

TRANSFEED 翻悦

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TransStop
人生譯站

TransPoem
翻轉詩歌

TransGo
疫出新生

TransService
譯務之旅

TransCommunity
翻轉社區

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編輯的話 Editor's Words

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We, as the editors, are honoured to introduce the latest issue of *TransFeed* to all of you. *TransFeed* is a magazine founded by members of the Hong Kong Baptist University(HKBU) Translation Workshop. The team has been involved in every aspect of the magazine from conception to publication. We hope you will enjoy reading the magazine. In view of the success of the past three editions of *TransFeed*, we tried our best to keep the tradition of Translation Workshop by bringing you our exciting and informative articles this year.

The theme of this year is “TransGlobe”. We aim to document people's unexpected experiences during the last two years of the pandemic, the way people face uncertainties and changes, and hope to bring their lives back on track. We interviewed professors and students from HKBU, and social workers from different organisations to see how people's lives have been changed and how they cope with the challenges posed to them.

We, the Translation Workshop, hope to achieve our vision of “Serving the Community through Translation”. This year, we worked with five organisations, including not only those within HKBU but also social welfare organisations such as Hong Kong Neurofibromatosis Association, The Patient Mutual Support Centre of the Hong Kong Society for Rehabilitation, and The Nesbitt Centre. Through communicating and collaborating with different parties and writing articles on each project, we have recorded changes in their lives over the past two years and significantly benefited from the process.

Interviewing people, writing articles, publishing and distributing *TransFeed* constituted a brand new experience for us. We hope to bring you fresh and interesting articles and topics that are worth exploring. Lastly, we hope that all of you will ride out the storm. All difficulties will be overcome. Let's smile for tomorrow and a bright future!

我們很榮幸能擔任第四期《翻悅》的編輯，為大家帶來最新一期的雜誌。《翻悅》由香港浸會大學（浸大）翻譯工作室的學生一手創辦，從構思到發行，每個步驟都親力親為。希望各位能在翻閱雜誌時，從字裏行間體會箇中趣味。有見過去三期《翻悅》的成功，我們今年亦竭盡全力，為大家帶來精彩豐富的文章，延續翻譯工作室的傳統。

今年《翻悅》的主題為「翻轉地球」，我們訪問了浸大不同的教授、同學及社會機構的工作人員，希望紀錄過去兩年疫情期間，大家遇到的意想不到的經歷。我們想發掘和紀錄大家面對無數突發事情和轉變，努力把生活拉回正軌的故事。浸大不同教授、同學及社會機構工作人員的故事均反映不同人士如何應對疫情帶來的劇變。

為實現「以翻譯服務社區」的願景，我們今年一共為五個不同機構提供服務，不僅涵蓋校內機構，更涉及到一些校外社福機構，如香港神經纖維瘤協會、香港復康會病人互助發展中心及思拔中心。與不同人士溝通和協作，令我們獲益匪淺。我們亦就每個項目撰文，希望紀錄兩年來疫情給不同機構帶來的種種轉變。

採訪、撰文、出版及發行這些工作對我們來說都是全新的體驗，我們希望為大家帶來最新鮮、最有趣的文章，並提出值得探討的話題。最後，我們在此祝願各位能平安渡過這個艱難時期：一切困難總會過去；希望大家可以笑着迎接明天、迎接充滿希望的未來！



系主任的話

MESSAGE FROM TIIS DEPARTMENT HEAD

Written by: Dr. Robert John NEATHER
Translated by: TANG Hoi Ting, Emily
Designed by: CHU Pui Shan, Sandra



Hello again, and welcome to Issue four of *TransFeed*! The publication of this magazine has become something of an annual event over the years and it's a great pleasure, as always, to see this latest offering. Congratulations to the whole Translation Workshop team for doing such a great job, and thanks to Dr. Janice PAN for overseeing it all!

For last year's message, I remember writing about the pandemic, and saying that we'd never expected it to last a year. Yet here we are, another year on from that, and it sometimes seems that we're still in the same position. In Semester 1, things appeared to be getting back to normal (albeit the "new normal"!), with full face-to-face teaching instead of mixed-mode. That was very hopeful and heart-warming: it was great to be back in the classroom again, interacting with students one could actually see! It reminded us that however good Zoom is – and it certainly has its advantages too – it can't really compare with interacting in the physical space. Yet, as we began Semester 2, there was a massive sense of déjà vu – 2020 seemed to be repeating itself. Once again, we had two weeks in the classroom before everything was back online, this time completely. And things have been more difficult this year, as the pandemic has suddenly exploded. We've seen more cases of students with COVID-19, or whose families have got COVID-19, meaning that studying in these difficult times has perhaps never been tougher.

大家好，我們又見面了！歡迎大家閱讀第四期的《翻悅》！這些年來，這本雜誌的出版已成為一年一度的盛事。我很榮幸能一如既往地看到最新的出品。祝賀整個翻譯工作室團隊順利完成如此出色的工作，亦感謝潘瑋博士的指導！

我還記得我在上一篇的「系主任的話」中提到疫情的大流行，並說我們從沒想過這情況會持續一年。然而，我們又挺過了一年，即使有時像在原地踏步。上學期，實體課堂全面恢復，事態似乎回復正常（雖然是「新常態」！）。我很高興能再次回到教室：和學生面對面互動令我充滿希望，並暖入心扉！這提醒我們：Zoom有它的優點，但無論它有多方便，亦無法與面對面的交流相提並論。然而，當下學期開始時，似曾相識的感覺強襲而來——2020年似乎又再重演。我們的面授課程只持續了兩週，繼以完全轉為網上授課模式。因為疫情突然爆發，今年的情況變得更加艱難。我們看見更多學生或其家人感染新冠肺炎，在如此艱難的時期下學習，他們或需面對前所未有的考驗。

撰稿：倪若誠博士
翻譯：鄧凱庭
排版：朱佩珊

We must remain hopeful, and see the light at the end of the tunnel, even when that light may still seem dim. So I'm thrilled to see the amazing work that students are still producing despite all these difficulties. Recently, we had our Academic Consultation Panel visit – our six-yearly external review, when eminent academics from universities around the globe visit (this time it was by Zoom, of course!) to assess our programmes and give recommendations for the future. In one meeting, we were asked to provide a showcase of student achievements. The panel was really impressed by the range and quality of work on show. And as one of our own team who prepared the showcase remarked, it is really inspiring to see so much great work brought together. Of course, *TransFeed* was part of that!

This year's topic for *TransFeed* is "TransGlobe", a title which not only encapsulates that sense of how important translation is in connecting cultures globally, but which also suggests hope for a post-COVID age. Just speaking personally, the fact that flight bans are finally to be lifted and the quarantine shortened gives me hope that I may at last be able to contemplate some "Transglobal" travel to see my family back in the UK after two and a half years apart. While travel may never be quite the same again after COVID-19, the fact that we shall be able to move across the globe again to experience foreign cultures first-hand, to make new friends and visit old ones, is an exhilarating thought.

This will be my last Head's Message for *TransFeed*. It's been a tremendous privilege to lead the Department, with its great staff and fantastic students. I will really miss it, but after nine years in the job, it's time to hand on the reins to the next Head – Professor Mark SHUTTLEWORTH. It's really exciting that the Department will be entering a new era, and in Mark's very capable hands, it will certainly go from strength to strength! As my own term comes to an end, let me say a huge thank you to everyone, students and staff alike, for the dedication, inspiration, enthusiasm and excellence that you all bring to making this Department thrive. Thank you all so much for everything.

我們必需懷有希望，即使隧道盡頭的光看似暗淡，仍要努力朝着光的方向前進。因此，我很高興學生們在如此艱難的情況下，仍能創作出這本令人驚嘆的作品。最近，學術顧問小組對本系進行了六年一度的外部綜合評核。來自全球大學的知名學者來訪（這次當然以Zoom訪問！）及評估我們的課程，並就未來發展方向提出建議。在其中一個會議中，我們需展示學生的作品及成就，展示作品的涉獵範圍及質素都給顧問小組留下了深刻的印象。正如其中一個負責準備展示作品的團隊成員所說，看見這麼多卓越的作品匯集在一起，真的很鼓舞人心。《翻悅》當然也是展示作品之一！

今年《翻悅》的主題是「翻轉地球」，不僅概括了翻譯在連接全球文化方面的重要性，還預示了對後疫情時代的希望。就我個人而言，航班恢復及隔離時間縮短帶給我希望：我終於能開始計劃「跨國」旅行，在時隔兩年半後回到英國，探望我的家人。雖然在疫情過後，旅行形式或與以前有別，但能夠再次探訪全球各地，親身體驗外國文化、結交新朋友並拜訪老朋友，皆令人振奮！

這將是我最後一次為《翻悅》撰寫「系主任的話」。本系擁有傑出的教職員及優秀的學生，作為領導者，實在是莫大榮幸。我會十分懷念這段時光，但在上任九年之後，是時候將帥印交給下一位系主任——夏致遠教授了。令人激動的是，本系將進入一個新時代：我相信在夏教授傑出的帶領下，本系將會日漸壯大！在任期即將結束之際，我想衷心感謝所有人，感謝學生和教職員為使本系茁壯成長所付出的貢獻、靈感、熱情和卓越的工作。非常感謝你們所做的一切！

★ 新人新語 — 俞川博士 ★

Star Talk: Dr. Clara Yu

We are delighted to have Dr. Clara YU to share her personal experience and her life at Hong Kong Baptist University (HKBU) with us.

我們很高興能邀請俞川博士進行訪問，與我們分享她的個人經歷，以及加入香港浸會大學（浸大）後的生活。

Written by: LAU Tsz Ching, Janice
Translated by: CHUNG Wai Ha, Kate
WONG Hiu Ki, Kim
Designed by: CHU Pui Shan, Sandra

Q1. Could you please briefly introduce yourself?

I am Clara YU. I'm from Chongqing and this is my second year at HKBU as an assistant professor in the Department of Translation, Interpreting and Intercultural Studies. I did my MA (master degree) in translation at The Chinese University of Hong Kong and my PhD (doctorate degree) at HKBU. Before working at HKBU, I had been teaching at Monash University in Australia. I also worked in other parts of the world, such as China, the United States, and the United Kingdom. I have taught subjects such as translation theories, practical translation, translation technology, research methodology, writing skills, and Chinese at HKBU, and I am currently supervising the projects of two PhD students at Monash University and two PhD students at HKBU.

Q2. Why did you choose translation as your profession?

I think it is the family influence. I grew up on a university campus, and my parents and a few relatives are all teachers, so I have dreamed of working as a faculty member at a university since I was a kid. Watching my parents nurture their students, I saw the beauty of a person's growth in this mentor-mentee relationship, which was what I would like to accomplish in my future.

To be honest, I did not "choose" translation as my profession. My mother is a professor in Chinese, so I feel that I was born to learn language. When I was studying in primary and secondary school in Mainland China, there were no native English speakers teaching me English. Learning English from native English speakers was not common at that time, so I could only learn English at school or through self-study. I think this is one of the reasons why I value languages, became a translator, and teach translation in universities.

Q3. Why did you choose to study for your PhD and work at HKBU?

I believed that I have some connections with HKBU, and I called that "serendipity". I chose HKBU to study for my PhD because of its research environment and was a fit in terms of my chosen research area. In addition, Dr. NEATHER, my PhD supervisor, was the right person to supervise my research. PhD studies are different from a taught programme. It focuses on academic research. Academic postgraduate research requires a different set of skills and mindsets. To me, I value the suitability of a particular research environment, the diversity and vibrance of research, and other research resources. To some extent, they are more important than the ranking of a university.

Q1. 可否請你簡單介紹一下自己？

我是俞川，來自重慶，今年是我作為浸大翻譯、傳譯及跨文化研究系助理教授的第二年。我在香港中文大學修畢翻譯碩士學位，並在浸大修畢博士學位。在加入浸大前，我一直在澳洲的蒙納殊大學任教。我亦曾在中國、美國以及英國等地工作。我的任教科目包括翻譯理論、實用翻譯、翻譯科技、研究方法論、寫作技巧以及中文。我目前負責指導兩位蒙納殊大學的博士生，以及兩位浸大博士生的畢業論文。

Q2. 為何會選擇翻譯作為你的專業？

我認為我是受到了家人的薰陶。我在大學校舍內長大，我的父母，還有一些親戚都是教師，故此在大學任教成為了我從小的夢想。看着父母栽培學生的過程，我看到一個人如何在師生關係中成長，這也是我想要實現的目標。

說實話，我並沒有「選擇」翻譯作為我的專業。因為我的母親是一位中文教授，所以我有種天生就該學習語言的感覺。在內地讀中小學的時候，並沒有任何英文母語者教我英文。那時向英文母語者學英文並不常見，我只能透過學校或自學英文。我想，這就是我重視語言、成為翻譯員並教授翻譯學的其中一個原因。

Q3. 你選擇留在浸大就讀博士課程和工作的原因是甚麼？

我認為我與浸大有某種連繫——或許可以稱之為「機緣」。浸大的研究環境很適合我所選的研究領域。另外，我的博士研究指導教授是倪若誠博士，他是指導我研究的合適人選。博士課程有別於教學課程，它着重於學術研究。學術研究生的研究需要一套不同的技巧和思維。對我來說，我很看重研究環境是否適合，研究是否多樣和活躍，以及其他研究相關資源。在某程度上，我認為這些都比大學的排名更為重要。

Q4. How is your life at HKBU?

It is obvious that my life at HKBU is mostly about work. It was challenging at the beginning, but I did enjoy it. My colleagues are very enthusiastic. We are an international team. It is lovely to work with everyone in the Department and the Faculty. I love facing challenges and having interactions with students.

I think the Faculty of Arts provides me with lots of support and research resources. The charisma of HKBU lies in its smallness. "Small as it is, the sparrow has all the vital organs". I could easily access university resources and meet colleagues from different departments. To conclude, HKBU is a university full of warmth and love.

Q5. Do you have any goals or expectations for the Department of Translation?

I hope to bring Australian perspectives on research and teaching into the Department. I hope to contribute to the further development of "Translation Technology", which is on our syllabus, so as to connect with the world, maintain and enhance the Department's existing international leadership and recognition, and provide more international programmes to our students.

Q6. Do you find huge cultural differences between Australia and Hong Kong?

Sure! For example, translation education in Hong Kong and that at Monash University (since I have only taught there, so I wouldn't be able to speak for others) are rather different.

When I arrived in Australia from Hong Kong, it took me lots of time to adapt to the different pedagogy. In Australia, translation is only offered at the MA level and above. There are no undergraduate translation programmes for students to choose from. Students enrolled in the translation and interpreting programme at Monash come from all over the world. They study different disciplines, including languages, law, religion, and even science.

Overall, Australia and its universities are very multicultural and multilingual. The working language of most students is either from LOTE (Languages Other than English) to English or the other way round. Therefore, in terms of teaching practical translation and interpreting, the university will provide common workshops for students with different working languages to study together. Besides, since translators or interpreters will only work in their A language (first language) with big international organisations (like the European Union or the United Nations), the school will ask students to choose their A language and assess them in that language. That is a student-centred policy in my opinion.

In Hong Kong, students' working languages are usually Cantonese, English, and Mandarin. Students can choose translation as their major subject, as universities in Hong Kong offer bachelor's degree programmes in translation. Translation students in Hong Kong mainly translate the text from Chinese to English, and vice versa, which is one of the biggest differences between Monash's translation and interpreting programme and those in Hong Kong.

Q4. 你在浸大的生活如何？

顯而易見，我在浸大的生活主要與工作有關。雖然一開始充滿挑戰，但我仍樂在其中。同事們都很熱情，我們是一個國際化的團隊，我很高興能與翻譯系以及文學院的同事共事。我喜歡接受挑戰，也喜歡與學生互動交流。

我認為文學院十分支持我，為我提供了大量研究資源。浸大的魅力在於「小」，可說是「麻雀雖小，五臟俱全」，我可以輕易使用到大學各種資源，亦能輕易認識到其他學系的同事。總括而言，浸大是一間充滿溫暖和關愛的大學。

Q5. 你對於翻譯系有甚麼目標或期望嗎？

我希望能把澳洲的大學對於教學與研究的觀點帶進浸大翻譯系。我也希望為現有課程中的「翻譯科技」的進一步發展作出貢獻、與世界建立聯繫，維繫並提高浸大翻譯系在國際上的領導地位和認受性，向學生提供更多國際化的課程。

Q6. 你認為澳洲與香港之間存在巨大的文化差異嗎？

當然！比如香港與蒙納殊大學之間的翻譯教育差異甚大（因為我只有在蒙納殊大學任教的經驗，我不能評價其他院校）。

當我從香港到達澳洲時，我花了不少時間適應截然不同的教學方式。在澳洲，只有攻讀碩士及以上學位的學生才能修讀翻譯，大學並沒有為本科生提供翻譯課程。在蒙納殊大學修讀翻譯及傳譯課程的學生來自五湖四海，有着不同的學科背景，包括語言、法律、宗教、甚至科學。

整體而言，澳洲以及澳洲的大學學府都有着多元及多語文化。大部分學生的工作語言都是在LOTE（英文以外的語言）和英文之間變換。因此，大學在教授實用翻譯及傳譯時，會舉辦共同研討會予使用不同工作語言的學生參與，讓他們能夠一同學習。除此之外，由於在大型國際組織（如歐盟或聯合國）工作時，翻譯員及傳譯員只會以自己的A語言（第一語言）工作，所以學校會要求學生選擇自己的A語言，並以該語言進行評核。我覺得這是一種以學生為本的教學政策。

在香港，學生的工作語言通常是廣東話、英文及普通話。而香港的大學有開辦翻譯學的學士學位課程，所以本科生也能選擇主修翻譯學。而香港的翻譯系學生主要將文本從中文翻譯成英文，或者將英文翻譯成中文，這也是香港與蒙納殊大學的翻譯及傳譯課程之間最大的差異之一。



Q7. Classes have been conducted online for almost two years because of the pandemic (situation). What are the difficulties of teaching online?

It is challenging for me to teach online and in mixed-mode. The latter requires teachers to cater to the students both offline and online at the same time. Things like setting up all the equipment and technologies, and juggling between two computer devices were rather challenging at the beginning.

Q8. How did you overcome these difficulties?

I prefer students to turn on their cameras so that I can see their facial expressions, reactions, and body language. Having some interactions with students makes the class more interesting.

Q9. Do you have any advice for translation students?

Every one of you should explore the world more. The world is big, so travel to different places, especially when you are still young. Also, I suggest you read high-quality literature – be original and read hard copies instead of e-books. Paper books give you the feeling of turning pages, reading and holding the books in hand. Moreover, both English and Mandarin are important, and we should not ignore their influences. Living in the generation of infodemic, we are constantly bombarded with social media and “bad language” in our daily lives. Thus, critical thinking is extremely important, and we need to have our own judgement and thoughts. Furthermore, be more tolerant of cultural differences. Every place is different, so I encourage you to look at the world from diverse perspectives. Sometimes we might put too much focus on these differences, but we are all human beings, and we do share commonalities. Therefore, we should embrace these gaps rather than judging them. Lastly, although the world might be messy now, I believe we will eventually have a bright future. Be open-minded. Be brave. Keep up your spirit and stay young.

撰文：劉芷晴
翻譯：鍾慧點、黃曉琪
排版：朱佩珊

Q7. 因應疫情影響，課程轉為網上授課形式將近兩年。你認為網上教學有甚麼困難之處呢？

對我來說，網上教學和混合式教學都頗具挑戰性。後者需要教師同時滿足參與網上和實體課堂的學生的需求。起初，設置器材和同時應付兩台電腦設備都相當具挑戰性。

Q8. 你怎樣克服這些困難？

我較喜歡學生開啟攝像鏡頭，這樣我便能看見他們的面部表情、反應和肢體語言。與學生的互動使課堂變得更有趣。

Q9. 你有甚麼建議給翻譯系的學生？

你們都應該多探索這個世界。世界很大，趁尚年輕，應多到不同地方遊歷。另外，我建議你們閱讀些高質量的文獻。我們應回歸原始，閱讀紙本文獻，而非翻閱電子書。這樣你便會有翻紙質書頁、閱讀和手握著書的感覺。此外/英文和普通話都很重要，我們不能忽視兩者的影響。我們生活在假信息流行的時代，日常生活中充斥着太多社交媒體內容和「不好的語言」，因此擁有批判性思維十分重要：我們需要有自己的判斷和想法。我們亦要多包容文化上的差異。因為每個地方各有不同，所以我們應從不同的角度看世界。有時我們過於著重差異，但我們同為人類，怎都會有共同點。因此，我們應接受彼此之間的差異，而非作出批評。最後，雖然現在的世界可能很混亂，但我相信光明終會來臨。各位要保持思想開明和勇敢，堅決自己的意志，保持年輕的心。



法人深聲 LE FRANÇAIS HONGKONGAIS: MR. CÉDRIC LEBAYLE

We are glad to have Mr. Cédric LEBAYLE, a French lecturer at Hong Kong Baptist University (HKBU), to share with us his life in Hong Kong and the difficulties he has faced during the pandemic.

我們很榮幸能邀請到香港浸會大學（浸大）的法語老師Cédric LEBAYLE先生和我們分享他在港的生活，以及疫情下面對的困難。

Q1. Could you please briefly introduce yourself?

I came to Hong Kong twelve years ago and have been working as a French teacher for ten years. I used to teach French in the University of Hong Kong (HKU), the Chinese University of Hong Kong (CUHK), HKU SPACE community college and School of Continuing and Professional Studies, CUHK, and I joined HKBU last September.

Q2. Could you tell us something interesting about your hometown?

I have two hometowns, Grenoble and Lyon. I grew up in Grenoble, and my whole family comes from Lyon. Lyon is well known for delicacies. There are around twenty Michelin-starred restaurants, including the very first three-star Michelin restaurant, “L'Auberge du Pont de Collonges” (Restaurant Paul Bocuse). Lyon is perfectly located between the north and the south. You can find all the best products from the region and the surrounding areas. It is also a major historical city with thousands of years of history. It especially prospered during the Renaissance period. Moreover, ten percent of the city of Lyon was listed as UNESCO World Heritage on 5 December 1998.

I would also like to share two fun facts about Lyon with you. To start with, the writer of the book *Le Petit Prince* (The Little Prince) is from Lyon. The second fun fact is that Lyon is the birthplace of cinemas. At the end of the nineteenth century, the Lumière brothers invented the cinematograph, hence contributing to the creation of cinemas we know today. The Institut Lumière is a museum to honour the achievements of the Lumière brothers in filmmaking and promote French filmmaking.



Q1. 可否請你簡單介紹一下自己？

我十二年前來到香港，從事法語教師的工作已有十年。我曾在香港大學、香港中文大學、香港大學專業進修學院以及香港中文大學專業進修學院教授法語，並於上年九月加入浸大。

Q2. 可以告訴我們一些關於你家鄉的趣事嗎？

我有兩個家鄉，分別是格勒諾布爾和里昂。我在格勒諾布爾長大，而我的家人都來自里昂。里昂是座以美食聞名的城市，全市有大概二十間米芝蓮餐廳，包括首間米芝蓮三星餐廳——保羅·博古斯餐館。里昂位於法國北部及南部之間，擁有絕佳的地理位置，你可以在這裏找到附近所有最好的產品。里昂亦是一座重要的歷史城市，有著數千年的歷史，在文藝復興時期尤其繁榮興盛。此外，聯合國教科文組織更於一九九八年十二月五日將里昂百分之十的城市面積列為世界遺產。

我還想和大家分享兩個關於里昂的冷知識。首先，《小王子》的作家就是來自里昂。此外，里昂亦是電影的誕生地。在十九世紀末，盧米埃爾兄弟發明了電影放映機，創造了我們今日熟知的電影。里昂市政府亦建立了盧米埃爾電影博物館，以紀念盧米埃爾兄弟對電影製作上的貢獻及推廣法國的電影製作。

Q3. Do you find any cultural differences between your hometown and Hong Kong?

