

کد کنترل

437

F



437F

آزمون (نیمه متمرکز) ورود به دوره های دکتری - سال ۱۴۰۲

دفترچه شماره (۱)

صبح پنجشنبه

۱۴۰۱/۱۲/۱۱



جمهوری اسلامی ایران
وزارت علوم، تحقیقات و فناوری
سازمان سنجش آموزش کشور

«اگر دانشگاه اصلاح شود مملکت اصلاح می شود.»

امام خمینی (ره)

آموزش زبان انگلیسی (کد ۲۸۰۵)

زمان پاسخ گویی: ۱۰۵ دقیقه

تعداد سؤال: ۸۰

عنوان مواد امتحانی، تعداد و شماره سؤالات

ردیف	مواد امتحانی	تعداد سؤال	از شماره	تا شماره
۱	مجموعه دروس تخصصی: - زبان شناسی - آزمون سازی زبان - روش تحقیق در مسائل آموزش زبان - مسائل آموزش زبان (نظریه ها - مهارت ها - اصول و روش تدریس - تهیه و تدوین مطالب درسی)	۸۰	۱	۸۰

این آزمون نمره منفی دارد.

استفاده از ماشین حساب مجاز نیست.

حق چاپ، تکثیر و انتشار سؤالات به هر روش (الکترونیکی و...) پس از برگزاری آزمون، برای تمامی اشخاص حقیقی و حقوقی تنها با مجوز این سازمان مجاز می باشد و با متخلفین برابر مقررات رفتار می شود.

- 19- **The principle of stochastic independence in large-scale language testing specifies that -----.**
- 1) the response to each item must be partially dependent upon the responses to other items to increase overall consistency
 - 2) increasing the number of items in a test is inversely related to the evidence about a language learners' ability
 - 3) each item must contribute as much unique information as possible to the meaning of the total score
 - 4) different items must elicit information from the test takers for the purpose of cross-checking evidence about their ability
- 20- **In a 3-parameter IRT model, an item provides the greatest amount of information about a test taker when -----.**
- 1) the a-parameter is large, the b-parameter is close to the ability level of the test taker, and the c-parameter is zero
 - 2) the a-parameter is average, the b-parameter is higher than the ability level of the test taker, the c-parameter is zero
 - 3) the a-parameter is small, the b-parameter is lower than the ability level of the test taker, and the c-parameter is small
 - 4) the a-parameter is very large, the b-parameter is relatively large, and the c-parameter is relatively small
- 21- **According to the Bachman and Palmer model of language proficiency, knowledge of "the characteristics of different levels of formality in language use" is attributed to -----.**
- 1) knowledge of register as a component of functional knowledge
 - 2) knowledge of rhetorical organization as a component of textual knowledge
 - 3) knowledge of rhetorical organization as a component of grammatical knowledge
 - 4) knowledge of register as a component of socio-linguistic knowledge
- 22- **Which of the following is NOT a subcomponent of MLAT (the first language aptitude test)?**
- 1) inductive reasoning
 - 2) phonetic coding
 - 3) executive functioning
 - 4) grammatical sensitivity
- 23- **Which of the following qualities does NOT reflect Messick's 1989 conception of validity?**
- 1) Validity comprises value implications of testing.
 - 2) Validity involves an ongoing inquiry process.
 - 3) Validity is a general property of the test itself.
 - 4) Validity is a unitary conception.
- 24- **To minimize construct under-representation in a test of general language ability, we need to incorporate ----- in our test design.**
- 1) authenticity and directness
 - 2) feasibility and context
 - 3) interactiveness and washback
 - 4) reliability and impact

