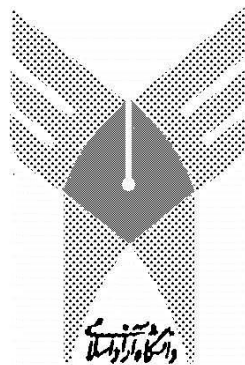فرم طرح پایان نامه

درخواست تصویب موضوع پایان نامهٔ

کارشناسی ارشد ودکترای حرفه ای

عنوان پایان نامه:

Investigation the Impact of Cognitive Tasks on Reading Comprehension;
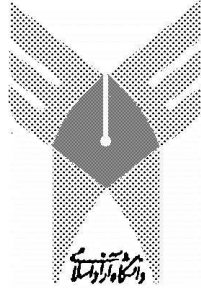**Evidence from Iranian EFL Learners**

رشته:

مقطع:

این قسمت توسط حوزه معاونت

پژوهشی دانشگاه پر می شود.

شماره:
تاریخ:
پیوست:

فرم طرح تحقیق (پایان نامه)

دکترای حرفه ای ☐   کارشناسی ارشد ☐

درخواست تصویب موضوع پایان نامۀ کارشناسی ارشد ودکترای حرفه ای

توجه: این فرم با مساعدت وهدایت استاد راهنما تکمیل شود.

عنوان پایان نامه به فارسی:

عنوان پایان نامه به انگلیسی: Investigation the Impact of Cognitive Tasks on

Reading Comprehension; Evidence from Iranian EFL Learners

۱. اط

نام خانوادگی:	نـام :
	شماره دانشجویی:
	رشته تحصیلی:
	گرایش:
	مقطع :
	دانشکده :
	دوره :
	تاریخ وسال ورود:
موبایل:	تلفن:

۲. اطلاعات مربوط به استاد راهنما:

نام خانوادگی:	نـام :
	تخصص اصلی:
	تخصص جنبی:
	آخرین مدرک تحصیلی دانشگاهی
سمت:	رتبه دانشگاهی:
☐ ☐ ☐	حوزوی
تمام :نحوه همکاری کارشناسی ارشد سنوات تدریس	وقت
مدعو	نیمه وقت
	دکترا
	نشانی: .

تعداد پایان نامه های کارشناسی ارشد راهنمایی شده:

دانشگاه آزاد اسلامی: سایر دانشکده ها:

نام پایان نامه های کارشناسی ارشد راهنمایی شده در یک سال گذشته:

دانشگاه آزاد اسلامی:

سایر دانشگاه ها:

تعداد پایان نامه های کارشناسی ارشد در دست راهنمایی:

دانشگاه آزاد اسلامی: سایر دانشکده ها:

نام پایان نامه های کارشناسی ارشد در دست راهنمایی:

دانشگاه آزاد اسلامی:

سایر دانشگاه ها:

تعداد رساله های راهنمایی شده دکترا در یک سال گذشته:

دانشگاه آزاد اسلامی: سایر دانشکده ها:

نام رساله های راهنمایی شده دکترا:

دانشگاه آزاد اسلامی

سایر دانشگاه ها:

۳. اطلاعات مربوط به استادان مشاور:

نام: نام خانوادگی: تخصص اصلی:

رتبه دانشگاهی یا درجهٔ تحصیلی: شغل: محل خدمت:

تعداد پایان نامه ها ورساله های راهنمایی شده   کارشناسی ارشد:
                                                                                    دکترا

تعداد پایان نامه ها ورساله های در دست راهنمایی   کارشناسی ارشد:
                                                                                    دکترا

نام: نام خانوادگی: تخصص اصلی:

رتبه دانشگاهی یا درجهٔ تحصیلی: شغل: محل خدمت:

تعداد پایان نامه ها ورساله های راهنمایی شده   کارشناسی ارشد:
                                                                                    دکترا

تعداد پایان نامه ها ورساله های در دست راهنمایی   کارشناسی ارشد:
                                                                                    دکترا

نام: نام خانوادگی: تخصص اصلی:

رتبه دانشگاهی یا درجهٔ تحصیلی: شغل: محل خدمت:

تعداد پایان نامه ها ورساله های راهنمایی شده   کارشناسی ارشد:
                                                                                    دکترا

تعداد پایان نامه ها ورساله های در دست راهنمایی   کارشناسی ارشد:
                                                                                    دکترا

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1 - الف : عنوان پایان نامه :