Of course! Life is slower in France than in Paris. One will notice it immediately. In France, one has to learn to be patient, because you need to wait for everything. In comparison, people in Hong Kong have made it a point of honour to make everything in their city extremely efficient! Let's take going to restaurants as an example: We have to wait to be seated, and we need to wait for the menu and another few minutes for the waiter to place our order. Then, as you have guessed, we have to wait again for our dish! It is a long process to eat out in France.

Q4. What makes you choose to work in Hong Kong?

I grew up, studied, and worked in France. I always wanted to explore more and gain different experiences in different countries, to have a taste of life outside France, so I decided to go on a working holiday when I was twenty-six. I got a working visa in Canada and before going to Canada, I came to Hong Kong to visit my friend and to live here for three weeks. I appreciated the dynamic vibes of Hong Kong's neighbourhoods, and this is why I chose to work and live in Hong Kong.

Q5. What do you like the most in Hong Kong?

I like sightseeing in the city. To walk in this busy atmosphere feels like being at the centre of the world. I also love the food a lot, especially Dim Sums and the eggs prepared in Cha Chaa Teng. Life is sometimes hard, yes, but Hong Kong has given me everything – a family, a job, a new life, and I will always be grateful.

Q6. Do you have any unforgettable experiences in Hong Kong?

I could never forget the first time I taught in Hong Kong, which was in a famous secondary school located in Kowloon Tong. I remember I stood in front of a class of thirty-seven Form 1 students, all of whom were as stressed-out as I was. As the lesson unfolded after a few minutes, all my doubts vanished. Laughter broke out all in a sudden, and I realised that the girls were as apprehensive as I was about this first day back at school.

Q3. 你覺得你的家鄉與香港之間有甚麼文化差異嗎？

當然有啊！除了巴黎以外，法國的生活節奏都比較慢，人們很容易就能注意到這一點。在法國生活，你要有足夠的耐性，一切都需要等待。相比之下，香港人則能夠有效率地辦妥一切，這是他們引以為傲的地方。以在法國出外用餐為例，我們要先等待侍應安排入座，然後等候餐廳提供菜單，再等個好幾分鐘讓侍應為我們下單，在這之後，沒錯，還要繼續慢慢地等候我們的餐點送上！在法國，出外用餐是個漫長的過程。

Q4. 你選擇留在香港工作的原因是什麼？

我在法國長大、讀書及工作，但我一直都想探索更多地方，在不同國家增加歷練，並體驗一下在法國以外的生活。所以我決定趁着年輕，在二十六歲時參加工作假期。當時我獲批加拿大的工作簽證，在出發前往加拿大前，我先到香港探望一個朋友，並在這裡逗留了三個星期。我非常欣賞香港充滿活力的氛圍，這就是我選擇留在香港生活和工作的原因。

Q5. 你最喜歡香港的甚麼？

我很喜歡遊覽這個城市。走在繁忙的氛圍當中，就像身處世界的中心。我亦很喜歡香港的美食，特別是點心，還有茶餐廳所烹調的雞蛋料理。生活有時挺艱難，但香港給予了我一切，包括一個家庭、一份工作、以及嶄新的生活，對此我會永遠心存感激。

Q6. 你在香港有甚麼難忘的經歷嗎？

應該是我在一所位於九龍塘的名牌中學教授的第一堂課吧！那時站在三十七名中一學生面前的我，和學生們都一樣緊張。隨着課堂的展開，我的憂慮隨之消散。突然傳來陣陣笑聲，我才發現原來那些女孩也和我一樣，對第一天上課感到非常擔憂。

Q7. How is your life in HKBU?

I enjoy my life at HKBU. I remember my first day at HKBU's old campus. I was walking around the rooftops of the old campus near the language centre office. There were a large number of potted plants, and the atmosphere was relaxing. This place encourages introspection, I find.

My first impression was that HKBU's students were very kind, courteous, and they would laugh at my jokes!

Q8. What are the difficulties of teaching online?

I love having direct contact with my students, and I consider that a true privilege. Interactions are more limited in online lessons. Students are less likely to take unexpected twists and turns, which is the very thing that makes each class interesting and special. Student engagement is also impacted, of course.

Q9. How do you overcome all these difficulties?

I hold different activities and discussions during lessons, to keep the class interesting. I also require students to turn on their cameras, so that I can see them, and they can see me too.

Q10. Do you have some words for HKBU students?

It may be a bit cliché, but the students I met, not only at HKBU, but in all the universities where I taught, have a desire to do well, and above all, to do good. I see this feeling as a fragile light that needs to be maintained and cared for. Stay positive, stay curious and stay young!

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Q7. 你在浸大的生活如何？

我十分享受在浸大的生活。我依舊記得第一天來到浸大舊校舍時，在語文中心辦公室附近天台漫步的情景。那裏有大量盆栽，環境十分舒適愜意。我發覺這個地方會激發自省。

我對浸大學生的第一印象是十分親切友善、恭而有禮，還經常被我的笑話逗笑！

Q8. 網上教學有甚麼困難之處？

我喜歡與我的學生直接交流，我亦視這種交流為榮幸。在網上教學期間，互動更為有限。學生似乎不太願意接受這種突如其來的挑戰，但這種意想不到的波折，正正是讓每一堂變得有趣且特別的重要元素。當然，學生的參與程度也受到影響。

Q9. 你怎樣克服這些困難？

為了讓課堂更有趣，我會在課堂加入不同的活動與討論。我亦會要求學生打開攝像鏡頭，讓我和學生能看見彼此。

Q10. 你對浸大學生有甚麼寄語？

雖然這樣說有點老套，但我在浸大，還有其他我所教授過得大學中，遇到的學生都有著想要變得個更好的想法。但最重要的是有着一顆善心，我視之為一盞容易熄滅的燈，需要去保護和看顧。希望大家能夠保持積極樂觀，保持好奇以及保持年輕！

翻轉傳統：服務學習經歷與新方向

Tran-ditional: Experiences and New Directions in Service-Learning

我們有幸邀請到許競思小姐及李欣璞小姐接受訪問，她們分別是創新服務學習中心的高級項目主任及項目主任。It is our pleasure to invite Ms. Kasey HUI (Senior Project Officer) and Ms. Stella LI (Project Officer) of the Centre for Innovative Service-Learning (CISL) to share their views on service-learning.

Q1. 中心成立至今近四年，經過數年推廣，目前在香港浸會大學（浸大）有甚麼成果呢？

許：我們很高興與越來越多同學及老師都知道服務學習，甚至參與其中。以前中心需要主動聯絡老師或部門，詢問有沒有興趣開設服務學習的課程。但現在變成由老師主動聯絡中心，以瞭解更多有關服務學習的資訊，並創造更多機會讓同學參與。另一方面是社區夥伴。數年來，我們的社區夥伴越來越多，涉獵範圍也越來越廣泛：其中包括長者、少數族裔，甚至關注大眾精神健康都是本中心的涉獵範圍之一。最後是TriAngle——一個在逸夫校園的共享工作空間。我們希望有一個地方可以向浸大社群推廣社會創新（社創）及企業家精神，而TriAngle的成立是中心的成果之一。

Q2. TriAngle 是中心其中一個項目，目前成立不久，有沒有甚麼推廣活動令更多人知道這個地方呢？

許：TriAngle於2019年成立，經歷了社會運動及疫情，所以許多時候都不能對外開放。不過我們亦會盡力推廣這個地方，例如當服務學習課程需要展示其學習成果時，都會建議老師在TriAngle舉行。另一方面，TriAngle亦有開辦一些無學分課程，讓同學認識更多社創及瞭解企業家精神。去年進行一個叫社創籽（SIM）的計劃，其中一個活動名為「社創籽：『造』件小事」。中心會安排同學與不同的非政府機構見面，瞭解他們的運作，然後交由同學自己構思活動。我們希望TriAngle這個地方及它所舉辦的活動可以填補同學在學科以外的空餘學習時間。未來除了加強推廣外，亦希望可以加強服務學習及社創之間的連繫。

李：除了社創籽計劃外，TriAngle亦有邀請傳理系的同學就社區及社創設計一些遊戲，讓各位同學參與。

許：如果同學想舉辦一些與社區及社創有關的活動，非常鼓勵和歡迎大家隨時與中心聯絡。

Q3. 如果能開辦新課程，中心會想嘗試支持甚麼類型的課程？

李：中心一向認為所有學科都適合開辦服務學習課程，並希望未來所有學科都能開辦有關課程。我們亦期望未來不限於本地合作，更可與海外院校合作，一探其他國家的非政府機構。另外，下學年起浸大將會開辦四個新的跨學科學士課程。當中的個人化路徑課程是為同學度身訂做的，期望讓同學思考如何解決社會問題，以達到可持續發展。因為當中牽涉許多非政府機構的實習和服務學習，所以這個課程與中心有緊密合作。這也是我們中心十分期待的項目。

Q1. The Centre has been established for nearly four years and went through several years of promotion. What are the accomplishments so far at Hong Kong Baptist University (HKBU)?

K: We are glad that more and more students and teachers know about service-learning and have even participated in it. In the past, the Centre needed to approach teachers and departments proactively to ask whether they were interested in offering service-learning courses. However, teachers are taking the initiative in contacting the Centre to find out information about service-learning now, creating more opportunities for students. Another result is having more community partners. Recently, our community partners have grown in number and scope, ranging from the elderly to ethnic minorities, and even concerning the mental health of the general public. Lastly, the establishment of the TriAngle, a co-working space on Shaw Campus, is one of the Centre's achievements. We hope to provide a place for promoting social innovation and entrepreneurship in the HKBU community.

Q2. TriAngle is one of the newly established projects of the Centre. Are there any promotions to let more people know about this place?

K: TriAngle was established in 2019 and has experienced social movements and the pandemic, so it was closed on most occasions. However, we still try our best to promote this place. For instance, when a service-learning course needs a place to display its learning results, we will advise teachers to hold it at TriAngle. On the other hand, TriAngle also provides non-credit bearing courses for students to learn more about social innovation and entrepreneurship. Last year, there was a programme called Social Innovation Makers (SIM), and the tagline of one activity was "Social Innovation Maker (SIM): Make a Little Thing". The Centre arranged meetings for students to meet with different NGOs and learn about their operations. Afterwards, we let students design their own activities. We hope that TriAngle and its activities can fill up the gaps in learning beyond students' disciplines. In the future, on one hand, we will strengthen the promotion; on the other side, we hope that service-learning and social innovation can be more closely linked.

S: Apart from the SIM programme, TriAngle also invited students from the School of Communication to design some games based on community and social innovation for students to join.

K: If students want to organise some activities related to the community and social innovation, they are welcome to contact the Centre anytime.

Q3. If there is a chance to offer a new course, which type of courses would the Centre support?

S: The Centre always believes that all disciplines are suitable for service-learning, and we hope that all disciplines could offer such courses in the future. We also hope to reach out to overseas universities and explore NGOs in different countries so our collaborations will not be limited to local ones. Besides, HKBU will launch four new transdisciplinary undergraduate programmes in the 2022/23 academic year. The Personalised Pathway programme is tailor-made for students, allowing them to think about how to solve social problems to achieve sustainable development. The Centre will work closely with this programme because many NGO internship places and service-learning will be involved. We are also looking forward to this project.



Q4. 這兩年都受到疫情影響，中心有甚麼應對措施，以及有甚麼地方需要改善？

李：其實起初大家都不知所措，幸好老師和機構的支持下，不同計劃都能順利進行。例如有服務學習的科目參與浸大「疫境·並肩」的計劃，中心亦有舉行收集口罩的活動，希望在疫情期間可以幫助有需要的人。

在服務學習方面，我們於疫情初期時也曾與老師討論，課程可加強對機構的支援，以繼續進行服務學習。後來大家都十分習慣這個「新常态」，在網上進行各種活動，如虛擬展覽、虛擬導覽、網上比賽等。而今年我們有個新計劃，聯同科創社工學會合作。這次合作讓我們得悉如何透過網上進行服務學習、利用不同軟件及與不同機構接觸。

至於改善方面，網上模式始終有所限制，例如有些活動需要在戶外觀樹、觀察社區等，都未能於線上進行。但網上模式亦有好處，期望兩種模式未來可以同時進行。

Q5. 受疫情影響，活動或課程都以網上或混合模式進行，而這種模式是否為中心帶來新機遇或對服務學習帶來好處？

李：與機構合作時，我們都很意外能發現一些網上或混合模式的好處。例如其中一個中醫學課程是由復康會與不同的病友組織進行合作，而當中有些行動不便的病人較難出門，要透過互聯網才可與他們接觸。同學透過互聯網向病人進行視像問診服務，令我們感到意外。

另外，以前有些面對面服務比較一次性，並無後續。但這次透過網上模式，我們發現同學可與服務對象建立進一步的聯繫。這是以前未發現到的地方，所以未來有些學科可能會以這種模式進行。

許：除了沒有地域限制外，同學及講者亦不用舟車勞頓，能節省時間。因為許多時候很多講者都有正職，以往他們需要請假來浸大進行分享，但現在透過網上會議，大家可以互相配合，可以選擇於傍晚進行分享，時間上更有彈性。

Q6. 中心與其他機構合作時，有遇到過甚麼困難嗎？

許：大多時候，機構和服務對象的接觸最為緊密，所以要常常勞煩機構幫忙與服務對象協調。我們對此感到些許憂慮，擔心會增添他們的工作量，但經過與不同機構的長期合作後，就發現他們大多都很友善，並且樂於助人。雖然中間的協調要花很多時間，但看到成果後，就覺得這些都是值得的。

李：感到困難的部分是一開始的磨合、溝通及協調，因為可能要花很多時間，但正如先前所說，合作機構都很好，所以困難都能迎刃而解。

Q4. The Centre has been affected by the pandemic for two years. Does the Centre have any countermeasures? Is there anything that needs improvement?

S: At the beginning of the pandemic, everyone did not know what to do, but fortunately, with the support of teachers and organisations, different plans went smoothly. For example, some service-learning courses had participated in the "Beat the virus: BU & I" programme of HKBU. Besides, the Centre also held an activity to collect masks, hoping to help those in need during the pandemic.

In respect of service-learning, there were discussions with teachers in the early stages of the pandemic that our curriculum could strengthen the support to continue service-learning. Later, everyone was accustomed to this "new normal" and started to use the Internet to organise different activities, such as virtual exhibitions, virtual tours, and online competitions. This year, we have a new plan to cooperate with the Society for Innovation and Technology in Social Work. This collaboration allows us to learn how to conduct service-learning, use different software, and engage with organisations through the internet.

As for improvement, there are limitations to practising service-learning online. For example, some activities cannot be done online, like outdoor tree observation and community observation. However, there are still some benefits of adopting the online mode. We hope that the online and face-to-face mode can be carried out together in the future.

Q5. Due to the pandemic, courses have been conducted online or in the mixed-mode most of the time. Do these modes bring new opportunities and benefits to the Centre and service-learning?

S: We are all surprised to find some benefits of online mode when cooperating with organisations. For example, one of the Chinese Medicine courses worked with various patient support groups via The Hong Kong Society for Rehabilitation. During the collaboration, we found that some mobility-impaired patients were hard to travel around, and we needed to get in touch with them through the internet. Students conducted telemedicine services through online platforms, which was a surprise to the Centre.

In addition, some face-to-face services were more one-off, and there was no follow-up in the past. However, we discovered that students could further contact service users on the internet, which was not noticed before. Therefore, some courses may adopt this mode in the future.

K: Apart from the geographical restriction, students and speakers can now save their travelling time. In many cases, speakers have full-time jobs, and usually they would need to take a day off to come to HKBU for sharing. But online sharing allows more flexibility, and people may conduct their sharing in the evening.

Q6. Did you face any difficulties during the collaboration with other organisations?

K: Most of the time, organisations are in closer contact with service targets and it is often necessary to ask them to help coordinate with the service targets. So, we worry about adding extra workloads to them. But after long-term cooperation with different organisations, we realise that they are very nice and helpful. Although coordination can be time-consuming, it is worth doing after seeing the results.

S: Integration, communication and coordination may be difficult at the beginning as they might take a lot of time. But as mentioned before, the partner organisations are very nice so the difficulties are usually smoothly solved.

Q7. 從事服務學習的契機是甚麼，以及有甚麼驅使你繼續下去呢？

李：我原本在浸大的另一個部門工作，而加入浸大前，則從事有關藝術行政的工作。與浸大學生接觸後，我發現我很享受和喜愛做一些與學生學習有關的活動，而且服務學習這個部門的工作接觸層面很廣。另外，我們能促使多個團體一同舉辦一個能夠服務社區的計劃，令我覺得很有意義，也不覺沉悶。除有滿足感外，我認為不論是老師、服務對象、機構，還是同學，都能在過程中獲益良多。我希望自己能對服務學習有所貢獻。繼續在中心工作亦能有所增值。

許：大學畢業後，我主要在不同院校裏從事大學行政的相關工作，但創新服務學習中心是我在浸大第一個入職的部門。加入團隊後，我發現服務學習所接觸的層面真的很廣。一路看着計劃如何推進、發生、直到結束，然後反思整個過程，思考改善和進步的空間，令我有滿足感。服務學習還有很多未知和值得探索的地方。另外，中心的同事也很友善，營造了一個良好的工作環境，讓我有動力去工作。

Q8. 你認為推廣和進行服務學習期間，最重要的是甚麼？

許：服務學習有三大方面：學術內容、服務以及反思。我們經常強調，希望同學進行服務時能學有所用，令學術內容和服務掛鉤。另一方面，當他們能學以致用，在服務他人後，反思整個過程，就能有所得益。因此，三者同樣重要。此外，我們希望同學參與服務時，能直接和服務對象交談，有更多互動，以及直接與社區接觸。最後，我們希望透過服務學習來培養同學的同理心。同學要設身處地，為他人着想。希望他們體驗和反思整個過程後，能更進一步加強他們的同理心。

李：我們常強調服務學習，「服務」和「學習」同等重要。很多時候，同學一聽到服務學習課程，就會覺得只做義工或投放大量時間，便算完成課程。但其實這個學科講究同學能學以致用，將課堂上所學的知識透過服務帶給社區。因此，我想為同學帶來這個重要訊息：服務學習不單是服務社區，還要應用自己的知識，在過程中反思社會上發生的事。

Q7. What makes you engage in service-learning, and what impels you to continue?

S: Originally I worked in another department at HKBU and before I joined the university, I engaged in arts administration work. After interacting with HKBU students, I find that I enjoy and like activities that are related to student learning, as well as meeting different people through service-learning work. Also, we enable many different parties to carry out projects that can serve the community together, which I think is meaningful and not boring. Other than satisfaction, I think no matter who you are, teachers, service targets, organisations or students, you can learn lots of things during service-learning. I hope I can contribute to service-learning and improve myself by continuing working in the Centre.

K: After graduating from the university, I worked mainly in university administration jobs in different institutions but CISL is my first department to join at HKBU. Then, I find that working with service-learning allows me to meet many people. I can also feel satisfaction when I look at how the project progresses, occurs and finishes, and think about what improvements can be made after reflection. Service-learning is mysterious and there are still many things that can be explored. Also, the colleagues are friendly and we have a good working environment, which keeps me motivated at work.

Q8. What do you regard as the most important when promoting and running service-learning?

K: Service-learning has three components, which are academic content, service and reflection. We always hope students can apply their knowledge when serving the community and match academic content with the service. Also, when they apply what they have learnt and serve others, they can reflect on the process and learn from it. So, these three components are equally important. Then, we hope students can have more direct communication and interaction with service targets as well as the community during service-learning. Lastly, we hope to develop students' empathy through service-learning. Students should put themselves in others' shoes. We hope that their empathy can be improved after experiencing and reflecting on service-learning.

S: We always emphasise that "service" and "learning" are equally important. When students hear the word "service-learning", they think that the course can be completed only by doing voluntary work or spending a long time on it. But this educational approach focuses on how to put your knowledge into practice to benefit our society. So, I would like to spread an important message to students that service-learning is not only about serving the community, but also about applying your knowledge, and reflecting on social issues.

Q9. 在推廣和進行服務學習期間，有甚麼特別難忘的事或回憶可以和大家分享？

李：比較深刻的是一個中醫系的服務學習課程，對象是長期病患者。中醫系學生除了透過問診去瞭解病人外，還會拍攝有關中醫學知識的教學短片給病人組織。最深刻的是長期病患者的分享，我覺得非常勵志。即使他們患有長期病患，仍積極面對人生。同學亦透過這次活動，瞭解到長期病患者積極正面的態度，令他們自己有所成長。

還有一個是地理系的活動，對象是有特殊學習需要（SEN）的小朋友。活動中，浸大學生和小朋友一同製作一輛太陽能玩具車，然後與他人比賽，過程十分有趣。我看到浸大學生非常有同理心，也很有耐性和很投入地教導SEN學生，令我印象深刻。另外，很多同學也分享，這是他們第一次接觸SEN小朋友，覺得SEN小朋友都很可愛。這次活動將不同群體聯繫在一起，讓我十分難忘。

許：較為深刻的是一個計算機科學的課程。由浸大學生訪問一班「年青長者」，詢問他們在使用手機應用程式時，有沒有遇到甚麼困難，然後由學生想一些辦法，令他們可以更容易使用手機。驚訝的是長者甚至懂得使用一些我甚少使用的應用程式。經過這個課程後，我覺得參與服務並不一定要幫助弱勢社群，身邊的人也有一些我們可以幫上忙的地方，這也令同學留下深刻印象。同學原以為他們要教長者，怎料情況相反，變成一個大家都很平等的互動，這不但很有意義，也很有趣。

Q10. 你對浸大服務學習的未來發展有甚麼期望呢？

李：我希望服務學習在未來能接觸更多學生，也希望找到更多老師願意和我們一起開辦更多服務學習課程，令每位浸大學生都至少參與過一門服務學習課程——這也是我們中心的其中一個使命。藉着這幾年網上教學的經驗，我們會思考如何運用這些科技增強服務學習的學科，以至服務社會。正如前面提及，我們想和海外不同機構合作，讓同學走出香港以外的地方參與服務。

許：希望能和更多不同學科合作，也期待跨學科課程將來的新發展。另外，開首也提及過，我們很想加強TriAngle和服務學習之間的協同效應，以及在服務學習和社創之間建立更緊密的聯繫。科技日新月異，不同的網上工具也與日俱增，所以我們要時刻與時並進。最後希望疫情能快點結束，恢復實體課和面對面服務，以實現上述目標。

撰文及翻譯：陳沅彤、呂綠倩
Written and translated by: CHAN Yuen Tung, Hailey & LUI Choi Sin, Joyce

排版：陳沅彤
Designed by: CHAN Yuen Tung, Hailey

Q9. Are there any unforgettable memories you can share with us when promoting service-learning?

S: I was deeply impressed by a Chinese medicine service-learning course which provided services to chronic patients. Students majoring in Chinese Medicine tried to understand patients by consultations. They also made short videos about knowledge of Chinese medicine for the patient organisations. What impressed and encouraged me the most was the patient sharing. Although they suffer from chronic illness, they still have a positive outlook towards life. Students can learn from the positive attitudes of the patients and improve themselves through this course.

The other one was a project carried out by the Department of Geography and the service target was children with special educational needs (SEN). In this project, HKBU students and SEN children needed to make a solar toy car together and compete with the others. It was very interesting. I saw the empathy of HKBU students and how they ploughed into teaching the SEN children patiently, which impressed me deeply. Also, many students shared that it was their first time meeting SEN children. They thought the children were very cute. It was a memorable experience as this project connected different parties.

K: For me, it was a Computer Science service-learning course. HKBU students interviewed a group of "Young-olds", asking if they faced any difficulties when using mobile phone apps. Then, students came up with some solutions to help them use their phones in more convenient ways. It was surprising that the seniors could understand how to use some apps that I seldom used. After this course, I think that service-learning not only helps the disadvantaged but also the people around us. This also made a strong impression on students as they thought they needed to teach the seniors but it turned out to be the other way round, that everyone had some equal interaction. It was meaningful and interesting.

