

學院的研究與出版 2015-2020

本期通訊內容主要是介紹學院2015至2020年的資助研究項目與學術書籍出版、新入職教員的自我介紹及報導近期舉辦的〈機器翻譯譯後編輯比賽〉活動。

學院自2015年成立以來，一直重視教學與研究。教學人員的研究範疇大致包括西方文學經典的翻譯、百科全書的編纂、翻譯科技、幼兒教育、哲學、語言教學、文化與電影、性學及婦女研究、洋涇濱英語。在過去五年，學院取得多項研資局的資助，進行多方面的研究。教學人員進行學術探討，出版不少著作，涉及多個範疇，本期介紹這方面的成果。

學院在今學年(2020-2021)年度申請研資局研究經費，共有三個研究項目獲得資助。第一個研究項目是協作研究，由人文及語言學院院長陳善偉教授與電子計算及信息科學院研究教授蕭允治教授及院長陳慶鴻教授作跨學科申請。協作研究項目一向競爭激烈，只有最頂尖的研究計劃方能獲得資助，而兩院的人文與科技結合項目「以圖像識別建立粵語自動足球評述系統」獲得近680萬元的研究經費，是本年度研資局向資助自資院校的最大筆研究撥款，為明愛專上學院有史以來取得的最大筆研究經費，亦是研資局對明愛專上學院研究能力及研究水平的認同與肯定。我們會竭盡全力準時完成研究計劃，交出研究成果。

第二個研究項目是由校長麥建華博士代表明愛專上學院申請的「院校發展計畫」研究基礎設施範疇項目「建立人文科技研究中心」亦獲批近400萬元，由本院院長陳善偉教授負責該中心建立與發展，為人文及語言學院未來的研究工作。

第三個研究項目是吳海雅博士的「中學師生對學校性教育的態度：一項探討相關因素的研究」，獲撥款近78萬元。項目主要是探討中學師生對性知識、性議題、性態度及性教育的問題。

三個項目中，兩個涉及人文科技，讓學院在研究範疇方面有新的方向，亦可以推動翻譯科技課程在學院的發展。

Research and Publications 2015-2020

The contents of this issue include a description of the funded research projects and book publications of the teaching staff of this School from 2015 to 2020, self-introductions of the new staff on board, and a report on the Machine Translation Post-editing Competition held in September 2020.

Established in 2015, the School has made great strides in teaching and research. A survey of the outputs of the teaching staff of the School shows that their research areas cover translations of Western classics, compilation of encyclopedias, translation technology, education in Hong Kong, philosophy, language learning, culture in local movies, sexology and women's studies, and Pidgin English. In the last five years, the School has received funding from the Research Grant Council to conduct research into a number of areas. Colleagues have conducted academic research and published a number of books on different fields. All these will be covered in this issue.

This year, the School received RGC funding to conduct research on three projects. The first is a Collaborative Research Grant (CRG), an interdisciplinary project jointly conducted by Professor Chan Sin-wai of the School of Humanities and Languages, Professor Siu Wan-chi and Professor Anthony Chan Hing Hung of the School of Computing and Information Sciences. CRG is a highly competitive grant, only the most promising research projects are shortlisted for the award. This project, "Creating an Automatic Football Commentary System with Image Recognition and Cantonese Voice Output" has received a funding close to 6.8 million dollars, which is the largest funding to a project proposed by the self-financed higher education sector this year. This is the largest funding on Institutional Development Scheme received by Caritas Institute of Higher Education to date, which is a recognition of CIHE's research ability and level by the RGC. The research team will complete this project on time and deliver the research outputs.

The second project is the "Establishment of the Techno-Humanities Research Centre" for the Infrastructure Grant of the Institutional Development Scheme, which was proposed by our President Dr Mak Kin-wah as Project Holder. This project received a funding of around 4 million dollars and it will be led by Professor Chan Sin-wai as Team Leader to develop the Centre into a major research hub of the School.

The third project is "Attitudes towards School-Based Sexuality Education among Secondary School Students and Teachers: An exploration of its Associated Factors" proposed by Dr Anna Ng, which received a funding of around \$780,000.

2020 以圖像識別建立粵語自動足球評述系統

Creating an Automatic Football Commentary System with Image Recognition and Cantonese Voice Output

首席研究員 蕭允治教授、陳善偉教授

合作研究者 陳慶鴻教授

協作研究金 港幣6,793,100元

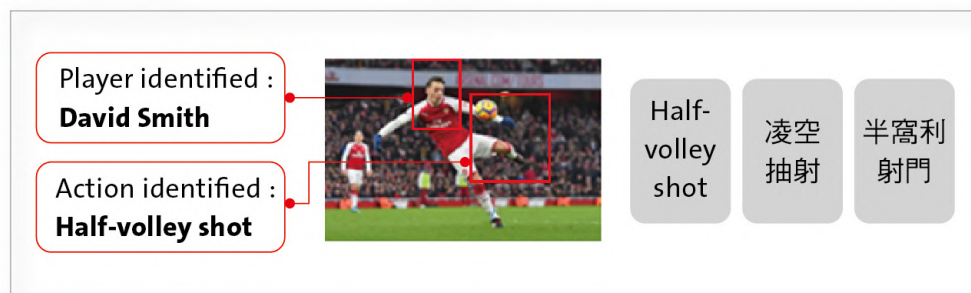
項目資助期 三十六個月

PRINCIPAL INVESTIGATORS Professor Siu Wan-chi and Professor Chan Sin-wai

CO-INVESTIGATOR Professor Anthony Chan Hing Hung

FUNDED AMOUNT HK\$6,793,100

PROJECT DURATION 36 months



本研究項目旨在運用圖像識別技術及語音處理功能以創建一個自動足球評述系統。圖像識別技術可用於許多領域，包括運動領域。我們選擇足球比賽是因為足球是世界上最受歡迎的觀眾運動，觀看職業足球的人數高達數十億人，其中大部分是通過電視頻道收看的。利用本項目的系統，所有足球比賽都可以有自動粵語評述。

該項目是面向技術和基於語言的研究。技術方面，蕭允治教授會以圖像處理、模式識別與圖像跟踪等技術應用於識別球隊、球員及足球比賽中的動作。語言方面，陳善偉教授會以文本轉換、文本聲音輸出、以及機器學習(尤以深度學習)等技術將粵語評述的功能配合圖像識別的結果，從而開發出一個自動粵語足球評述系統。

研究項目也會由陳慶鴻教授負責擴展到在5G通信環境中使用物聯網傳感器來訓練足球運動員。

The objective of this project is to use image recognition techniques and speech processing functions to create an automatic football commentary system. The image recognition techniques can be used in many areas, one of which is the sports domain. Football matches have been chosen as a pilot domain as football is probably the world's most popular spectator sport and professional football is watched by billions of people all over the world, most of them through television channels. With the use of the system proposed in this project, all football matches can have automatic simultaneous Cantonese commentaries.

This project is technology-oriented and language-based. Image recognition technology, of which Professor Siu Wan Chi is a leading expert, will be used to recognize teams, players, and all actions a football game. Professor Chan Sin-wai will make use of the techniques of image to text conversion, text to voice output functions, and machine learning (especially deep learning) techniques to match the results of image recognition to generate the Cantonese commentary, resulting in the creation of an automatic Cantonese football commentary system.

The research work can also be extended to the use of IoT sensor in 5G for training football players, which will be taken up by Professor Anthony Chan Hing Hung.

