



Newsletter



Notes and Innovations
Research

[Motivation and Models of Learning among Primary School Pupils in the Subjects of Chinese Language, English Language and Mathematics](#)

Principal Investigator:
Professor Wong Hin-wah

The Project headed by a research team from the Faculty of Education of The Chinese University of Hong Kong aims at identifying effective ways in coping with individual differences among students in primary schools by improving the models and culture of teaching, as well as developing parent-school relationship. Two primary schools participated in the project. Multiple methods are used to analyze the outcomes of the intervention and to refine the intervention from time to time. The following is a report on the development activities conducted in the two participating schools during the first term of the academic year 2002-2003.

[Lung Kwong World Federation School Limited Wong Yiu Nam Primary School \(WYN Primary School\)](#)

The Establishment and Development of the Core Group of Teaching and Learning

The Core Group of Teaching and Learning (the Core Group) was established in September, 2002, aiming at enhancing the

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growth of curriculum leaders at the school. The Core Group composed of the principal, the vice principal, the PSM (Curriculum Development), and subject leaders of Chinese, English and Mathematics met regularly to discuss the curriculum development of the school, the ways in handling classroom teaching problems and other related issues. The discussions on curriculum development were conducted in a professional manner. Besides Core Group members, research team members from CUHK and parents were encouraged to attend the meeting.

Teachers' Change

As the Project developed, more teachers participated in the curriculum and teaching reform. Generally teachers' understanding of the rationale and principles of the Project was enhanced and their initiatives in trying out

new ideas in the subject they taught strengthened.

a. Change in attitudes towards classroom observation

There has been a great change in teachers' attitude towards classroom observation. A "Record Form for Observing Lessons Using the Concept of TARGET"¹ was designed. This form facilitated critical evaluation and reflection on teaching and learning in the classroom. After the implementation of "TARGET" Record Form, together with collective lesson planning, teachers responded that this style of sharing effectively helped them reflect on their teaching and strengthened the relationship among colleagues.

b. Conducting educational research and promoting professional growth

Starting from the school year of 2002–2003, the school requested all teachers to conduct educational research in order to enhance development in teaching. The educational research provided teachers an opportunity to reflect on their teaching and record what they had done in regard to five directions: (1) the teaching strategies used; (2) how those strategies were implemented; (3) the ways to improve the evaluation scheme; (4) changes of students; and (5) problems and their solutions.

Parents' Opinions

In order to gather qualitative data on parents' opinions about the school, interviews with some parents were conducted in November 2002.

The Evaluation on Parent-School Relationship

Meetings with parents and teachers were held. This resulted in a better understanding of both parties regarding the education of students. Their relationship

was strengthened, and a platform for discussions on teaching strategy was created. In the case of WYN Primary School, what fostered strongly as well as successfully the reform were the principal, teachers, students and parents themselves. Their power of initiation was deeply rooted in the openness in teaching culture and the sincerity of the principal and teachers.

[CUHK FAA Thomas Cheung School](#)

The Establishment and Development of the Core Group of Teaching and Learning

The Core Group of Teaching and Learning, composed of the principal, the PSM (CD) and subject leaders of Chinese, English and Mathematics, was established in August 2002. Since the Project was introduced to the school, teachers have had much more time on the deliberation of the curriculum organization of the school.

The Development of Teaching Strategies of Various Subjects

a. Chinese

- Chinese Creative Writing
- Parents-and-Children Radio Drama
- Flexible Usage of Textbook Content

b. Mathematics

- The Mathematics Diary and Project Learning
- The Math Trail

c. English

- Dictation
- English Writing Training

d. General Studies

e. Putonghua

f. Interdisciplinary Activity

The school had organized a "Little Reading Town Scheme" for primary 3 students. Students were grouped into pairs and each pair could make use of around \$100, which was sponsored by the Quality Education Fund, to buy books they liked. The name of the student who bought the book would be labeled on the book, resulting a sense of ownership. Students could also experience that they learnt for themselves and the process of learning could be both meaningful and challenging.

The Application of "TARGET" in Assembly

The idea of "TARGET" was applied in other areas like assisting students to queue up during assembly. The school chose music, both classical and popular, which interested students most as a medium or signal to help students queue up. Moreover, students gained "Authority" and autonomy when they were asked to share their knowledge of health education and environmental protection, or stories with their classmates in the morning assembly every day.

