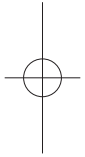
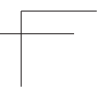
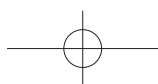


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zhqzhen@nju.edu.cn





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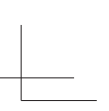
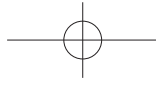
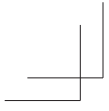


2010

2015

2016

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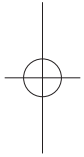


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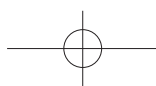
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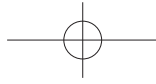
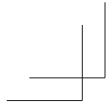
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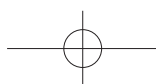


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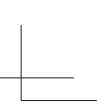
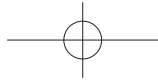
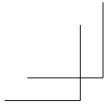
HSK4

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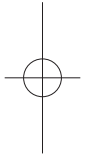


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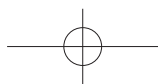
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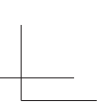
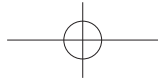
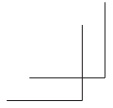
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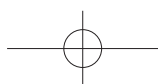
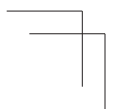
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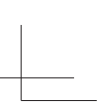
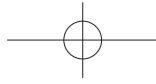
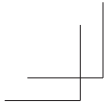
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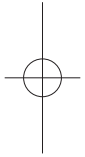
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HSK



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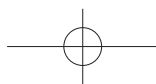


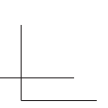
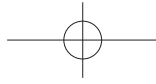
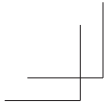
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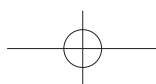
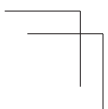
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Denovan, A. & Macaskill A. 2013. An interpretative phenomenological analysis of stress and coping in first year undergraduates. *British Educational Research Journal*, 39(6): 1002–1024.

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