2020 建立人文科技研究中心 Establishment of the Techno-Humanities Research Centre

項目負責人	麥建華校長
團隊領導	陳善偉教授
團隊成員	何萬貫教授、陳慶鴻教授 劉雪婷博士、劉群教授
資助研究金	港幣3,943,705元
項目資助期	三十六個月

PROJECT HOLDER	Dr Mak Kin-wah
TEAM LEADER	Professor Chan Sin-wai
TEAM MEMBERS	Professor Ho Man-koon, Professor Anthony Chan Hing-hung, Dr Liu Xueting, and Professor Liu Qun
FUNDED AMOUNT	HK\$3,943,705
PROJECT DURATION	36 months

學院建立人文科技研究中心旨在促進在人文研究中使用科技、發展科技，提供科技設施讓同仁進行人文科技研究，推動香港大專院校間人文科技的協作研究，及建立學者網絡以開拓人文科技的學術研究。

The objectives of establishing a Techno-Humanities Research Centre at the Institute are to promote the use and development of technology in humanities research, provide technological facilities to colleagues to conduct research on techno-humanities, promote research collaboration on techno-humanities among tertiary institutions in Hong Kong, and create a network of techno-humanities scholars to advance academic study of this field.

為了實現上述目標，研究中心會：

To achieve the above objectives, the Centre will

1. 成立研究集群
2. 購置研究資源
3. 進行集群研究項目
4. 出版《人文科技學刊》及《人文科技通訊》
5. 出版人文科技叢書
6. 組織國際會議
7. 舉辦人文科技工作坊及研討會
8. 開發人文科技。

1. form research clusters at the Centre;
2. acquire resources for research;
3. implement projects of different clusters; publish *Journal of Techno-Humanities* and *Techno-Humanities Newsletter*;
4. create a book series on techno-Humanities;
5. organize international conferences;
6. organize workshops and seminars; and
7. develop technologies for research in the humanities.

人文科技研究項目的進行會由翻譯科技開始，然後是語言學科技、文學科技。在研究中心將科技引入人文學科後，人文學者會使用科技來開展研究項目，計算機專家會開發科技來推進人文學科的研究，為人文學科學的研究方法帶來巨大的變化。從長遠來看，研究中心有助開闢新學科、新文化實踐、新研究領域和新文化社群。

The implementation of research projects on techno-humanities will begin with Techno-Translation, to be followed by Techno-Linguistics, and Techno-Literature. With the introduction of techno-humanities through this Centre, scholars will be inspired to use technologies to carry out their research projects and computer experts will develop technologies to advance the study of humanities. This will bring about a huge change in research approach for the humanities. In the long run, the Centre will help to inaugurate a new discipline, a new cultural practice, a new research area, and a new intellectual community.

2020

中學師生對學校性教育的態度：一項探討相關因素的研究 *Attitudes towards School-Based Sexuality Education among Secondary School Students and Teachers: An Exploration of its Associated Factors*

首席研究員 吳海雅博士

資助研究金 港幣774,050元

項目資助期 二十四個月

PRINCIPAL INVESTIGATOR Dr Anna Ng Hoi Nga

FUNDED AMOUNT HK\$774,050

PROJECT DURATION 24 months

中學生正處於青春期的發展階段，在此階段中的青少年，性活動開始活躍，並且積極探索性事。在探索性事的過程中，青少年極需要有效的性訊息作為指引。缺乏正確的指引，青少年容易受性侵犯，意外懷孕，甚至感染性病。對於幫助青少年避免這種種的負面後果，並培養健康性態度和性行為等，性教育，尤其是學校的性教育，起著至關重要的作用。學校性教育的主旨，在於建立和增強青少年在人際關係和性行為的抉擇能力，讓他們能作出自覺自重，健康及有滿足感的抉擇，從而促進身體、心理和社會等方面的幸福感。

學校性教育的有效推行，很大程度上取決於老師是否願意講授性教育課程，以及課程是否能滿足學生的學習需求。當然，學校性教育的成敗，亦取決於其他幾方面的相關因素。本研究探討其中四個重要因素：

1. 師生對學校實施性教育的意見(例如：男女同班聽課，教學方式，授課老師性別，老師培訓需求，教學資源，教學障礙等)；
2. 師生自評對各性事議題(例如：月經，青春期，自我形象，性騷擾，夢遺等)學習需要或在教學上的重要性，學生在學習各議題，老師在講授各議題時感到自在的程度；
3. 師生的性態度；以及
4. 對於在校內推行性教育的看法等。

西方的研究發現，宗教性和靈性對性態度以及對學校性教育的態度都有顯著影響。學生的社會人口特徵(例如年齡，性別，在校年級等)，老師的資歷(例如教育背景，曾否接受性教育培訓，性教育教學經驗等)都是影響性態度和學校性教育態度的重要因素。這些因素亦為本研究探討的重點。綜合研究文獻的報告，本研究就上述學校

Secondary school students are in their adolescence stage during which they become active in engaging in sexual relationship and exploring sexuality. They need valid sexual information to guide their sexual exploration, without which they may be vulnerable to sexual abuse, unwanted pregnancy, and even sexually transmitted diseases. Sexuality education, particularly school-based sexuality education (SBSE), plays a vital role to help adolescents avoid negative sexual outcomes and to foster healthy attitudes and sexual behavior. SBSE aims to build up and strengthen the ability of adolescents to make conscious, respectful, healthy, and satisfying choices regarding relationships and sexuality; thereby promote their well-being in physical, psychological, and social domains.

The effectiveness of SBSE depends largely on teachers' willingness to teach SBSE and the curriculum being able to meet the learning needs of students. Certainly, the success of SBSE also depends on other aspects related to SBSE. Four aspects associated with efficacy of SBSE are looked into in this study:

1. opinions of students and teachers on SBSE implementation (e.g., on preference of same-sex class, modes of instruction, gender of teacher, teachers' training need in SBSE, resources and obstacles of SBSE, etc.);
2. appraisal of sexuality topics (e.g., menstruation, puberty, self-image, sex harassment, wet dreams, etc.) by students and teachers, i.e., students' needs of learning, teachers' rating of importance of teachings, and their comfort in learning or teaching;
3. students' and teachers' sexual attitudes; and
4. their attitudes towards SBSE, i.e., views regarding the introduction of sexuality education in school.

Western research found that religiosity and spirituality were related to sexual attitude and attitude towards SBSE. Socio-demographic characteristics of students (e.g., age, gender, years of study, etc.) and qualification of teachers (e.g., education background, training and teaching experience in SBSE, etc.) also played a role in attitudes towards sexuality and SBSE. These associated factors of SBSE are also the focus of this study. Based on literature review, the interrelation-

性教育各因素的相互關係及其影響路徑，提出了檢測的假設，並以代表性的樣本加以驗證。樣本取自港島，九龍，新界東，新界西等四個主要地區，邀請1800名中學生和300名中學老師參與研究。

具體研究目標在於：

1. 檢視有效推行學校性教育各方面因素的相互關係；
2. 分析社會人口特徵、宗教性、靈性、性態度等對學校性教育相關因素的影響；
3. 探討師生之間在性態度以及在影響學校性教育各種因素上的異同。

透過落實上述目標，本研究將提供有用的訊息，促進學校性教育，滿足學生的學習需求；讓教育當局以更相關的和更針對性的方式，培訓性教育老師；並更有成效實施學校性教育。研究結果有利按師生需要，設計培訓老師的課程，編訂性教育教材。通過訓練有素的老師，精心設計的教材，向學生講授性教育，讓學生掌握正確有效的性知識，以免陷入不良性行為，同時培養學生健康的性態度，為未來更健康的性生活做好準備。

ships and paths of influence of the above factors of SBSE are hypothesized. The hypotheses would be tested on representative samples of 1800 students and 300 teachers of secondary schools from four major districts of Hong Kong, i.e., Hong Kong Island, Kowloon, New Territories East, and New Territories West.

Specifically, this study aims to:

1. study the inter-correlation of the abovementioned four aspects associated with efficacy of SBSE;
2. examine the influence of sociodemographic characteristics, religiosity, and spirituality on the four aspects;
3. investigate if there are similarities and differences between students and teachers with regard to sexual attitudes and factors associated with SBSE.