Teachers' Reflection

In meeting with officials of the Curriculum Development Institute on January 23, 2003, teachers expressed their feelings and advancement of participating in the Project, showing their professional growth, their reflection on teaching and the change in their attitude towards students.

Conclusion

The various parties involved in the Project had made significant advancements: teachers were having professional growth, the school culture was enhanced, parents were more participative, and the research team at the University was intensifying their reflections on different areas. It is the belief of the research team that "learning-from-doing and reflection-on-implementation" is the key factor to professional growth for educators.

Note

1. The concept of "TARGET" refers to: "T" as "Task"; "A" as "Authority"; "R" as "Recognition"; "G" as "Grouping"; "E" as "Evaluation"; and "T" as "Time", which is adapted from: Epstein, J. L. (1989). Family structures and student motivation: A developmental perspective. In C. Ames & R. Ames (Eds.), *Research on motivation in education, vol. 3*. New York: Academic Press.



Development of a Cross-Cultural Framework and Accompanying Instrumentation for Comparative Analysis in Educational Administration

Project Coordinator: Professor Allan Walker

The purpose of this research was to investigate and compare the influence of societal culture on school administration and leadership in three different cultural contexts – Singapore, Hong Kong and Perth, Australia. This involved developing and trialing a research methodology appropriate for exploring cultural influence, predominantly at the school level with groups of principals in the three contexts.

Data were collected from principals in the three sites through face-to-face interviews, follow-up telephone interviews, vignettes and some documentary analysis.

Triangulation, or the use of multiple sources and methods in data collection, was adopted in order to enhance a fuller understanding of the phenomenon under study.

Interview data were used to develop a set of propositions for each site. The approximate sequence of "interview followed by analysis" enabled a number of propositions to emerge from the data. Due to the combined use of problem situations, predetermined categories (based on cultural dimensions) and the constant comparative approach, the propositions advanced for each site were generally comparable with those developed for other sites. This, however, was not always the case. For example, propositions relating to the multicultural nature of schools emerged from the interviews



with principals in Singapore and Perth, but not from Hong Kong principals. Once propositions were developed for each site, we developed a set of what we labeled “comparative propositions” to capture the subtle differences in terms of cultural influence between the three sites (see example below).

Table 1: Example of Propositions by Site and the Accompanying Comparative Proposition

Proposition 2		
Hong Kong	Singapore	Perth
Hong Kong principals see teachers as moving tentatively from passive acquiescence to more active involvement in school decision making while still retaining a keen sense of hierarchy. Younger teachers seemed more willing than their older colleagues to challenge and openly contribute in school forums.	Singaporean principals see younger teachers as less reticent about expressing opinions on school matters, whereas older teachers tend to maintain their traditional reluctance to openly contribute and challenge. The increasing tendency for teachers in general to speak more freely in school forums continues to be characterized by traditional values of respect, non-aggression and non-confrontation.	Perth principals see teachers as primarily driven by self-advancement, and with some loyalty to students rather than to the school. They were split as to whether teachers were willing to challenge and criticize the principal.
<p>Cross-Cultural Proposition 2: Principals in all three societies acknowledge the trend towards teachers’ more active involvement in decision making; however, while Hong Kong and Singapore principals note a difference between older and younger teachers in this respect, and recognize the importance of school loyalty as a factor, Perth principals make no such distinction between older and younger teachers, and think teachers are primarily driven by self advancement rather than school loyalty.</p>		

Data collected through vignettes were analyzed using a specifically designed vignette schema. As a result, a collective interpretation of vignette responses by principals was developed for each site. When this was done, we conducted cross-vignette analysis and then compared and combined both cross-site outcomes to develop overall findings and ongoing issues. Discussion of these led to a number of questions to guide further research.

- What is the relationship between organizational and societal culture? This perennial question may be best answered in relation to schools and provide insight into whether organizations are culture bound or culture free, or somewhere in between.
- How do sets of dominant values and practices associated with cultures and sub-cultures affect the meanings attributed to the implementation of change in schools and school systems? What meanings do the key concepts such as “collaboration”, “micropolitics”, “school-based management” and “accountability” have in different cultural settings?

