Epilogue

Having compiled and edited this monograph, I realized that it was not as easy a task as I first thought it would be. Like climbing a tall hill for morning exercise, you panted only when you have stopped. This is because the chapters cover so many different topics, although all pertaining to effective teaching of a difficult language, Chinese Language of course.

Admittedly, my training in educational psychology, especially in research and statistics, does not prepare me sufficiently for the task in the field of language and linguistic research. Nonetheless, the understanding and enthusiasm of the authors have made the task much easier and pleasant and I have to trust their expertise in their specialized fields.

My engagement as the Research Consultant at the Centre has taught me much about Chinese Language and its linguistics, and I hope, in return, my colleagues have benefitted from my sharing with them in educational measurement, experimental designs, and statistical analysis. I strongly believe that an interaction of the two disciplines (educational psychology and Chinese linguistics) will help to unravel some of the essential instructional problems of how to teach and learn Chinese Language more efficiently. And the chapters collected here attest to this conviction.

I am grateful to all the authors who have contributed generously their time and efforts to make this monograph possible. In the course of editing, I learned.

Kay Cheng Soh