- 25- Which of the following set of assumptions represents the main tenets of the “assessment as learning” paradigm considering the teacher’s role?
- 1) helping students clarify their learning goals, communicating assessment information to the students, taking action to improve learning outcomes
 - 2) putting students at the center of assessment, using learner-referenced portfolios, empowering students to be self-reflective
 - 3) measuring student achievement, rating student performance based on objective criteria, defining and controlling student learning
 - 4) adopting hermeneutic assessment practices, utilizing summative assessment procedures, interacting with students to improve learning
- 26- Taking into account the levels at which tests can be compared, we can define “calibration” as -----.
- 1) testing different constructs in different ways
 - 2) testing the same construct in the same way
 - 3) testing different constructs in similar ways
 - 4) testing the same construct in a different way
- 27- Which of the following is related to test method as a source of score variance?
- 1) affective schemata
 - 2) misprints in the test booklet
 - 3) the rubric and the input
 - 4) test taker’s language background
- 28- Which of the following formulae is used to calculate internal consistency based on item variance for partial credit items as a CTT estimate of reliability?
- 1) Kuder-Richardson 20
 - 2) Coefficient alpha
 - 3) Guttman split-half estimate
 - 4) Fisher’s Z-transformation
- 29- Which of the following is NOT a premise of Evidence-Centered Design (ECD)?
- 1) The assessment purpose is the driving force behind design decisions in ECD.
 - 2) Interpretation of learners’ performance must be based on evidentiary reasoning.
 - 3) Assessment is based on how knowledge is acquired and used in the domain of interest.
 - 4) Assessment is based on an evidence model which addresses what is going to be tested.
- 30- The approaches to calculating reliability for norm-referenced tests are not appropriate for estimating reliability in criterion-referenced tests because these approaches -----.
- 1) do not provide information about how dependable test scores are as indicators of ability with respect to mastery of the ability domain
 - 2) take into account criteria that are defined outside of the test itself and do not depend on large variability in the test scores
 - 3) estimate the amount of agreement in classifications and assume that all classification errors are equally serious
 - 4) do not estimate reliability based on the source of inconsistency or measurement error that would be relevant to a particular testing situation
- 31- By exploring whether the test items are a sample of a universe of interest and focus, we can specifically establish -----.
- 1) predictive validity
 - 2) construct validity
 - 3) criterion-based validity
 - 4) content validity

- 32- **Which of the following is NOT true about test reliability?**
- 1) Criterion-referenced agreement indices are sensitive to differences in cut-off scores.
 - 2) For both NR and CR tests, long tests are generally more reliable than short ones.
 - 3) CR reliability coefficients are greatly affected by restrictions in score variance.
 - 4) The greater the score variance, the more reliable NR tests tend to be.
- 33- **Which of the following is NOT a distinguishing feature of dynamic assessment?**
- 1) providing qualitative feedback during assessment
 - 2) focusing on matured abilities over a time span
 - 3) projecting toward the future by nurturing emergent abilities
 - 4) offering systematic graduated assistance during the intervention
- 34- **Among the qualities that are associated with specific assessment outcomes, “relevance” is defined as -----.**
- 1) the degree to which assessment content and procedures are free from bias
 - 2) the degree to which the interpretation provides the information the decision maker needs
 - 3) the degree to which a given assessment record provides information about the ability
 - 4) the degree of correspondence between a language assessment task and a TLU task
- 35- **Considering advances in computer and digital technologies, a major challenge for such international tests of language proficiency as IELTS and TOEFL will be:**
- 1) redesigning the tests with respect to the affordances of new and digital technologies
 - 2) adopting alternative validation processes considering the emerging digital media
 - 3) developing more flexible and subjective online machine scoring systems
 - 4) considering modern approaches to designing user-friendly computer adaptive tasks
- 36- **Which of the following CANNOT be considered among the major shortcomings of NRT that led to the development of CRT in educational circles?**
- 1) mismatches between teaching and testing
 - 2) lack of instructional sensitivity
 - 3) predominance of normal distribution
 - 4) emphasis on curricular relevance
- 37- **Which of the following statements is NOT true about quantitative variable types and relationships?**
- 1) Control variables are a special type of independent variable whose influence on the dependent variable is measured.
 - 2) Quantitative variables are related to answer a research question through hypothesis testing.
 - 3) Independent variables are antecedent variables that probably cause or affect outcomes.
 - 4) Moderating variables mediate the effect of the independent variable on the dependent variable and serve the intervening function.
- 38- **The ANCOVA design -----.**
- 1) adjusts posttest scores for variability on the covariate
 - 2) adds redundant covariates to the program as adjustment variables
 - 3) co-vary a pre-program measure with the outcome to increase variability
 - 4) intensifies variability in the posttest while preserving difference between the groups