Education and Work: The Efficacy of Schooling in Human Resource Development in Three Regions in China

Principal Investigator: Professor Xiao Jin

This was a research project to investigate into the relationship between schooling and work in 12 sites situated evenly in three regions with varying levels of economic development in China. Specifically, the study sought to address a group of key issues in Chinese education (how secondary schooling contributed to work in the Chinese Mainland). The roles of formal education, on-the-job training, and adult education in attaining an employee's job-related competence level were examined. It analyzed data collected ($N=61,000$) from firms and schools from 12 sites for differential effects of schooling, adult education and nonformal education in the workplace. Further field studies were conducted in three regions to evaluate the impact of government policies on perception of schooling work, and the relationship between the two. It also examined the impact of policies for "modernizing" schooling, especially in poorer regions.

The research team included Professors Xiao Jin, Leslie Lo, Chung Yue-ping, John Lee, Wong Hin-wah, Lai Man-hong, as well as two doctoral students. With the strong support from the State Center of Research of Educational Development, a key think tank in China, and the Shanghai Institute of Human Research Development, the project's research team was enabled to gain a "headstart" by conducting a large-scale survey in six sampled provinces ahead of schedule. The award of \$1 million by the Research Grants Council was a recognition of its potential contribution. On February 6-7, 2003, Professors Xiao Jin, Leslie Lo and Lai Man-hong presented a joint paper "Education and Training of the Workforces in Twelve Counties across China" at the International Conference on Chinese Education, Columbia University, New York.



Field research in a workplace in Mile County, Yunnan Province, 2001



HKERA 2002 International Conference

The Hong Kong Educational Research Association (HKERA) 2002 International Conference was held on December 20–21, 2002 at CUHK. It was jointly organized by the HKERA, the Hong Kong Teachers' Centre, the Faculty of Education and the HKIER of CUHK.

This year, the theme of the Conference is "Globalization: New Horizons for Educational Change". The Conference aimed to explore connections that globalization was bringing about in education trends, policies and practices, to search for the meanings of globalization and their implications for schools and students, and to explore new areas for educational research and development in the 21st century. The scopes of discussion encompassed teaching and learning, curriculum and assessment, intelligence, teacher education, language in education, quality

assurance and management, as well as educational planning and development. These academic exchanges resulted in a synthesis of ideas and a synergy of efforts to explore new horizons for educational change. Experts who had been intimately involved in important educational reforms in Asia, Australia, Europe, and North America were drawn upon to bear scholarly fruit.

Professor Ng Ching-fai, President of the HKERA, President and Vice-Chancellor of Hong Kong Baptist University, and Professor Chung Yue-ping, Dean of the Faculty of Education, CUHK, graced the occasion to officiate at the Opening Ceremony as the Guests-of-Honor.



Officers of the HKERA, keynote speakers, conference co-organizers and members of the conference organizing committee at the opening ceremony.

Co-organized Seminars 合辦之講座

Date 日期	Topic(s) 題目	Speaker(s) 講者
28/11/02	「檢視香港學生閱讀、數學及科學的基礎能力：HK-PISA2000的啟示」講座	何瑞珠教授、石素家慧教授、黃家明教授、葉殿恩教授 香港中文大學教育學院
2–6/12/02	OECD Programme for International Student Assessment - Third PISA Plus NPM Meeting - Hong Kong	Prof. Esther Ho Sui-chu Dept. of Educational Administration & Policy, CUHK
22/2/03	2002–2003 教育工作者個人成長講座系列 (一) 我的學生是嘩鬼_訓輔合一可行嗎?	張儉成校長 中華聖潔會靈風中學 劉兆瑛教授 香港中文大學教育心理學系
15/3/03	家長親職普及教育講座系列_「從家庭的誕生看為人父母的意義」 主題一：從「談情說愛」到「生兒育女」	陳廷三博士 香港中文大學香港教育研究所

Workshops sponsored by the HKIER 研究所支持之工作坊

Date 日期	Topic(s) 題目	Speaker(s) 講者
10–11/02	- The First Years: Developmental Needs Assessment for Principals in Hong Kong - A NAFPhk Professional Development Programme	Prof. Allan Walker Dept. of Educational Administration & Policy, CUHK
1–3/03	- Needs Analysis for Aspiring Principals in Hong Kong (Programme Cycles I and II) - A NAFPhk Professional Development Programme	Mr. Daniel Chan W. K. PLK Luk Hing Too Primary School Sr. Cecilia Wong Y. H. Sacred Heart Canossian School
1–3/03	「自我評估與學校發展」計劃之學校工作坊系列：「學校自我評估」	梁樂風先生、鄭志強先生 香港中文大學香港教育研究所
18/2/03	「親子寫作」講座：怎樣寫出有創意的文章	何萬貫教授 香港中文大學課程與教學學系