Through achievement of the above objectives, this study would provide useful information for enhancing SBSE to meet students' needs; training SBSE teachers in a more relevant and targeted way; and implementing SBSE in a more effective and fruitful manner. The findings would contribute to the development of SBSE curriculum and teacher-training course on SBSE, which respectively meets the needs of students and teachers. With a well-planned SBSE programme delivered by well-trained teachers, students would not only acquire valid sexual information that helps avoid negative sexual outcomes, but also develop healthy sexual attitude and prepare themselves for a healthier sexual life.

2019 廣東番話語法來源探究 *Origins of the Grammar of Chinese Pidgin English*

首席研究員 李健靈博士

資助研究金 港幣464,700元

項目資助期 二十四個月

PRINCIPAL INVESTIGATOR Dr Michelle Li Kin Ling

FUNDED AMOUNT HK\$464,700

PROJECT DURATION 24 months

18世紀到20世紀中葉是中外通商的黃金時期，中國人與外國人之間普遍使用廣東番話(Chinese Pidgin English)進行交流。儘管廣東番話具有歷史和語言的重要意義，但學術上仍對此語言缺乏有系統的研究。該項目旨在調查廣東番話語法的起源，並構建一個包含多樣種類的歷史文獻語料庫。此語料庫將是第一個同時包括中文和英文兩種語言的廣東番話歷史語料。無論在數量和多樣性來說，此語料庫將會成為研究廣東番話和語言接觸的寶貴資源。

From the 18th to the mid-20th century, Chinese Pidgin English (CPE) was used to enable communication between Chinese and foreigners at different parts of China and Hong Kong. Despite its historical and linguistic significance, systematic research on CPE is still lacking. This project aims to investigate the origins of the grammar of CPE and construct a corpus comprising of data from diverse historical sources. The corpus will be the first of its kind, offering CPE data written in both the Chinese and English language. The quantity and diversity of sources make the corpus a valuable resource for generating new ideas on CPE as well as contact languages in general.



2018 哲學視域下的四大奇書：價值的顛覆及重建

A Research on the Four Masterworks of the Ming Novel under the Perspective of Literary Philosophy: Subversion and Reconstruction of Values

首席研究員 許景昭博士

合作研究者 周昭端博士

資助研究金 港幣283,000元

項目資助期 二十四個月

PRINCIPAL INVESTIGATOR Dr Lawrence Hsu King Chiu

CO-INVESTIGATOR Dr John Chow Chiu Tuen

FUNDED AMOUNT HK\$283,000

PROJECT DURATION 24 months

明代「四大奇書」即《三國演義》、《水滸傳》、《西遊記》、《金瓶梅》被稱譽為「奇書」，在於它們的「獨特性」。學界對於它們的「獨特性」雖然沒有一個統一的標準，但整體來說，就是由形式(文類修辭)與內容(哲學思想)的共同基礎所建構的「獨特性」。學界對於形式方面的獨特性都有一致的意見，但就內容方面一直沒有定論。有見及此，本研究計畫以內容(哲學思想)作核心，希望從文學作品中闡發前人所未注意的獨特性和複雜性；從更廣度的視點來說，就是文學與哲學之前互相影響、互相發展及相互建構的關係，而不是單純以文學作品反映當時社會文化、思想這種單向的觀點為之。故此，本研究聚焦於明代四大奇書所反映的哲學思想之變異、突破及建構，並探討其對清代哲學的延續發展與影響，從中亦闡明文學與哲學之間的互動性及複雜性。

以往有關四大奇書哲學思想方面的研究，一直強調傳統(宋明以降)儒、道、釋三教的指導或勸誡作用，如忠義、色空、出世/入世、修身齊家治國平天下等等。換言之，過往大部分的研究都是以反映傳統價值觀(「反映論」)去統攝四大奇書——即使是以「反諷」或「諧謔戲笑」的文學方式表述之。然而細察文本，我們會發現作者其實不斷地透過作品中的人物、情節及主題，挑戰傳統的價值觀念，以此反傳統、反社會、甚至反天命為主軸，不難發現四大奇書的作者嘗試探討及建構與傳統觀念和價值截然不同的價值觀。

The Four Masterworks of the Ming Novel (四大奇書, abbr. the Four Masterworks): *Romance of the Three Kingdoms* 《三國演義》, *Outlaws of the Marsh* 《水滸傳》, *Journey to the West* 《西遊記》, *Golden Lotus* 《金瓶梅》 were favourably praised as "Qi Shu" (奇書) for their "uniqueness". The academia is not on the same page regarding the standard of their "uniqueness", but as a whole the uniqueness is constructed by the common basis of the form (rhetoric) and the content (philosophical thought). In this regard, our project is planned to focus on the Four Masterworks' content (philosophical thought) to elucidate their uniqueness and complexity which were unattended from previous studies. From a broader perspective, there is a relationship of mutual influence, development and construction between literature and philosophy, rather than literature is interpreted as reflecting the society, culture and thought. Therefore, this study will focus on the variation, breakthrough and construction of the philosophical thoughts being embodied in the Four Masterworks. Our study will further explore its continued development and influence on the philosophy of the Qing Dynasty.

In the past, the study on the philosophical thought of the Four Masterworks always emphasized the guidance or exhortation of Confucianism, Taoism and Buddhism, such as the concept of loyalty and righteousness (忠義), sunyata and rupa (色/空), transcendental and secular (出世/入世) as well as "Universal peace must be preceded by national harmony; national harmony, by familial solidarity; and familial solidarity, by personal integrity" (修身齊家治國平天下). In the other words, most of the studies in the past have been to reflect the traditional norms and values ("theory of reflection") to conscribe the Four Masterworks - even in the form of "irony" or "sense of humor". However, by scrutiny of the texts, we will find that the author(s) attempted to challenge the traditional values in order to subvert the tradition, anti-society and even anti-fate as a main axis through the works of the characters, the plot and the theme. It is not difficult to find the author(s) of the Four Masterworks to try to explore and construct values that are distinct from traditional ideas and values.

四大奇書的主題思想雖然各有不同，前人亦多有講述，然而我們認為四者均能以一條主軸貫穿之——反傳統，此反傳統的內涵就是對「人之情欲道德意義的探索」（「遂人之欲、達人之情」），而此一主題亦延續於清代的哲學及文學之中，對後者產生了莫大的影響。因此，本研究將以此作為切入點，深入而具體地分析以下問題：

1. 明代哲學思想的發展與四大奇書的崛起之關係。
2. 四大奇書如何透過人物、情節及主題，探討「人之情欲道德意義的探索」。
3. 自明末始，小說評點家對四大奇書的哲學思想的解讀及闡釋。
4. 對清代哲學發展的影響。

本研究初期主要是搜羅、整理及分析原典文本、評點意見及相關的研究資料，中期則分別針對四大奇書的研究成果以論文形式發表，並參加學術會議，與各方學者交流研究心得。最後是綜合各篇論文，一以貫之，以專書形式分享研究成果。

Although the main theme of the Four Masterworks are different from each other and discussed with the predecessors, we believe that the Four Masterworks could be penetrated by an axis, that is, anti-tradition. The content of anti-tradition is the "exploration of human desire and its moral signification" ("Satisfaction of human desire"), and this theme also continued and resulted in a great impact on philosophy and literature of the Qing Dynasty. Therefore, this study will employ this axis as a starting point to launch an in-depth and specific analysis of the following questions:

1. The relationship between the development of philosophy of the Ming Dynasty and the rise of the Four Masterworks.
2. The exploration of human desire and its moral signification by analysis of characters, plot and theme of the Four Masterworks.
3. The novel commentators' comments on philosophy of the Four Masterworks in the period of late-Ming Dynasty.
4. The Influence on development of philosophy (Confucianism) in Qing Dynasty.

This proposal would gather, collate and analyze relevant texts such as original texts, commentaries and related research materials. The research results would be published in the form of papers and participated in academic conferences to exchange point of views with scholars. Finally, various papers would be published in a book to share the research achievements.