فارسی   غیر فارسی

ب:نوع کار تحقیقاتی: 1- بنیادی   2- نظری   3- کاربردی   4-عملی

پ: تعداد واحد پایان نامه :

ت: پرسش اصلی، تحقیق (مسأله تحقیق):

۵. بیان مسأله (تشریح ابعاد، حدود مسأله، معرفی دقیق مسأله، بیان جنبه های مجهول ومبهم ومتغیر های مربوط به پرسش های تحقیق، منظور تحقیق)

Introduction

No doubt reading comprehension is a very important skill for L2 learners to acquire. The criteria involved in reading are highly important to attain. There is need to pay attention to more prominent activities such as different types of tasks that are designed to help achieve comprehension goals. So many factors, e.g. task-based language teaching, are involved in this issue. These factors can have negative or positive effects on the overall quality of students' reading comprehension performance. In this regard, the value of the performance of cognitive tasks in L2 classrooms. Hajpournezhad (2009) has been conducted to determine the effectiveness of task types in L2 classes to improve the learners' reading comprehension could be emphasized. The results of such considerations have shown that students taught by the use of different tasks have much more better comprehension of reading than those who are taught by traditional way of teaching reading. The purpose of the present research is to focus on the improvement of reading comprehension of students by using two types of cognitive tasks (opinion gap and reasoning gap).

Observations suggest that a large number of EFL university students are not able to read and understand materials in the English language effectively (Valencia & Buly, 2004; Vlack, 2009), which may affect their academic performance. In fact, effective teaching of reading has long been recognized as vital in second language learning (Carrel, 1989).

Readers read texts in order to make some sense of the text (Graesser, Singer, & Trabasso, 1994; Nuttall, 2005), and they do so by cognitively interacting with the text (Nuttall, 2005) and by utilizing not only linguistic and background knowledge but also cognitive capabilities such as inferencing during reading (Grabe & Stoller, 2002). Consequently, the ultimate success in reading is the result of both linguistic/conceptual knowledge and readers' cognitive characteristics.

The present study aims to explore the possible impacts of the performance of cognitive tasks on EFL learners' reading comprehension performance. In the realm of learners' reading improvement, different cognitive tasks have been studied (e.g. HajiPourNezhad & ShokrPour, 2012; Salmani, 2006).

It is believed that such different task types cause learners to focus on different characteristics of the text because the demands of tasks are not the same (Joe, 1998). Opinion-gap task types require participants to express their ideas on a subject. A reasoning-gap task is a task which requires the participants to engage in reasoning, such as synthesizing the provided information and deducing new facts in order to perform it successfully. The two task types activate different cognitive strategies. Therefore, the outcomes of the two task types may be different when performed by learners with different cognitive styles (Pica, Young, & Doughty, 1993). Apart from the specific cognitive style that learners carry with them into the learning environment, the type of reading questions they are asked also influences their reading performance. This has been comprehensively addressed by Bachman (2000) under the title of test method facets, suggesting the wide range of variations in test rubrics and procedures that leave impacts on the performance. In fact, the concept of "reading comprehension" has not lent itself well to a clear operational definition so that it has been mostly defined by many measures used in its assessment (Daly, Chafouleas, & Skinner, 2005; Frith & Snowling, 1983; Myles, Hilgenfeld, Barnhill, Griswold, Hagiwara, & Simpson, 2002).

However, most reading comprehension research studies still use only one measure and response form despite the fact that many investigations inform us about the limitations in using one single test in the assessment of reading comprehension (Cutting & Scarborough, 2006; Fletcher, 2006; Pearson & Hamm, 2005; Young, 2005). The present study aims to see how the development of reading comprehension is affected by task-type mediated by cognitive tasks; the results of this study will shed light on the development of reading comprehension.

Statement of the Problem

During the history of language teaching, different approaches and methods have been developed in order to help learners learn a second/foreign language better. Before the scientific era of language teaching which began with the emergence of Audiolingualism in the mid 20th century, the focus was on teaching grammar and on the ability to translate literary texts. However, this teacher-centered method could not resist the new findings of psychology, linguistics, and educational theory and the field of language teaching gradually proceeded towards more learner-centered approaches and methods. The shifts in the goals of language teaching and the new communicative needs changed the methods and hence the views about the four skills, for instance, reading comprehension, were treated differently in various methods and approaches. Reading was considered a passive skill in some methods and approaches.