Q10. What are your expectations for the future development of service-learning at HKBU?

S: I hope that service-learning can reach out to more people in the future and we can find more teachers to offer more service-learning courses together so that every student at HKBU can at least experience service-learning once. This is one of the missions of our Centre as well. We also hope to reflect on how to improve the service-learning disciplines by applying the online learning experience we learnt in these few years to better serve the community. As mentioned before, we would like to cooperate with different overseas organisations so that students can have overseas experiences of service-learning.

K: I hope to collaborate with more disciplines and I look forward to anything new that happens in transdisciplinary programmes. Also, as I said, we wish to enhance the synergy between TriAngle and service-learning, and establish a strong connection between service-learning and social innovation. As technology is advancing with the increase of online tools, we need to keep ourselves updated. Lastly, I hope the pandemic will end soon and physical classes and services will resume in order to achieve the above goals.

白晝如隙 Passing Days

Janice Jun PAN

Nine o'clock	avocado with scrambled egg salt, soy milk, decorated by sesame seeds	Three thirty
Nine thirty	Zoom meeting	
Ten o'clock	watering that wanton asparagus setaceus who sprouts like octopuses and seaweeds	
Ten o five	carrying Bob's rohdea japonica to balcony	
Ten fifteen	trimming the old snake plant that harbours a stream of small ivory flowers blooming once in a millennium so I heard under the condition of no alleged misdeeds	
Ten thirty	time to check emails reading like snails	
Eleven o'clock	meeting on VooV	
Twelve o'clock	ordering food online Foodpanda or Deliveroo? feeling red, or blue?	
Twelve thirty	waiting for Deliveroo	
Twelve forty	waiting for Deliveroo	
Twelve forty five	becoming impatient with delivery who	
One in the afternoon	doorbell playing peekaboo naïve eyes of a kangaroo soaked by avant-garde's spilled soup	
One fifteen	complaining to Deliveroo	
One thirty	internet broken down ... complaining to Deliveroo	
One forty five	plastic box on top of garbage bin fish bones trying to sleep in	
Two o'clock	stopping by Median Inn asking Duke of Zhou to check in	
Three sharp	a dance of rose tea and roasted pistachios whose turn to cut in?	

Nine in the evening

Eleven in the eventide

Zoom meeting
VooV seminar
Skype interview
...
struggling with forgotten password
costing more than an informatics degree from Oxford
...
finally, Zoom conference
interpreting services too expensive to afford
...

Poem Combo – Passing 「合成」詩——「白晝

Passing Days · Hidden Nights are two poems written by our supervisor, Dr. PAN, and published by Proverse Hong Kong. Thanks to Dr. PAN, Dr. TODOROVA and Dr. MORENO GARCÍA, we are able to read such wonderful work. To show the beauty of translation, we provided the translations in a “combo”, combining the Macedonian, Spanish, and Traditional Chinese version together. Let's compare the original English with the other three languages and see if you can catch the meaning!

Written by: Janice Jun PAN
Translated by: Marija TODOROVA, Luis
Damián MORENO GARCÍA, and CHIU
Wing Shan, Sabrina
Designed by: CHU Pui Shan, Sandra

dry-fried beef rice noodles kissing chilled diet coke
century eggs feeling eager to marry New York cheesecake
why bother about the difference between
a smoothie and a shake

switching off the starlight
turning on Stacy's favourite movie
a
love story

白晝如隙 Passing Days

Девет часот	Авокадо со пржени јајца сол, млеко од соја, и малку сусам за украс	Twelve o'clock
Девет и тريسет	Состанок на Зум	Twelve thirty
Десет часот	Полевам аспарагус за вонтон Со лисје ко морски алги и пипци од октопод	Twelve forty
Десет и пет	rohdea japonica од Боб ја вадам на балкон	Twelve forty five

Days · Hidden Nights 如隙 · 黑夜如絲

「白晝如隙 · 黑夜如絲」是翻譯工作室顧問潘琚博士撰寫，並由文韻出版社出版的兩篇英文詩詞。感謝潘琚博士、*TODOROVA*博士及穆德明博士的付出，讓我們得以閱讀如此精彩的作品。為展示翻譯之美，翻譯將以馬其頓文、西班牙文和繁體中文的「組合」方式呈現。一起來比較一下英文原文和其他三種語言，看你能不能猜出馬其頓文、西班牙文和繁體中文的意思！

撰文：潘琚博士
翻譯：TODOROVA博士、穆德明博士及趙詠珊
排版：朱佩珊

Десет и петнаесет	Го кастрам стариот змиски јазик што пуштил страк мали бели цутови цветаат еднаш во милениум сум чула не под услови на погрешни дела	晚上九時
Десет и тريسет	Време да се проверат пораки Читање со маки	
Единаесет часот	Состанок на Вув	晚上十一時

Pedir comida a domicilio ¿Deliveroo o Foodpanda? ¿pescado o arroz a banda?	Esperando a Deliveroo	Impaciente con el envío mío	Jugando al escondite con el timbre ojos ingenuos de un canguro empapados con sopa derramada vanguardista
Quejándome a Deliveroo	No va internet... Quejas a Deliveroo	Caja de plástico sobre cubo de basura Espinas de pescado probando una siesta	Pasando por Median Inn Le piden al duque de Zhou que se registre
玫瑰花茶 和烤開心果 在跳舞 誰會先來搶舞？	Zoom會議 VooV研討會 Skype採訪 嘗試回憶遺忘的密碼 需要至少牛津大學的信息學學位 來破解 最後，無法負擔Zoom會議昂貴的 口譯服務	乾炒牛河 親吻健怡可樂 皮蛋渴望嫁與 紐約芝士蛋糕 至於冰沙和奶昔 的區別 為何要懊惱？	關閉星光 打開泰西最喜歡的 愛情故事

黑夜如絲 Hidden Nights

Janice Jun PAN

24:00		24:00	
	<i>Meditation Minis</i>		<i>Медитешин минис</i>
24:30		24:30	
	<i>Sleep with Me</i>		<i>Спиј со мене</i>
1:00		1:00	
	Stephan King on Audible		Стивен Кинг на Одибл
1:30		1:30	
	<i>Melody of the Night</i>		<i>Мелодијата на ноќта</i>
1:45		1:45	
	<i>Secret Garden</i>		<i>Тајната градина</i>
2:00		2:00	
	need to reply that email from Jena in a polite manner despite feeling unhappy about her gardener ...		Треба да ѝ пишам на Џина и да бидам фина иако не ми се допаѓа човекот што ја одржува нејзината градина ...
2:30		2:30	
	Enya		Енја
2:45		2:45	
	remember to attend Jimmy's birthday party his voice is sort of fruity a ride to the place costs much money but we can have barbecue at the open balcony ...		El cumple de Jimmy que no se me olvide Su voz es algo dulce Cuesta mucho dinero llegar a su casa Pero podemos comer barbacoa en la terraza ...
3:00		3:00	
	one marshmallow, two marshmallows, three ... what happened to that pair of bellows		Un malvavisco, dos malvaviscos, tres ... ¿Qué pasó con ese par de fuelles?
3:15, 4:15, 4:30 ...		3:15, 4:15, 4:30 ...	
	is it Thursday or Friday which bus goes to Causeway Bay that village girl called Xiao Wei ...		¿Es jueves o viernes? ¿Qué bus va a Causeway Bay? Esa chica del pueblo que se llama Xiao Wei ...
	whose gift should I take his daughter doesn't like chocolate cake vanilla surely nobody can hate		¿Qué regalo debería llevar? A su hija no le gusta la tarta de chocolate La vainilla a todos va a encantar
4:45 ...		4:45 ...	
	one task done, two almost gone, three about to become none ...		完成了一項任務 第二、第三項也快完成了.....
5:00		5:00	
	if I make good use of time weekend gathering shouldn't be too much a crime gosh my words create rhythm!!!		如果我可以好好善用時間 參加週末聚會的罪惡感 應可以消失得無影無煙？ 我的天，我說的話竟然會押韻！
5:30		5:30	
	birds chirping		小鳥 嘰嘰咋咋地叫
6:00		6:00	
	rays of an orange from the east through the white sponges piercing		橙黃色光線至東方而來 穿過白海綿
6:30		6:30	
	blue breeze over emerald stillness floating sailboats two silvery cottontails flautas with Pinot Grigio light-headedness		身處翡翠般的謐靜 喝着海風雞尾酒 沈沈浮浮的帆船 兩隻銀白棉尾兔 炸春捲配灰皮諾酒 我已暈得頭重腳輕
7:00		7:00	
	your face kept emotionless		可你還是 面無表情

* The full version of the two poems are published in *Mingled Voices 6: The International Proverse Poetry Prize Anthology 2021* (Volume 6; pp. 134-137) (Edited by Gillian Bickley & Verner Bickley).
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Passing Days and *Hidden Nights* were not only translated into Macedonian and Spanish, but also performed by the TIIS students and staff in the sixtieth anniversary celebration of the Faculty of Arts last year. We are honoured to invite two of the performers to share their thoughts on that!

「白晝如隙·黑夜如絲」這兩篇詩詞不僅被翻譯成馬其頓語和西班牙語，翻譯系的學生和老師更在去年文學院的六十週年誌慶「有志，無窮」中進行演出。很榮幸能邀請到其中兩位表演者進行分享。來看看她們對是次表演的感想吧！

It was such an honour for me to be a part of the big day—the sixtieth anniversary performance “Look Back at the Future” of the Faculty of Arts. To be honest, since I am graduating this year amid the pandemic, it was probably my last performance at HKBU. I still remember how excited I was when Dr. PAN invited me during the Theory II class. By the way, spilling the tea, I was invited because the performance was originally planned to be a modified medical interpreting play from last year's Inter-Link performance, which I performed with Melody and Cyrus. However, the performance later turned out to be “Passing Days · Hidden Nights”, which was amazing too.

You may wonder, how difficult could reading aloud a poem be? Let me tell you. It was HARD. When we were reading our own parts together at the same time, we had to be so focused that we would not be distracted; but we also had to prick up our ears to adjust our pace so that we could finish altogether; we had to keep reminding ourselves about the blocking; I had to remind myself how to pronounce Xì (隙), Sī (絲), Sì (四), Shí (十) correctly, how to tiptoe to be tall enough to reach Cyrus's palm, how to kneel decently in a skirt... See, multi-tasking, when you are nervous, is always hard. But we made it. What a relief after we have aced the performance!

Despite all the difficulties, I was absolutely impressed by how talented our professors are. Their translations, no doubt, shine on their own (please do check them out!). Moreover, can you believe Dr. MORENO GARCÍA taught me back Mandarin? That is his fourth language! And Dr. TODOROVA could do an improvised translation of the poem... I cannot even do a poetry translation in one whole day. And of course, we should give our applause to our author and PIC Dr. PAN for letting us have so much fun, for creating such a nice poem, and for building this TIIS community!

Written by: CHIN Wing Tung, Clare
Translated by: LAU Tsz Ching, Janice



It was a great honour for me to have the chance to participate in the performance “Passing Days · Hidden Nights” last year for the Faculty's sixtieth anniversary. First of all, I would like to thank Dr. PAN for inviting me to join the performance. I enjoyed the show and the preparation time with Dr. PAN, Dr. TODOROVA, Dr. MORENO GARCÍA, Clare, and Cyrus. As an HKBU graduate, I had a good time studying in the Department of TIIS, HKBU, and that is why I would like to join the performance and let our audience know what translation is, and how amazing translation can be.



Written by: MAK Wing Hei, Melody
Translated by: YIP Shu Ting, Johnny
Designed by: CHU Pui Shan, Sandra

As you know, our performance was reading a poem in the way of consecutive and simultaneous interpreting, our voices always overlapped. Despite staying focused and paying attention to our own parts, we also needed to cooperate with our partners. However, during the rehearsal via Zoom, it was difficult to listen to each other due to technical limitations. I was frustrated and felt a bit worried at the beginning. Luckily, thanks to our teammates, they all spared time to go back to campus for the stage rehearsal and we stayed behind and practised outside the AC Hall until sunset. Our performance gradually took shape, from just reading aloud to having moves and actions.

On D-day, we felt nervous and practised again and again before the performance, but then, we made it! The performance went well and smoothly. We all felt relieved. After the performance, Dr. PAN brought us to Sai Kung to have our celebration feast. We ate yummy seafood and chatted with each other. What a memorable day! Thanks again to my teammates for their efforts. Our team acted in a perfectly harmonious way! Last but not least, thanks again to Dr. PAN for designing the fun performance and building this wonderful team. We all had a great time!

我很榮幸能參與文學院六十周年的紀念表演「有志，無窮」。老實說，由於我將於今年畢業，加上受疫情影響，這大概是我在浸大的最後一場演出。我還記得潘珺博士在「理論與哲學II」課堂上邀請我時，我是多麼興奮。順帶一提，因為這次演出原本打算改編去年「全心傳譯表演日」中我、Melody和Cyrus一同表演的醫學傳譯短劇，所以我收到演出邀請。然而，後來變成了表演「白晝如隙·黑夜如絲」，但演出同樣精彩。



你可能會好奇，朗讀一首詩能有多難？讓我告訴你，這十分困難！當我們同時朗讀自己的部分時，我們必須非常專注，以免分心；我們也必須豎起耳朵，調整節奏，以完成整個表演。我們必須不斷提醒自己注意擋板；我必須提醒自己如何正確地讀出「隙」（Xi）、「絲」（Si）、「四」（Si）、「十」（Shi），如何能踮得夠高碰到Cyrus的手掌，如何能穿着裙子體面地跪下.....你看，在緊張的時候，同時處理這麼多任務是很困難的，但我們做到了。在我們完成表演後，真是鬆了一口氣！

儘管困難重重，教授們的才華令我留下深刻印象。毫無疑問，他們的譯文都很出色！（請一定要去閱讀！）。此外，你能相信穆德明博士反過來教我普通話嗎？那是他的第四語言！TODOROVA博士可以即興翻譯詩歌，而我甚至不能在一天內完成詩歌翻譯！當然，我們也應該把掌聲獻給我們的作者和負責人潘珺博士：感謝她讓我們得到這麼多的樂趣；感謝她創作了這麼好的詩；感謝她建立翻譯系的社群！

撰文：甄泳童
翻譯：劉芷晴



我十分榮幸可以參與去年文學院六十周年誌慶「白晝如隙·黑夜如絲」的表演。首先，我要感謝潘珺博士邀請我參與表演。我十分享受這次的表演，以及與潘珺博士、TODOROVA博士、穆德明博士、Clare和Cyrus排練的時間。身為浸大畢業生，我在浸大和翻譯系有過一段美好的時光。因此，我想通過這次表演，讓觀眾瞭解甚麼是翻譯及翻譯的美好。

如你所知，我們的表演是以交替傳譯和同聲傳譯的形式朗讀一首詩，我們的聲音會經常重疊。除了要集中精神和留意自己的部分外，還要和搭檔配合好。然而，我們透過Zoom排練的時候，技術上的限制使我很難聽到其他人的聲音。最初，我感到灰心及擔憂，幸好，我們的組員騰出時間回校園排練。我們在大學會堂外練習直至黃昏。由最初的朗讀台詞，到加入各種動作，表演終於有了雛形。

表演當天，我們都很緊張，在表演前練習了一遍又一遍。最後我們成功了！表演順利進行，我們都鬆了一口氣。表演後，潘珺博士帶我們去西貢享用「慶功宴」。我們一邊享用美味的海鮮，一邊聊天，真令人難忘！我想藉此機會再次感謝我的組員，我們的相處極之和諧；亦要感謝潘珺博士設計如此有趣的表演及組成這支美妙的團隊。我們都渡過了一段美好的時光！

撰文：麥詠希
翻譯：葉舒庭
排版：朱佩珊



逝 By-gones

花草三季變換
樹葉年年歸土
是什麼
在匆忙、追趕.....

高速行駛與不見天日
嗖嗖 ——
時間在黑暗中溜走
光影不斷交替
從何時起，
我停留在此？

跑，加速，向前，
光影卻總是領先。
追不上前方，
也捉不住身後的一絲一縷。
為什麼，
我無能為力？

樹葉在變黃，
湖水在乾涸，
鳥雀在搬遷，
磚瓦無聲消耗，
皺紋悄悄爬上眉梢，
我能否不逝？

也罷，
躲不了——
那記住吧。

Plants change along the seasons,
Leaves return to soil year after year,
What is it
that hurries, in the chase ...

Moving with a high speed without a glimpse of light
Whizzing —
Time slips away in the dark,
Alternating lights and shadows
From when,
I stopped by here?

Running, accelerating, moving forward
Lights and shadows always lead.
I can't catch up,
Neither can I hold on to what's behind.
Why
Is there nothing I can do?

Leaves turning yellow,
Lake slowly drying up.
Birds are relocating;
Bricks and tiles are silently weathering.
Wrinkles are creeping up the brows.
Can I stay?

Either way,
If we can't hide from it —
Then remember it.

Written by: LO Mei Yan, Tiffany
Translated by: LAU Ho Nam, Alex
Designed by: CHU Pui Shan, Sandra
撰文：盧美欣
翻譯：劉浩楠
排版：朱佩珊

出走校園——我的實習之旅 LEAVING SCHOOL: HEADING OUT ON MY PLACEMENT JOURNEY

我們很高興邀請到翻譯系的黃樂軒同學，分享她在二零二零年至二零二一年於平等機會委員會（平機會）實習的經歷，並為其他即將開展實習之旅的同學給予實用的建議和鼓勵。

We are delighted to invite WONG Lok Hin, Luise, a Translation student, to share her internship experience at the Equal Opportunities Commission (EOC) in 2020-2021 and offer some helpful suggestions and encouragement to students going to embark on their placement expedition.

Q1. 為甚麼你會選擇為期一年的實習，而非短期實習？

Why did you decide to go for a full-time placement for a year instead of a short-term one?

我一開始也打算做短期實習，但後來（二零一九年期間）遇上社會運動及疫情爆發，專業研究（Professional Studies）課程的老師告訴我們市道差，畢業後未必能立刻找到工作，不如多花點時間參與長期實習。一來可以增加自己的競爭力，二來離開大學一年，可以做一些對將來發展有幫助的事情，所以我改變主意，選擇長期實習。

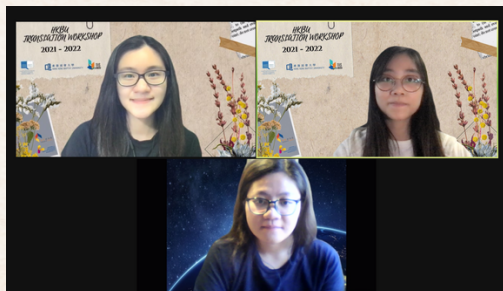
I originally intended to take a short-term placement as the others did. However, after experiencing the social movement and the sudden pandemic outbreak in 2019, my teacher of Professional Studies told the class that getting a job under such difficult economic conditions would not be easy for fresh graduates. Instead, she suggested an alternative of spending more time taking a full-time placement before graduation, which could boost our competitiveness and allow us to work on something beneficial to our career development by temporarily leaving the university for a year. So, I changed my mind and eventually decided to take a full-time placement.

Q2. 為甚麼你會選擇在平機會實習？

Why did you choose to work in the EOC as an intern?

起初，我期待能到一間翻譯公司實習，甚至通過了該公司的面試和筆試，但後來公司老闆說市況較差，未必有工作分配給實習生，所以最後決定不再聘請新人。於是，我便向平機會及一間公關公司遞交求職申請。當時我認為平機會的工作條件較好，而且自己也想從事較穩定的工作，想藉此機會看看自己能否適應像公務員那樣「死氣沉沉」的工作氛圍，因此最後選擇到平機會實習。

At first, I had been anticipating working as an intern in a translation agency, and I even passed their interview and written test. Yet, the agency stopped recruiting staff after considering they might not be able to allocate tasks to new interns due to poor market conditions. So, I applied for internships in the EOC and a PR agency instead. Back then, I considered the compensation and benefits of the EOC to be better than that of the agency, and I saw this as a chance to find out whether I was suitable in working in a “dull and lifeless” environment like government officers do since I would like to get a steady job too. In the end, I made up my mind to join the internship in the EOC.



Q3. 實際的工作內容與你的想象有甚麼不同嗎？

Were your job responsibilities out of your expectations?

本來，我以為只會從事與翻譯有關的工作。後來，與我交接工作的同事向我闡明工作內容時，我才知道除了翻譯，還要處理與會計有關的工作，如數據處理和校對。然而，我數學較差，而且那位同事在兩個星期後便會離職，很多東西都趕着交接，使我十分慌張。

In the very beginning, I thought I would just be working on translation-associated jobs, but soon after the staff, who was about to leave, handed over and explained the duties to me, I realised that I would also have to handle tasks related to accounting, such as data processing and proofreading, apart from translation. However, I am not good at mathematics, plus everything was handed over to me in a rush as the co-worker had to leave after two weeks. The first couple of days panicked me a lot.

Q4. 除了翻譯和會計相關的工作，你在平機會的工作還包括甚麼？

Besides familiarising yourself with the duties and completing the transition process as soon as possible, what other challenges did you face during the placement?

除了上述提及的工作外，我還幫忙籌備活動。上年剛好是平機會成立二十五週年，因此我有很多體驗活動策劃的機會。除了幫忙籌備展覽、典禮外，還做了與傳譯有關的工作。

I also organised events in the EOC. I got a lot more opportunities to participate in event planning as last year happened to be the twenty-fifth anniversary of the EOC. Apart from arranging exhibitions and ceremonies, I handled work relating to interpreting as well.



Q5. 除了要盡快掌握工作內容及完成交接外，你還遇到甚麼困難？

Besides familiarising yourself with the duties and completing the transition process as soon as possible, what other challenges did you face during the placement?

我認為最大的困難是以同事身分相處，而非師生或同學之間的關係。因為我在平機會實習時，負責指導實習生的主任年紀比我大很多，所以不自覺會以老師與學生之間的相處模式工作。但後來我發現，以這種心態工作，在職場上會留給別人較差的印象。實行任何事情前都要先得到別人批准，未能自行決定，會令別人認為你工作能力差。所以要學會慢慢調整自己的心態，讓別人知道你有獨立工作的能力。

I believe the biggest challenge was to adapt to working relationships between colleagues, instead of maintaining teacher-student relationships or relationships among students, in the workplace. When I was working in the EOC as an intern, my supervisor was much older than me, so I unintentionally treated my supervisor as if she was my teacher. But then, I realised that I would leave my colleagues with a relatively negative impression by maintaining such a working attitude. They would consider that you did not acquire much working capability if you were indecisive and tended to seek approval before doing anything. There is a need to adjust your mindset to let others know you can work independently.

Q7. 疫情對你的實習有沒有甚麼影響，如工作模式改變？

Did the pandemic affect your placement, such as going through special working arrangements?

對我而言，最大的影響應該是在家工作。當時平機會按政府針對疫情所實施的上班安排作調整，員工只需隔天到辦公室上班。平機會會推出一些資助計劃，讓非政府機構申請，以推廣反歧視信息。這些非政府機構申請資助後，我需要定期跟進他們的工作進度，例如活動的籌備進度、提醒他們遞交相關報告等。由於這類型機構不允許我們把資料带回家或上傳到雲端，因此我只能在辦公室跟進這些項目。另外，我需要與不同人士溝通，但在家工作有很多限制。當時的解決方法是留下自己的電話號碼，記下哪些人致電及致電的目的。

To me, the most significant impact was to work from home. The EOC adjusted work arrangements for the pandemic according to the guidelines released by the government, and we only had to go to the office every two days. The EOC organised some funding programmes that promote anti-discrimination for non-governmental organisations (NGOs) to apply. After the organisations had made their applications, I had to follow up on their working progress from time to time, such as monitoring the process of event organisation and reminding them to submit subsequent reports. Because such organisations do not allow us to access documents at home or through cloud systems, I could only follow up on such work in my office. To solve the problem, I left my number to those involved and tried to remember who called and why they would contact me.