2018 探究婚姻輔導對婚姻關係的轉化

Exploring the Changes of Marital Relationship through Marital Counseling

首席研究員 吳海雅博士

資助研究金 港幣199,640元

項目資助期 三十六個月

PRINCIPAL INVESTIGATOR Dr Anna Ng Hoi Nga

FUNDED AMOUNT HK\$199,640

PROJECT DURATION 36 months

這項研究探討了參與明愛綜合家庭服務中心婚姻輔導的個案所經歷的轉變。研究的目的在於：

1. 了解接受輔導的參與者如何解釋婚姻輔導的效果，在輔導過程中所經歷的轉變；
2. 參與者對婚姻態度及婚姻困擾的理解；
3. 探討影響婚姻態度的個人及社會文化因素；以及
4. 了解參與者的求助歷程。

This study explored changes that clients experienced through marital counseling provided by the IFSC of Caritas Family Services. It was conducted

1. to study how the participants account for the effect of marital counseling and the changes experienced throughout the counseling process;
2. to describe their attitude towards marriage and how they make sense of the marital difficulty;
3. to explore the personal, sociocultural factors affecting their attitude towards marriage; and
4. to understand their help seeking process.

在探討影響參與者對婚姻態度的個人和社會文化因素的過程中，本研究採用了Fraser定性研究敘述分析法收集和分析數據。數據是已婚成年人接受深度訪談的記錄，受訪者是明愛綜合家庭服務中心婚姻培育服務的使用者。本研究探討的問題包括：參與者如何理解自己的婚姻困擾？他們如何向婚姻輔導中心求助？如何解釋自己在婚姻輔導過程中的經歷？如何理解婚姻輔導的效果？婚姻輔導給參與者帶來哪些轉變？參與者對婚姻的態度如何？個人因素和社會文化因素如何影響婚姻態度？

參與者都是明愛綜合家庭服務中接受婚姻輔導的個案。婚姻服務部門的工作人員在徵得參與者的知情同意後，邀請他們參與訪談。本研究在七個綜合家庭服務中心邀請了17名曾接受輔導的案主，參與2-3個小時的深度訪談。訪談採用半結構化指引，在獲得參與者同意後，記錄訪談過程。參與者在整個過程中是以一個假名的身份接受訪談的，並且更改了可識別的背景信息，以確保機密性。在訪談過程中，參與者高度讚賞婚姻輔導員的服務。此外，即使因個人和家庭因素而對婚姻困擾有不同的應對的方式，但輔導的經歷，對夫妻，個人和家庭都帶來正面的轉變。

由參與者的敘述記錄，表明了以下幾個需要：

1. 增加非政府組織的輔導員人數，以便增加輔導的節數；
2. 推廣輔導服務，讓公眾較方便取得服務；
3. 重新建構情感和性親密度的關係；
4. 重建性健康的積極意義，提高將情感親密關係轉化為性親密關係的重要性；
5. 通過10個組成部分的自我成長框架，重新界定婚姻概念。本研究結果倡議婚姻觀的轉變：從傳統的「永遠幸福的婚姻關係」轉變為「充滿激情和勇氣的永遠在自我成長和接受挑戰的過程」。只有在婚姻關係中經歷獨特的轉變後，才能享受婚姻的美滿和幸福。

In looking at the personal and sociocultural factors affecting clients' attitudes towards marriage, Fraser's narrative qualitative research approach was adopted for data collection and data analysis. In-depth interviews were conducted with married adults who received marital enhancement services at different IFSCs of Caritas Family Service. Research questions of this study included: How do participants make sense of their marital difficulty? What are their help-seeking processes of marital counseling cases? How do people account for their experience in the marital counseling process? How do they account for the effect of marital counseling? What are the changes through marital counseling? What are their attitudes towards marriage, and how do personal factors and sociocultural factors affect their attitude towards marriage?

Participants were users of marital counseling services were recruited from IFSC of the Caritas Family Service. After informed consent was obtained from the users, workers of marital services referred the participants to join the interview. A total of 17 participants were interviewed from seven Integrated Family Services Centers. Participants joined a 2-3 hours in-depth interview. Semi-structured interview guide was designed. The interview process was recorded after consent was obtained from the participants. Participants chose a pseudo name throughout the interview process and the identifiable background information was altered to ensure confidentiality. Participants highly appreciated the services provided by the marital counsellors. Their experience in the counselling process was transformative for the couples, for the individuals and for the family, albeit their personal factors such as personality and family of origin would affect their way of tackling the marital challenge.

Narratives of the participants further suggested the need of:

1. increasing counselling sessions by increasing counsellors in the NGO;
2. promoting further the counselling services in the public to enhance accessibility of services;
3. reframing emotional intimacy and sexual intimacy;
4. enhancing the importance of translating emotional intimacy to sexual intimacy by reconstructing the positive meaning of sexual health; and
5. reframing the concept of marriage. Adopting a ten-component self-growth framework, findings of the current study called for a paradigm shift and fundamental change of the concept of marriage from the commonly held 'happy forever wedding connection' to 'passionate and courageous forever self-growth challenging process.' The marital happiness and blissfulness can only be enjoyed after achieving the unique transformation experienced in a marriage.

2017 婚姻培育服務對婚姻滿意度的成效評估

Evaluation of Effectiveness of Marital Enhancement Service in Promoting Marital Satisfaction

首席研究員 吳海雅博士

資助研究金 港幣199,985元

項目資助期 三十六個月

PRINCIPAL INVESTIGATOR Dr Anna Ng Hoi Nga

FUNDED AMOUNT HK\$199,985

PROJECT DURATION 36 months

本研究的目的是包括評估婚姻培育服務（個案輔導，支援小組，團體活動）在解決家庭和人際關係問題，以及在促進婚姻滿意度的成效；同時對婚姻培育服務成效量表的相對效能，亦加以評定。

本研究採用「複測」設計，於參與者接受服務前後，重複測量，並在完成介入服務的兩個月後跟進評估，確定參與者保持進展的狀況。所有測量工具的信度和效度，在數據收集前予以確定。明愛家庭服務的八個綜合家庭服務中心和戒賭諮詢中心的使用者受邀參與是項研究。參與者是在知情同意下接受問卷調查的。接受輔導的個案共162人完成了介入服務的前後評估，支援小組和團體活動完成評估程序的分別為187人和181人，都是以自願和不記名的形式參與研究的。

個案輔導是評估研究的重點，測量工具的選擇主要在於評估個案輔導的成效，工具的心理計量特性是根據個案輔導的數據加以評估的，而介入服務的調節因素也是以個案輔導的數據加以分析的。

整體而言，研究結果表明了個案輔導，支援小組，團體活動，都有效的達到各自的服務目標，其中以個案輔導取得最大的成效。由於個案輔導節數較多，輔導目標和介入策略，都是經參與者和輔導員討論後，共同擬定的。目標和策略都是針對參與者的問題性質，「度身訂造」的。故個案輔導取得最大成效，是可理解的。個案輔導成效評估是在輔導的第4至第6節進行的，若在結案時評估，可見更大的成效。故本研究所得成效數據，僅屬較保守的估算。

This study evaluated the effectiveness of the marital enhancement services (Casework, Group-work, and Programme) in resolving family and relationship problems and in promoting marital or dyadic satisfaction. The relative efficiency of various outcome measures in the evaluation of marital enhancement services was also evaluated.

A repeated measures design was adopted, with a follow-up session scheduled two months after post-intervention to evaluate the maintenance of improvements in outcome measures. Questionnaires were administered after informed consent was solicited. Reliability and validity of all the measuring instruments were established before data collection. Clients or users of marital enhancement services of the eight Integrated Family Service Centres and Addicted Gamblers Counselling Centre of Caritas Family Service were invited to participate in the study. A total of 162 clients of casework completed assessment at pre- and post-intervention. Corresponding figures for group-work and programme were 187 and 181 respectively. Participation was voluntary and anonymous.

Casework was the focus of this evaluation study. Outcome measuring scales were selected for evaluation of Casework and their psychometric properties were also re-evaluated based on data gathered from Casework. Analysis of moderating factors of intervention effectiveness was also based on data gathered from Casework.