Moreover, Professors Andy Green (University of London), Catherine Elizabeth Snow (Harvard University), Yang Shen-keng (Taiwan Normal University), Ye Lan (East China Normal University), and Leslie N. K. Lo (CUHK) were invited to deliver keynote addresses. The Conference brought together more than 200 presenters and invited speakers, who presented their views in various formats, such as paper presentations, forums, and symposia. The response to the Conference has been tremendous. There were about 600 participants attending this educational gathering.



At the concluding session, (from left) keynote speakers Prof. Leslie N. K. Lo, Prof. Andy Green, Prof. Ye Lan, Prof. Catherine Elizabeth Snow and chairperson of the organizing committee Prof. Nicholas S. K. Pang addressed questions from the audience.



Teacher Development Course on Curriculum Planning, Management and Leadership for Primary School Masters/Mistresses (Curriculum Development)

2002-2003 年度小學學位教師 (課程發展) 培訓課程

Primary schools in the public sector will be provided with an additional teacher for a period of five years to serve as curriculum development leader at the rank of Primary School Masters/Mistresses (PSM). To enhance teachers appointed to the post in performing their duties effectively, The Chinese University of Hong Kong has been commissioned by the Hong Kong SAR Government to offer a teacher development course on curriculum planning, management and leadership. This teacher development course is to be

operated by the University's Faculty of Education and the HKIER.

Objectives

The overall aim of the Course is to:

1. provide knowledge, attitude and skills necessary for course participants who are appointed to the post of PSM (Curriculum Development) to function as curriculum leaders in schools to enhance learning and teaching;
2. develop course participants as reflective practitioners in their schools; and
3. equip course participants to act as promoter of independent and life-long learning.

Course Description

Part I Theory and Professional Development

1. Curriculum Change, Curriculum Design for Universal Basic Education
2. Teacher Professional Development
3. Learning and Teaching
4. School-based Curriculum Development & Evaluation
5. Curriculum Leadership
6. Assessment in Schools
7. Action Research and Reflective Practice

Part II Trial-out in School as Curriculum Leader and Conduct Action Research

Part III Action Research Report, Discussion and Conclusion



Preparation for Principalship Course

擬任校長課程

In July 2002, the then Education Department announced that, with effect from 2004/2005 school year, aspiring principals will have to meet the “Certification for Principalship” (CFP) requirement before they can be considered for appointment to principalship. The CFP comprises three prerequisites: a needs analysis, a designated course, and submission of a portfolio.

The Chinese University of Hong Kong has been accredited as the first and sole institution to deliver the “Preparation for Principalship Course” with the objective to help participants fulfill the second component of the CFP requirement. The course is offered by the Department of Educational Administration and Policy, CUHK and coordinated by HKIER.

Course Description

The course lasts 75 contact hours with built-in assessments. In addition, participants have to attend a training session on how to draw up an action plan and carry out an action research project to apply what they have learned from the Course in a school setting.

The main topic areas to be covered in the 75-hour course are as follows:

1. Strategic Directing and Policy Environment
2. Learning, Teaching and Curriculum
3. Teacher Professional Growth and Development

4. School Financial Management
5. Quality Assurance and Accountability
6. External Communication and Connection to the Outside World

The course is open to school nominations or individual applications, but at least 50% of the total number of training places will be allocated to school nominees. All teachers with five years of teaching experience are eligible to apply for the Course.