Q6. 實習期間令你最難忘的是甚麼？

Can you share with us an unforgettable experience during your placement?

最難忘的是第一次傳譯。當時語言小組知道有翻譯系的學生正在實習，便讓我們嘗試傳譯，儘管這不是我們的日常工作。我之前修讀了會議傳譯（Conference Interpreting）的課程，與一般做法一樣，在黑房戴上耳機進行傳譯，外面的人看不見黑房內的情況，所以我沒那麼緊張。但疫情關係，平機會的講座改由線上（Zoom）進行，傳譯設備與我上課時所接觸的有所不同。而且我只修讀過一個與傳譯有關的課程，所以對這份工作不太熟練。當時，我在自己的工作位置進行傳譯，而非黑房，所以附近經常有同事經過，他們稍加注意便會聽到我說話，因此令我更加緊張。

It was unforgettable when I first did interpreting. Even though this was not my regular duty, the language department still asked us to try interpreting when they knew some Translation students were working on their placements. I took the course Conference Interpreting previously, in which we followed the usual practice of professional interpreters. We would put on a pair of headsets and stay in an interpretation booth, which could ease my racing heart as people outside the booth could not see what was happening inside. Unfortunately, since the conference of the EOC switched to a Zoom platform because of the pandemic, the interpreting settings were different from those in class, not to mention that Conference Interpreting was the only interpreting course I took, so I was not that familiar with the job. During the conference, I was interpreting at my seat rather than in the interpretation booth, so my colleagues could easily overhear me as they passed by frequently, which made me more anxious.



Q8. 在這一年的實習期間，你有甚麼得着？

What have you gained after participating in a full-year placement?

首先，我更瞭解自己的性格。剛才我也提及過，選擇在平機會實習是希望體驗穩定的工作環境。實習一年後，我認為這樣的環境未必適合自己。與沉悶的文書工作相比，我更希望接觸新鮮事物。其次，我明白了些求職時需要留意的地方，例如工作環境是否適合自己。另外，我對勞工保障亦有更深入的認識。有了一年全職實習的經驗，將來求職時也會份外注意這些地方。

Firstly, I have known myself better. As I have just mentioned, I decided to work in the EOC because I would like to try working in a stable environment. After spending a year there, I have figured out that such a working environment is probably not suitable for me. I want to work on new challenges rather than dealing with boring paperwork. I have also come to realise what to pay attention to while job-hunting, for example, knowing what my preferred working environment is. I have gained more understanding of labour security as well. With a year of experience in a full-time placement, I will focus on these aspects when I look for a job in the future.



Q10. 你對希望參與長期實習的同學有何建議？

Can you say a few words to students who would like to take a full-year placement?

如果你仍然猶豫不決，我建議你放手一試。除了履歷表會更突出，同學亦可以透過接觸不同行業，瞭解自己是否喜歡現在的工作，儘早看清未來去向。如果同學已經下定決心選擇長期實習，也不用太緊張。上司和同事都明白你是剛入職場的實習生，就像一張白紙，所以太重要的事情不會交由你處理。而且，遇到難題時，他們也不會責怪你，所以同學儘管放膽嘗試吧。

If you are still struggling, I will encourage you to give it a try. Engaging in a full-year placement not only brushes up your resume but also allows you to explore different professions so you can gauge your interest in the current job and forecast your career path earlier. If you have already decided to take a long-term placement, just take it easy. Being a newbie in the workplace, you may be regarded as a blank slate and will not be assigned vitally important work by your supervisor or co-workers. If you have uncertainties about anything, they will not put the blame on you either, so just give it a shot and try it out.



Q9. 如果再給你一次選擇的機會，你還會參與為期一年的實習嗎？為甚麼？

Would you still want to take part in a full-year placement if you could turn the clock back? Why?

會。因有全年實習的經驗使我的履歷表更豐富及更突出。而且我認為學生能選擇的短期實習範圍較少，離不開要翻譯7,500字。但如果選擇實習一年，可選的行業較多，而且工作內容也不一定局限於翻譯。我有一個朋友在公關公司實習，她的工作內容不是翻譯，而是偏向活動籌辦和社群編輯的工作。我建議同學不要整天對着電腦打字和翻譯文件。所以若有重新選擇的機會，我也會選擇實習一年。此外，翻譯系同學的畢業論文也可以選擇翻譯近10,000字的文章，如果實習內容又是翻譯，未免太沉悶。既然學校提供這麼多僱主給我們選擇，不如利用這個機會，嘗試接觸不同行業。

Definitely. The full-year placement is indeed one of the highlights of my resume. Besides, I think students have a smaller range of duties if they go for a short-term placement – more or less the translation of 7,500 words. By doing a full-year placement, students have the option of working in a bigger variety of industries and the job duties are not necessarily limited to translation. My friend had been working as an intern in a PR agency. She was not doing translation much but mainly focused on organising events and managing social media platforms. In my mind, it would not be that desirable for students to use the computer and translate all day long, so I would still apply for the full-year placement if I could turn the clock back. On top of that, because Translation students can choose to translate a 10,000-word essay as their final year project, it seems to be a bit too repetitive if the placement job involves a lot of translations. As our university offers us a wide range and variety of employers to choose from, it would be wise to seize this opportunity and explore different industries by taking up a full-year placement.

Written by: AU Ho Laam, Aria
撰文：區可嵐

Translated by: WONG Cheuk Wing, Cherrie
翻譯：王卓穎

Designed by: CHUI Pui Shan, Sandra
排版：朱佩珊

Go for fun! Go to Finland: Exchange under the pandemic



縮「芬」樂——疫下遊學記

Exchange study is one of the popular items on university students' bucket lists. *TransFeed* invited NG Tsz Wing, Alice, a Year 4 student who majors in English Education, to share her exchange experiences at the University of Turku in Finland during the second semester of AY 2021-2022. Let's hear her out!

海外留學是大學生願望清單中的熱門選項。《翻悅》邀請到主修英語教育的四年級學生吳紫穎，分享她2021-22學年下學期在芬蘭土庫大學（University of Turku）留學的經歷。快來看看她的故事吧！

Q1. Why did you choose Finland as your destination?

為甚麼選擇芬蘭作為你的目的地？

It's suggested that Finland has one of the best education systems worldwide. So, as an Education student, I'm very interested in studying over there.

人們說芬蘭的教育體系位列世界前茅，所以身為教育系的學生，我很有興趣去那裏學習。



Q2. How did you take care of yourself in Finland?

你在芬蘭如何照顧自己？

I lived in the dormitory for exchange students. I shared an apartment with a roommate from China. Our dorm was not located in the city centre, so I needed to ride the bus if I wanted to go to the shopping mall. I usually did my grocery in the nearby supermarket. I cooked my own meal because that was way cheaper. Also, the restaurants closed quite early compared to my dining time. My Chinese roommate cooked with me sometimes because she preferred Chinese food.

Very unfortunately, I had most of my classes on Zoom so I only needed to stay in the dorm. However, I still had a chance to attend a face-to-face class. It was very similar to classes in Hong Kong.

我當時住在大學的留學生宿舍裏，和來自中國的室友同住。我們的宿舍並不位於市中心，所以如果要去商場就需要乘搭巴士。我通常在附近的超市買食品雜貨。我會自己做飯，因為這樣便宜得多，而且餐廳的關門時間比我的晚餐時間要早。我的中國室友更喜歡中國菜，有時她會跟我一起煮食。

不幸的是，我大部分的課程都在Zoom進行，只需要待在宿舍裏。但我還是體驗過一次面對面授課，感覺跟香港的課程非常相似。



Q3. Did COVID-19 affect your study in Finland?
 新冠肺炎有影響你在芬蘭的學習嗎？

Yes, greatly. First of all, I couldn't go to school in person... so I didn't have many chances to talk to my classmates. Also, I had spent quite a lot of time in quarantine when I travelled around Finland. Some attractions were closed and tourist activities closed because of the COVID-19 too. I had missed many things.

有，而且影響非常大。首先就是不能親身去學校，所以沒有太多機會和同學交流。另外，我在芬蘭旅遊時，在隔離檢疫上花了很多時間，而且有些景點和旅遊活動也因疫情而關閉及取消，因此我失去了許多體驗當地文化的機會。

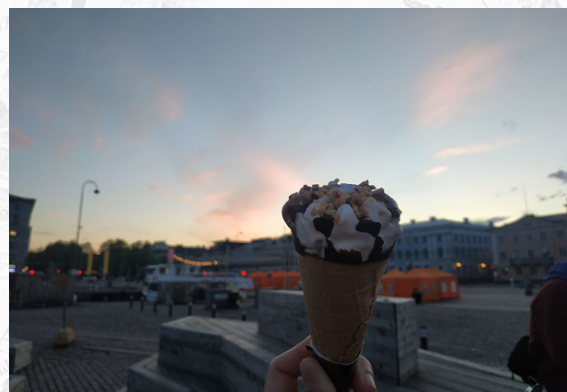


Q4. What was people's life like in Finland under the COVID-19 according to your observation?

據你觀察，芬蘭人在疫情下怎樣生活？

Masks are mandatory in public transport but not in public areas. So not everyone wears a mask, especially when they were doing sports or in the rural area. The city was locked down for a couple of weeks so gathering and dining out were prohibited. But people still enjoy life under these restrictions. They like outdoor activities so they still do things like having picnics or ice skating.

乘搭公共交通工具時必須要佩戴口罩，在公共場所中則無須佩戴，所以並非每個人都會佩戴口罩，特別是在做運動或身處郊野的時候。芬蘭曾經「封城」好幾個星期，人們禁止聚集和外出就餐。但在這些限制下，大家仍然享受生活。芬蘭人喜歡戶外活動，所以經常去野餐、溜冰等。



Q5. Does Finland have any special culture/festivals compared to Hong Kong?
 相比香港，芬蘭有沒有甚麼特別的文化或節日？

In Finland, Valentine's Day is called "Ystävänpäivä", which means "Friends' Day". People there celebrate the day with friends! They also celebrate Easter Eve. They used to eat food called "mämmi" for the whole day because no fire could be burnt on that day according to their tradition. I don't quite like the taste of "mämmi" but it's still worth trying. And the first of May is Student Day, everybody will wear a white hat that they got when they graduate from school. They usually have fun with food and music outside.

在芬蘭，情人節叫「Ystävänpäivä」，意思是「朋友日」，所以芬蘭人會和朋友一起慶祝！他們也會慶祝復活節的前夕，根據傳統，他們不會在那天生火，並會整天吃一種叫「曼米」的食物。我不是很喜欢它的味道，但還是值得一試。另外，五月的第一天是「學生日」，每個人都會戴上從學校畢業時獲發的白帽子，出外享受美食和音樂。

Q6. Could you share some interesting or special experiences during your exchange?
 可以分享一些留學期間有趣或特別的經歷嗎？

I had many saunas there. Finland people love saunas. I learnt from the Internet that they used to give birth in the sauna! They think that taking a bath or shower is not enough for them to truly clean their body.

Also, I arrived there in winter, and the night-time was very long. I found myself feeling unmotivated to do anything in that situation. I shared this experience with my Finnish friend, and she said this happens to Finnish as well and winter makes their entire country "lazy".

我在芬蘭經常蒸桑拿。芬蘭人喜歡桑拿。我在網上得知他們以前還會在桑拿房裏生孩子！他們認為沐浴或淋浴不足以真正清潔自己。

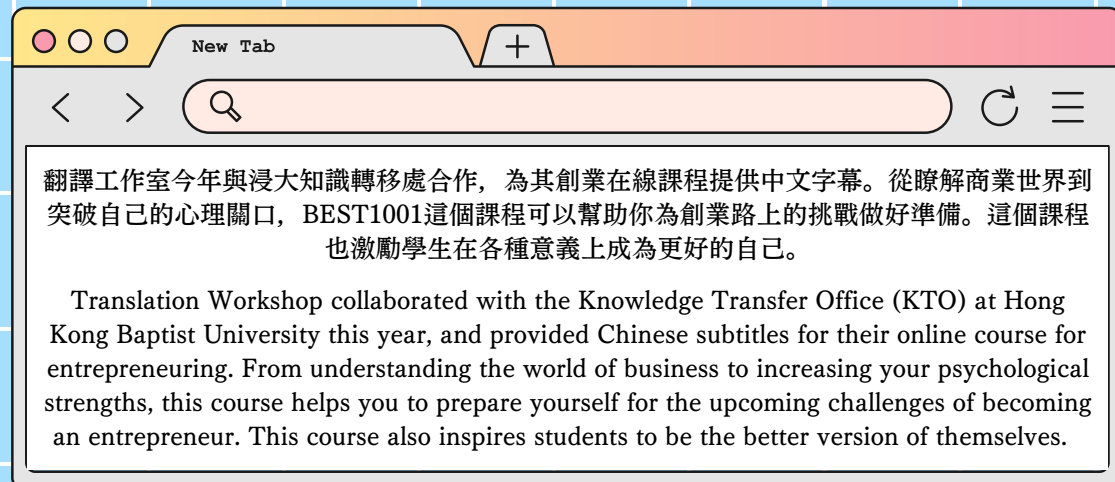
另外，我是在冬天抵達芬蘭的，所以夜晚的時間真的很長，我發現在這種情況下會沒有動力做事。我向我的芬蘭朋友分享這體會，她說芬蘭人也面對這種情況，冬天會讓整個國家變得「慵懶」。



Q7. Any difficulties that you faced during your exchange?
 你留學期間有沒有經歷甚麼困難？

The cultural differences are definitely challenging for me. During the lockdown, some exchange students from Europe continued to have parties so some Asian exchange students argued in the WhatsApp group about this issue. Some of them were rude... sending inappropriate messages and pictures. I was really depressed at that time because I was trapped in my apartment with this negative emotion. However, the management team of the dorm took action, so it was fixed in a few days.

文化差異對我來說肯定是個挑戰。「封城」期間，一些來自歐洲的留學生仍然舉辦派對，故此一些來自亞洲的留學生在WhatsApp群組就這個問題爭論不休。有些人很無禮——他們會發一些不恰當的短訊和圖片。當時只能留在宿舍的我因這些負面情緒而使自己非常憂鬱。但是宿舍的管理團隊採取了行動，幾天後便把問題解決了。



劉浩楠 LAU Ho Nam, Alex

字幕翻譯對我來說是一個未曾接觸過的領域，很慶幸我的同事總會幫我完善工作流程。工作完成後，我有信心說我們這個團隊進步了不少。為做出專業而準確的翻譯，我必須逐字逐句校對，這需要很多的耐性和毅力。除了工作之外，我在溝通及計劃這兩方面的進步都要歸功於這個項目。與單獨工作不同的是，作為一個團隊，你必須與同事溝通，並跟上團隊的工作進度，否則便會拖慢同事的進度，引起不必要的糾紛。我很慶幸能有如此難忘的經驗。

Subtitle translation is an unexplored field for me. Luckily, my group mates were there to pick up my slacks and in the end I am confident enough to say that we have definitely grown as a team. In order to provide a decent and accurate translation, I had to proofread every single transcript word to word, which required a lot of patience and perseverance. Apart from the assignments, I would attribute my improvements in communication and planning skills to this project. Unlike working individually, as a team, you have to communicate and keep your pace up to the working schedule, otherwise you would hinder your colleague's progress. I feel glad to have such a memorable experience.

朱佩珊 CHU Pui Shan, Sandra

翻譯BEST1001的影片對我來說是難忘的經歷，因為我一直都想嘗試字幕翻譯！因為我學習翻譯還不到一年，而且從未做過任何字幕翻譯，翻譯影片很有挑戰性。我不只學到各種翻譯技巧，更認識到更多香港企業家的故事。因此，我很高興可以得到這麼寶貴的經驗。

Translating the BEST1001 videos offers me an unforgettable experience since I have been yearning to have practical experiences of subtitle translation for so long! Although it was challenging because I have only studied translation for less than one year and have never done any subtitling before, I have definitely benefited from it – not only in the aspect of translation skills, but also in learning about the stories of Hong Kong's entrepreneurs. Therefore, it was really wonderful to have such a treasurable experience.

趙詠珊 CHIU Wing Shan, Sabrina

作為今年的BEST大使，我去年已參加了BEST1001課程。對我來說，翻譯教學短片讓我能更好地消化課程內容，並實際應用到翻譯中，以擴大這個課程的受眾。作為一個主修翻譯的學生，我在這個課程中獲益良多，例如，如何在你熱衷的行業中創業，以及作為一個企業家你能做甚麼。由於我有翻譯電影和紀錄片字幕的經驗，我熟知如何使用各種字幕添加軟件和對字幕翻譯的基本要求。但我沒有翻譯過YouTube字幕，所以這個項目讓我在字幕翻譯的領域上有全新體驗。

As a BEST ambassador this year, I took the BEST1001 course last year. This is an excellent opportunity for me to digest things I learnt from the course and apply them in practice to increase the visibility of the course. This course introduced a lot of new ideas which I had never thought of as a Translation student, such as how to start a business in the industry that you are passionate about and what you can do as an entrepreneur. With previous experience in film and documentary subtitling, I am familiar with the subtitling tools and basic requirements for subtitling. However, I have never tried subtitling YouTube videos. This project has given me a brand new experience in subtitle translation, which is entirely different from what I have done before.

File Edit View Help

陳沅彤 CHAN Yuen Tung, Hailey

參與BEST1001的翻譯項目是一次十分難忘的經驗，因為我從未嘗試過字幕翻譯。在課堂上，我們都是翻譯不同的文章或故事，很少接觸到字幕翻譯。這次項目讓我們體驗字幕翻譯，並嘗試了轉錄、字幕時間戳記等。此外，我亦對過往較少留意的香港社創和企業家精神有更多瞭解。我很高興我們的翻譯能讓更多同學瞭解這些內容。

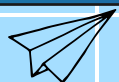
Participating in the BEST1001 translation project was an unforgettable experience because I had never tried subtitling before. We usually translate different articles or stories during our courses, but we seldom get in touch with subtitle translations. I think this project gave us a taste of it, and we have tried our hands on various tasks like transcription, timestamping of the subtitles, and more. Besides, I have also learnt more about social innovation and entrepreneurship in Hong Kong, which I seldom noticed. I am glad that our translation can allow more students to know about these subjects.

劉芷晴 LAU Tsz Ching, Janice

字幕翻譯對我來說是一個全新挑戰！我相信實踐是最有效的學習方法。我成為翻譯系的學生只有不到一年的時間，而且翻譯過的題材亦不多。這次翻譯豐富了我的經驗，同時也讓我知道了自己在翻譯上的不足，讓我能夠加以改善。這次翻譯不僅令自己有所得著，還能令香港浸會大學的學生學習到創業方面的知識。所以我很高興能成為這個項目的一分子。

Subtitling is a new challenge for me! I always believe that practice is the most effective way to learn. I have only been a Translation student for less than a year, and I have not translated many works yet. This project has enriched my translation experience, and at the same time, it has shown me my shortcomings in translation, so I can make improvements. This translation experience has not only offered me important takeaways, but also enabled students in HKBU to learn more about entrepreneurship. So I am very happy to participate in this project.

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The Source Text is taken from “1.1 Introduction” by BEST 1001 (2016).
原文節選自BEST 1001「1.1 簡介」（2016）。



03:50

so with that our goal for this online course is to get you from
因此，這個線上課程的目的是讓你從

03:58

the place where you are a person who would like to have a positive impact in the world
變成一個想對世界產生積極影響的人開始

04:03

you'd like to make these changes
你會想要做出這些改變

04:05

And to get you to the spot where to the place where
而且你能去到，你知道

04:09

you realize you've already had these capabilities
你有能力去到的地方

04:13

and that you actually are empowered to do these things
而你實際上也有能力去做這些事

04:17

And the path between here and that realization of empowerment is simply
從這裏到被賦予能力之間的行動步驟就是

04:21

first we'd like you to understand a broader definition of what is an entrepreneur
首先我能希望你能對什麼是企業家有更廣泛的定義

04:28

We'd like you to understand and believe that these changes are possible
我們希望你能明白並相信改變是可達成的

04:31

Also we would like to communicate to you in this course what are the mindsets and behaviors
我們還想在課程中告訴你什麼是重要的觀念和行為

04:40

that are important to have so that you are not holding yourself back in doing these things
以便你在做事的時候，不會因此阻礙了自己

04:46

And finally we'd like to connect these things to things like new ventures
最後，我們想把這些東西和新企業結合

04:52

and and actually help businesses even work
並能夠實際地幫助企業的工作

04:55

So through this path, we want to get you to this point of empowerment
因此，透過行動步驟，我們希望你能有能力

05:00

The realization that you actually are empowered to do these things
能意識到你有能力做到這些事情

05:04

Now in the end of this short section and we've been hoping to
現在，到了這一小節的最後，我們一直希望能

05:10

communicate the ideas of why it is helpful to learn entrepreneurship and innovation skills
傳達這樣的觀點，為什麼學習創業和創新技能是有幫助的

05:17

so I have a few questions that I'd like you to think about and to have positions in your own mind
因此，我有幾個問題希望你們思考，希望你們在腦海中形成想法

05:23

and be able to in fact even write down and that is one
並甚至能寫下來，第一題是

05:28

when you think about your career, when you think about your future career
當你在想你的職業，在想你未來的職業時

05:32

what's next for you
你下一步要做什麼？

05:34

Do you want to be empowered
你想被賦予權力嗎？

05:44

And as you think about this then you can think about
當你思考這個問題的時候也可以

05:47

the second category of questions along the lines of
沿著思路想第二個問題

05:51

Do you think it's important to be able to see and evaluate opportunities
你覺得能夠看到和評估機會是否重要？

05:57

Why or why not do you think it's important to see and evaluate these opportunities
你為什麼覺得或不覺得看到和評估機會很重要？

06:03

And a third question which you should think about
第三個你需要思考的問題是

06:06

Do you think it's important to learn how to communicate
你認為學習如何溝通

06:10

in a way to get other people to help you do things
並讓其他人能夠幫助你重要嗎？

06:14

Again why and/or why not
然後為什麼覺得或不覺得（重要）呢？

06:18

So that's ends of first section on the Berkeley Method of Entrepreneurship in Hong Kong
關於美國柏克萊加州大學的第一節到此結束



「BEST1001香港的柏克萊創業法」的短期課程現已在「Moodle網上學習系統」－ <http://kto.hkbu.edu.hk/o2o/>。釋放你的潛能。自行報讀來開始課程吧！

This short course “BEST1001 Berkeley Method of Entrepreneurship in Hong Kong” is now open on HKBU Moodle - <http://kto.hkbu.edu.hk/o2o/> . Unleash your potential. Self-enrol to get started!