However, with the emergence of comprehension and communicative approaches, reading gained prominence and came to be known as an active and meaningful process rather than a passive product. Brown (2001) introduces different techniques for teaching reading comprehension. In spite of all of the techniques and procedures which have been used for teaching reading skill, Iranian learners have serious problems in reading and comprehending texts which have been written in English. The problem with traditional approaches is that they do not consider reading as being purpose-driven. Furthermore, the use of new methodologies in teaching EFL reading is rare in Iran. That is why this study proposes to use two different cognitive approaches to teaching reading comprehension, to examine their efficiency, and to compare their effectiveness.

Objectives of the Study

Given the problem stated above, the present study aims to determine whether teaching reading to EFL learners through Task-Based Language Teaching (TBLT) especially cognitive tasks can be influential and particularly useful in EFL reading improvement. Two types of cognitive tasks, i.e. reasoning gap activity and opinion gap activity, will be the focal points of the study. Most of the past studies (Baddeley 1992; Dornyei 2003) have calculated correlation coefficients between foreign language cognitive tasks as a whole and performance measures, but they have not examined the impact of cognitive tasks and performance measures. Since it is a multifaceted phenomenon, investigating the effect cognitive tasks on reading improvement of Intermediate EFL learners maybe more important than investigating how cognitive tasks overall are related to performance measures. Against this backdrop, the present study will focus on cognitive tasks as an affective trait of L2 learners and it will investigate the impact of cognitive tasks on reading improvement of Iranian Intermediate EFL learners. Thus, in this study, attempts will be made to find out the impact of cognitive tasks of intermediate Iranian learners of English in EFL classrooms with a focus on cognitive tasks. This was represented in the two research questions of the study that was mentioned above.

Significance of the Study

It is believed that the performance of different tasks makes EFL educators and curriculum designers more sensitive to the role of task types to improve language skills. In addition, it will allow them to make the relationship between the performances of cognitive tasks and reading comprehension. In this study, the researcher's focus is on cognitive tasks and their impact on reading comprehension performance of Iranian intermediate EFL learners. Research strongly suggests one of the most beneficial ways of helping students improve their command of comprehension is reading. The results of this study may have contributions to the theory and the practice of language communication particularly to the theory of cognitive tasks as both a skill and ability in language learners. The results of the current study can play a role in the theory of cognitive tasks by considering carrying out cognitive tasks and reading improvement of male and female intermediate Iranian EFL learners. Besides, the results of this study can be helpful through suggesting new techniques and methods of teaching like cognitive tasks.

فرضیه تحقیق

Implementing cognitive tasks has no impact on reading comprehension of intermediate Iranian EFL learners.

سوابق تحقیق (بیان سابقة تحقیقات انجام شده دربارة موضوع در داخل و خارج از کشور)

Literature Review

As Critchely (1998, p.15) states a review of the literature on reading improvement suggests "theoretical positions ranging from highly cognitive approaches that stress the memorization of decontextualized lists ,to highly naturalistic approaches that stress implicit contextualized learning". Advocates of memorization of decontextualized lists (e.g., Meara, 1995) claim that providing lists of words is a useful method in which L2 learners can comprehend the text in a short time. In contrast, the opponents of such approaches (e.g., Scrivener, 2009) claim that providing long list of words and their translation seems to be problematic for the memory and it does not guarantee that comprehending will take place. Recently the theoretical position that focuses on the context use to reading improvement and the context to which L2 learners develop specific strategies for reading comprehension have gained importance.

A types of task for providing context use for reading improvement is cognitive task. A method of providing context use for reading comprehension is making use of tasks, including PTs which might offer a useful tool for promoting lexical knowledge and cognitive tasks such as information-gap, reasoning-gap, and opinion-gap activities.