The overall results demonstrated the effectiveness of the three intervention modalities in achieving their respective intervention goals. Casework showed the greatest effectiveness. This was understandable as it consisted of relatively greater number of sessions. Intervention goals and strategies not only were worked out by the participants in discussion with the counsellors, but also tailor-made for each individual client. Greater effect size was likely if post-intervention assessment was conducted at the end of Casework, rather than at 4-6 sessions of intervention. Hence, the significant intervention effect observed was considered conservative in its estimation.

後續評估的結果表明，支援小組和團體活動有助於鞏固個案輔導取得的進展。在基線評估時表現情緒較困擾，心理較脆弱的參與者，更受益於支援小組和團體活動的介入服務。其實三種介入服務的性質是互補的，在解決婚姻和家庭困擾，促進服務使用者積極健康，和鞏固正性改變等方面，發揮了有效的協同作用。

教育程度較低，已婚，有子女，或個人參與輔導的個案，輔導成效較大。另一方面，已婚或有宗教信仰的輔導員，較能減低個案的婚姻困擾和提升個案婚姻滿足感。輔導員工作負荷沉重，對介入服務成效有不良影響。

研究結果建議使用一套僅需5-6分鐘即可完成的四個量表，作為檢視和評估個案輔導進度的測量工具。該套量表的信度和建構效度，均經實證確立，能有效檢測參與臨床介入服務後的進展。

Findings on follow-up assessment suggested that activities of Group-work and Programme helped consolidate progress resulted from Casework, particularly that of participants who were relatively more distressed and fragile at baseline assessment. The three intervention modalities supplemented each other's functions in resolving marital and family distress, in promoting positive well-being of the clients and consolidating positive changes made by the clients.

Casework participants of lower education, married, with children, and individual participation generally attained better outcomes. Caseworkers who were married or with religion affiliation accomplished slightly larger effect in reducing marital distress and enhancing dyadic satisfaction. Heavy workload might exert negative effect on intervention effectiveness.

A set of four measuring scales which took only 5-6 minutes to complete was recommended for monitoring and evaluating progress in Casework. These measuring scales were empirically confirmed to have satisfactory reliability, with established construct validity, and better ability to detect changes as a result of clinical intervention.

2016 探討童年受性侵犯女性倖存者的性自我 *Exploring the Sexual Self of Female Adult Survivors of Childhood Sexual Abuse*

首席研究員 吳海雅博士

資助研究金 港幣667,100元

項目資助期 三十六個月

PRINCIPAL INVESTIGATOR Dr Anna Ng Hoi Nga

FUNDED AMOUNT HK\$667,100

PROJECT DURATION 36 months



根據香港社會福利署(1998)的界定，童年性虐待 (CSA) 是指在兒童沒有能力給予知情同意下而進行的性活動。本研究採用混合法研究的「同時三角驗證」設計，探討CSA與女性成年倖存者性自我概念的關係。

Childhood sexual abuse (CSA) refers to the involvement of a child in sexual activity to which the child is unable to give informed consent (Hong Kong Social Welfare Department, 1998). This study adopts a mixed method research with concurrent triangulation design to investigate the relationship of CSA with sexual self-concept among female adult survivors of CSA.

這項研究旨在：

This study aims to:

1. 全面了解CSA女性成年倖存者的性自我概念；
2. 描述倖存者的當前的心理功能，即自我評估，人際關係，和心理健康等三方面的水平；
3. 分析CSA，性自我概念和心理功能相互關係的性質；

1. present a comprehensive understanding of the sexual self-concept of female adult survivors;
2. describe the current level of psychological functioning (self-evaluation, social relationship, and psychological well-being) of female adult survivors of CSA;
3. examine the nature of the relationship between CSA, sexual self-concept, and psychological functioning of female adult survivors;
4. explore intrapersonal, interpersonal, and sociocultural

4. 研究影響性自我概念的個人，人際和社會文化等方面的因素，並且探討調節CSA效應的可能因素。

混合法的定性研究邀請20位經歷CSA的女性成年人接受訪談。受訪者由為成年女性倖存者提供服務的非政府組織轉介，並以方便取樣，通過在校園，教堂，面書，電郵等渠道邀請參與者接受訪談。訪談員以半結構化的指引，進行2-3小時的深度訪談。訪談內容通過Fraser的敘事分析法予以記錄，轉錄，並進行分析。定性研究及定量研究的結果整合處理。

本研究以問卷調查的方式收集定量數據。問卷含自我評估，心理健康，人際關係，以及性自我概念等客觀的自評量表。性自我概念量表選自《多維性自我概念問卷》中的性自尊，性自我效能，性滿意度，性焦慮，性抑鬱，性害怕，性動機、和性意識等八個維度加以測量。選擇的維度是根據與CSA成年女性倖存者相關的大量文獻，CSA倖存者輔導員的建議，首席研究員對女性性行為的研究及對CSA女性倖存者的先導研究等而決定的。定量數據在連續1年半的時間內，收集至少80名CSA成年女性倖存者的數據，數據收集來源與定性研究者相同，參與定研究者亦填答定量研究的問卷。

定性和定量的數據的收集，同時分別進行，數據於解說結果階段時予以整合。在整個研究過程中，定性和定量研究員保持對話，確保數據收集依照正確程序，同時進行交叉驗證。

研究結果對CSA成年女性倖存者的性自我概念，影響CSA的相關因素，作較全面的描述和理解。研究成果對專業人員的培訓，對CSA倖存者提供的介入服務，有重要的實踐意義。例如，研究所得的資訊，可豐富社工培訓課程中，有關CSA的內容，亦為提升前線介入服務的策略，提供有用的信息。研究結果為CSA的預防以及提升倖存者的健康提出建設性的倡議。

factors affecting sexual self-concept and to investigate if there are any factors that act to intervene the effects of CSA.

The qualitative study of the mixed method research involves conducting in-depth interviews with 20 female adults who reported CSA experience. Participants of the interviews would be recruited through referrals from NGOs which provide services for female adult survivors; and through convenience sampling by posting recruitment note on campus, in church, in Facebook, and in emails. Semi-structured interview guide would be used to conduct the in-depth interview, which lasts for about 2-3 hours. The interviews would be recorded, transcribed, and analyzed by Fraser's method of narrative analysis. Results of the qualitative study would be integrated with that of the quantitative study.

A questionnaire would be designed for collecting quantitative data. It consists of objective self-report inventories of self-evaluation, social relationship, psychological well-being, and eight dimensions of sexual self-concept. The eight dimensions of sexual self-concept (viz., sexual self-esteem, sexual self-efficacy, sexual satisfaction, sexual anxiety, sexual depression, sexual fear, sexual motivation, and sexual-consciousness) are selected from a multidimensional sexual self-concept questionnaire. The selection was based on extensive literature review of female adult survivors of CSA, feedback from counsellors of CSA survivors, PI's previous research on female sexuality, and PI's pilot studies on female survivors of CSA. A targeted sample of minimum 80 female adult survivors of CSA would be gathered over a consecutive period of one and half years from sources similar to those of the qualitative study. All those who participate in in-depth interview would also be invited to fill in the questionnaire.

Qualitative and quantitative data are gathered separately yet concurrently. Data collected would be integrated in the interpretative phase of the study. However, throughout the research process, investigators of qualitative and quantitative study are in continual dialogue to ensure that data collection procedure is properly done and cross-validated.

Results of this study would present a comprehensive understanding of the sexual self-concept of female adult survivors of CSA and factors associated with CSA. The findings should have significant implications for training of professionals and for intervention of CSA. For examples, knowledge generated may enrich the current social work training curriculum content relevant to CSA. Information gathered is useful for enhancing frontline intervention strategies for CSA adult survivor. Findings would also help advocating prevention of CSA and promotion of well-being of survivors.