無助？有助！神經纖維瘤病人的支援

Support for the Neurofibromatosis (NF) Patients

We are glad to invite Ms. Edith CHAN, a social worker from The Hong Kong Society for Rehabilitation (HKSAR), to share the information of Neurofibromatosis (NF) and her own working experiences at HKSAR with us. We also provided a brief introduction about NF1 and NF2 for you to have a better understanding of the interview. 我們很榮幸邀請到香港復康會的陳社工進行訪問，與我們分享了有關神經纖維瘤的資訊，以及她在香港復康會的工作經歷。為方便讀者進一步瞭解陳社工詳述的內容，以下簡述了有關神經纖維瘤一型和二型的資訊，讀者可先閱讀以下資訊，再瞭解訪問內容。



Neurofibromatosis is a dominant genetic disease. There is a fifty percent chance for the disease to be inherited from parents and another fifty percent chance caused by a genetic mutation. According to the definition from the National Institutes of Health in the United States, Neurofibroma is mainly divided into three types: Neurofibromatosis Type 1 (NF I), Neurofibromatosis Type 2 (NF II) and Schwannomatosis. 神經纖維瘤是一種顯性遺傳病。有百分之五十機率遺傳自父母，另外百分之五十機率由基因特變引致。據協會及美國國立衛生研究院的定義，神經纖維瘤主要分為三類：神經纖維瘤一型（NF I）、神經纖維瘤二型（NF II）及神經鞘瘤病（Schwannomatosis）。

	Chromosome	Morbidity	Inheritability (%)		染色體	發病率	遺傳 (%)
NF I	17	1/3,000	50%	NF I	17	1/3,000	50%
NF II	22	1/30,000	50%	NF II	22	1/30,000	50%
Schwannomatosis	-	1/40,000	15%	神經鞘瘤病	-	1/40,000	15%

神經纖維瘤一型 Neurofibromatosis Type I

Patients who are diagnosed as NF I will have the following clinical conditions. Among the following seven conditions, patients who have two of these conditions could be said to have NF I. 患有神經纖維瘤一型的患者皮膚會有以下七個臨床表徵，若符合以下兩個便可被視為患上神經纖維瘤一型。

Café au lait spots: <ul style="list-style-type: none">Occurring among ninety percent of the patientsWith (more than) six birthmarksWith birthmark sizes over 0.5 cm (children)With birthmark sizes over 1.5 cm (adult)	Freckles: <ul style="list-style-type: none">Usually occur after the age of sevenUsually appear where the sunlight cannot reach	Neurofibromas: <ul style="list-style-type: none">Discrete NeurofibromasDiscrete Subcutaneous Neurofibromas	Plexiform Neurofibroma
咖啡牛奶斑: <ul style="list-style-type: none">超過九成以上患者六個或以上小朋友大於零點五厘米，大人大於一點五厘米	雀斑: <ul style="list-style-type: none">多數七歲以後多出現在陽光照射不到的地方	神經纖維瘤 <ul style="list-style-type: none">皮膚型神經纖維瘤皮下型神經纖維瘤	叢狀神經纖維瘤
Sight affected: <ul style="list-style-type: none">Lisch Nodule: sight do not affect eyesightOptic Nerve Glioma (OPG) benign tumors/low aggressive tumorsWith bulging eyes	Glioma <ul style="list-style-type: none">An usual brain tumorDivided into four levels (level three and four are aggressive)Survival affected	Skeletal dysplasia <ul style="list-style-type: none">With sphenoid dysplasiaWith long bone injury (joint abnormality)Suffering from poor recovery from fracturesSuffering from other thoracic deformities, genu varum or genu valgum	-
眼部病變 <ul style="list-style-type: none">虹膜色素缺陷瘤（LISCH NODULE）不會影響視力視神經膠質瘤（OPG）良性／低惡性腫瘤眼球凸出	神經膠質瘤 <ul style="list-style-type: none">常見腦部腫瘤分為四級（三／四級為惡性）影響存活率	骨骼異常 <ul style="list-style-type: none">脊椎側彎蝶骨發育不良長骨損傷（關節異常）骨折情況復原較差其他胸廓畸形、膝內翻或外翻等	

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Other symptoms include:

- Brain lesions
- Cardiovascular problems (such as high blood pressure)
- Premature/delayed growth (more than forty percent of NF I adults with shorter mean height)
- Learning disabilities (forty to sixty percent)

其他症狀:

- 腦部病變
- 心臟血管問題 (如高血壓)
- 發育過早／延遲 (超過百分之四十 NF I 成年患者平均身高較矮)
- 學習障礙 (百分之四十至六十)

Apart from the symptoms mentioned, there might be mutation of NF I, for example scoliosis, which will cause difficulty in walking. Depending on its severity, scoliosis might also cause pressure to the organs. Moreover, some of the patients having NF I might also have learning difficulties. 此外, 部分神經纖維瘤一型會出現其他病變, 如脊柱側彎。此亦會引致行走困難, 脊柱側彎嚴重程度更有機會壓迫到器官。另一方面, 部分患有神經纖維瘤一型患者出現的狀況亦包括學習障礙。

神經纖維瘤二型 Neurofibromatosis Type II

Neurofibromatosis Type II (NF II), as known as Central Bilateral Acoustic NF, will cause hearing loss. Its symptoms are bilateral vestibular schwannomas and sporadic cerebrospinal tumors. 神經纖維瘤二型 (NF II) 又稱為中樞神經纖維瘤。會逐漸造成聽力喪失。其病徵為患有雙側前庭神經鞘瘤、腦及脊椎神經散發性腫瘤。

- Bilateral vestibular schwannomas (vestibular schwannomas)
- Vision -- one-third of the patients suffer from vision loss and cataract
- Meningioma and glioma
- Schwannomas (problems such as initial tinnitus, loss of hearing and balance)
- Facial nerve paralysis
- Spinal cord compression
- Facial weakness
- Numbness or weakness in arms or legs
- Chronic pain
- Difficulty in swallowing

- 雙側前庭神經鞘 (又稱聽神經瘤)
- 視力: 三分之一患者視力受影響、或患上白內障
- 腦膜瘤、神經膠質瘤
- 神經鞘瘤 (初期耳鳴、失去聽力、平衡等問題)
- 面神經麻痺
- 脊髓受壓
- 面部無力
- 手臂或腿部的麻木或無力
- 慢性疼痛
- 吞嚥困難

神經鞘瘤 Schwannomas

Schwannomas is another type of Neurofibromatosis apart from the two aforementioned kinds, and it is the rarest.

除以上兩類外, 還有「神經鞘瘤」, 這是最罕見的神經纖維瘤。

- The rarest neurofibromatosis
- Age of onset -- between the ages of twenty and forty (over the age of thirty by some data)
- Most common symptom -- pain
- Sporadic schwannomas but with no evidence of vestibular schwannomas (schwannomas)
- Pain related to schwannomas
- Symptoms may only appear on single area of the body

- 最罕見的神經纖維瘤
- 發病年齡: 二十到四十歲之間 (亦有資料顯示三十歲以上)
- 最常見的症狀是疼痛
- 無前庭神經鞘瘤跡象的散發性神經鞘瘤 (神經鞘瘤)
- 與神經鞘瘤相關的疼痛
- 症狀可能僅限身體的一個區域

Retrieved from/節選自:

https://www.ninds.nih.gov/Disorders/Patient-Caregiver-Education/Fact-Sheets/Neurofibromatosis-Fact-Sheet#3162_1

Note: As the government did not take the lead to establish a database of rare diseases, and data can only be collected when patients are confirmed for NF through the medical system, data of confirmed cases is not yet fully complete at present. By contrast, the Children's Tumor Foundation (CTF) in the United States has a complete database, and it has set up a voluntary registration system for patients. Meanwhile, Neurofibromatosis organizations in Taiwan and Malaysia learn from CTF. Hence, it is mainly advocated to use figures from the United States. According to the data of CTF, there will be one person suffering from NF I per 3,000 births and one suffering from NF II per 25,000 births. Lastly, one person suffers from Schwannomas per every 40,000 births.

補充: 現時本地的確診資料尚未完善, 主要困難為政府未有牽頭建立罕病資料庫, 亦需依靠病友通過醫療體系申報確診才能收集數據。反觀, 美國Children's Tumor Foundation (CTF) 有完善的資料庫, 亦有設立病友自願登記系統, 而中國台灣及馬來西亞的神經纖維瘤組織也以CTF為依歸。所以, 現時香港神經纖維瘤協會及其他組織主要提倡使用美國的數據。美國CTF 的數據顯示, 每3,000個嬰兒, 便有一個嬰兒患上神經纖維瘤一型; 每25,000個嬰兒, 便有一個有機會患上神經纖維瘤二型; 最後, 每40,000個嬰兒, 便有一個患有神經鞘瘤。

Retrieved from/節選自:

[https://www.ctf.org/images/uploads/documents/CTF_QandA_Brochure-FINAL-2021-\(1\).pdf](https://www.ctf.org/images/uploads/documents/CTF_QandA_Brochure-FINAL-2021-(1).pdf)

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Here is the sample translation by Translation Workshop:

以下為翻譯工作室的翻譯樣本:

The Source Text is taken from "Prevalence and natural history of schwannomas in neurofibromatosis type 2 (NF2): the influence of pathogenic variants" by Moualed, D., Wong, J., Thomas, O. et al. (2022).

原文節選自Moualed, D., Wong, J., Thomas, O.等著「神經纖維瘤第二型 (NF2) 之神經鞘瘤之患病率和自然歷史: 致病性變異影響」(2022)。

Neurofibromatosis type 2 (NF2) is an autosomal dominant heritable syndrome resulting in a predisposition for tumours of the nervous system [1]. The reported birth incidence is ~1 in 28,000, with a population prevalence of 1 in 50,500. The latter is likely to be increasing due to improved disease recognition and management [2, 3]. The pathophysiology of NF2 arises from defects in the NF2 gene located on chromosome 22q12 which produces merlin protein which regulates cell proliferation and ordinarily functions as a tumour suppressor [4]. Many pathogenic variants (PVs) of the NF2 gene have been described including insertions, deletions, splice-site, missense and truncating variants (nonsense/frameshift) [5]. PVs may be either constitutional, involving all cells in the body, or mosaic when somatic mutations occur during early embryogenesis resulting in a subpopulation of affected cells.

The hallmark of NF2 is bilateral vestibular schwannomas (VS) which are found in over 90% of patients [6, 7], although other tumours including meningiomas, ependymomas and non-VS may feature and can contribute to the diagnosis. VS frequently result in tinnitus and hearing loss which are the most common presenting symptoms of NF2 [6, 8]; tumours may become life-threatening if progressive growth results in significant brainstem compression. Non-VS have been reported on all cranial nerves (CN) except olfactory and optic nerves [9]. The prevalence varies by nerve of origin and between studies. Trigeminal schwannomas (TS) are found in 27-72% of patients, while lower cranial nerve schwannomas (LCNS) have been reported in 9-36% [7, 9, 10].

NF2是常染色體顯性遺傳疾病, 會令患者的神經系統長出腫瘤 [1]。研究指出, NF2的腫瘤發病率約為1/28,000, 而人口患病率為1/50,500。其中人口患病比率因疾病識別和管理能力的提升, 有機會呈上升趨勢 [2] [3]。NF2的病理生理學, 源於NF2基因缺陷; 染色體 22q12 的基因會產生Merlin蛋白來控制細胞增生, 從而抑制腫瘤生長 [4]。另外, NF2基因常常出現致病性變異 (PV), 包括插入、缺失、剪接位點、錯義和截斷突變 (無義/移碼) [5]。PV既可以是體質性的 (涉及全身細胞), 也可以是嵌合式的, 例如: 早期胚胎發育時, 會發生體細胞突變, 產生情感細胞亞群。

雙側前庭神經鞘瘤 (BVS) 是NF2最常見的瘤, 出現在90%以上患者的診斷中 [6] [7], 儘管患有其他腫瘤, 如腦膜瘤、室管膜瘤和前庭神經鞘瘤 (VS), 亦有可能被診斷為NF2。VS常導致耳鳴和聽力喪失, 這些都是NF2最常見的病徵 [6, 8]; 如果腫瘤持續生長, 會導致腦幹嚴重受壓, 令患者有生命危險。除嗅覺和視覺神經外, 其他腦神經 (CN) 都發現了非VS瘤 [9]。患病率會因神經源而異, 不同研究數字亦有所不同。研究發現27-72%的患者患有三叉神經鞘瘤 (TS), 而9-36%的患者患有後組顱神經鞘瘤 (LCNS) [7, 9, 10]。

Designed by: CHAN Yuen Tung, Hailey

排版: 陳沅彤

我們很榮幸能邀請香港復康會的社工——陳奕怡女士進行訪問，與我們分享有關神經纖維瘤的資訊，以及她在香港復康會的工作經歷。

We are glad to invite Ms. Edith CHAN, a social worker from The Hong Kong Society for Rehabilitation (HKSR), to share the information of Neurofibromatosis (NF) and her own working experiences at HKSR with us.

Q1. 你可以向不太瞭解神經纖維瘤的讀者，介紹一下這個病嗎？

Could you introduce Neurofibromatosis (NF) to readers who may not know much about this disease?

神經纖維瘤（簡稱NF）分為兩類：患有神經纖維瘤一型的患者皮膚內會長有纖維瘤，或者皮膚表層會長有「咖啡牛奶斑」，如同胎記。中心裏也曾有病友出現骨骼發育不良的問題，他們行走有困難，而且有脊柱側彎，更有機會壓迫到器官。也有醫學家發現新的症狀，稱為「叢狀神經纖維瘤」。

而如果患者患有神經纖維瘤二型的話，患者會出現紅色色斑如果患者患有早發性白內障，他們的視力也會受到影響。

There are two types of NF - NF I and NF II. Neurofibromas and café au lait spots, which are just like birthmarks, will develop in the skin of NF I patients. In our centre, there were patients with skeletal dysplasia. They encountered difficulties with walking, and also suffered from scoliosis, which may compress their organs. Moreover, some medical scientists discovered a new symptom called “Plexiform neurofibroma”.

NF II patients usually have red spots. If patients have early-onset cataract, their vision will be affected.

Q2. 你剛才提到的兩種情況都是有機會影響外觀的例子，患者通常是怎樣受到這種病徵影響？

You mentioned that these two types of NF both affect patients' appearance. How will patients be affected by these symptoms?

患者自然會受到外界影響。中心的病友也曾跟我們分享過，他們很在乎外界對自己的評價，這對他們的自我形象及觀感影響很大。有患者亦提及，他們曾經在上班或上學時，受到歧視、不良對待和言語欺凌，例如起外號，亦曾求職無門及受到差別對待。

Patients will be affected by the outside world naturally. Some patients in the centre shared that they were very mindful of how they were perceived by the outside world, and it would affect their self-image and self-perception. Some of them mentioned that they had been discriminated against or treated badly at work and at school, including name-calling, obstacles in finding jobs and differential treatment.

Q3. 如果一些病人剛剛知道自己患病，他們能怎麼做呢？

If some patients realise that they have such disease, what can they do?

我相信這也是協會成立至今的目標之一，就是團結病友及其家屬，發揮自助互助精神。因為現在及之前NF這個病未獨立成科，並不是很多人瞭解這個病，所以也會有很多患者因無法知道自己患的是甚麼病而感到無助。有鑒於此，香港神經纖維瘤協會搜集並整理相關資料，在平台推廣令更多人知道我們的存在。

另一方面，近年政府提倡及重視「罕見疾病」，衛生署設「醫學遺傳輔導診所」，其服務點包括伊利沙伯醫院和香港兒童醫院，更設有轉介機制，可見本地開始有提供檢測及跟進罕見病的資源。據病友們在醫院的覆診經驗，如初生嬰兒有任何疑似病徵，父母均可帶子女到醫院求診，經醫生評估及檢查後，預約遺傳輔導診所服務。

I believe that this is also one of the purposes of our establishment, that is, to unite patients and their families, and to demonstrate the spirit of self-help and helping each other. Since NF has not been treated as a separate disease before and now, and not many people know about it, many patients may feel helpless because they do not know what exactly their disease is. In view of this, Hong Kong Neurofibromatosis Association (HKNFA) collects relevant information and promotes the knowledge of the disease to let more people know about our presence.

On the other hand, the government has promoted and raised the importance of “rare diseases” in recent years. The Department of Health also sets up a Genetic Counselling Clinic and its service points are set in both Queen Elizabeth Hospital and Hong Kong Children's Hospital. There is a referral mechanism which shows that resources to detect and follow up on rare diseases have become available. According to the experience from some of the patients, if newborn babies have any similar suspected symptoms, parents can make an appointment for genetic counselling clinic services after the baby is evaluated and examined by a doctor.

Q4. 身為中心社工經常會和NF病人相處，你有甚麼想對他們說的嗎？

As a social worker at the centre who often spends time with NF patients, do you have anything to say to the patients?

我剛剛亦提及過，不少病友都會受外界評價影響，而自我形象相對較低。然而，我希望他們能明白，每個人的參與及存在都很重要，每個人的存在也很重要。我也衷心希望他們可以相信，每個人都有自己的價值，只要相信自己的價值，就能改變身邊的一切。

As I mentioned earlier, many patients may be affected by perceptions of the outside world and they have a relatively low self-image. However, I hope they can understand that everyone's participation and presence are very important. I also hope they can believe that everyone has their own value. They can change everything around them as long as they believe in their own value.

Q5. 你剛剛也提到復康會中心服務發展的原因，可以再多介紹一下嗎？

You have mentioned the reasons behind the establishment of your centre. Could you tell us more about it?

其實在協會成立初期，我們就已經面對不少困難，例如，如何尋找同路人合作，如何尋找義工幫忙等。隨着中心創辦的時間越來越久，我們也累積了一點經驗。在本中心角度而言，我們認為病人自助組織的寶貴經驗可以令其他初創組織受惠，也可以向初創組織分享如何尋找其他組織，以及聯絡義工舉辦活動。我們也開始能夠總結自身的成功經驗，如怎樣擴展協會的支援服務和影響力、如何進行社區教育和藥物登記等。

如今我們面對的問題是，不少義工和病友為中心作出貢獻，而我們估計義工和病友會開始有不同的參與程度轉變（他們可能受不同因素影響，如個人、家庭、義務工作等生活的平衡取捨，或身體機能的轉變導致減少參與），所以本中心也認為要為組織建立一套持續招募新血的方法。

In fact, we faced a lot of difficulties when our centre was established at the beginning. For example, we had to deal with issues including how to find people to work together and how to find volunteers to help. As time goes on, we have accumulated some experience. From the perspective of our centre, we consider the valuable experience of each self-help organisation useful for others and we also share with new organisations tips on how to identify sister organisations and contact volunteers for event organisation. We also begin to summarise our own successes, such as how to expand our help and influence, how to conduct community education and drug registration and so on.

The difficulty we are now facing is that there are numerous volunteers who have contributed so much already and their participation might start to be affected because of different reasons. For example, the balance of personal time, family, voluntary work, etc., or the physical functions lead to a decrease in involvement. Therefore, our centre believes that it is necessary to establish a continuous recruitment system for the organisation.

Q6. 最後你能分享一下比較深刻的個人經歷嗎？

Lastly, could you share an impressive personal experience with us?

我印象最深刻的是剛入職的時候。因為在自我介紹的環節時，不少病友都分享了他們的經歷，不但讓我知道病友正面對的困難，也讓我意識到其實每個人都是自願地參與義務工作，實在十分不容易。有不少有心人，願意犧牲時間——以生命影響生命。這讓我印象十分深刻，亦敬佩不已。

I had the most impressive experience when I first joined the organisation. There was a self-introduction session when I first came here and I remember that many patients shared their experiences. Not only did I learn more about the difficulties of our patients, but also began to realise that everyone participated on a volunteer basis and it was not easy. However, there were still many people who were willing to sacrifice their time to inspire others. I was very impressed and I admired them very much.

暖與自助人

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翻譯：文蔚嵐
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香港復康會自1959年成立以來，一直為市民提供復康服務。翻譯工作室今次有幸能與復康會合作，為他們簡化自助組織發展模式和最佳實踐指引，以便病人領袖理解內容和自助組織評估組織健康。我們十分榮幸邀請到復康會的楊翠芝女士為我們撰文介紹復康會的工作。

疫情嚴峻，各行各業運作難免受到影響，由病人自發組成的自助組織的大部份實體活動也因此暫停。此時此刻，社區支援及病人互助更見重要。病人組織即使力量微小，但機動性強，不少病人組織已紛紛將服務轉為於線上進行，服務內容包括關顧慰問病人、經驗分享、運動鍛鍊、疫情支援快訊等；更有病人組織動員病人、家屬和社區人士發動「在家抗疫病人互助大行動」，舉行一周七天無間斷互助活動，期望病人群體即使正在接受家居隔離或減少外出，仍能透過保持人際交往，達至身體和精神健康。亦有病人組織提供「陪診護送支援」，由健康情況趨穩定患者，陪同面對特殊困難的病友到醫院覆診，盡展病人間互助互愛、鄰里守望之精神。

而本單位本著「促進病人互助發展」的使命，在疫情下按病人組織的需要作出回應，無論在線上服務、物資轉贈、資源對接、推動社區結連等範疇均加強支援力度，希望能在疫情下，急病人組織所急。

病人自助組織雖不是「專業醫護」，但由於組織成員都患有同樣疾病，面對的生活處境也有不少雷同，因此病人間能組成一個重要的社區互助網；加上組織結構較大機構簡單靈活，對病友處境和需要亦較為敏銳，病人自助組織在社區上成了正規社會服務和醫療單位以外的一個「有溫度又貼地的暖力量」，病人在社區內不再只能被動地依靠正規機構提供服務，更可以「當家作主」，以「病人組織」的身份去創建和發動以病人和其家庭需要為本的服務模式，發揮「自己需要自己創」的民間力量，以彌補正規服務的不足。

隨著我們的服務踏入第三十個年頭，這標誌著「病人互助運動」的發展里程。我們會開發更多能有效促進病人互助的可持續發展的服務，繼續發揚這份珍貴和無可取替的「互助暖力量」。當中，與海外一些提供類似服務的機構和病人組織進行交流及協作，相信更能為我們的工作提供重要養分。盼望未來能與香港浸會大學翻譯工作室持續協作，協力推動香港病人組織界別的可持續發展，拓展病人群體的社會影響力。

在此再次感謝香港浸會大學翻譯工作室於2021-22年度支援本單位翻譯「香港自助組織發展模式和最佳執行策略研究報告」，及向本團隊進行研究報告簡介會，成為本單位日後支援病人組織發展的重要框架和工具。

您的幫助，受惠的不僅一個病人，而是整個病人群體，感恩有您同行。



香港復康會 社區復康網絡
病人互助發展中心
社工 楊翠芝 謹啟
二零二二年三月二十二日

本會網頁：<https://shohub.hksr.org.hk/>



復康互助會提供陪同會友覆診服務，令一些長期病患者或者行動不便需要覆診的人士，得到照顧者陪伴，從而能定期進行復康治療。
本會照顧者全是自願性質及免費，目的是自助助人，達到同心同路同行。

Among US

Written by: YEUNG Tsui Chi, Gigi (The Hong Kong Society for Rehabilitation Community Rehabilitation Network Patient Mutual Support Centre)
Translated by: MAN Wai Laam, Daphne
Designed by: CHAN Yuen Tung, Hailey

The Hong Kong Society for Rehabilitation (HKSR) has been providing rehabilitation services to the public since its establishment in 1959. It is our honour to collaborate with them, helping them simplify the guidelines on the development mode of self-help organisations (SHOs) and best practices, in the hope of facilitating patient leaders to understand the content and for SHOs to evaluate their health. We have the honour to invite Ms. YEUNG Tsui Chi, Gigi from HKSR to introduce their work to us.

While different industries were affected by the current severe pandemic situation, SHOs of people with chronic illnesses (communities formed by patients) also have to change most of their face-to-face activities online. Community support and mutual aid between patients are especially important under such situations. SHOs may not have much power, but they do have strong flexibility – a lot of SHOs have already adopted the situation and provided services online, for example, expressing care to patients, sharing experiences, providing exercise training and pandemic-related information, etc. An SHO even gathered patients, their family and the public to hold non-stop mutual support activities for a week, so that patients can maintain their physical and mental health through social interactions despite home quarantine and decrease in out-going time. There are also SHOs providing "escort service" – requesting patients whose health conditions are comparatively stable to accompany members with special difficulties to receive follow-up care, bringing the spirit of "mutual support" into play.

Dedicated to fostering development in patients' mutual support, our organisation responds to patients' needs under the pandemic by strengthening our support in aspects like online services, goods donation, resource connection, promotion in social connections, etc. We hope to address the needs and worries of our patients and organisations under the pandemic.