Nunan (1989) states that PTs, designed to elicit communicative language use, have psycholinguistic basis in SLA theory, but do not necessarily reflect real-world tasks. However as De La Fuente (2002) states, there are a variety of PTs which might to different degrees of L2 learners' receptive and productive reading comprehension. Three of which are "information-gap" and "reasoning-gap" and "opinion-gap" tasks. According to Willis (1996), in the "information-gap" tasks, L2 learners are exposed to complete the task, and the outcome is a completed task. In the "opinion-gap" tasks L2 learners are asked to exchange opinions and the outcome is to holding different views. Nagata, Aline, and Ellis (1990) reported a study in which they used "information-gap" tasks with Japanese learners of English. They examined the relationship between measures of language aptitude and measures of comprehension of reading. They concluded that differences in participants' inductive ability to identify the functions of grammatical forms, their ability to comprehend the text in an unknown language, and their ability to associate phonological and graph logical forms were all significantly related to how well the participants understood the task direction in the study. De La Fuente (2002) states that the type of task is not so important as the degree of learners' involvement in the task. In support of the importance of task type, De La Fuente (2006) reported a study about PTs in which he explored the effect of three reading lessons (i.e. one traditional and two task based) on the learning of basic meaning ,form and morphological aspects of Spanish texts. The data analysis performed on a data suggested that the type of cognitive approach had no effect on immediate retrieval of Spanish word forms. In particular task-based lessons seemed to be more effective than the traditional PPP lessons. Also, the task based lessons with an explicit focus on form component was found to be more effective than the task-based lesson that did not incorporate this component in prompting the learning of morphological aspect of words.   In the same line, Keating (2008) investigated task effectiveness and L2 vocabulary learning. Seventy-nine beginning learners of Spanish completed one of three vocabulary tasks: reading comprehension, reading comprehension along with L2 words suppliance, and sentence writing. In this study, the participants displayed a better word retention in the sentence writing task than the other types. Nowadays English learning is essential because English is the international communication medium.

The language is necessary for different activities, including education, politics, and socio-economics (Mckay, 2002; Medgyes, 1994). The stated the need for curriculum and teaching process revision in order to prepare student for real life application in the information age. The teaching should accommodate the learners 'development of the 4 language skills. Reading skill, in particular, is the most important skill in second or foreign language learning (Carrell, 1988). Sookchotirat (2005) suggested that reading skill is the most important skill as it is the basis of all the success in one's life. Good readers can gain more knowledge of any kind from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers transfer what they read to apply with their own idea a new perspective or idea is created. However, there have been problems in English teaching in all educational levels in Thailand, including elementary, secondary and university level. Graduates of each educational level do not have reading ability they should have. Generally, it can be claimed that the problem was caused by the inadequacy of teaching and learning time. Teaching reading is a continuing process; it should be given continuously from the first to the highest educational level. Teaching reading to learners at very young age is, therefore, the basis for the higher level (Noysangsri, 1988).

Chiramanee (1992) indicated that Thai learners' reading ability was at a low level. It could be resulted from inappropriate teaching method, using outdated teaching techniques, which failed to help the learners understand the content of the reading materials. Chandavimol (1998) suggested that in general practice of teaching reading, the learner would be assign a reading task to read by themselves and do the post-reading exercises. In such reading activity, the teacher did not provide any activities that could motivate the reader or achieve better comprehension.

Chatwirote (2003) suggested that the teachers could provide reading promoting activities, such as the activities that interest the learners. The activities should contain the reading objectives that suit the learners and teacher's interest. Reading the process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. The instructor should provide them with the pre-reading the learners did not have any background knowledge it would be the teachers' responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension from the reading.

The teachers should provide the learners with various pre-reading activities that help them have certain amount of background knowledge about the reading text because the schema would help the reader get better comprehension (Graves, Watts and Graves,1994), as shown in the following studies.

Yeeding (2007) investigated the effects of pre-reading activities on learners 'motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, enthusiastic to read. After the experiment, they scored significantly higher. In another experimental study Taglieber, Johnson, & Yarbrough (1988) provided the experiment subjects with 3 pre-reading activities: guessing reading content from pictures, learning vocabulary before reading, and pre-reading question. The control group did not receive any of the 3 pre-reading activities. A pre-test and post-test were administered to both groups. It was found that the experimental subject performed better than the control group. In addition, the reading scores from the reading with guessing reading content from pictures, and pre-reading questioning were better than the reading with learning vocabulary before reading. Results from the studies reviewed above made the researcher of the present study realize the significance of applying pre-reading activities in teaching reading comprehension.

Given a plethora of research studies on the effect of different types of cognitive tasks, a research study focusing on the comparison on different task types and their effect of male and female Iranian EFL learners is yet to be done.

جنبهٔ نوآوري و جديد بودن تحقيق در چيست؟(اين قسمت توسط استاد راهنما تكميل شود.)

روش كار (مراحل انجام تحقيق، معرفی متغيرها و ابزار جمع آوری اطلاعات، ابزار و روش های آزمايشگاهی، ميداني، كتابخانه‌اي، روش تجزيه و تحليل اطلاعات)

Methodology

Participants

It is expected that some 60 participants in … Institute in … will take part in the study. In order to determine the level of proficiency of participants, an Oxford Placement Test including 60 multiple choice items will first be administered to the whole participants. Then they will be divided into three groups: a control and two experimental groups.

