

淡江大學 115 學年度碩博士班甄試招生考試試題

1-1

系別：教育心理與諮商研究所

科目：英 文

考試日期：12月7日(星期日) 第1節

本試題共四大題，八頁

- I. Vocabulary 30%: Choose the best word or phrase to complete each sentence.**
- Students must submit their assignments before the _____.
(A) headline (B) deadline (C) outline (D) guideline
 - Many students prefer group work because it allows them to _____ ideas with classmates.
(A) exchange (B) limit (C) borrow (D) remove
 - The online course is _____ for students who cannot attend classes in person.
(A) available (B) invisible (C) impossible (D) optional
 - To improve your writing, it is important to receive _____ from your instructor.
(A) background (B) feedback (C) textbook (D) contract
 - The student's argument was _____, drawing on multiple studies to support each point.
(A) speculative (B) haphazard (C) well-substantiated (D) superficial
 - The advisor warned that relying on outdated sources could _____ the credibility of the literature review.
(A) bolster (B) compromise (C) reinforce (D) authenticate
 - Her explanation was so _____ that even specialists struggled to grasp the main point.
(A) lucid (B) succinct (C) convoluted (D) candid
 - The conference aims to foster _____ dialogue among researchers from various disciplines.
(A) adversarial (B) interdisciplinary (C) redundant (D) peripheral
 - The internship offers students _____ experience that will be valuable for future academic research.
(A) hypothetical (B) empirical (C) negligible (D) superficial
 - The university introduced new policies to _____ the negative effects of declining enrollment.
(A) exacerbate (B) consolidate (C) replicate (D) mitigate
 - The professor encouraged students to _____ conventional theories and explore alternative explanations.
(A) perpetuate (B) acquiesce to (C) scrutinize (D) disregard
 - The study's findings were considered _____, prompting a reevaluation of long-held beliefs in the field.
(A) inconsequential (B) groundbreaking (C) derivative (D) obsolete
 - The results show only a _____ improvement, suggesting that further intervention is necessary.
(A) marginal (B) sweeping (C) definitive (D) prolific
 - His claims were dismissed as _____, since they relied primarily on personal anecdotes rather than reliable data.
(A) anecdotal (B) pragmatic (C) judicious (D) authoritative

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15. The organization's mission statement is intentionally _____, allowing flexible interpretation to adapt to future challenges.

- (A) prescriptive (B) ambiguous (C) exhaustive (D) outdated

II. Language Use 20%: Choose the best answer to complete each sentence.

16. If the professor _____ earlier, we would have had more time to discuss the assignment.

- (A) arrives (B) had arrived (C) will arrive (D) arriving

17. Neither the students nor the teacher _____ satisfied with the results of the exam.

- (A) were (B) have been (C) is (D) are

18. The article, along with the references, _____ on the department website.

- (A) is posted (B) are posted (C) posting (D) was posting

19. The article proposes a framework _____ both theoretical insights and practical applications for language learning.

- (A) that integrates (B) which integrating (C) was integrated (D) to have integrated

20. The more complex the task becomes, the more carefully students _____ their strategies to achieve accuracy.

- (A) have adjusted (B) must adjust (C) would adjust (D) adjusted

21. The participants were instructed to follow _____ protocol described in the manual to ensure consistency.

- (A) a (B) an (C) the (D) X

22. Students who submit their essays late, _____ may result in grade penalties, should notify the instructor in advance.

- (A) what (B) which (C) that (D) who

23. The new methodology was cost-effective; _____, it provided more accurate data than previous approaches.

- (A) nevertheless (B) similarly (C) in contrast (D) consequently

24. The participants were asked to complete a _____ questionnaire to provide detailed feedback on their experiences.

- (A) comprehensive (B) comprehensively (C) comprehension (D) more
comprehensively

25. _____ aware of the potential biases, the analyst adjusted the dataset before running the statistical models.

- (A) Critical (B) Critically (C) Criticism (D) Criticalness

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III. Text Completion 20%: Choose the best answer.

Recent studies in cognitive science suggest that technology can have a significant impact on learning outcomes, but its effects are highly _____ (26) on how it is used. Students who are able to manage their digital environment effectively tend to perform better than those who are easily distracted. For instance, online platforms can provide access to vast amounts of information, which allows learners to _____ (27) knowledge at their own pace. However, without proper guidance, students may struggle to distinguish between relevant and irrelevant information, leading to cognitive overload. Furthermore, the integration of technology into education requires instructors to adopt more _____ (28) pedagogical strategies, emphasizing active engagement and critical thinking rather than rote memorization. Therefore, while technology has the potential to enhance learning, its success is contingent upon both learner self-regulation and the implementation of _____ (29) teaching methods.