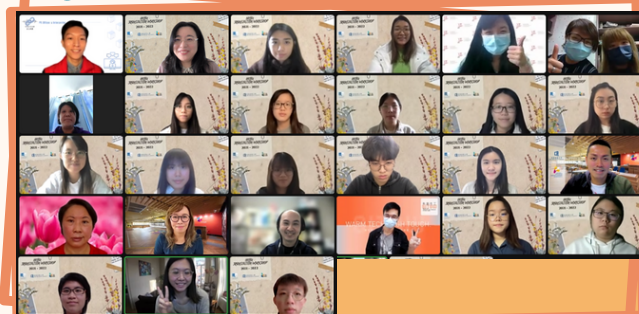
Although members in SHOs are not "medical professionals", the fact that they all suffer from the same diseases and are facing similar situations have facilitated the process for them to form a significant mutual aid network. Furthermore, compared with large-scale organisations, not only do SHOs tend to be simpler and more flexible in structure, but also more sensitive towards patients' situations and needs. All these characteristics give power to SHOs to become another heart-warming and down-to-earth support in addition to official social service agencies and medical units in our community. Patients no longer need to passively rely on services provided by official agencies, but can "become their own boss", create and begin a service model based on their own needs. They can bring the spirit of "self-helping" into play, and to make up for the deficiency of services provided by official agencies.

As we have reached our thirtieth anniversary, a significant milestone for patients' mutual support development, we will continue to explore more services that help foster sustainable developments in patients' mutual support, so as to make the heart-warming spirit of "mutual support" last. For example, we will explore exchanges and collaborations with overseas SHOs that are similar to us. We believe this will bring significant impacts to our future jobs. We look forward to working together with students and teachers of HKBU Translation Workshop in the future to promote sustainable development of SHOs in Hong Kong, and thus increase patients' social impact.



Finally, we would like to once again thank the students and teacher from HKBU Translation Workshop 2021-22 for their help in translating the *Final Report on Self-help Organisations in Hong Kong: An Exploration of Model Development and Best Practices* as well as in presenting the report to our team so that we can base our future work on the important framework and tools provided in the report.

Through this collaboration, members of the Translation Workshop helped not just one, but a whole community of patients. We really appreciate your work and participation in this journey.



The Hong Kong Society for Rehabilitation
Community Rehabilitation Network
Patient Mutual Support Centre
Social worker
YEUNG Tsui Chi, Gigi
22 March 2022

Our website: <https://shohub.hksr.org.hk/>

以下為翻譯工作室的翻譯樣本：
Here is the sample translation by Translation Workshop:

自助組織發展模式 和最佳實踐策略

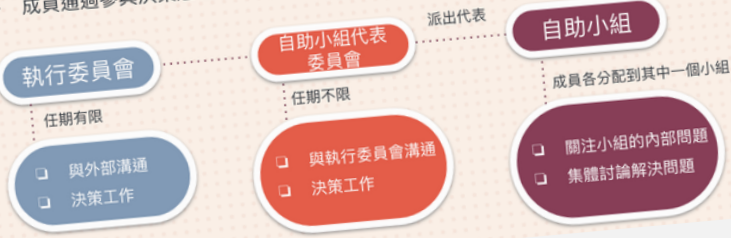


自助組織定義&背景

- ◆ 定義
 - 自助組織 (SHO) 是由一群面對著相同問題 (如面對一樣的疾病) 的人士組成, 大家聚集一起, 在社工、醫療專家的支援下分享各自的觀點與知識去解決問題 (Mok, 2005)。
- ◆ 自助組織發展的重要里程碑 (Pun, 2014) :
 - 1994年建立的香港復康會社區復康網絡
 - 1995年的康復政策及服務白皮書

最佳實踐策略

- A) 設定內部溝通的團隊框架 → 促進團隊建設和管理
- ◆ 成員通過參與決策過程 → 幫助他人並增強自信心



Law (2014)

Final Report on Self-help Organizations in Hong Kong:
An Exploration of Model Development and Best Practices

Practices 1. Introduction

A self-help organization (SHO) is formed when members with a common problem (e.g., facing the same illness) come together to share their perspectives and knowledge in problem solving with the support of helping professionals including social workers and medical professionals (Mok, 2005). SHOs in Hong Kong have developed rapidly in the past twenty to thirty years (Pun & Leung, 2010). The establishment of the Hong Kong Society for Rehabilitation (HKSR) Community Rehabilitation Network (CRN) in 1994 and the White Paper on Rehabilitation Policy and Services in 1995 are some examples of the important milestones of SHO development in Hong Kong (Pun, 2014). More recently, topics on SHOs appeared for the first time in Hong Kong's 2014 Policy Address, in which the government aims to provide more resources to facilitate SHO development (Pun, 2014). Moreover, based on HKSR's records, an estimate of over 170 SHOs self-help groups deals with rehabilitation in Hong Kong today (HKSR, 2019).

Despite the rapid development of SHOs, few studies examine SHOs' success factors and well-consolidated models of development. Most of the available SHO references are from Western contexts, which need further localization to fit Chinese culture and practices. Moreover, Hong Kong's self-help movement has reached a stable but stagnant stage, and obstacles such as issues associated with the succession of leadership and the paradigm shift from mutual support to membership welfare may hinder the development of SHOs in Hong Kong (Pun & Leung, 2010). There is an urgent need to build an indigenous model with best practice guidelines for local SHOs that best fit their needs and concerns. Such a model of development can serve as a "road map" for SHOs and will help SHO leaders identify the unique developmental needs of their SHOs and what strategies SHOs can use to meet these needs. Furthermore, it will facilitate the development of best practice guidelines for promoting mutual aid among SHO members and strengthening SHOs' interaction with different stakeholders in the community. Given the aforementioned considerations, this report seeks to examine model development and best practices of SHOs in Hong Kong from the available literature, secondary data, in-depth interviews, and survey.

1.1 Project Objectives

The goal of this study is to ultimately establish a development model and best practice guideline relevant to the Hong Kong context for SHOs. This will serve as a reference for SHO leaders and related professionals to promote SHO sustainable development. The model and guideline will be useful as references in training workshops for SHO leaders. Specifically, the objectives of the study include the following:

1.1.1 Model development

Model development aims to examine the challenges, needs, services, and organizational structure of SHOs. It is composed of four areas:

- (1) Organizational structure and goals
- (2) SHO operation and related administrative policies
- (3) Core services that promote mutual aid
- (4) Interactions with different stakeholders in the community

排版：陳沅彤
Designed by:
CHAN Yuen Tung, Hailey

Final Report on Self-help Organizations in Hong Kong: An Exploration of Model Development and Best Practices

Submitted to the
Hong Kong Society for Rehabilitation

Research Team: Steven Sek-yum Ngai, Chau-kiu
Cheung, Hon-yin Tang, Hiu-lam Ngai, Yuen-hang Ng,
Lin Wang, Lifan Zhao and Stephanie Wing-yen Oh

September 2019



重新概念化的理論框架



問卷中的實踐策略=自助組織做到



建議二十八：政府的資源分配

- 政府應分配更多資源：
- 緩解自助組織/非政府組織的可持續發展的壓力
 - 改善自助組織的運作系統
 - 不應限制自助組織在提供服務時的自主和創意
 - 保護自助組織的互助精神與多樣性

Ngai 等 (2019, p.76) ;
「織網·共聞·香港病人互助發展探索」網上研討會 (2020)



Mind HK is a mental health charity aiming at educating about mental health and removing the associated stigma. It is an honour for the Translation Workshop to work with Mind HK, helping them translate an article about depression this year.

Mind HK 是一間本地精神健康慈善機構，致力提高大眾對精神健康的認識及消除有關精神健康的偏見，而翻譯工作室今年有幸與 Mind HK 合作，為其翻譯一篇關於抑鬱症的文章。

Written and Translated by: YIP Shu Ting, Johnny / Designed by: LUI Choi Sin, Joyce
撰文及翻譯：葉舒庭 / 排版：呂綵倩

I found the collaboration with Mind HK very challenging. We faced challenges when translating proper nouns. To deal with the problem, we had to keep the consistency of the word choices. However, with the help of our self-made glossary and Memsources, we did not face any difficulties on that. Nevertheless, we still had one problem – the lack of professional knowledge about depression. That was why we could only rely on the information on Mind HK's website and dictionaries when we translate those terms. What's more, we occasionally could not reach a consensus or did not translate the terms properly. Fortunately, we had our supervisor Dr. PAN to proofread for us. Not a single mistake could escape from Dr. PAN's eagle eye. As a result, our translation became better.

Furthermore, my understanding of depression was enhanced through the translation. I always thought that depression would only occur among very few people. I have never thought that I may suffer from depression in my lifetime. However, depression has way more causes than I thought. Surprisingly, some of my living habits may also be the cause. I had never thought that the lifestyle Hongkongers are used to, such as sleep deprivation, lack of exercise and unhealthy eating habits, would also trigger depression. I have learnt a lot from the translation, and I hope our translation can help educate all Hongkongers about mental health.

我認為這次與 Mind HK 的合作是一次十分具挑戰性的經驗。在翻譯的過程中，我們遇到大量專有名詞。面對這些專有名詞，保持用詞統一至為關鍵。不過在自製的詞彙表及 Memsources 的幫助下，我們並未遇到這方面的困難。但是我們仍有一個難題——那便是缺乏相關的專業知識，因此我們在翻譯這些詞彙時，只能依靠 Mind HK 網站的資訊及字典，而且偶爾還會出現用詞不統一或翻譯不夠準確的情況。幸好，有導師潘瑋博士為我們把關，一切錯處在潘瑋博士的金睛火眼下都無所遁形，從而裨補闕漏。

此外，這次翻譯也加深了我對抑鬱症的認識。以前，我總是認為抑鬱症只會發生在極少數人身上。我從未想過自己也可能會患上抑鬱症。但是，抑鬱症的成因遠比我想象中多，甚至我的幾項生活習慣亦是其中之一，實在令人驚訝。我從未想過睡眠不足、運動不足、飲食習慣不良等香港人習以為常的生活方式也會引致抑鬱症。這次翻譯實在令我獲益良多。我希望我們的翻譯能提高大眾對精神健康的認識。

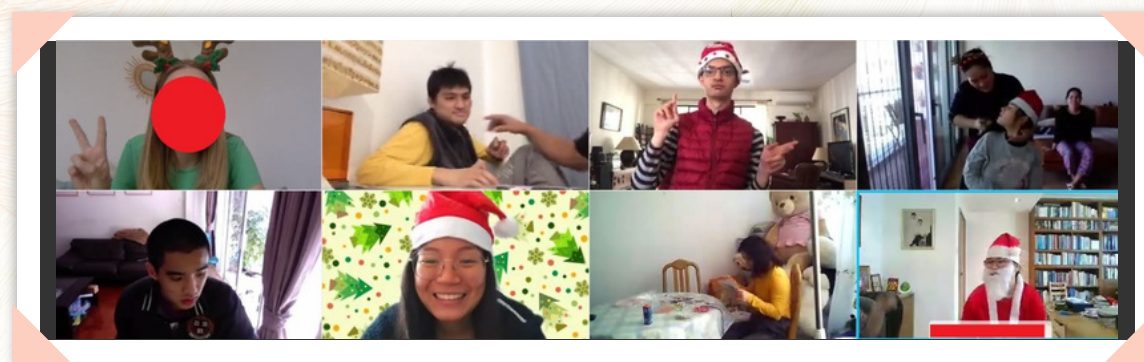


An unexpected journey with the learners — Meeting staff from The Nesbitt Centre 與學員的不思議之旅——與思拔中心職員見面

The Nesbitt Centre (since 1993) is now on our partner list! If you'd like to know more about what the Centre does or what it is, you don't want to miss this interview. We are glad to have interviewed Ms. Inna ABROGENA, senior staff and art therapy coordinator from The Nesbitt Centre, on Zoom in March.

創辦於一九九三年的思拔中心成為了我們的合作伙伴！如果你想瞭解更多，千萬不要錯過這篇訪問！在三月，我們很榮幸能邀請資深職員 Inna，在線上分享她在思拔中心作為藝術治療協調員的經歷。

Written by: LO Mei Yan, Tiffany / Translated by: AU Ho Laam, Aria / Designed by: LUI Choi Sin, Joyce
撰文：盧美欣 / 翻譯：區可嵐 / 排版：呂綵倩



Q1. How long have you been working in The Nesbitt Centre and what brought you to The Nesbitt Centre? 你為何會選擇在思拔中心工作，你又工作了多久？

I started as an intern in The Nesbitt Centre in March 2019, then became a full-time staff in October of the same year. I had a good internship experience and the Centre provides a platform for me to launch my own art therapy sessions. Art is very powerful, especially for people with disabilities. Besides, I love the community vibe in Nesbitt.

我在二零一九年三月，以實習生的身份加入思拔中心，同年十月成為中心的正式員工。這個實習經驗對我來說很寶貴，中心為我提供了一個平台，讓我擁有自己的藝術治療時段。藝術的力量很強大，尤其是對殘障人士來說。此外，我很喜歡思拔中心的工作氛圍。

Q2. What does The Nesbitt Centre offer for its learners? 思拔中心向學員提供甚麼支援？

We try to offer a holistic programme for our learners to enrich their life. We teach them skills for potential jobs and recreation for personal development. There are also food and beverage enterprises for more independent learners to work in, for example, The Nest Cafe and The Nest Bakery. Around fifty percent of our learners need high support, so we try to create an inclusive environment for them by providing working opportunities, cooperating with partner companies, and letting them meet different people.

我們提供全人教育以豐富學員的生活。我們根據學員的就業潛力，教導他們一些工作技能，並向他們提供促進個人發展的娛樂課程。我們亦會讓較獨立的學員到一些餐飲企業工作，如咖啡店 The Nest Cafe 和餅店 The Nest Bakery。中心近百分之五十的學員需要接受高程度的支援，因此我們嘗試為他們營造一個共融的環境，提供各種工作機會，又與不同社企合作，讓學員接觸不同的人。



Q3. What are the challenges in helping adults with disabilities to integrate with the community?

幫助殘障的成年人士融入社會有甚麼挑戰？

Our main goal is to achieve community integration. There are some challenges that we're facing in the process. First, finding the right fit for learners in terms of work opportunities. Second, learners' skills. Our learners sometimes don't have enough skills to take up a job position. Besides, the awareness of disability in society is relatively low as well. In order to achieve real integration, we seek more opportunities from more companies such as HSBC and Ladies' Recreation Club for work placement.

我們的主要目標是實現社區共融。我們在過程中遇到三大挑戰。第一，為學員提供合適的工作機會；第二，學員的能力——我們的學員未必具備足夠的工作技能以應付他們的工作；第三，社會對殘障人士的關注較低。為達致真正共融，我們與不同機構，如香港匯豐銀行及婦女遊樂會合作，尋求更多工作機會，讓學員獲得實習經驗。

Q4. What is the biggest misconception about people with disabilities?

社會對殘障人士最大的誤解是甚麼？

I think the biggest misconception is that people would think "they are all the same". We should know them as people. We need to know that people with the same conditions are just not the same.

我認為最大的誤解是人們覺得所有殘障人士的情況都一樣。我們應該待他們如平常人一樣，即使他們境遇相同，個人情況也不盡相同。



Q5. How does the pandemic affect The Nesbitt Centre? What have you done to overcome this challenge?

疫情對思拔中心的營運有何影響？你們如何克服這個挑戰？

Our regular services are disrupted due to the pandemic. We could only take eight learners in per day when our centre was still open. However, we usually take twenty learners when there is no pandemic. It affects the learners as well because that means they have fewer sessions and less service. Some learners are back to their old behaviour before they receive any training. We now offer online sessions instead due to the current situation. We have around three to four sessions per day and most of them are able to join the online classes. However, some learners do not like online sessions so we won't see them until the pandemic gets better.

疫情之下，我們的日常支援服務皆受到影響。即使中心照常營業，但每天亦只能容納八名學員。然而，疫情前，我們通常會有二十名學員在中心參與活動。疫情同時影響學員的學習進度，因為他們少了很多學習時段及支援，一些學員的行為模式甚至倒退至接受治療前的情況。為應付現時的情況，我們每天提供三至四個線上學習時段，大部份學員也能夠參與線上課程。然而，一些學員不喜歡參與線上課程，我們只能在疫情好轉後再與他們見面。

Q6. What is your favourite thing about working in the Centre?

你在思拔中心最喜歡的是甚麼？

I think that no two days are the same working in the Centre, which is unlike those jobs in a corporation. Working in a community setting like this is really exciting and challenging. It allows us to be more creative and have more ownership of our work. Take Craftable as an example, we started it because I love making crafts and would like to try it with our learners. Also, the impacts we have on the learners and vice versa is another thing. Though most of the learners that I am working with are nonverbal, we are able to bond with each other emotionally.

我認為每天在中心工作的日子都很新鮮，與在其他公司的工作情況不同。在這樣接近社區的工作環境下工作，既刺激又具挑戰性。中心給予我們較大的工作自由度，讓我們能夠發揮創意。以Craftable手工藝品創作及售賣平台為例，因我喜歡製作手工藝品，並希望與學員同樂，所以創辦平台。此外，我們對學員的影響又是另一回事，反之亦然。儘管與我一起工作的學員大多有溝通障礙，我們也能夠進行情感上的交流，互相聯繫。

Q7. Can you share one of your most memorable/touching moments working with learners in the Centre?

你能分享與中心學員之間一個最難忘/最感動的經歷嗎？

I'll say it's the celebrations, parties, and outings. We were separated in different rooms in our day-to-day sessions but we came together during these occasions. Even groups that did not have sessions would come together to enjoy the fun time. That was great because those were the times between fun and work! We even held someone's birthday celebration in a karaoke centre renting the whole place. It was fun and provided a rare opportunity for people with disabilities to do karaoke.

我會說是各種的慶祝、派對和外出經歷。我們平日分開在不同房間上課，但在這些場合就會聚在一起。即使是在不同時段上課的小組，也會特意到來一起玩樂。這些介於工作與玩樂之間的時間，實在太棒了！我們甚至會租借卡拉OK中心整個場地，舉辦生日會。這是一個有趣又難得的機會，讓殘障人士在歌廳作樂。

Q8. How has your job changed your life?

你的工作如何改變你的生活？

I am from the Philippines and I didn't think about staying in Hong Kong originally. There was not an opening for an art therapist in The Nesbitt Centre before; however, I was offered the position by the Centre. I'm empowered because I can do more than just my art therapies but also other work like Craftable and other art projects. I also get specialised experiences with people with disabilities here. Overall, I have more opportunities and more career growth.

我來自菲律賓，本來沒想過會留在香港。思拔中心以前從未有藝術治療師一職；然而，中心卻為我開設了這個職位。我被賦予了更多權力：我不僅可以進行藝術治療，還能負責更多工作，如 Craftable 和其他藝術項目。另外，我亦得到與殘障人士相處的特別經驗。總括來說，我擁有了更多機會和更長遠的職業發展。

Q9. Where do you see The Nesbitt Centre in five years?

你認為思拔中心在未來五年會發展至甚麼位置？

The pandemic has presented us with an opportunity to expand our class online. One of our director's visions is for The Nesbitt Centre to have its online lessons. We're heading toward a direction to serve not only our learners in person but also other people online. Also, we would like to share our model and what we do with other people online. We're also looking forward to renovating our centre sometime this year or next. Then, we will be able to take in more learners and have a more accessible place for all. We can also meet more partners and let more people know about us and use our services. It's so exciting to see our centre growing physically and online!

疫情提供機會讓我們發展線上課程。我們中心其中一個董事的願景是希望思拔中心能開設線上課程。我們正朝着這個方向進發，不僅能為學員提供支援，更能在線上為其他人提供服務。此外，我們希望在線上與其他人分享中心的運作模式及工作內容。我們希望能在今年或來年為中心進行翻新工程，以容納更多學員，並提供更方便的學習場所。我們也可以與更多合作伙伴見面，讓更多人認識並使用我們的服務。一想到中心不論在實體還是線上都將發展得更具規模，就令人十分興奮！



Q10. Do you welcome student volunteers and how can they become one?

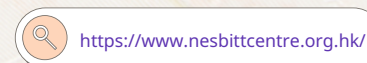
你們歡迎學生義工嗎？他們能如何成為義工？

Definitely! We welcome volunteers from secondary school or above. Volunteers are a big part of our community. We love having them to help, and they can lead their own sessions as well! For those who're interested in volunteering, you can just send an email to karina@nesbittcentre.org.hk.

絕對歡迎！我們歡迎任何擁有中學或以上學歷的人成為義工。義工是我們社群重要的一部份。我們很高興有義工協助，而他們亦可以主持自己的學習時段！有興趣參與義工服務的同學，可以電郵至 karina@nesbittcentre.org.hk。

Website of The Nesbitt Centre

思拔中心網站



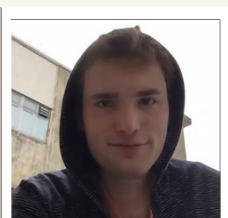
Stories of Nesbitt Centre's Learners

思拔中心學員的故事

We are glad to invite learners from The Nesbitt Centre, to share their stories and experience in The Nesbitt Centre with us through Chatterbox! They want to share their stories with you too! Check out their stories below:

除了和思拔中心的職員會面，我們還邀請了其學員分享他們的故事和經歷！中心的 Chatterbox 成為了我們的交流平台。相信他們也希望你們閱讀他們的故事，請翻閱以下內容：

Transcribed by: TANG Hoi Ting, Emily & LAM Pui Yi, Michelle 轉錄：鄧凱庭、林佩兒
Translated by: LO Mei Yan, Tiffany & WONG Cheuk Wing, Cherrie 翻譯：盧美欣、王卓穎
Designed by: LUI Choi Sin, Joyce 排版：呂綵倩



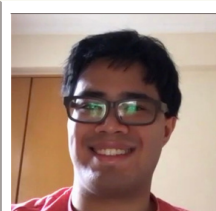
Henry

Hi guys! I'm Henri! I love painting and drawing, you can find my drawings in The Nest and Cafe 8. I feel grateful when hanging around in Time Square and Hysan Place! I've been working in The Nest since 2017, and I was a housekeeper in a hotel and helped to arrange flowers in a flower shop. I love all of my jobs, and it's great to learn here!

大家好，我是Henri！我喜歡畫畫，你們可以在咖啡店The Nest和Cafe 8找到我的作品。我很感恩空閒時能去時代廣場和希慎廣場逛逛。自二零一七年起，我便在咖啡店The Nest工作，曾擔任酒店後勤人員以及花店職員。我熱愛我的工作，也享受在思拔中心的時間！

Hello! You can call me Gregory. I love arts and crafts. I am happy and excited to become one of the learners here! I like to dance and sing, too! My favourite song is "Into the Unknown". Would you like to sing together with me?

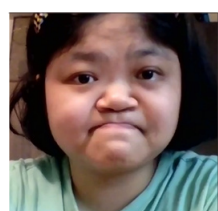
大家好，你們可以叫我Gregory！我喜歡藝術和手工藝，很高興能成為思拔中心的學員！我也喜歡唱歌和跳舞，而我最喜歡《魔雪奇緣2》的主題曲《Into the Unknown》。你想和我一起唱歌嗎？



Gregory

Hello! My name is Wendy. I love to draw pictures of landscapes and animals (especially dogs!) in my leisure time. I enjoy spending time with my friends in the centre! Do you know the cheesecake bakery (S Bakery)? I am working as a shop assistant and packing the boxes there! I love this job so much, and everything's my favourite!

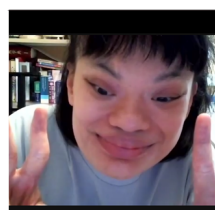
你好，我是Wendy！我喜歡閒暇時畫風景和動物（尤其是狗！）。我很享受與朋友們在中心的時光。你聽說過那間芝士蛋糕店（S Bakery）嗎？我是S Bakery的店員，負責包裝食物及服務客人，我很喜歡這份工作，也喜歡它的一點一滴！



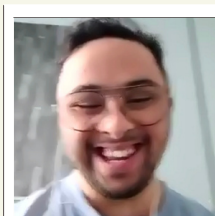
Wendy

Hi, I am Vicky! I love taking photos and recording my own voice so much! I have been learning at The Nesbitt Centre for a long time, and Katy (a staff from The Nesbitt Centre) told me that I'm one of the pioneers! Wow! I'm now working in The Nest, and I'll take orders, refill soft drinks and food and greet the customers. I feel excited and interested to learn new things either online or at work! Remember to pose a 'V-sign' and smile when you take photos!

