

## 2024年度大学院博士後期課程入学試験問題

研究科名	科目名
文学研究科 英文学専攻	英語

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### Doctoral Course English Language Assessment (2024)

For this English language assessment, you are asked to review the seven articles provided and draft four or more paragraphs synthesizing key points from the articles, similar to what would be found in a literature review.

#### Please note the following:

- You do not have to read the complete articles.
- Review the articles, and identify common themes/topics, similar or opposing viewpoints, and/or reported research results.
- Synthesize the key points from a minimum of five of the seven articles into paragraphs, similar to what would be found in a literature review. Including points from all seven articles is acceptable and may improve your examination results.
- Use multiple reference points from multiple articles where possible.
- Follow standard academic essay organization.
- Include a minimum of four paragraphs. Additional paragraphs are acceptable and may improve your examination results.
- Use appropriate APA Style in-text referencing, and include reference entries for the articles which you use in a reference list following your paragraphs.
- Paraphrase: Do not copy; Do not quote.
- Complete the handwritten assessment within 90 minutes.

#### Your assessment will be scored based on the following criteria:

- Level and breadth of synthesis of information from the articles presented
- Relevancy and appropriateness of content presented
- Academic organization and citations
- Language / grammar skills

#### Articles

- An, Y., & Cao, L. (2017). The effects of game design experience on teachers' attitudes and perceptions regarding the use of digital games in the classroom. *TechTrends*, 61(2), 162-170.
- Cheng, A., Yang, L., & Andersen, E. (2017). Teaching language and culture with a virtual reality game. *Proceedings of the 2017 CHI Conference on human factors in computing systems*, 541-549.
- Huang, X., Zou, D., Cheng, G., & Xie, H. (2021). A systematic review of AR and VR enhanced language learning. *Sustainability*, 13, 1-28.
- Kaplan-Rakowski, R., & Wojdyski, T. (2018). Students' attitudes towards high-immersion virtual reality assisted language learning. In P. Taalas, J. Jalkanen, L. Bradley, & S. Thouesny (Eds.), *Future-proof CALL: language learning as an exploration and encounters – short papers from EUROCALL 2018* (pp. 124-129).
- Tai, T., Chen, H. H., & Todd, G. (2020). The impact of a virtual reality app on adolescent EFL learners' vocabulary learning. *Computer Assisted Language Learning*, 1-26.
- Yang, F. O., Lo, F. R., Hsieh, J. C., & Wu, W. V. (2020). Facilitating communicative ability of EFL learners via high-immersion virtual reality. *Journal of Educational Technology & Society*, 23(1), 30-49.
- York, J., Shibata, K., Tokutake, H., & Nakayama, H. (2020). Effect of SCMC on foreign language anxiety and learning experience: A comparison of voice, video, and VR-based oral interaction. *ReCALL*, 33(1), 1-22.