2015 少數族裔初中生中文課外閱讀網上平台

An online reading platform for learning Chinese as Secondary Language

首席研究員 何萬貫教授

資助研究金 港幣2,178,100元

項目資助期 三十六個月

PRINCIPAL INVESTIGATOR Professor Ho Man-koon

FUNDED AMOUNT HK\$2,178,100

PROJECT DURATION 36 months

本計劃利用平台協助少數族裔初中生閱讀文章，目的在於提高其中文水平。

教材特色：

1. 以香港的衣食住行真實生活為題編寫教材；
2. 附上實地拍攝的生活照片；
3. 部分教材反映少數族裔的文化；
4. 文章分六個等級，附上朗讀及卡拉OK效果，藉以照顧學習差異；
5. 教材以常用詞彙來編寫。

實驗結果表明：在中文老師協助下，參加本計劃之同學其閱讀成績和詞彙量有顯著的進步。

The main purpose of this project is to enhance the Chinese Language ready ability of junior secondary students from the non - Chinese ethnic minorities of Hong Kong. Students learnt to master the reading strategies through a well-designed reading platform. Reading materials were tailor-made to meet up with various interests of students. Coverage of reading materials including:

1. Daily life of Hong Kong reflecting housing, transport, cruise n shopping.
2. Cultural activities of the non - Chinese ethnic minorities.
3. Passages were arranged in 6 grades catering for learning diversity.

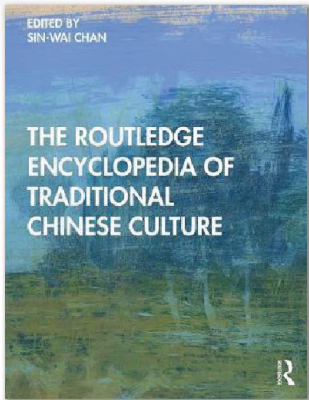
Under the guidance of the Chinese Language teachers in school, remarkable improvement both in reading comprehension performance and the enlargement of vocabulary scale was found from participating students.



教職員書本著作 Staff Book Publications 2015 - 2020



Professor Chan Sin-wai 陳善偉教授



Chan Sin-wai (ed.) (2020)
Routledge Encyclopedia of Traditional Chinese Culture
London and New York:
Routledge, 423 pages.



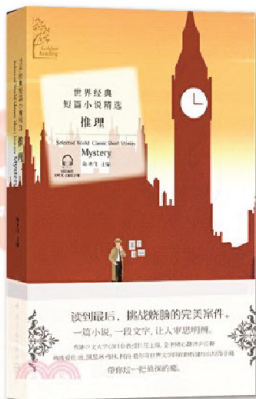
Chan Sin-wai (ed.) (2020)
《世界經典短篇小說精選：幽默》*Selected World Classic Short Stories: Humour*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 355 pages.



Chan Sin-wai (ed.) (2020)
《世界經典短篇小說精選：驚悚》*Selected World Classic Short Stories: Thriller*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 379 pages.



Chan Sin-wai (ed.) (2020)
《世界經典短篇小說精選：科幻》*Selected World Classic Short Stories: Science*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 351 pages.



Chan Sin-wai (ed.) (2020)
《世界經典短篇小說精選：推理》*Selected World Classic Short Stories: Mystery*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 341 pages.



Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：溫情》*Selected World Classic Short Stories: Warmth*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 380 pages.

教職員書本著作 Staff Book Publications 2015 - 2020



Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：青春》 *Selected World Classic Short Stories: Youth*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 364 pages.



Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：童心》 *Selected World Classic Short Stories: Innocence*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 380 pages.



Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：勵志》 *Selected World Classic Short Stories: Inspiration*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 352 pages.



Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：時光》 *Selected World Classic Short Stories: Time*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 364 pages.

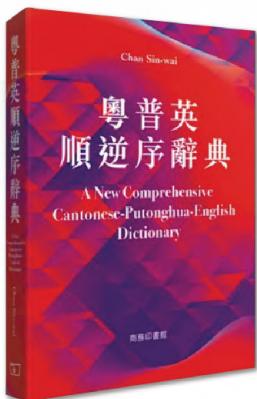


Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：諷刺》 *Selected World Classic Short Stories: Satire*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 380 pages.

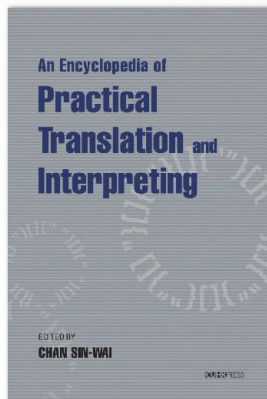


Chan Sin-wai (ed.) (2019)
《世界經典短篇小說精選：愛情》 *Selected World Classic Short Stories: Love*
北京：中國宇航出版社
Beijing: China Astronautic Publishing House, 352 pages.

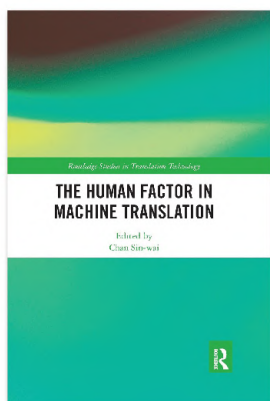
教職員書本著作 Staff Book Publications 2015 - 2020



Chan Sin-wai 陳善偉
(2019) 《粵普英順逆序
詞典》 *A New Compre-
hensive Cantonese-Puton-
ghua-English Dictionary*
香港：商務印書館
Hong Kong: The Com-
mercial Press, 588 pages.



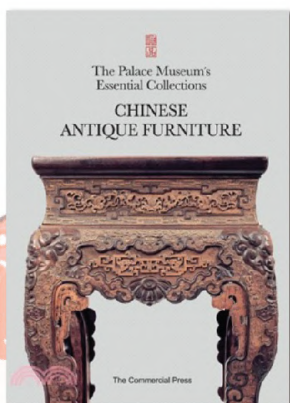
Chan Sin-wai (ed.) (2018)
*An Encyclopedia of
Practical Translation and
Interpreting*
Hong Kong: The Chinese
University Press,
560 pages.



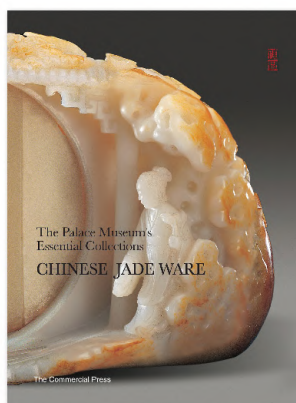
Chan Sin-wai (ed.) (2018)
*The Human Factor in
Machine Translation*
London and New York:
Routledge, 256 pages.



Chan Sin-wai (2017)
*The Future of Translation
Technology: Towards a
World without Babel*
London and New York:
Routledge, 320 pages.

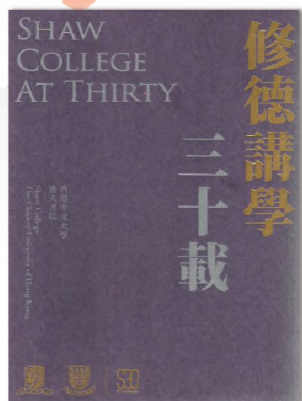


Chan Sin-wai (tr.) (2017)
*The Palace Museum's
Essential Collections:
Chinese Antique Furniture*
Hong Kong: The Com-
mercial Press, 333 pages.

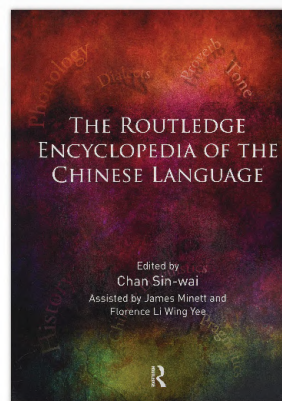


Chan Sin-wai (tr.) (2017)
*The Palace Museum's
Essential Collections:
Chinese Jade Ware*
Hong Kong: The Com-
mercial Press, 300 pages.