你好，我是Vicky！我喜歡拍照和錄下自己的聲音。我在思拔中心已經待了很長時間，中心職員Katy告訴我我是其中一位創始學員！哇！我現職於咖啡店The Nest，負責下單、補充飲料和食物以及招待客人。不論在網上或工作上學到的新東西，我都覺得新奇有趣。還有，拍照時不要忘記微笑和比勝利手勢喔！



Vicky



Nisarg

Hi everyone! I'm Nisarg. Maybe let me introduce myself a bit. Like others, I have learnt in The Nesbitt Centre since September 2015. The centre is very welcoming and pleasing to me. I worked in Wan Chai and Admiralty before as well. My recent job is a cashier in The Nest Coffee Shop and Cafe 8. I mainly work on taking the orders and data entry. Here, I am grateful to have my friends with me and my family. Speaking about my hobbies, I love singing and dancing. I enjoy reading poems and song lyrics.

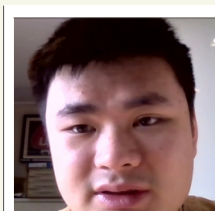
大家好，我是Nisarg！先讓我介紹一下自己吧。從二零一五年九月開始，我就跟其他學員一樣在思拔中心學習。對我來說，思拔中心是個溫暖歡樂的地方。我之在灣仔和金鐘上班，最近則在咖啡店The Nest Coffee Shop和Cafe 8當收銀員，主要負責下單和輸入資料。我很感激思拔中心提供了一個讓我和朋友、家人聚在一起的好地方。我的興趣是唱歌跳舞，也愛讀詩和歌詞。

Nice to meet you guys. I am Sasha from the UK. Similar to others' experiences, I have been learning in The Nesbitt Centre for around three years. I like the Centre a lot since the people here are so friendly. I also worked as a cashier in one of the restaurants at the Ladies' Recreation Club before. I enjoy listening to music and someday I wish to travel around the world! I like Thailand a lot though it is very hot.

很高興認識大家，我是來自英國的Sasha。跟大家的經歷差不多，我在思拔中心學習了大概三年。因為中心的人都友善，所以我喜歡這個地方。我之前也在婦女遊樂會的一家餐廳當過收銀員。我愛聽音樂，我希望有天可以環遊世界！雖然泰國天氣炎熱，但我還是很喜歡那裏。



Sasha



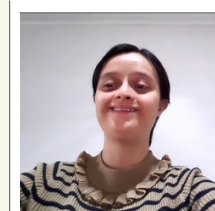
Yew Ming

Hello guys, I am Yew Ming. I have been learning in The Nesbitt Centre for only less than a year, unlike other friends in the Centre. This place always makes me feel happy and excited! And I love the dancing movement session provided by the centre a lot. In my leisure time, I enjoy playing tennis and swimming. I also like listening to music. Here is a recommendation from me: Bad Day (Daniel POWTER).

大家好，我是Yew Ming。跟其他人不同，我在思拔中心學習了不到一年。在中心，我常常感到快樂和興奮！而且，我很喜歡思拔中心主辦的舞動環節。我平時喜歡打網球和游泳，也愛聽音樂。向大家推薦一首歌：丹尼爾·帕德的《Bad Day》。

Hey! I am Bhavana, nice to meet you guys. I think I have stayed in The Nesbitt Centre for quite a long time, around fifteen years. I of course love this place as I always feel happy here. My job is cleaning the table, and sometimes mopping the floor to keep everything clean. I do enjoy my work in Cafe 8. I worked in Bookazine before as well to help decorate the postcards and help with the packaging.

嘿！我是Bhavana，很高興認識你們。我在思拔中心學習了也有一段頗長的時間，大概有十五年吧。我當然喜愛這個地方，因為在這裏會常常感到快樂。我享受在咖啡店Cafe 8工作，我會清潔桌面，有時也會幫忙拖地，以保持餐廳環境清潔。我之前也在書店Bookazine幫忙設計和包裝明信片。



Bhavana



Social media of The Nesbitt Centre
思拔中心的社交媒體



- 翻譯工作室的同事於二零二二年三月時與思拔中心的學員們線上見面。他們向同事們分享了自身的故事和經歷，以下為同事們的得著和感受。
- We invited learners from The Nesbitt Centre to meet with us online in March, 2022. The learners shared their own stories and experiences with us. Here is a record of what we have learnt and how we felt after meeting with the learners. Keep reading and find out more!

區可嵐：

第一次與患有學習障礙的人接觸，多少有點緊張。然而，學員們都十分熱情，主動分享自己的故事，讓我逐漸享受與他們交流的過程。我明白到溝通是雙向的，我們不應只從個人立場出發，還要考慮對方的需要，耐心聆聽並給予回饋。

AU Ho Laam, Aria:

I was a bit nervous to meet people with learning disabilities for the first time. However, the learners were very enthusiastic to share their stories with us, which eased my nervousness. I enjoyed chatting with them. I realised that communication is a two-way process. We should always put ourselves in others' shoes, listen carefully and provide feedback.

林佩兒：

與思拔中心的學員交流後，我發現他們實際上與我們沒有太大分別，我們只需要給予更多耐性。事實上，他們能很順暢地與人交流，也十分有想像力，這讓我意識到是我一直帶有偏見而已。

LAM Pui Yi, Michelle:

After having a meeting with learners from The Nesbitt Centre, I have realised that actually there is not much difference between people with learning disabilities and us. We only need to be more patient. Actually they can fully communicate their ideas in a nice way and they are so imaginative. This experience made me understand that I should not have assumptions before meeting anyone.

黃曉琪：

與思拔中心的學員會面對我來說是次難忘的經驗。學員們積極地向我們分享自己的故事和想法。起初，我以為與他們交談會有點困難，後來我發現若我們耐心傾聽並給予學員適當的回應，與他們交談並不困難，反而會感到有趣和愉快。

WONG Hiu Ki, Kim:

It was a memorable experience to meet with learners from The Nesbitt Centre. They were active in sharing their stories and thoughts with us. I thought it would be a little bit hard to communicate with them in the beginning. However, I found that when we were patient to listen to and gave appropriate responses to them, communicating with the learners was not difficult but fun and enjoyable.

呂綵倩：

與學員們見面後，我覺得他們都樂於分享及提問，比我想像中的健談，整個過程相當愉快。當中能學習到與他們的相處之道，例如要耐心聆聽、放慢語速或用一些較為簡單的字眼提問。這是個寶貴並難忘的經驗。

LUI Choi Sin, Joyce:

After meeting the learners, I think that they are happy to share and ask questions, more communicative than I thought. It was a pleasant meeting. Also, I learnt how to get along with them from this meeting such as listening patiently, speaking slowly or asking them in simple words. It was a valuable and unforgettable experience.

朱佩珊：

對我來說，與思拔中心的學員們交流別具意義。他們很可愛，而且當與他們交談時，你會覺得他們很天真爛漫。例如他們會嘗試和你對話並發問，只是單純因為他們覺得你笑得很好看。雖然有時學員會分心，但是只要耐心等待，他們就會願意與你分享自身經歷。我希望我們的翻譯能有所幫助，讓更多人瞭解思拔中心的學員。

CHU Pui Shan, Sandra:

Talking with The Nesbitt Centre's learners was a meaningful experience for me. They were adorable and sounded so innocent when they talked to you. For example, they would try to chat with you and ask questions because they thought your smile was beautiful. Although sometimes they would be distracted, you just need to be patient and they would be willing to share their experiences with you. I hope our translation can be helpful so there will be more people knowing the learners.

鍾慧點：

平常我很少會與學習障礙的人士交流，對他們並沒有太深入的瞭解，所以我很慶幸能藉此機會與思拔中心的學員見面。其實他們與常人無異，性格熱情，還向我們分享了他們的興趣愛好，以及在思拔中心的幫助下自力更新的經歷。我們只需在溝通上多花點耐性，多給予他們一些時間，讓他們慢慢分享自己的故事，即可瞭解他們的內心世界。

CHUNG Wai Ha, Kate:

We rarely have the opportunity to communicate with people with learning disabilities in our daily life, and we normally do not have a deep understanding of them. Therefore, I am glad to have such an opportunity to interact with learners from The Nesbitt Centre. Frankly speaking, they are no different from the others. They are enthusiastic, and they shared with us their hobbies, as well as their self-renewal experiences with the help of The Nesbitt Centre. We just need to be a bit more patient when communicating with them, and give them some time to share their own stories, so that we can understand their inner world.

盧美欣：

與思拔中心的學員們會面是個有趣的經驗！我從沒有過類似的體驗，當我知道我要在第一次見面負責向學員們提問時，我真的不知所措。但是，學員們高昂的情緒和踴躍的態度使我的心安定下來。很高興我掌握了一些如何與學員們有效溝通的訣竅！

LO Mei Yan, Tiffany:

Meeting the learners from The Nesbitt Centre has been fun! I've never had an experience like this before. I was responsible for asking questions at the first meeting, but I was too nervous and didn't know how to handle it. The excitement of the learners and their willingness to share helped me overcome that. I know how to communicate more effectively with learners now!

陳沅彤：

這是我第一次接觸有學習障礙的人。起初，我很擔心與他們交談可能有困難，但在面談後，我發現學員們十分積極，也非常熱衷和我們溝通。令我印象深刻的是學員能在思拔中心旗下社企裏獲得不同工作經驗。我很高興我們的工作可以幫助中心宣揚其宗旨，並為學員做出更多貢獻。希望社會能對他們有更多的認識！

CHAN Yuen Tung, Hailey:

It was the first time I got in touch with people with learning disabilities. At first, I was afraid that it might be hard to talk with them. However, after the meeting, I found the learners very active and passionate in chatting with us. I was also very impressed by how the learners get different working experiences in social enterprises from The Nesbitt Centre. I am glad that our work can help the Centre disseminate its aims and contribute more to learners. I also hope there will be more awareness towards people with learning disabilities in society in the future!

趙詠珊：

這是我第一次和有學習障礙的學員接觸，他們對生活的態度令我印象深刻。即使與眾不同，他們仍對生活保持正面積極的心態。另外，我也感受到職員對學員的細心照顧和瞭解，這才能讓學員面上充滿笑容，並樂於分享他們在中心的經歷。他們很喜歡在中心學到的東西，比如唱歌、畫畫、跳舞。他們的樂觀感染了我，讓我覺得難捱的疫情也不那麼難過。

CHIU Wing Shan, Sabrina:

This is my first time getting in touch with people with learning disabilities; I was mostly impressed after the activity by the learners' attitude toward their lives. How positive they are even though they are the "minority" in our society! Also, people in the Centre are very considerate and engaging, so learners can have fun in the Centre and share their experiences with us, such as singing, dancing, and drawing. Their optimism rubbed off on me and impelled me during the hardship of the pandemic.

劉芷晴：

我很高興能與思拔中心的學員們見面！這次活動無疑是一次珍貴的回憶。即使身體上或有障礙，但仍無阻他們繼續努力學習，運用自己的能力為社會作出貢獻。看着他們發自內心的笑容，並積極和我們分享自己的故事，我從中感受到他們的純真及善良。我很開心能有機會和他們交流，並期待再次與他們相見！

LAU Tsz Ching, Janice:

It was a pleasure to meet with the learners of The Nesbitt Centre! The meetings were undoubtedly memorable. Although they have physical disabilities, it did not stop them from studying hard and using their abilities to contribute to society. Seeing them smile from the bottom of their hearts and share their stories with us, I could feel their innocence and kindness. I am very happy to have the opportunity to interact with them and I look forward to seeing them again!

文蔚嵐：

與思拔中心的學員們交流後，我體會到即使是具有相似背景的人（同為有特殊學習需要），也各有特色。因此想與他們更有效地溝通，我們便要採取不同方法。這次經歷讓我明白到與人溝通時，我們不應對人們的特色一概而論，而應盡量考慮各人的可能性，隨時改變我們的溝通方式。

MAN Wai Laam, Daphne:

After having meetings with the learners, I realised that despite similar backgrounds (special educational needs), everyone has their own characteristics. In order to communicate with them effectively, we need different approaches. I realised that when we communicate with people, we must recognise differences in their characteristics instead of applying stereotypes. We should always be ready to change our communication approaches.

王卓穎：

一眾有學習障礙的學員與我們見面時都很開朗活潑，也樂意跟我們分享交流。雖然我只能透過網上會議軟件與他們見面，但他們臉上燦爛的笑容仍能感染我，使我感到欣喜、快樂。這亦鼓勵我要時常保持正面積極的心態，樂觀地面對人生。他們也提醒我在與人傾談時要常有耐心，且要專心聆聽，才能互相尊重及理解每位在我們生命中出現的人。

WONG Cheuk Wing, Cherrie:

The learners with learning disabilities were cheerful and energetic throughout the meeting sessions, eager to share their thoughts with all of us. Even though I could only meet them virtually, the bright smiles on their faces truly made my day and inspired me to maintain a positive outlook on life. Also, they reminded me that I should always be patient and attentive when we chat with one another, giving mutual respect and understanding to everyone in our life.

彭心愉：

很高興能與思拔中心的學員們見面。他們都樂於分享自己的興趣、經歷及感受，我很享受聆聽他們的分享。他們各有長處。我也學會當面對不同性格的學員時，要使用不同的溝通方式，有時更需要主動向他們發問，並鼓勵學員回答。

PENG Xinyu, Joyce:

I was delighted to meet with learners from The Nesbitt Centre. I enjoyed listening to their sharings. They were willing to share their hobbies, experiences and feelings. They all have different strengths. I have also learnt that we should use different communication methods with the learners who have different personalities. Sometimes we need to take the initiative to ask them questions and encourage them to answer.

鄧凱庭：

我很高興能藉此機會和學員們互動，他們的的笑容和純真的面孔很有感染力！即使會議以Zoom舉行，健談外向的學員仍積極地就翻譯工作室的工作內容提問；另外，即使學員身體上有障礙，仍繼續學習，並為社會做出貢獻。這些都十分值得我們學習！

TANG Hoi Ting, Emily:

It was exciting to interact with learners and see their smiley and innocent faces! The learners are talkative and outgoing even when the meetings are held on Zoom. They asked us questions actively since they were interested in our Workshop! Moreover, they have been learning and contributing to our society with their whole effort even if they are disabled. We should learn from them!

葉舒庭：

與思拔中心的學員們交流，對我來說，是一次寶貴且難忘的經驗，亦令我獲益良多。在參與是次活動之前，我一直以為跟學員們於溝通上會遇到困難，但是結果我們溝通得很順暢，學員們也遠比我想象中的活躍，亦享受與我們分享其經歷。我明白到我對學員有所誤解，亦令我明白與人相處不可帶有偏見。

YIP Shu Ting, Johnny:

The meeting with learners from The Nesbitt Centre was a precious and memorable experience to me. I learnt a lot from it. Before this activity, I always thought that I would have difficulties in communicating with the learners, but in the end our communication was smooth. They enjoyed sharing their experiences with us, and I realised that I had misconceptions about them, and I should not have prejudice when communicating with people.

劉浩楠：

常言道：「偏見是無知的產物」。與思拔中心學員們的交流，令我們能更瞭解他們的處境及想法，這絕對是一次獨特的體驗。儘管他們患有不同程度的學習障礙，但他們的主動性及好奇心卻與一般學生無異。他們臉上總掛着笑容，提醒着我們學習本來就是一個快樂的過程，而非相反。在今天的交流中，可能我們才是真正的「學員」吧。

LAU Ho Nam, Alex:

"Prejudice often comes from ignorance." Meeting learners from The Nesbitt Centre provided a unique opportunity for us to know them better. Despite having learning difficulties, they are actually as active and curious as general students. They always have a huge smile hanging on their faces, which reminds us that learning is actually a joyful and enjoyable experience, not the other way round. Perhaps we are the real "learners" in the meeting.

跨越溝通界限——全心傳譯成員手語傳譯工作坊感想

Boundary-free communication –

Inter-Link members on Sign Language Workshop

撰文及翻譯：全心傳譯成員、黃曉琪 / 排版：呂綵倩

Written and translated by: Inter-Link members & WONG Hiu Ki, Kim / Designed by: LUI Choi Sin, Joyce



我們把「正常的」口語溝通視作理所當然，但非口語的溝通呢？你有沒有想過手語溝通，或是你對它有任何瞭解嗎？全心傳譯是香港浸會大學翻譯工作室的姊妹公司，兩所公司同為潘瑋博士所指導。該公司於今年三月十八日舉辦了手語傳譯工作坊。活動邀請了手語翻譯員萬可靖女士及手語教育者鮑雪宜女士介紹手語傳譯和提供手語教學，並由全心傳譯成員提供即時傳譯服務。

於這次活動，成員不但加深了對手語及手語傳譯的認識，更進一步反思了傳譯員與傳譯工作之間的關係。

We take “normal” verbal communication for granted, but how about non-verbal ones? Have you ever thought about sign language or have any knowledge of it? Inter-Link is the sister company of the Translation Workshop, also under the supervision of Dr. PAN. The company held a sign language workshop on 18 March this year. The company invited Ms. Heidi MAN, a sign language interpreter and Ms. Amy BOU, a sign language educator, to give a talk and provide a workshop on sign language interpreting. Members from Inter-Link provided on-site interpreting services to the participants.

Members of the company have not only learnt more about sign languages but also have reflected deeply on the relationship between interpreters and interpreting at this unique service event.



「全心傳譯」公司網站
Website of Inter-Link

<https://zh.hkbuinterlink.com/>

周文慧（三年級，主席及傳譯員）

對我來說，手語傳譯工作坊是一次可實踐傳譯的寶貴機會。我們在日常生活中較少留意手語，所以活動前的準備便要更仔細。活動舉行前，我們閱讀了有關語橋社的背景資料，並準備了有關手語的詞彙表。這讓我們進行傳譯的時候，若遇到相關的內容也能更得心應手。除此之外，這次活動的特別之處在於講者會教導觀眾手語，這讓我反思自己在活動裏的角色。我們作為傳譯員的同時，也是參與工作坊的一分子。所以，我的同伴們進行傳譯的時候，也會伴着新學的手語與講者互動。這讓我感受到傳譯是一份充滿熱誠及生命力的工作，它不只負責代替人說話，更需要你全身心的投入。

關智恒（四年級，副主席及傳譯員）

這次的手語傳譯工作坊除了是一次讓我們為參加者提供傳譯的機會之外，更重要的是，我們能夠從手語傳譯員萬可靖女士的分享中，學習到成為傳譯員的必要條件。她分享在傳譯工作中所遇到的挑戰和對傳譯的看法，這讓我明白到傳譯員不只是一份工作，更需迎合使用者的確切需要。

黃寶霖（四年級，副主席及傳譯員）

看到手語傳譯員的工作後，令我反思到自己作為傳譯員的角色。以往在課堂中做傳譯練習時，我們並不是單純將語言作轉換，而是作為人與人之間的橋樑，每次進行傳譯時都將雙方距離拉近。

梁彥駿（四年級，公關及傳譯員）

我一直對手語很感興趣，甚至嘗試過自己在網上學習英文手語。這次工作坊讓我們體會到手語傳譯員的工作，實在難得。是次更以傳譯員的身份參與工作坊，一邊學習手語，一邊為觀眾提供傳譯服務，可謂難忘且具挑戰性！

林佩兒（三年級，客務服務及傳譯員）

我很感激我是手語傳譯工作坊的傳譯員之一。這次活動讓我獲得了練習傳譯的絕好機會，同時也讓我反思到作為一個傳譯員的角色和重要性。活動中，一位手語傳譯員本來是負責手語傳譯，可是到後來她甚至協助我們進行同時傳譯。這讓我意識到傳譯員的重要性，因為我們是唯一能夠協助在場人士溝通的人。任何細節都是必不可少的，若少了一個字或是一個句子，都會影響到每個人的理解。

CHAU Man Wai, Tiffany (Year 3, Manager & Interpreter)

For me, the sign language workshop was a valuable opportunity to practise interpreting. As we seldom pay attention to sign language in our daily lives, we had to be more well-prepared before the event. Therefore, before the event, we read the background information about the SLCO and prepared a glossary list related to sign language. It allowed us to be more familiar with the relevant content when interpreting. The special thing about this event was that the speakers would teach the audiences sign language, which helped me reflect on my role in the event. Apart from being interpreters, we were also the participants. Therefore, my fellow interpreters interacted with the speakers while they were interpreting, along with their newly learnt sign language. This has made me feel that interpreting could be full of enthusiasm and vitality, which is not just about a “mouth” that speaks for people, but need to devote yourself entirely to the process.

KUAN Chi Hang, Eddie (Year 4, Vice Manager & Interpreter)

The sign language workshop was not only an opportunity for Inter-Link members to interpret for the participants, but more importantly, we were able to learn what it took to be an interpreter from the sharing of Heidi, a sign language interpreter. She shared some of the challenges she had encountered in her interpreting work and her views on interpreting. This helped me to realise that interpreting could be more than a job, it could constitute a genuine need of the users.

WONG Po Lam, Juliana (Year 4, Vice Manager & Interpreter)

Watching a sign language interpreter work up close helped me reflect upon my role as an interpreter. In the previous interpreting exercises during the lectures, we did not simply convert the languages, but use it as a bridge between people’s communication. Every interpreting brings people closer.

LEONG Yin Chun, Vincent (Year 4, PR & Interpreter)

I have always had an interest in learning sign language, and I once learned English sign language on the Internet. I think the workshop offered us a valuable opportunity to get a taste of being a sign language interpreter. Besides, as an interpreter of the workshop, we needed to provide interpreting services while learning sign language, making our job as an interpreter extra challenging and memorable.

LAM Pui Yi, Michelle (Year 3, Customer Services & Interpreter)

I am grateful that I was one of the interpreters for the sign language sharing. I did, of course, get a golden chance to practise interpreting. At the same time, I also got a chance to reflect on my own role as an interpreter. At the end of the Workshop, a sign language interpreter on site who was busy giving sign language interpreting even helped us to provide simultaneous interpreting too. This helped me to reflect on the importance of interpreters as we are the only ones to make the communication happen. Every detail matters and may affect people’s understanding.

對我來說，手語是個較為陌生的範疇。透過手語傳譯工作坊，我不單瞭解到手語傳譯與英語傳譯的不同之處，更學習到簡單的日常手語。另外，這次活動是我第一次替社區機構提供傳譯服務，有賴大家的準備才能讓活動順利完成。我對傳譯服務亦有更進一步的認識，知道傳譯員不僅是為講者提供翻譯，更是需要理解講者分享的內容並為參與者提供清晰及準確的傳譯。感謝萬可靖女士及鮑雪宜女士的分享，我們實在獲益良多。

我很高興自己能在這次的手語傳譯工作坊中扮演雙重角色，以傳譯員暨參與者的身份同時進行中英傳譯及學習基本手語。這次活動除了讓我瞭解更多成為手語傳譯員的條件及注意事項外，更是一次難得的機會，讓我可從萬可靖女士身上學習到專業傳譯員如何迎合使用者的需要，並兼顧不同的語言。

我曾經在英文系語言學習的課堂上，學習了一些關於手語詞法的知識，那時候已對手語頗感興趣。而這次的手語傳譯工作坊讓我瞭解到手語不僅是一種語言，更是接通兩個世界的重要橋樑。聾人社會對手語傳譯員的需求十分大，但社會對這個行業的認知卻不多。我切身地感受到手語傳譯員的重要性，以及他們所帶來的影響。無論是手語傳譯或是其他語言的傳譯服務，目的也是協助雙方溝通，令社會共融。

我過往對手語傳譯認識甚少，唯一印象就是在電視螢幕上那位身穿黑衣的手語傳譯員。透過手語傳譯工作坊，我進一步瞭解到手語傳譯員的工作及聽障人士的生活經驗，並在聾人老師的教導下學會一些基本手語，實在難得。這次體驗亦讓我反思到其實傳譯不僅是一個專業，同時更是促進社會共融的一種方法。

我很高興能有幸參與這次的手語傳譯工作坊，亦感謝兩位講者萬可靖女士及鮑雪宜女士的分享，讓我不但可以學習一些簡單手語，也令我更瞭解聾人文化及手語傳譯這個專業。我以往甚少親身接觸手語傳譯員，大多透過新聞或是記者會上看到他們的身影。這次工作坊，也令我更瞭解手語傳譯的重要性。

Before joining this workshop, I did not know much about sign language. Through the sign language workshop, I have not only learnt about the difference between sign language interpretation and English interpreting, but also have learnt some simple daily sign language. In addition, this was my first time to provide interpreting service for the community, and it was only because of everyone's effort in preparation that we were able to accomplish it successfully. I have also gained a better understanding of interpreting, knowing that an interpreter is not only a translator for the speaker, but also needs to understand what the speaker is sharing and to provide clear and accurate interpretation for the participants. I would like to thank Heidi and Amy for sharing with us. It was a very rewarding and fruitful experience.