The number of learners in each group will be 20. All of them will probably age from 15 to 21 with an intermediate level of proficiency. Regarding space, facilities, time, and other conditions, the classes will be approximately the same. In order to make the participants homogeneous through Oxford Placement Test, the researcher will select the students whose scores will be between 30 and 45. All of the participants will be native speakers of Persian. They will come to classes three times a week. The experimental groups will have cognitive task-based learning instruction in a month but the control group will not receive any treatment on cognitive tasks.

Materials and Instruments

Since the aim of the present study is to explore the impact of different types of cognitive tasks on reading comprehension of Iranian intermediate EFL learners, the key material for the researcher to pursue this purpose will be tasks. The researcher will focus on cognitive tasks. For performance of tasks the researcher will use different texts, which will be excerpts from the book Active Reading. These will include two different types of cognitive tasks with the same level of difficulty. In addition to these materials, the researcher will make use of the Oxford Placement Test to make sure the participants are homogeneous. The Oxford Placement Test measures a test taker's ability to communicate in English. It provides information about a person's language level. This test is composed of 60-item test: 5 items are reading comprehension, 30 multiple-choice items are vocabularies and grammar, and 25 items are in a form of close test. The participants who gain score between 30 and 45 will be chosen as the subjects of the current study. The researcher will also use a pretest and a posttest, each containing 40 multiple-choice items. The tests will be checked for reliability in a pilot study.

Procedure

After filling out the background questionnaire, the proficiency of the participants will be determined by OPT test. Based on the result of this test, participants will be divided into three homogeneous groups. Since the goal is to investigate the impact of cognitive tasks on reading comprehension of EFL learners, the researcher will two types of cognitive tasks: opinion tasks and reasoning tasks. At the first session of the experiment, the teacher will consider the first test that they will take as pre-test. From the second session, the teacher (in the two experimental groups) will teach the reading through two types of cognitive tasks: opinion task and reasoning task. After the treatment sessions, which will last about a month, the participants will take a posttest, which will resemble the pretest in as every aspect as possible.

The posttest scores will be computed in order to see whether there will be any significant difference between students' scores on the reading comprehension within groups, i.e. before and after treatment, or between groups. Finally, the results of both pretest and posttest were compared for data analysis across different gender orientations.

Here is a model of teaching reading with the use of opinion task: By using the table of framework for designing task-based lesson in (page 244) of the book *Task-Based Language Teaching and Learning* by Ellis (2002), the teacher will have a pre-task, during task, and post-task. In pre-task, the researcher will show the learners two pictures: one the picture of a village and the other a picture of a big city. Then he will ask them some T-F questions. In the part during-task, the teacher will give them 5 minutes time to read the text. In post-task researcher will ask the learners to tell their opinions about the differences between the life styles in village and big cities.

Design

The design will include Experimental Group (EG), Control Group (CG), Pretest (T1), Posttest (T2), and Treatment (X). It is a quantitative research that features an experimental design. A typical experimental design would be an intervention study which contains at least two groups: the treatment or experimental group, which receives the treatment or which is exposed to some special conditions, and the control group, whose role is to provide a baseline for comparison.

Data Collection and Analysis

In order to make within-group comparisons (that is to compare a group's pretest and posttest), paired-samples t test will be used. However, in order to make between group comparisons, both at the outset and at the end of the study, two-way between-groups ANOVA will be used (since there are two independent variables in this study: task type and gender).

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توجه :

این قسمت مربوط به پایان نامه هایی است که مورد تصویب و تأیید سازمان بیرون ازدانشگاه قرارگرفته وآنها پرداخت هزینه های مربوطه راتقبل می کنند.

.هزینه های تحقیق پایان نامه

الف.منابع تأمین بودجۀپایان نامه ومیزان هریک(ریالی، ارزی، تجهیزاتی وغیره)

ردیف	نام موسسه	بودجۀریالی	بودجۀارزی	تجهیزات وتسهیلات
جمع				

ب. هزین های پایان نامه

ب ۱.هزینه های پرسنلی (برای مواردی که در حوزۀ تخصص و مهارت ورشتۀ دانشجو قرار ندارد)

نوع مسؤلیت	تعداد افراد	کل ساعات کار برای طرح	حق الزحمه در ساعت	جمع
جمع هزینه های تخمینی به ریال				

ب۲.هزینه های مواد ووسایل(وسایلی که صرفاً ازمحل تحقیق باید خریداری شوند)

