	he same tests				
<sup>4.</sup> may not be on cor	nparable scales				
	groups are selected fro the mean of the popu	om the population, the mea ulation.	an of the means of the		
1. the same as	<sup>2.</sup> twice	<sup>3.</sup> less than	<sup>4.</sup> more than		
• •	•	rticular value is less than 5 ue the distribution.	in one hundred or less the		
1. belongs to		<sup>2.</sup> does not belor	ng to		
<sup>3.</sup> is a part of		<sup>4.</sup> is within			
20- <b>To make a hypot</b>	hesis, the researcher I	need not have comprehens	ive review of literature.		
20- <b>To make a hypot</b> 1. alternative	hesis, the researcher ı	need not have comprehens 2. <sub>null</sub>	ive review of literature.		
	hesis, the researcher ı		ive review of literature.		
<ol> <li>alternative</li> <li><sup>3.</sup> nondirectional</li> </ol>		<sup>2.</sup> null			
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probab</li> </ol>	ility of an event in for	<sup>2.</sup> null <sup>4.</sup> both a and c			
<ol> <li>alternative</li> <li>nondirectional</li> <li>1-To define the probab</li> </ol>	<b>ility of an event in for</b> tcomes in the event ar	<ol> <li><sup>2.</sup> null</li> <li><sup>4.</sup> both a and c</li> <li>mal terms, it is sufficient to</li> </ol>			
<ol> <li>alternative</li> <li>nondirectional</li> <li>1-To define the probab</li> <li>the number of out</li> </ol>	<b>ility of an event in for</b> tcomes in the event ar umber of outcomes	<ol> <li><sup>2.</sup> null</li> <li><sup>4.</sup> both a and c</li> <li>mal terms, it is sufficient to</li> </ol>			
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probab</li> <li>the number of out</li> <li>the ratio of the nu</li> <li>the number of even</li> </ol>	<b>ility of an event in for</b> tcomes in the event ar umber of outcomes	<ol> <li>null</li> <li>both a and c</li> <li>mal terms, it is sufficient to</li> <li>nd in the outcome space</li> </ol>			
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probab</li> <li>the number of out</li> <li>the ratio of the nu</li> <li>the number of eve</li> <li>the ratio of the de</li> </ol>	<b>ility of an event in for</b> tcomes in the event ar imber of outcomes ents esired events to the ou	<ol> <li>null</li> <li>both a and c</li> <li>mal terms, it is sufficient to</li> <li>nd in the outcome space</li> </ol>	o know		
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probab</li> <li>the number of out</li> <li>the ratio of the nu</li> <li>the number of eve</li> <li>the ratio of the de</li> </ol>	<b>ility of an event in for</b> tcomes in the event ar imber of outcomes ents esired events to the ou	<ol> <li>null</li> <li>both a and c</li> <li>mal terms, it is sufficient to</li> <li>nd in the outcome space</li> <li>tcome space</li> </ol>	o know		
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probability</li> <li>the number of out</li> <li>the ratio of the nut</li> <li>the number of even</li> <li>the ratio of the definition</li> <li>the ratio of the definition</li> </ol>	ility of an event in for toomes in the event ar imber of outcomes ents esired events to the ou e analysis, degree 2. two	<ul> <li>2. null</li> <li>4. both a and c</li> <li>and terms, it is sufficient to and in the outcome space</li> <li>tcome space</li> <li>and freedom exists and sho</li> </ul>	o know uld be taken into 4. four		
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probability</li> <li>the number of out</li> <li>the ratio of the nu</li> <li>the number of even</li> <li>the ratio of the definition</li> <li>the ratio of the definition</li> </ol>	ility of an event in for toomes in the event ar imber of outcomes ents esired events to the ou e analysis, degree 2. two	<ul> <li>2. null</li> <li>4. both a and c</li> <li>a mal terms, it is sufficient to and in the outcome space</li> <li>tcome space</li> <li>a of freedom exists and sho</li> <li>3. three</li> </ul>	o know uld be taken into 4. four		
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probability</li> <li>the number of out</li> <li>the ratio of the nu</li> <li>the number of even</li> <li>the ratio of the definition</li> <li>the ratio of the definition</li> <li>one</li> <li>Where the means be</li> </ol>	ility of an event in for toomes in the event ar imber of outcomes ents esired events to the ou e analysis, degree 2. two	<ul> <li>2. null</li> <li>4. both a and c</li> <li>2. mal terms, it is sufficient to and in the outcome space</li> <li>2. three</li> <li>3. three</li> <li>3. three</li> <li>3. three</li> </ul>	o know uld be taken into <sup>4.</sup> four		
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probab</li> <li>the number of out</li> <li>the number of the nu</li> <li>the ratio of the nu</li> <li>the number of eve</li> <li>the ratio of the de</li> <li>For every mean in the consideration.</li> <li>one</li> <li>Where the means be</li> <li>matched</li> <li>pair-samples</li> </ol>	<b>Fility of an event in for</b> toomes in the event ar imber of outcomes ents esired events to the ou <b>e analysis, degree</b> 2. two <b>long to two different</b>	<ul> <li>2. null</li> <li>4. both a and c</li> <li>mal terms, it is sufficient to and in the outcome space</li> <li>tcome space</li> <li>of freedom exists and sho</li> <li>3. three</li> <li>groups, the t-test is called - 2. independent</li> </ul>	o know uld be taken into 4. four t-test.		
<ol> <li>alternative</li> <li>nondirectional</li> <li>To define the probabion</li> <li>the number of out</li> <li>the ratio of the number of events</li> <li>the ratio of the define</li> <li>the ratio of th</li></ol>	<b>Fility of an event in for</b> toomes in the event ar imber of outcomes ents esired events to the ou <b>e analysis, degree</b> 2. two <b>long to two different</b>	<ul> <li>2. null</li> <li>4. both a and c</li> <li>a mal terms, it is sufficient to a and in the outcome space</li> <li>a of freedom exists and sho</li> <li>3. three</li> <li>groups, the t-test is called -</li> <li>2. independent</li> <li>4. both a and c</li> </ul>	o know uld be taken into 4. four t-test.		

	تستی: ۷۰ تشریحی: ۰	زمان آزمون (دقيقه) :	<b>عداد سوالات : تستی : ۳۰ تشریحی : ۰</b>
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25-The results of multip the number of	le t-test are not valid b	ecause there is a one-to	one correspondence between
1. groups and the le	vel of significance		
<sup>2.</sup> subjects in each g	group and the level of sig	gnificance	
<sup>3.</sup> extra comparison	s and the level of signifi	cance	
<sup>4.</sup> possible comparis	sons and the level of sig	nificance	
26-Which of the followi	ng information does NO	OT exist in an abstract?	
1. statement of the	purpose	<sup>2.</sup> a descriptior	n of participants
<sup>3.</sup> a summary of the	important results	<sup>4.</sup> review of lite	erature
27-Usually the stateme	nt of purpose in an artic	cle is found	
1. before review of l	literature	<sup>2.</sup> at the end o	f review of literature
<sup>3.</sup> after design section	on	<sup>4.</sup> after metho	d section
28-The design section o	f a journal article is son	netime labelled	
1. statistical procedu	ures	<sup>2</sup> . results	
<sup>3.</sup> data analysis		<sup>4.</sup> both a and c	
29-How the study was o	conducted is explained	within the section a	of the journal article.
1. discussion		<sup>2.</sup> subjects	
<sup>3.</sup> materials		<sup>4.</sup> procedure	
30-The section usua	ally includes nontechnic	cal interpretation of the	results.
1. discussion		<sup>2</sup> . materials	
		<sup>4.</sup> design	