二零零三年度「擬任校長課程」開學典禮

由香港教育研究所協辦的二零零三年度「擬任校長課程」開學典禮已於三月十五日下午舉行。開學典禮假香港中文大學李冠春堂舉行，由主辦單位香港中文大學教育行政與政策學系主任林怡禮教授擔任主持，並邀請香港中文大學教育學院鍾宇平院長和教育統籌局首席助理秘書長（專業發展及培訓）張秀文女士致辭。

是次典禮主要目的為歡迎報讀「擬任校長課程」的學員，認定該課程在教學界中享有的專業資格和地位，以及為授課導師和學員在開課前提供交流機會。



張秀文女士致辭



「擬任校長課程」開學典禮主禮嘉賓和授課老師合照

Journals 學報

Education Journal

Vol. 30 No. 1 (Summer 2002)

Educational Research Journal

Vol. 17 No. 2 (Winter 2002)

Education Policy Studies Series教育政策研討系列

- No. 49 教育分流：教育技術功能理論的視角
九十年代中國教育分流現象的一種理論分析
許慶豫、盧乃桂

本文嘗試檢視源自西方社會的教育技術功能理論，能否適用於解釋上個世紀90年代中國的教育分流現象。全文分為四部分：第一，敘述教育技術功能理論的主要觀點；第二，梳理90年代中國的教育分流實情；第三，分析90年代中國教育分流的特徵，並檢視這些特徵與教育技術功能理論所揭示的西方社會教育分流特徵是否一致，以探討教育技術功能理論能否解釋中國的教育現象；第四，總結全文。研究發現，中國教育分流的一些特點與西方社會教育分流的特點相似或相同，因而能夠運用教育技術功能理論加以解釋。然而，中國的教育分流現象仍然有一些特徵是教育技術功能理論無法解釋的。這些特徵揭示，人們應該運用多種理論，從多種視角研究中國的教育分流現象，冀能深化認識、啟發思考。

國際統一書號：962-8077-66-X

平裝 64頁 港幣20元

School Education Reform Series學校教育改革系列

- No. 7 影響教師參與課程改革的因素：
以中文科新課程試行計劃為例的質性研究
蔡若蓮、周健、黃顯華

本研究旨在考察教師對2002-2003年度實施中文科新課程的感觀，探討語文教師在回應課程改革過程中的心路歷程，了解他們在課程實施中的自我定位，從而分析影響教師參與課程改革的因素，並對新修訂課程的實施提出建

議。本研究在課程試行計劃的第二年（2000-2001年度）進行，訪問了12位教師（參加及沒有參加新修訂中國語文科課程試行計劃的各佔半數），從教師的角度探討影響香港中學中國語文教師參與課程改革的因素。

國際統一書號：962-8077-64-3

平裝 64頁 港幣20元

- No. 8 躍進學校計劃與學校發展：
邁向自我完善
李子建、林永波、馬慶堂、張月茜

自1998年9月開展、為期三年的香港躍進學校計劃，主要目的是透過提供專業支援以促進學校文化更新，並協助學校成員組織和善用學校的強項來提升學校質素，最終使學校成為一所學習型學校。鑑於躍進計劃只能夠在學校內進行三年，所以計劃十分重視學校能夠初步建立自我完善機制，令學校能面對不斷轉變的社會對教育的要求，並維持持續改善的動力。本書重點在探討學校於發展階段和改善歷程中，香港躍進學校計劃所採取的改善策略及提供的專業支援，以及夥伴學校在自求進步的基礎下，如何制訂學校周年計劃，回應內部或自我評估意念等議題。

國際統一書號：962-8077-65-1

平裝 96頁 港幣30元

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Publications



Establishment of the Hong Kong Center for International Student Assessment (HKPISA Center)

The Program for International Student Assessment (PISA) is a global network organized by the Organization for Economic Cooperation and Development (OECD) for the purpose of assessing the preparedness of young adults in meeting the challenges of today's knowledge society. Hong Kong is among one of the forty participating countries and regions.

The Hong Kong Center for International Student Assessment (HKPISA Center) is established

1. to oversee the implementation of PISA in Hong Kong;
2. to involve Hong Kong in the network of international student assessment projects;
3. to promote collaboration among OECD, HKIER and the HKSAR Government on assessment policy;
4. to monitor student achievement from an international perspective;
5. to provide a baseline profile for the knowledge and skills of Hong Kong students at the end of compulsory schooling;
6. to evaluate the effectiveness of compulsory schooling;
7. to illuminate the quality and equality issues within the context of local schooling;
8. to train evaluators and practitioners in education to monitor school performance; and
9. to empower scholars in assessing student performance and school effectiveness in Hong Kong and other Chinese societies.

Work of the HKPISA Center

The work of the HKPISA Center will focus on three main areas, namely, network building, training of evaluators and assessment of student achievement.