نام ماده یا وسیله	مقدار مورد نیاز	مصرفی-غیر مصرفی	ساخت داخل یا خارج	شرکت سازنده	قیمت واحد		قیمت کل	
					ریالی	ارزی	ریالی	ارزی
جمع هزینه های مواد ووسایل به ریال								

ب‌.۳. هزینه‌های متفرقه

کل هزینه به‌کل	معادل ریالی بودجهٔ ارزی	ارزی	ریالی	شرح هزینه	ردیف
				هزینه تایپ	۱
				هزینه تکثیر	۲
				هزینه صحافی	۳
				هزینه عکس و اسلاید	۴
				هزینه طراحی، خطاطی، نقاشی، کارتوگرافی	۵
				هزینه خدمات کامپیوتری	۶
				هزینه‌های دیگر	۷
				جمع	

جمع کل هزینه‌ها

هزینه کل به ریال	ارزی	ریالی	نوع هزینه	ردیف
			پرسنلی	۱
			مواد و وسایل	۲
			مسافرت	۳
			متفرقه	۴
			جمع کل	

۱۵. تأییدات

الف:

امضا	تاریخ	نام و نام خانوادگی استاد راهنما:
امضا	تاریخ	نام و نام خانوادگی استاد مشاور:
امضا	تاریخ	نام و نام خانوادگی استاد مشاور:

ب. نظریه کمیتهٔ تخصصی گروه دربارهٔ

۱. ارتباط داشتن موضوع تحقیق با رشته تحصیلی دانشجو:

ارتباط دارد ☐   ارتباط فرعی دارد ☐   ارتباط ندارد ☐

۲. جدید بودن موضوع:

بلی ☐   در ایران بلی ☐   خیر ☐

۳. اهداف بنیادی و کاربردی:

قابل دسترسی است ☐   قابل دسترسی نیست ☐   مطلوب نیست ☐

۴. تعریف مسأله:

رسا است ☐   رسا نیست ☐

۵. فرضیات:

درست تدوین شده است ☐   درست تدوین نشده و ناقص است ☐

۶. روش تحقیق دانشجو:

مناسب است ☐   مناسب نیست ☐

۷. محتوا و چارچوب طرح:

از انسجام برخوردار است ☐   از انسجام برخوردار نیست ☐

پ. تأیید نهایی

ردیف	نام و نام خانوادگی	سمت و تخصص	نوع رأی	امضا
۱				
۲				
۳				
۴				
۵				

موضوع تحقیق پایان نامهٔ خانم/ آقای :

دانشجوی مقطع: کارشناسی ارشد ☐   دکترای حرفه ای ☐ رشته:

تحت عنوان:

در جلسهٔ مورخ: کمیتهٔ تخصصی گروه مطرح شد و به اتفاق آرا ☐ یا با تعداد ☐ رأی از ☐ رأی مورد

تصویب اعضای قرار گرفته ☐ قرار نگرفت ☐

مدیر گروه   تاریخ   امضا

ت. نظریه شورای پژوهشی دانشکده:

موضوع وطرح تحقیق پایان نامه   آقای

خانم   دانشجوی مقطع:

رشته   که به تصویب کمیته تخصصی مربوط رسیده بود، در جلسه مورخ:

شورای پژوهشی دانشکده مطرح شد وپس از بحث وتبادل نظر مورد تصویب اکثریت اعضا (تعداد   نفر) قرار گرفت   نگرفت

ردیف	نام ونام خانوادگی	نوع رأی		امضا	توضیحات
		موافق	مخالف		
۱	دکتر				
۲	دکتر				
۳	دکتر				
۴	دکتر				
۵	دکتر				

ث. نظریه شورای پژوهشی دانشگاه:

موضوع وطرح تحقیق پایان نامه   آقای

خانم   دانشجوی مقطع:

رشته   که به تصویب کمیته تخصصی مربوط رسیده بود، در جلسه مورخ:

شورای پژوهشی دانشگاه مطرح شد وپس از بحث وتبادل نظر مورد تصویب اکثریت اعضا (تعداد   نفر) قرار گرفت   نگرفت.

ردیف	نام ونام خانوادگی	نوع رأی		امضا	توضیحات
		موافق	مخالف		
۱					
۲					
۳					
۴					
۵					
۶					

نام ونام خانوادگی معاون پژوهشی واحد تاکستان	تاریخ	امضا
دکتر جمشید صدری		