- 39- Read the following four cases and choose the one for which the Mann-Whitney U test is an appropriate statistical procedure to be used for analyzing the data.
- 1) To compare two mean scores from the same group of participants when the distribution of the scores is not normal.
 - 2) To compare three levels of the independent variable on one dependent variable when the variances are equal.
 - 3) When two mean scores from two different groups are compared and the scores are not normally distributed.
 - 4) When the independent variable has only two levels and they are repeated measures with unequal variances.
- 40- What is the determining feature of qualitative maximum variation sampling?
- 1) Selecting cases whose experience is distinctive considering the study focus
 - 2) Selecting participants with considerably different forms of experience
 - 3) Selecting the case whose experience permits maximum generalization to others
 - 4) Selecting participants whose experiences meet some specific criteria
- 41- A quantitative design in which all the participants are exposed to all the treatment conditions is referred to as -----.
- 1) factorial design
 - 2) matched pairs design
 - 3) Solomon four-group design
 - 4) counterbalanced design
- 42- Which of the following data analysis tests would you use if you were to explore the relationship between various ethnic groups in a particular country and approval vs. disapproval of language polices in the corresponding regions?
- 1) Wilcoxon matched pairs test
 - 2) Pearson product-moment coefficient
 - 3) Multiple linear regression
 - 4) Chi-square test of independence
- 43- To solve the problem of data variation in trend analysis, researchers can -----.
- 1) extract a nested sample to be used in the following phases
 - 2) retain a part of the previous sample in the next sampling phase
 - 3) drive multiple subsamples from a large quantitative sample
 - 4) integrate a large quantitative and small qualitative sample
- 44- An investigator, studying the effects of meditation strategies on language test anxiety, would use a directional (one-tailed) test if she intends to assess -----.
- 1) how anxiety levels change through similar meditation strategies
 - 2) the effects of different meditation strategies on test anxiety
 - 3) the probability that a meditation strategy reduces test anxiety
 - 4) whether a meditation strategy reduces and increases test anxiety
- 45- Which of the following is NOT a major characteristic of action research?
- 1) It explores a group of students' actions in a local context.
 - 2) It seeks sustainable, viable solutions to a local problem.
 - 3) It identifies local problems with little concern about generalizability.
 - 4) It utilizes insider-driven, teacher-oriented methods of inquiry.

- 46- Which of the following qualitative methods is commonly used to collect introspective data?
1) phenomenological interview 2) in-depth focus group interview
3) think-aloud protocol interview 4) unstructured narrative interview
- 47- A common misconception about triangulation is that -----.
1) it can be utilized both within and across qualitative and quantitative methods
2) it could target data collection methods as well as data analysis procedures
3) it makes use of different data sources to yield essentially the same results
4) it strengthens the study by combining multiple perspectives and theories
- 48- To address “trustworthiness” in qualitative inquiry, researchers often draw analogies between quality criteria in quantitative and qualitative research. In doing so, they suggest “credibility” and “dependability” as analogues to ----- and ----- in quantitative research.
1) external validity - reliability 2) internal validity - objectivity
3) external validity - objectivity 4) internal validity - reliability
- 49- Traditionally, scientists and researchers understood positivism as reflected in -----.
1) naturalistic ontology, intersubjective epistemology, value-free axiology
2) realist ontology, objective epistemology, value-free axiology
3) realist ontology, constructivist epistemology, value-neutral axiology
4) pluralist ontology, subjective epistemology, value-laden axiology
- 50- Which of the following is NOT a determining feature of ex post facto research?
1) Research in which equivalent groups of participants are subjected to factors so as to bring about differences in the dependent variable.
2) Research in which the independent variables have already occurred.
3) A method of teasing out possible antecedents of previous events that cannot be controlled or manipulated.
4) A method used to explore probable effects in contexts where it is not ethical to control the dependent variable.
- 51- In the context of inferential statistics, it is NOT NECESSARILY TRUE to state that -----.
1) The probability of correctly assuming that there is a difference when there actually is one is known as the power of a test.
2) Statistical power is inversely related to the probability of making a type II error and is calculated by subtracting beta from one ($1 - \beta$).
3) Considering a level of significance for rejecting the null hypothesis, if we think that there is a difference between two groups when in fact there is no such difference, we are committing a type I error.
4) A difference between two samples which is significant at 0.05 level is bigger than one which is significant at 0.0001.