I am glad that I have taken on the dual role of being an interpreter and a participant in this workshop, in which I could learn basic sign language and provide Chinese-English interpreting at the same time. To me, this activity not only provided a deeper understanding of the requirements to be a sign language interpreter and the specific matters which need to be attended to while performing this job, but also a valuable learning experience to see how Heidi, a professional interpreter, caters for service users' needs while juggling between languages.

I had once learnt about the morphology of sign language during a course on language acquisition, and sign language has been quite intriguing to me since then. The sign language workshop helped me to understand that sign language is not only a language, but also an important bridge connecting two worlds. The deaf community has a high demand for sign language interpreters, but the society does not know much about this profession. I have felt the importance of a sign language interpreter in person, and the impact their role brings. Be it sign language interpreting or interpreting services in other languages, the aim is to facilitate the communication between two parties and to promote social inclusion.

I knew very little of sign language interpretation in the past and the only impression I had was about the sign language interpreter in black on TV. Through this workshop, I got the chance to know more about the work of sign language interpreters, and the living experience of the hearing-impaired, and some simple sign language under the guidance of a deaf teacher. It was such a valuable opportunity for us to learn. This experience also inspired me to reflect on the fact that interpreting is not just a profession, but also a way to embrace social inclusion.

I am happy to participate in the sign language workshop this time. I would like to thank the two speakers, Heidi and Amy, for their sharing. I have learnt some simple sign language, and have known more about the deaf culture and sign language interpreting profession. I had little personal contact with sign language interpreters before, and mostly saw them on the news or at press conferences. Through this workshop, I have also learnt more about the importance of sign language interpreting.

經理的話：一墨相連

Manager's Words: Dot-to-dot

後記

這個學期，我們翻譯工作室為浸大知識轉移處、香港神經纖維瘤協會、香港復康會病人互助發展中心、Mind HK、以及思拔中心，總共五個不同機構，提供了專業且多元化的服務，如影片翻譯、網頁翻譯、簡報製作以及彙報等，合共處理了45,605字。除此之外，我們更與思拔中心的學員進行了兩次交流，以進一步瞭解成年殘障人士的生活所需。種種經歷不但讓我們更瞭解翻譯工作的實況，更為我們帶來了不少衝擊，讓我們更瞭解「翻譯」的意義，並加以反思。在此，我將作為翻譯工作室的經理，與大家分享我們的得著。

「翻譯」的工作

一提到翻譯公司的服務，很多人都只會想到文字翻譯或傳譯，認為翻譯的工作十分狹窄及沉悶，永遠只圍着文字打轉。在加入工作室前，我也是這樣想的，也理所當然地認為工作室的所有工作都盡是些字面翻譯工作——把一堆文字從一種語言轉為另一種即可。但與香港復康會病人互助發展中心的合作改變了我的想法。在此合作中，我們需要把一份長篇且複雜的英文學術報告加以整合及翻譯，並簡化成一份通俗易懂的中文簡報，再在客戶面前進行一小時的彙報。這意味着我們不但需要進行語言間的翻譯，更要站在客戶的角度思考，把冗長的文字以不同方式表達，如圖表、圖片等，在各種溝通方法中往來，絕非易事。這提醒了我，翻譯員除了是語言專家，更是溝通專家。因此翻譯的工作範圍實則十分廣泛，凡與文字和溝通有關的工作都可以是我們「翻譯系」同學的出路，絕不狹窄或沉悶。

「翻譯」的社會角色

在以往的課堂中，我們總是能聽到老師說「翻譯」是連繫人們的一道「橋」。每當聽到這句話時，我都覺得有點誇張，總是輕視了「翻譯」的力量與意義。但參與這個工作室令我們接觸到不少如香港神經纖維瘤協會、思拔中心等有意義但未受大眾重視的組織。我們透過與組織的員工和他們的服務對象交流，瞭解到平時較少接觸的社會群眾多面臨的困境。在如此困難的處境下，這些自助組織仍向他們伸出援手。可惜由於社會大眾尚未知道組織的存在，有心人士自然未能向組織提供援助。組織很多時亦因此「被孤立」，而未能獲得足夠資源或擴大規模，受惠者亦因此十分有限。工作室透過幫助這些組織翻譯海外資料，使組織能有更多參考資料，以運用手上有限的資源，靠一己之力，更有效地幫助服務對象。而透過翻譯這些組織的宣傳物資，我們不但能打破溝通隔膜，讓更多人接觸並認識這些群體，令他們能重新融入社會，更能讓未受組織幫助、正孤苦作戰的人接觸到有關資訊，得知可向誰求助，並認識到正受同樣之苦的同伴，從而互相扶持。這些經歷真真正正令我體會到「翻譯」如何連繫社會各界，並成為推動社會進步的力量。

結語

最後，我想藉此機會感謝各位同事與顧問——潘珪博士讓我擔任經理一職，並學習如何帶領翻譯團體工作，亦感謝大家一路以來的幫助，讓我們的工作以及雜誌製作能順利完成！希望這學期的經歷對大家來說都會是寶貴又難忘的。亦希望翻譯工作室能繼續向前，以「翻譯」的力量聯繫社會各界！

撰文：文蔚嵐 Written by: MAN Wai Laam, Daphne
翻譯：趙詠珊 Translated by: CHIU Wing Shan, Sabrina
排版：呂綵倩 Designed by: LUI Choi Sin, Joyce

Epilogue

We, the Translation Workshop, have served five external organisations in total this semester, including Knowledge Transfer Office (KTO) at Hong Kong Baptist University, Hong Kong Neurofibromatosis Association, The Patient Mutual Support Centre of the Hong Kong Society for Rehabilitation, Mind HK, and The Nesbitt Centre. We provided a wide range of translation services, such as subtitling, website and PowerPoint compilation, and delivered a presentation to our clients. The total words of our translation are 45,605 words. In addition, we also met learners from The Nesbitt Centre twice to get in touch with disabled adults. These experiences not only gave us a better understanding of the reality of translation work, but also made a lot of impacts on us and allowed us to reflect on the meaning of "translation". Here, as the manager of the Translation Workshop, I would like to share with you what we have learnt.

“Translation” Work

Speaking of the services provided by translation companies, many people only think of document translation or interpreting. People may think that translation work is "limited" and "boring", constantly revolving around words. Before joining the Workshop, it was exactly what I thought. I assumed that all the work I would do in the Workshop would be literal translations – simply translating texts from one language to another. However, working with The Patient Mutual Support Centre of the Hong Kong Society for Rehabilitation changed my mind. We had to research a long, complicated academic report in English, simplify it into a Chinese presentation for non-academics to understand, and then present it in front of the client for an hour. In this job, we had to translate, thought from the client's point of view, and converted the long text into different mediums, such as diagrams, pictures, etc. It was not as simple as I imagined. It reminds me that a translator is not only an expert in language, but also in communication. Therefore, the translator's work can be extensive, and translation students can pursue word-related and communication-related career paths which are definitely not "limited" or "boring".

The Social Role of “Translation”

Teachers always say that translation is the "bridge" that connects people, but I used to feel it was exaggerated. I underestimated the power and the meaning of translation. Through the Translation Workshop, we contacted many meaningful but under-appreciated organisations, for instance, Hong Kong Neurofibromatosis Association and The Nesbitt Centre. Through talking to the staff in the organisations and the people they serve, we have learnt the plights of people we usually do not have the opportunity to get in touch with. Under today's difficult circumstances, these self-help organisations still lend a helping hand to people in need. Unfortunately, as the general public does not know much about these organisations, people who care cannot offer help; thus, the organisations are "isolated" by the community. As a result, such organisations are generally small in size and have limited resources. Hence, the number of their beneficiaries is also limited. Through our translation of English-written documents, these organisations can have more information to refer to. They can utilise resources to help the people they serve in a more effective way. By translating promotional materials for these organisations, Translation Workshop is breaking down the communication gap and making these groups more accessible to the general public. We have also had the chance to help people in need to reintegrate into our society. People who have not joined any organisation can access useful information about the organisation as well, allowing them to know who to turn to and meet people who undergo similar situations, and support each other. I realised how "translation" connects people from different communities and the power of translation to move society forward.

Conclusion

I would like to take this opportunity to thank my colleagues and supervisor, Dr. PAN, for giving me the opportunity to take on the role of manager and learn how to lead a translation team. I would also like to thank all of you for your support along the way, and bring our translation work and magazine to a successful conclusion together! I hope this semester will become a valuable and memorable experience for all of us. I also wish that the Translation Workshop will continue to move forward and use the power of "translation" to connect with the community!

Our words 我們的話

Designed by: LUI Choi Sin, Joyce
排版：呂綵倩

Daphne MAN:

Manager

I am really happy to be a part of the Translation Workshop – especially as the manager! It is my honour to have the chance to take up a brand new challenge, become the manager, and lead the whole team – this is something I have never learnt in class, and it was way more difficult than I ever thought! Many thanks to my colleagues and Dr. PAN for being with me and giving me so much patience and help!

能成為翻譯工作室的一員，甚至是經理，我真的很高興！我很榮幸能夠挑戰自己，一嚐作為經理，帶領團隊前進的滋味。對我來說，這是個全新的挑戰，因為我從未在課堂上學過相關的知識。原來帶領一個團隊遠比我想像中的難！十分感謝潘瑋琪博士和其他同事一直以來的耐心與幫助！

Aria AU:

Vice-manager

It was so nice to be part of the Translation Workshop this year! Working with the lecturer and classmates as colleagues, we provided translation services for our clients, did interviews and wrote articles. This is an experience I have never had before. *TransFeed* is the devotion of the translation company. Special thanks to Dr. PAN and all my colleagues for their dedication. I can't wait to see the publication of *TransFeed*!

很高興能成為本年度翻譯工作室的一員！與老師和同學成為同事，為客戶提供翻譯服務、進行採訪、撰稿，是我從未有過的體驗。《翻悅》是我們共同的成果，在此感謝潘瑋琪博士和各位同事的付出，期待《翻悅》的發行！

Joyce PENG:

Vice-manager

It was a valuable experience to participate in the Translation Workshop! It has given me an understanding of how a translation company operates. It has given me the opportunities to translate for real clients and learn to communicate with the clients and my colleagues. I also learnt to lead a team in one of the projects. I have benefited a lot from the Workshop. Thank our supervisor, Dr. PAN, and my colleagues very much for their dedication!

加入翻譯工作室是個寶貴的經驗！讓我瞭解到一間翻譯公司的運作方式。工作室讓我有機會為真實的客戶翻譯，讓我在過程中學習與客戶、同事溝通，甚至在其中一個項目裏能夠學習帶領團隊，使我獲益良多。十分感謝導師潘瑋琪博士和各位同事的付出！

Kim WONG:

Public Relations

The journey of being a publicist and a translator in Translation Workshop is memorable. The Workshop has provided a precious opportunity for me to have experience in the professional working environment, communicate with clients and work as a team. Thank you, Dr. PAN and all colleagues for accompanying and helping each other in this journey from the bottom of my heart. Our Workshop has finally published this bilingual magazine – *TransFeed* with hearts and lots of effort. We hope you will enjoy this magazine.

在翻譯工作室擔任公關和譯者是趟令人難忘的旅程。工作室給予我一個難能可貴的機會，讓我體驗專業的工作環境、與客戶交流和以團隊形式合作。衷心感謝潘瑋琪博士和所有同事在這段旅程中的陪伴和幫助。我們工作室用心製作的雙語雜誌——《翻悅》終於面世了，希望各位喜歡。

Alex LAU:

Public Relations

I am the PR, project manager, and translator of the Translation Workshop. It was really a fruitful journey which not only sharpened my translation skills, but also helped various organisations in need. Being a PR, I have to communicate with the client in a professional and effective manner which helps me to understand the professional world a bit more. I want to express my gratitude towards Dr. PAN and all my colleagues for the wonderful journey we all had as a team.

我是翻譯工作室的公關，項目負責人及譯者。參與翻譯工作室是一趟令我受益匪淺的旅程：我不但能鍛煉自己的翻譯技巧，更能幫助到不同有需要的團體，可謂是利人利己。身為公關，我需要以既專業又有效的方式與客戶交流，令我對專業的職場世界多了幾分認知。我想藉此機會表達我對潘瑋琪博士和一眾同事的謝意。感謝在這趟旅途上能夠和你們成為隊友。

Tiffany LO:

Public Relations

Translation Workshop is a place full of learning opportunities. I am the PR, the project manager, the writer, and the translator here. It has been my pleasure to be the PR to reach out to our partners and communicate with them on behalf of the Translation Workshop. This provides me with more understanding of the Workshop and the job of a PR. I have sharpened my translation skills and enhanced my communication and leadership skills throughout the process. Thank you everyone for creating this marvellous experience together!

翻譯工作室是個機會處處的地方。在這裏，我是公關、是項目負責人、是作者、也是譯者；不同的角色均令我獲益良多。能擔任公關這個職位，是我莫大的榮幸：能夠代表翻譯工作室與合作夥伴溝通不但令我更認識我們的工作，同時亦使我瞭解公關的職責。翻譯工作室使我的翻譯技巧得到磨練，也使我的溝通和領導技巧得到提升。感謝所有與我一起走過這段路的人！

Sandra CHU:

Designer

It was my pleasure to be one of the Translation Workshop members this year! This is the first time for me to be a designer and publish a magazine. I can even imagine how exhilarated I will be when I see the baby out! Compared to the other assignments I had, this "assignment" seems more meaningful and special to me for which the whole class works together. I would like to thank my colleagues and our supervisor, Dr. PAN, for their help.

很慶幸本年度可以成為翻譯工作室的其中一員！這是我第一次擔任設計師和出版一本雜誌。我甚至可以想像到，看到我們的寶貝誕生時我會多麼興奮！相比起其他工作，這份「工作」似乎因為大家的共同合作而更別具意義。在此感謝同事們一直以來的努力，以及導師潘瑋琪博士的悉心指導！

Joyce LUI:

Designer

I am very happy to be a part of the Translation Workshop! It was a memorable learning experience for me to apply my knowledge to help different organisations and serve the community. I have learnt a lot from it. Publishing a bilingual magazine is not easy. Thanks to our supervisor, Dr. PAN and my colleagues for their efforts and help. I can't wait to see the publication of *TransFeed*!

很高興能成為翻譯工作室的一分子！這是一次難忘的學習經歷：我能運用自己的知識，去幫助不同機構和服務社區，過程中我獲益良多。出版一本雙語雜誌並不容易，所以在此感謝導師潘瑋琪博士和各位同事的付出和幫助。期待《翻悅》誕生的那天！

Hailey CHAN:

Designer

The experience in the Translation Workshop is meaningful and memorable. This course gives us a taste of real-life work experience, like contacting different clients or organisations, having meetings and working as a team. It was our pleasure to use our knowledge to help various organisations and contribute to our society.

It is challenging to publish *TransFeed* from zero, especially as one of the designers. However, I am thankful that everyone is supportive, and we are making this happen! I hope you enjoy our magazine – *TransFeed*!

參與翻譯工作室帶給我一段有意義和難忘的經歷。這個課程讓我們體驗現實生活中的工作情況，如聯繫不同客戶或機構、開會和以團隊方式進行協作。我們亦感到十分榮幸，可以利用我們的知識來幫助不同機構，並為社會作出貢獻。

從零開始出版《翻悅》是件很有挑戰性的事，尤其作為設計師之一。我很感謝大家一路以來的支持，並讓這一切能得以實現！希望你喜歡我們的雜誌——《翻悅》！

Cherrie WONG:

CAT Specialist

Working in the Translation Workshop is an enjoyable and fruitful journey where I can grow and learn! From being a part of a translation company to publishing a bilingual magazine *TransFeed*, it is all completely new to me. Indeed, things were tough and challenging, but worthwhile at the same time. The experience of working together as a team and collaborating is precious and unforgettable without a doubt. Also, seeing us gradually reach our goal in producing *TransFeed* brings me overwhelming joy and satisfaction. Lastly, special thanks must be given to my colleagues and our supervisor, Dr. PAN, for their help and devotion!

於翻譯工作室工作是一趟愉快的旅程，使我收穫甚豐，從中有所成長和得著！不論是成為翻譯公司的一分子，還是出版一本雙語雜誌——《翻悅》，於我而言，都是全新的體驗。一路上的確艱辛，並充滿挑戰，但也很值得。大家同心合力完成工作，無疑是一段寶貴難忘的經歷。而且，看見我們逐步跨過難關，出版《翻悅》，使我心滿意足。最後，特此感謝各位同事和導師潘瑤博士一直以來的協助和付出！

Kate CHUNG:

English Language Editor

It was my great pleasure to be part of the Translation Workshop and work as one of the English language editors of *TransFeed*! The experience of working on external collaborations and *TransFeed* with my “colleagues” as a team was extremely meaningful and unforgettable. I sincerely appreciate our supervisor, Dr. PAN, and our fellows for their kind support and great dedication!

很高興能加入翻譯工作室，並成為《翻悅》的英文編輯！不論是以團隊的方式與其他「同事」共事，合力完成與外界機構的協作，還是創作《翻悅》，這些經歷都極具意義，令人難以忘懷！我想藉此機會衷心感謝導師潘瑤博士和一眾成員的支持和付出！

Johnny YIP:

English Language Editor

Working in Translation Workshop is a precious experience – I worked with a team for the first time; I worked under the clients’ requirements for the first time; I participated in the publication of a magazine for the first time. I would like to thank Dr. PAN and other colleagues of the Workshop here. I hope our brainchild – *TransFeed* will gain your support.

在翻譯工作室工作是一段寶貴的經驗：我第一次以團隊形式進行協作；第一次根據客戶要求工作；第一次參與雜誌出版。我想藉此感謝潘瑤博士和工作室的同事，希望我們的心血——《翻悅》可以得到大家的支持。

Michelle LAM:

DTP Specialist

I enjoyed working here a lot as I can really gain practical skills. Thank you Dr. PAN and all the colleagues who devote their time and effort for this. As we put so much effort into every translation and article in *TransFeed*, I wish the readers will enjoy them!

我很享受在這裏工作，也獲得了不少實用的翻譯技巧。在此感謝潘瑤博士和所有為此付出時間和精力的同事。我們為《翻悅》的每一篇翻譯和文章傾注大量心血，希望讀者能喜歡！

Emily TANG:

Chinese Language Editor

It is my honour to join the Translation Workshop and be the Chinese language editor of *TransFeed* this year. It was my pleasure to work with my enthusiastic and energetic colleagues! From interviews to articles, from editing to layout designs, we are all devoted to every step so as to create and perfect *TransFeed*! I sincerely hope you'll like our publication and echo with the articles! I would like to take this opportunity to thank our supervisor – Dr. PAN, for her care and dedication, and all our colleagues for their help and kindness!

我很榮幸能參與今年的翻譯工作室，並成為《翻悅》的中文編輯。我很高興能和一群熱情且充滿幹勁的同事合作！我們力臻完美：從採訪、撰寫文章、編輯到版面設計，每個步驟都不敢鬆懈，就是為了創造一本最好的《翻悅》！我衷心希望你會喜歡這期雜誌，並與文章產生共鳴！我想藉此機會感謝潘瑤博士的關心和奉獻，以及所有同事的幫助和體貼！

Sabrina CHIU:

Magazine & Associate Editor

“Empowering”, “opportunity”, and “unforgettable” are the three terms I choose to conclude my journey in the Translation Workshop. As a magazine and associate editor, translator, and writer, I translated subtitles and articles, and published a magazine within a tight schedule. With great teammates, we overcame obstacles and worked together. I gained a great sense of achievement by cooperating with teammates and witnessing a magazine's birth.

我會用「賦能」、「機會」和「難忘」這三個詞語總括翻譯工作室的旅程。作為雜誌編輯、譯者和作者，我翻譯了字幕和文章，並在時間緊迫的情況下出版雜誌。我和夥伴一起克服障礙、共同協作。通過與團隊合作，我獲得了巨大的成就感，並見證了雜誌的誕生。

Janice LAU:

Magazine & Associate Editor

I am honoured to be a part of the Translation Workshop. Being the magazine editor and translator, I have gained a lot of new and valuable experience in the Workshop, such as working experience, subtitle translation, publishing magazine, etc. All of these are very unforgettable. Finally, *TransFeed* has been published. I hope that you will love and support this magazine. Last but not least, I would like to thank Dr. PAN and all our colleagues for their dedication!

很榮幸能成為翻譯工作室的其中一分子。作為雜誌編輯和翻譯員，工作室為我帶來很多嶄新和寶貴的經驗，例如工作體驗，字幕翻譯，出版雜誌等等，這些都十分難忘。《翻悅》終於出版了，希望《翻悅》能得到大家的喜愛和支持。最後，在此感謝潘瑤博士和所有同事一直以來的付出！

Janice PAN:

Staff Supervisor

The past semester has been an extremely challenging one: we experienced the dramatic transition from face-to-face teaching, mixed-mode, and then to entirely online teaching within the first three weeks. Luckily, this year's Translation Workshop accomplished work with fantastic quantity and quality beyond expectation. From knowledge transfer units to self-help organisations, from mental health charities to learning centres, we served five different external partners this semester, covering topics including entrepreneurship, mental health, neurofibromatosis, disabilities, and patient support. Through every translation task we perform, we push forward the boundaries of translation to our knowledge. I would like to thank all our partners for their eagerness to extend their work beyond their usual language scope and for their trust in the power of translation. The collaboration has provided valuable opportunities for us to reflect on the true meaning of translation, especially in this post-pandemic era when so much needs to be fixed and repaired. My appreciation also goes to, as usual, my colleagues in the Department of Translation, Interpreting and Intercultural Studies, and the Centre for Innovative Service-Learning, who are always so supportive of our work. Most importantly, I am grateful that we have such a dedicated team of Translation Workshop, without whom none of these would be possible. It has been a fantastic journey exploring new territories of and about translation with every one of you! I hope these shared memories become what we remember, cherish and hold onto.

過去一個學期我們面臨的挑戰尤其艱鉅：開學三個星期，我們的教學模式從面授轉為混合教學，最後變成完全在線教學。所幸今年的翻譯工作室在工作任務的內容和數量上均有超出預期的表現。今年工作室服務的對象包括五個外部機構：包括知識轉移處、自助組織、精神健康慈善組織及學習中心等不同部門；今年的翻譯內容亦涉及甚廣：覆蓋企業精神、抑鬱症、神經纖維瘤及病人自助等範疇。通過每一次的翻譯活動，我們逐步推進自己對翻譯的理解。我希望藉此機會感謝所有合作夥伴，感謝他們願意將自己的工作擴展到新的語言範疇，亦感謝他們信任翻譯的力量，這在百廢待舉的後新冠肺炎時代尤其重要。我亦要感謝翻譯、傳譯及跨文化研究系及創新服務學習中心的同事，他們總是熱心支持翻譯工作室的工作。最重要的是，我十分感激翻譯工作室有如此盡心竭力的團隊，是你們令夢想成為現實！我很高興能與工作室各位同全在翻譯道路上一路同行，走過這一段獨一無二的旅程。希望這一路風景成為我們共同的珍貴回憶，並伴各位繼續前行。

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