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|-----|-----------------|-------------------|---------------|-----------------|
| 26. | (A) independent | (B) contingent | (C) absolute | (D) irrelevant |
| 27. | (A) synthesize | (B) accumulate | (C) discard | (D) segregate |
| 28. | (A) passive | (B) innovative | (C) arbitrary | (D) superficial |
| 29. | (A) coherent | (B) contradictory | (C) redundant | (D) ambiguous |

Interdisciplinary research has become increasingly important in addressing complex societal problems. Scholars argue that traditional disciplinary boundaries are often too _____ (30) to capture the multifaceted nature of contemporary issues. By integrating methods and perspectives from multiple fields, researchers can produce more _____ (31) analyses that account for a wider range of variables. Nevertheless, such collaboration is not without challenges: differences in terminology, methodology, and theoretical frameworks can create confusion or even _____ (32) among team members. To mitigate these risks, successful projects often establish clear communication protocols and emphasize the development of _____ (33) understanding across disciplines. Additionally, institutions are beginning to provide formal incentives and funding to encourage such research, recognizing that interdisciplinary approaches can generate insights that are both academically rigorous and socially _____ (34). Ultimately, the potential of interdisciplinary research lies not only in combining knowledge but also in fostering a culture of critical inquiry that is both flexible and _____ (35).

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|-----|----------------|-------------------|----------------|-------------------|
| 30. | (A) expansive | (B) narrow | (C) flexible | (D) comprehensive |
| 31. | (A) ambiguous | (B) superficial | (C) rigorous | (D) redundant |
| 32. | (A) friction | (B) collaboration | (C) consensus | (D) understanding |
| 33. | (A) unilateral | (B) critical | (C) solitary | (D) mutual |
| 34. | (A) arbitrary | (B) relevant | (C) optional | (D) irrelevant |
| 35. | (A) adaptive | (B) rigid | (C) peripheral | (D) inconsistent |

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IV. Reading Comprehension 30%: Read the passages and answer the questions:

A.

In recent years, discussions about digital learning have shifted from evaluating specific technological tools to examining the broader cognitive and behavioral patterns that shape students' interaction with technology. While popular discourse often portrays technology as the primary culprit for declining attention spans, emerging research suggests that such a view oversimplifies a far more complex relationship. The issue is not merely the presence of digital devices, but the ways in which students allocate their attention in environments saturated with competing stimuli. Constant alerts from social media, streaming platforms, and messaging applications introduce persistent interruptions, but these disruptions influence learning differently depending on individual habits and levels of self-regulation.

Some scholars argue that digital technology, when approached strategically, can actually strengthen learners' academic engagement. Online platforms, for instance, allow students to revisit lectures at their own pace, maintain organized study records, and participate in asynchronous discussions that extend classroom learning. These benefits, however, are contingent on students' ability to manage distractions and make deliberate decisions about when, how, and why they use digital tools. From this perspective, the central challenge lies not in eliminating technology but in cultivating the metacognitive skills required to navigate it. Thus, the effectiveness of digital learning environments depends less on technological innovation itself and more on how learners discipline their attention in the presence of constant digital noise.

36. Which of the following best captures the author's overall argument regarding technology in education?

- A. Technology inherently distracts students and should be limited.
- B. Technology's impact depends largely on how students regulate their own behavior.
- C. Technology is more beneficial than traditional learning methods.
- D. Students should receive stricter rules to prevent misuse of digital tools.

37. According to the passage, what underlying assumption supports the researchers' claim that technology is not the primary problem?

- A. Students naturally prefer digital learning over face-to-face learning.
- B. Students have full control over the design of their online courses.
- C. Student behaviors can influence how technology affects learning outcomes.
- D. Technology will continue to advance regardless of student habits.

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38. Which statement would the author MOST likely agree with?
- A. Eliminating online tools would significantly improve student focus.
 - B. Digital resources are ineffective unless integrated into formal instruction.
 - C. Teaching students to monitor their own digital habits is essential.
 - D. Students should avoid using technology outside of academic purposes.
39. In the context of the passage, the term “self-regulation” most nearly refers to a student’s ability to:
- A. follow all instructions given by professors
 - B. prioritize academic tasks despite competing distractions
 - C. manage group dynamics in online discussions
 - D. complete assignments without relying on digital tools
40. Which of the following can be inferred about the author’s view of online distractions?
- A. They can be eliminated through stronger platform design.
 - B. They pose challenges, but they are not universally harmful.
 - C. They are the primary cause of poor academic performance.
 - D. They affect only students who take fully online courses.
41. Why does the author mention “constant alerts from social media, streaming platforms, and messaging applications”?
- A. To illustrate a common source of external interference in learning
 - B. To argue that universities should ban mobile devices entirely
 - C. To show that technology is more entertaining than educational
 - D. To demonstrate that students prefer leisure activities over study
42. What does the passage imply about students who successfully benefit from technology in learning?
- A. They often receive specialized training from their instructors.
 - B. They tend to adopt intentional habits when managing digital tools.
 - C. They use multiple devices at the same time to stay productive.
 - D. They avoid accessing entertainment platforms altogether.