52- Based on the SPSS output below, which of the statements is true?

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	14.846	.001	-2.100	30	.044	-1.38824	.66121
Equal variances not assumed			-2.195	22.221	.039	-1.38824	.63237

- 1) The groups do have equal variances.
- 2) The groups do have unequal variances.
- 3) We can use the t-test statistics in the row labeled equal variances assumed.
- 4) The variance of the two groups cannot be relied upon in interpreting the result.

53- In order to reduce the biases that result from the intrusion of the researcher in the research context, we can use -----.

- 1) open-ended data elicitation
- 2) unobtrusive measures
- 3) semi-structured interviews
- 4) participant observation

54- If a nonrandom sample is asymmetrically extracted from the population, there would occur a phenomenon called -----.

- 1) compulsory rivalry
- 2) diffusion of treatment
- 3) regression to the mean
- 4) instrumentation threat

55- Which one of the following is NOT among the formulae to make pivot grammars?

- 1) pivot words + open-class words
- 2) limited words + unlimited words
- 3) function words + content words
- 4) open-class words + closed-class words

56- Which of the following can be the most complex, yet the most illuminating, perspective on age and acquisition?

- 1) cognitive considerations
- 2) affective considerations
- 3) linguistic considerations
- 4) metacognitive considerations

57- Generally speaking, according to Pavlov, respondents are responses to -----, and based on Skinner, operants are responses to -----.

- 1) identifiable stimuli - observable stimuli
- 2) identifiable stimuli - unobservable stimuli
- 3) unidentifiable stimuli - unobservable stimuli
- 4) unidentifiable stimuli - observable stimuli

58- In his definition of motivation, Ausubel (1968) underscores the role of all the following needs EXCEPT -----.

- 1) belonging
- 2) ego enhancement
- 3) activity
- 4) stimulation

- 59- **Second culture acquisition is commonly believed to go through which of the following successive stages:**
- 1) euphoria → culture shock → anomie → full adaptation
 - 2) euphoria → anomie → culture shock → full adaptation
 - 3) anomie → euphoria → culture shock → full adaptation
 - 4) anomie → culture shock → euphoria → full adaptation
- 60- **Michael Halliday's (1973) functions of language include all the following EXCEPT -----.**
- 1) the representational function
 - 2) the practical function
 - 3) the interactional function
 - 4) the heuristic function
- 61- **Which of the following is used as the framework for the design of national curricula and focuses on the outcomes of learning rather than methods of teaching?**
- 1) Community Language Learning (CLL)
 - 2) Task-based Language Teaching (TBLT)
 - 3) Competency-Based Language Teaching (CBLT)
 - 4) Community Language Teaching (CLT)
- 62- **Which of the following is among the current communicative approaches, focuses on instructional factors, and considers group activities as the major mode of learning.**
- 1) Cooperative Language Learning
 - 2) Content-Based Instruction
 - 3) The Natural Approach
 - 4) Communicative Language Teaching
- 63- **The theories of Instructed Second Language Learning and Skills-Acquisition have been introduced by ----- and -----, respectively.**
- 1) Long – DeKeyser
 - 2) Ellis – Krashen
 - 3) Long – Krashen
 - 4) Ellis – DeKeyser
- 64- **Procedural knowledge -----.**
- 1) is the prior knowledge used to recall information
 - 2) essentially proceeds from theory to practice
 - 3) can ultimately lead to the autonomous stage of development of skill
 - 4) should move from the abstract to the concrete (attention to physical, literal)
- 65- **Overgeneralization from L2 patterns, L1 transfer, and fossilization are the three basic concepts of -----.**
- 1) metalinguistic knowledge
 - 2) input enhancement
 - 3) interlanguage
 - 4) schema-building activities
- 66- **Based on the sociocultural theory, which primarily claims that learning is -----, acquisition does not occur ----- interaction; instead, it occurs ----- interaction.**
- 1) conventionally based – in – as a result of
 - 2) dialogically based – in – as a result of
 - 3) conventionally based – as a result of – in
 - 4) dialogically based – as a result of – in