教職員書本著作 Staff Book Publications 2015 - 2020



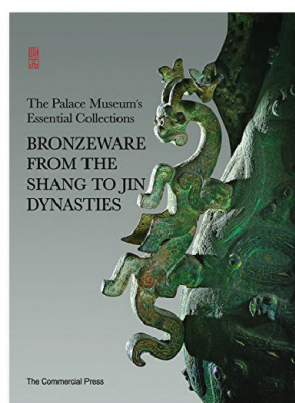
Chan Sin-wai (ed.) (2017)
《修德講學三十載》
(*Shaw College at Thirty*)
Hong Kong: Shaw
College, 202 pages.



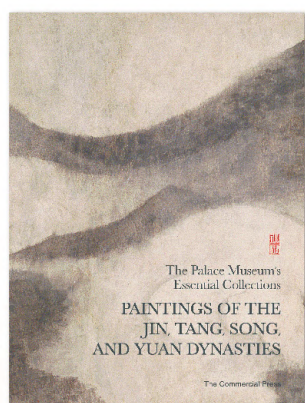
Chan Sin-wai (ed.) (2016)
*The Routledge Encyclo-
pedia of the Chinese
Language*
London and New York:
Routledge, 820 pages.



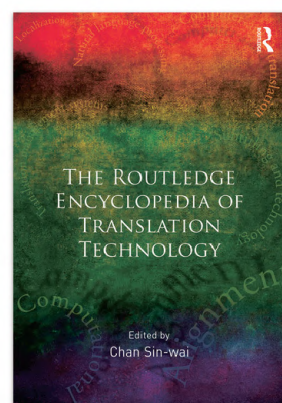
Chan Sin-wai (2016)
《漢英順逆序大辭典》
(*A New Comprehensive
Chinese-English Dictio-
nary*)
香港：商務印書館
Hong Kong: The Com-
mercial Press, 3 volumes,
3,345 pages.



Chan Sin-wai (tr.) (2016)
*The Palace Museum's
Essential Collections:
Bronzeware from the
Shang to Jin Dynasties*
Hong Kong: The Com-
mercial Press, 316 pages.



Chan Sin-wai (tr.) (2016)
*The Palace Museum's
Essential Collections:
Painting of the Jin, Tang,
Song and Yuan Dynasties*
Hong Kong: The Com-
mercial Press, 333 pages.

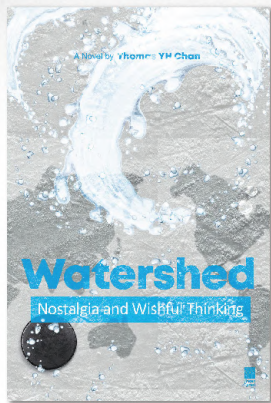


Chan Sin-wai (ed.) (2015)
*The Routledge Encyclo-
pedia of Translation Tech-
nology*
London and New York:
Routledge, 756 pages.

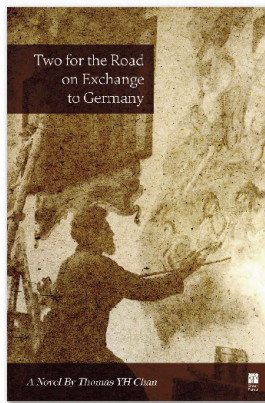
教職員書本著作 Staff Book Publications 2015 - 2020



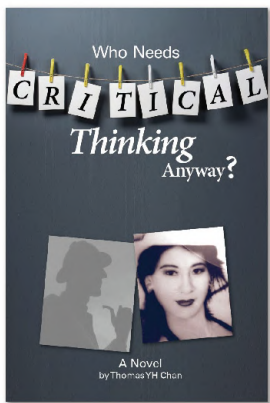
Professor Thomas Chan Yin Hong 陳彥康教授



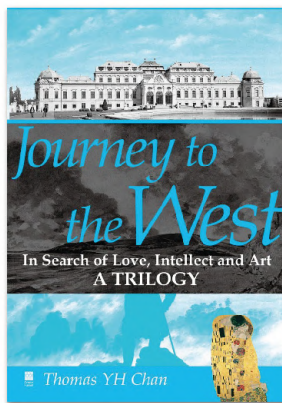
Chan Yin Hong (2020)
Watershed: Nostalgia and Wishful Thinking
Hong Kong: Red Publish,
146 pages.



Chan Yin Hong (2019)
Two for the Road on Exchange to Germany
Hong Kong: Red Publish,
317 pages.



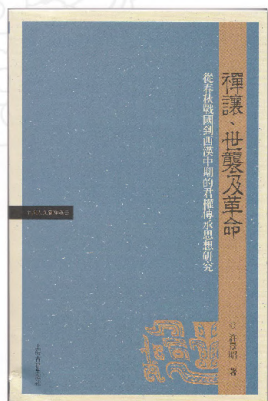
Chan Yin Hong (2016)
Who Needs Critical Thinking Anyway?
Hong Kong: Red Publish



Chan Yin Hong (2015)
Journey to the West: In Search of Love, Intellect and Art
Hong Kong: Red Publish,
3 books.



Dr Hsu King Chiu 許景昭博士



Hsu King Chiu 許景昭 (2015)
《禪讓、世襲及革命：從春秋戰國到西漢中期的君權傳承思想研究》
上海：上海古籍出版社

New Staff on Board

Dr Lee Lai Mui Frances 李麗梅博士

Associate Professor-cum Programme Leader Bachelor of Education in Early Childhood Education Programme

In the past twenty years of teaching in the higher education sectors, my goal of being a teacher educator has been to essentially create a rippling effect in the lives of my students. I do want them not only to gain concrete knowledge in education studies, but also more importantly to apply the acquired knowledge into their own personal and pedagogical endeavors.

I respect students for their abilities to learn, and for the participation, imagination, and enthusiasm they bring to my courses. This respect grows my beliefs of teaching. I aim to motivate and encourage students to learn about special needs education, parent education and child psychology which I have spent years learning and developing myself. I do not hesitate to share my passion in special education and parenting; and I energetically prompt students to find their own motivations to commit themselves in developing inclusive curriculum, teaching strategies and learning new knowledge to support young children with diverse needs.

As some students have shared with me, the passion they see in me serves as inspiration and motivation for them to find their passion. Some further study or make a commitment to serve young children. It is a great pleasure for me to see that I have positive impact upon my students.

When appropriate, I use my personal experiences to help students grasp the information, make the connection between the learning materials and real life, and also to challenge my students to reflect on their beliefs and practices in classrooms.

I believe that a learning process is the most fruitful when it is collaborative between students and the teachers. It is my expectation that students learn from me and each other; and I learn from them in the meantime.

大學時主修文科，畢業後很自然選擇較貼近自己專長的職業，於是當上了教師。最初幾年，不算很投入工作，星期一就期待星期五，剛開學就盤算著暑假。其後，接觸了得多邊緣的「弱勢」學生，聽他們訴說自己的故事，感慨之餘，慢慢萌生起幫助他們的衝勁，於是進修一些輔導課程，邊做邊學。這些「曳仔」學生改變了我對生命的看法，反思教育的意義：人生下來，家庭背景、能力、甚至機遇，很多時不由得自己控制，有些比較幸運，在人生舞台贏盡掌聲；有些較不幸，被標籤為「問題學生」，在原先「樹人」的教育制度中倒下來。後來因緣際會，我將這些「真人真事」結集成書，祇想帶出一點信息，每個孩子都有特長，他們欠的祇是機會，而我們的學校、社會應給予這些年輕人信念和希望，而非斥責、懲罰、甚至放棄。

因此，課堂上，我常常感激我的學生：是你們教導我如何成為老師。



Dr Frances Lee 李麗梅博士

of them continue to have

Dr Wong Shuk Man Cecilia 王淑雯博士

Assistant Professor Bachelor of Arts in Translation Technology Programme

Hello everyone in Caritas Institute of Higher Education! I am Cecilia Wong Shuk Man. I have obtained my Ph.D. in Linguistics from the City University of Hong Kong in 2004. Since then, I have been teaching and researching at different universities in Hong Kong, including City University of Hong Kong, Hong Kong Polytechnic University, The Chinese University of Hong Kong and The Education University of Hong Kong. I have mainly taught for the Master of Arts in Computer Aided Translation Programme in The Chinese University of Hong Kong. My research interests are machine translation and computer-aided translation. I have written several research articles on ontology processing and text analysis. My recent publication are book chapters on the teaching of computer translation and machine translation optimization.