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43. Which of the following, if true, would most STRENGTHEN the author's argument?
- A. A study finds that turning off notifications improves concentration during reading tasks.
 - B. A university bans smartphones and sees no improvement in grades.
 - C. Students report that online courses are more convenient than traditional classes.
 - D. Technology companies design more student-friendly interfaces.
44. What rhetorical strategy does the author use in the second paragraph to shift the discussion?
- A. Presenting a counterargument to offer a more balanced perspective
 - B. Introducing unrelated evidence to transition to a new topic
 - C. Using emotional appeals to highlight student struggles
 - D. Quoting expert opinions to assert authority
45. Which conclusion is MOST supported by the passage?
- A. Academic success in digital environments depends more on learner behavior than on the technology itself.
 - B. Access to digital tools guarantees improved academic performance.
 - C. Traditional classroom instruction is superior to online learning.
 - D. Students should reduce their use of technology to avoid academic failure.

B.

In recent years, personality classification systems have gained significant attention among young adults in Taiwan, particularly the Myers–Briggs Type Indicator (MBTI) and Western zodiac horoscopes. Although these two systems originate from distinct intellectual traditions—one grounded in psychological theory and the other in astrological symbolism—they share a similar cultural function: helping individuals make sense of themselves and navigate interpersonal relationships. Their popularity on social media platforms has further transformed them into tools for identity expression rather than strict diagnostic frameworks.

The MBTI, developed from Carl Jung's typology, categorizes individuals based on four dichotomies: Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, and Judging vs. Perceiving. Advocates argue that MBTI encourages self-reflection and enhances communication by revealing individuals' preferred cognitive tendencies. However, critics point out that MBTI lacks strong empirical validity, and its binary structure oversimplifies complex psychological processes. Despite these criticisms, MBTI remains widely used in educational guidance and career planning workshops across Taiwanese universities. Many students report that the test helps them articulate their strengths and understand team dynamics in project-based courses.

Horoscopes, by contrast, appeal through a symbolic narrative that connects personality traits

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to celestial movements. While scientific support for astrology is weak, horoscopes persist due to their accessibility and entertainment value. For many Taiwanese students, reading daily horoscope predictions has become a casual habit that offers emotional comfort, especially during stressful periods such as midterms, finals, or graduate school entrance preparation. The interpretive flexibility of horoscopes allows readers to select meanings that resonate with their current emotional states, making the practice more reflective than predictive.

Interestingly, MBTI and horoscopes intersect in online culture. Memes comparing MBTI types with zodiac signs—such as portraying INTJs as “mysterious strategists” or Scorpios as “intense and loyal”—create shared humor within student communities. Although most students recognize the exaggerated nature of these portrayals, the labels still influence how they present themselves in digital spaces. Some scholars argue that this phenomenon demonstrates a shift in youth identity formation, where psychological and astrological categories serve more as symbolic resources than as authoritative explanations of human behavior.

In educational contexts, the widespread reliance on MBTI and horoscopes raises important questions. To what extent do these categories genuinely help students understand themselves, and when do they become restrictive labels that limit self-growth? Educators must therefore strike a balance between using such systems as reflective tools and encouraging students to maintain a critical perspective. Ultimately, whether through psychological typology or astrological metaphor, the search for self-knowledge remains a central pursuit for students navigating the uncertainties of contemporary higher education.

46. The author contrasts MBTI and horoscopes primarily to:
- A. highlight why MBTI is inherently more scientific than astrology
 - B. argue that students should abandon both systems entirely
 - C. demonstrate that both systems have identical psychological origins
 - D. show how two unrelated systems converge in cultural usage
47. Which statement best represents the author’s perspective on MBTI?
- A. The author sees MBTI as scientifically flawless but poorly applied.
 - B. The author dismisses MBTI as completely unreliable and unhelpful.
 - C. The author acknowledges MBTI’s limitations but also its practical value.
 - D. The author views MBTI as dangerous if used without guidance.

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48. What can be inferred about students' reactions to online memes that link MBTI types and zodiac signs?
- A. Students recognize the exaggeration but still derive identity cues from them.
 - B. Students use the memes primarily to challenge traditional identity categories.
 - C. Students consistently accept the portrayals as accurate personality descriptions.
 - D. Students avoid these memes because they undermine psychological typologies.
49. Why do horoscopes remain appealing to students despite limited scientific support?
- A. They provide detailed predictions that rarely fail.
 - B. Universities officially endorse horoscope readings.
 - C. They offer structured advice backed by psychological theory.
 - D. Their emotional resonance makes them subjectively meaningful.
50. The mention of students preparing for exams serves primarily to:
- A. argue that horoscopes distract from studying effectively
 - B. illustrate a context in which students seek emotional reassurance
 - C. emphasize that horoscope practices increase academic confidence
 - D. show that horoscopes are more accurate during stressful periods