- 67- While ----- and ----- are the primary and secondary foci of attention in focus on form respectively, in focus on forms the primary and secondary foci of attention are respectively ----- and -----.
- 1) code – message – code – code 2) message – code – code – message
3) code – message – message – code 4) message – code – message – message
- 68- To which SLA theory does the principle ‘learners tend to process the first noun or pronoun they encounter in the sentence as subject and/or agent’ belong?
- 1) Pienemann’s Processability Theory
2) Chomsky’s Universal Grammar Theory
3) Lantolf’s Sociocultural Theory
4) VanPatten’s Input Processing Theory
- 69- Which of the following is NOT correct about The Silent Way?
- 1) It gives primacy to learning over teaching.
2) It was essentially developed based on the desuggestopedic triangle.
3) It generally assumes conscious control of learning for students.
4) It claims that L2 learning is radically different from L1.
- 70- Which of the following is correct about the Sociocultural Theory?
- 1) The theory considers ZPD and scaffolding as essentially the same concepts.
2) The theory discusses and confirms the similarity between the ZPD and Krashen’s $i+1$.
3) The theory considers language as a cultural tool used to carry out abstract activities.
4) The theory is grounded in the genetic law of cultural development.
- 71- ‘Non-native-like structures in the L2 in spite of abundant linguistic input and years of practice’ is the best definition for -----.
- 1) linguistic unsystematicity 2) avoidance strategy
3) fossilization 4) interlanguage
- 72- All of these features characterize the construct of L2 explicit knowledge EXCEPT:
- 1) response using rules 2) no time pressure
3) primary focus on meaning 4) low degree of certainty in responses
- 73- ‘Taking risks wisely’ and ‘rewarding oneself’ are examples of ----- strategies.
- 1) affective 2) metacognitive 3) cognitive 4) social
- 74- Based on the tenets of the sociocultural theory, successful learning involves a shift from ----- activity to ----- activity.
- 1) collaborative inter-mental - autonomous intra-mental
2) collaborative intra-mental - autonomous inter-mental
3) autonomous intra-mental - collaborative inter-mental
4) autonomous inter-mental - collaborative intra-mental
- 75- Gathering classroom information through videorecording by a researcher other than the teacher is ----- and can be considered -----.
- 1) etic – less intrusive 2) emic – more intrusive
3) etic – more intrusive 4) emic – less intrusive

- 76- Which of the following is among the variable (and not absolute) features of ESP curricula and teaching?
- 1) It may be restricted as to the language skills to be learned
 - 2) It is designed to meet the specified needs of the learner
 - 3) It is centered on the language appropriate to activities in discourse, semantics, and the analysis of this discourse
 - 4) It is related in content to particular disciplines and activities
- 77- Which of the following is NOT a syllabus type?
- 1) Register-based syllabus
 - 2) Task-based syllabus
 - 3) Project-based syllabus
 - 4) Genre-based syllabus
- 78- In which stages of a metacognitive pedagogical sequence for listening, 'monitoring and problem solving' are found?
- 1) pre-listening and first listen
 - 2) first listen and second listen
 - 3) second listen and third listen
 - 4) third listen and evaluation & planning
- 79- Which aspect of L2 speech does NOT contribute to a lack of intelligibility?
- 1) misplaced prominence
 - 2) incorrect word stress
 - 3) clear articulation of consonants
 - 4) speaking too fast
- 80- With regard to using grammar in a writing classroom, which one of the following is NOT expected in a sample text-analysis lesson?
- 1) Ignoring cohesive devices
 - 2) Discussing tense and time frame shifts
 - 3) Unpacking meanings in sentences in context
 - 4) Comparing language differences across genres or text types