Organization of the HKPISA Center

International and Local Advisors of the HKPISA Center

Prof. Douglas Willms (Professor, University of New Brunswick, Advisor of OECD/PISA)
 Prof. Chung Yue-ping (Dean of Education, CUHK)
 Prof. Leslie Lo Nai-kwai (Director of HKIER, CUHK)
 Prof. Tsang Wing-kwong (Professor, Dept. of Educational Administration & Policy, CUHK)

The Management Committee

Prof. Esther Ho Sui-chu (Center Director, HKPISA Center)
 Prof. Chung Yue-ping
 Prof. Leslie Lo Nai-kwai
 Prof. Tsang Wing-kwong
 Funding Agents: QEF & EMB

The Research Team

Principal Investigator (Project Manager):
 Prof. Ho Sui-chu, Dept. of Educational Administration and Policy, CUHK

Subject expert committees in the areas of:
 Language and Reading, Mathematics, Sciences, and Problem Solving



The introduction of PISA to the public in the 2001 press conference

「每日一篇文章」閱讀網站

課可停，學習不可停

在三、四、五月期間，因非典型性肺炎病毒肆虐，本港正處於一個非常時期。政府宣佈全港中小學停課。全港學生因停課而被迫暫時中止正常課堂的學習。我們深信：課可停，學習不可停。「停課」，只是另一種學習的開始。為支援全港初中及小學學生的學習，香港中文大學教育學院和香港教育研究所免費開放「每日一篇文章」* 的閱讀網站，讓同學們在家中上網閱讀文章，以增強「自學能力」，提高語文水平。

計劃詳情如下：

公開版網址：<http://www.prof-ho.com/read>

策劃：何萬貴教授

委員：歐佩娟老師 曹綺雯老師 李玉蓉老師

工作人員：王天行先生 鄧永賢先生 何萬宇老師

孫新華小姐 張英凡先生 鄧進深先生

對象：100 萬中小學生（每天）（免費）

初步反應如下：

4月4日開通後，每天瀏覽量：280萬人次（估計有學生 27 萬人）

根據 Alexa 之網頁流量統計，「每日一篇文章」在世界排名 3,146（4月12日）。

各大報章、電台及電視均有報道本網頁的消息。由此可見，社會人士對本網頁反應不錯。

從5月12日開始，小學將分階段復課，所以「每日一篇文章」公開版免費開放至5月15日。至於「每日一篇文章」會員版(<http://www.prof-ho.com/reading>)則繼續為會員服務。

香港中文大學教育學院及香港教育研究所免費開放「每日一篇文章」的閱讀網站，蒙黃寶財教授策劃的「香港中文大學香港學校網絡」及曾德競先生策劃之「柏靈科技公司」免費借出伺服器，使廣大同學受惠，目的只在於服務同學，回饋社會。在此，特表示感謝。

* 「每日一篇文章」閱讀網站自2002年11月啟用以來，已有百多所中小學參加是項網上閱讀培訓計劃，每天平均有4萬餘位學生上網閱讀並進行測試。參與計劃的學生、老師、校長和家長對計劃的精神和效益均表高度讚賞。在5月15日至6月15日，本計劃將招收新學年的學校會員，歡迎學校報名參加。



Today (12 Apr.)	1 week avg.	3 months avg.	3 months change
3,146	3,227	4,467	↑ 3,055



策劃人何萬貴教授介紹免費開放「每日一篇」閱讀網站的詳情

普通話教育研究及發展中心

第二屆普通話教育文學碩士學位課程

由香港中文大學教育學院、香港教育研究所、課程與教學學系、普通話教育研究及發展中心合辦的「普通話教育文學碩士學位課程」(第二屆)已於二月底截止報名,報名情況理想,其中更包括內地的申請人士,反映該課程切合普通話教師的實際需要。至於「學位教師高級教育文憑(普通話教育)課程」(第三屆)的招生情況也達到預期目標。

「名家名師談普通話教與學」系列講座

2月15日,普通話教育研究及發展中心訪問學者鮑懷翹教授和王璐教授分別主持「名家名師談普通話教與學」系列講座之七,講題為:「實驗語音學的方法和理論與普通話語音教學」、「學、教普通話幾點要領」。與會者達200多人,研討氣氛熱烈,對普通話教與學以及研究方法的問題,進行了深入的討論。



王璐教授主持演講



鮑懷翹教授作學術報告

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