I am a born Catholic. Thank God for leading me the way here to contribute in pathing the road to St. Francis University. Moreover, I am so glad that we have a community on spiritual development here which includes a staff prayer group and masses are held in the Chapel. Although I am new here, I can see the support from the group to the members. I believe there is a difference here that even when we are doing researches, we have borne the ethic of God in our mind to serve others.

In the future, I will try my best to contribute in researches and teachings in order to path our way from a college to a university with the vision to educate more and more full human learners. I believe that learning is a life-long journey, I hope students not only can acquire knowledge from teachers, but also learn to cultivate their self-learning ability which may be beneficial to their whole life.

大家好！我是王淑雯，畢業於香港城市大學語言學系。畢業後曾在香港多間院校任教和做學術研究工作。以往最主要的教學工作是在香港中文大學的電腦輔助翻譯文學碩士學位課程中任教，主要的研究範疇包括電腦語言學。現在主要研究領域是機器翻譯和機器輔助翻譯。

很高興能加入明愛專上學院這個大家庭。雖然自幼在公教家庭長大，也在教會學校成長，但卻是首次在天主教機構全職工作。

感謝主的帶領，機緣巧合下成了學院的一員，亦感恩在人生和信仰路上，仍能找到自己的方向。

我希望能為明愛專上學院邁向聖方濟大學的道路上出一分力，也希望與同事們一起努力以赴。



與香港中文大學的電腦輔助翻譯文學碩士學位畢業生合照 (右方)



Dr Chow Pui Lun Daisy 周佩倫博士

Lecturer

Bachelor of Arts in Languages and Liberal Studies Programme

The focus of this issue is to describe the research projects and outputs of the School from 2015 to 2020. It also includes auto-biographies of new colleagues and a narration of the Machine Translation Post-editing Competition held in September.

Established in 2015, the School has made great strides in teaching and research. A survey of the outputs of the teaching staff of the School shows that their research areas cover translations of Western classics, compilation of encyclopedias, translation technology, education in Hong Kong, philosophy, language learning, culture in local movies, sexology and women's studies, and Pidgin English.

In the last five years, the School has received funding from the Research Grant Council to conduct research into a number of areas. Colleagues have conducted academic research and published a number of books on different fields. All these will be covered in this issue.

Let me start with my area of interest in research and teaching. My research interest is in Cantonese syntax and semantics. I am particularly interested in Conceptual Semantic Structure and Lexical Functional Grammar. I obtained my PhD with my thesis on the passive constructions in Cantonese in 2019 at the University of Hong Kong. While focusing on the syntax of indirect passive constructions in Cantonese, the project explores the role of information structure in syntactic analysis and the conceptual strategies involved in grammaticalization of the lexical verb *bei2* 畀/俾. In the course of my PhD study, I found that there are a lot more to explore in these areas and many proposed theories have not been employed on Chinese or southeastern Asian languages. In the future, I hope to develop my research in this direction.

This semester, I am mainly responsible for linguistic courses (Fundamentals of Linguistics and Syntax and Semantics) and Academic Reading and Writing II. I enjoy teaching in CIHE, not only because of the supportive environment in the department, but also the little adventures with different components of students from various backgrounds. Though it may be challenging at some point as experience is needed to guide students with different 'starting points' to the same page in class, I am grateful for the opportunity to sharpen my skills in message delivery and knowledge sharing, and stimulate deeper thinking on the subjects.

Lastly, I would like to thank you for all the great help. It is a wonderful team and I am honored to be part of it. Wish you all a fruitful academic year ahead.

大家好，各位親愛的HL和GELS同事。在這個「新」同事介紹欄中看到我的名字，可能會引起各位語文老師、語言學家和哲學家對「什麼是『新』？」的思考。我是「新」，也是「舊」，而且還頗「舊」的呢。「舊」，都因我在明愛擔任兼職講師已經有六年了。對於大多數同事來說，我是一個熟悉的名字，在過去幾年，都在很多課程中以不同方式與大家合作。而「新」，則因我開始擔任全職講師；身分是新的，人還是熟悉的。無論如何，我很高興能藉這個機會正式/重新跟大家打個招呼。



Dr Daisy Chow had English lesson with a group of mature students at Language Centre.
周佩倫博士與學院同學在語言中心上英文課。



Presentation at Lexical-Functional Grammar (LFG) Annual Conference (2018) (On the right: Prof. Adams Bodomo at the University of Vienna) 參與LFG 2018 年度學術會議 (圖左為維也納大學Prof. Adams)

先從我的研究和教學興趣說起，我的研究興趣是粵語語法和語義，尤其對Conceptual Semantic Structure和Lexical Functional Grammar特別感興趣。我於2019年在香港大學取得博士學位，研究題目是粵語被動句的結構。論文的重點除了研究廣東話中的間接被動句法的語法外，同時探索信息結構在句法分析中的作用，以及詞彙動詞「畀」/「俾」的語法化中所涉及的過程。在研究過程中，我發現這些領域還有很多值得探索的地方，而且許多理論尚未從中文或東南亞語言的角度加以考證和探究。將來，我希望朝這個方向繼續研究。

這個學期，我主要任教語言學的科目(語言學基礎、句法學與語義學)及「學術閱讀與寫作(二)」。在明愛專上學院任教的樂趣，不僅來自融洽的工作環境，還有由來自不同背景的學生所帶來的小驚喜。教導「起點」、背景各有不同的同學在同一課堂中學習，確實需要一定相關經驗，有時更會成為一種挑戰，但我慶幸可藉著這個機會來提高自己在傳遞和共享知識方面的技能，並激發對學科作出更深層次的思考。

最後，感謝大家一直以來的支持與幫助。這是一支很棒的團隊，我很榮幸能加入其中。祝大家在這學年工作順利。

Ms Iris Leung 梁端容女士

Lecturer Higher Diploma in Early Childhood Education

My dream come true: from a kindergarten teacher to a lecturer

Hi everyone, I am Iris Leung. It is my honour to become one of the lecturers at the Caritas Institute of Higher Education. This is the best gift from God. Like most local students, I received all my education and professional training in Hong Kong. In my learning journey, I did not get brilliant results in public examinations at first and then pursued a higher diploma in Early Childhood Education at a local college.

In the second year of my studies, I encountered some difficulties learning due to family issues. However, with perseverance and encouragement from my lecturers, I graduated from college. Since then I received my bachelor degree in Early Childhood Education. These were motivated by my wish to bring good-quality education for our next generation.

Working as a kindergarten teacher for five years is an invaluable experience. It strengthens my belief that kindergarten teachers' unconditional love and professionalism can profoundly contribute to children's learning development. Becoming a lecturer to nurture young talents to serve in the ECE field with enthusiasm and professionalism is a step of consolidating my belief.



Ms Iris Leung 梁端容女士

To pursue the goal, I enrolled in Master of Arts in Child and Family Education right after my bachelor degree. Not only did I devote myself to learning during my postgraduate studies, I also spent my summer vacation holding parenting workshops and lectures. Meanwhile, I also carried out relevant research work to deepen my understanding of novice kindergarten teachers' transition from studying to work. I am grateful that I have received Dean's Honour List upon graduation after years of hard work.

In retrospect, my journey from being a kindergarten teacher to being a lecturer would not be successful without God's blessings and my persistence. My previous learning and working experience is similar to that of counterparts in Hong Kong - stepping forward the articulation to excellence through studying. Never underestimate your abilities. Where there's a will, there's a way!

成師之道：由幼師走到講師

大家好，我是梁端容。今年，很榮幸可以加入CIHE擔任講師一職，這是天父給我最好的禮物。由小到大，自己都在香港教育制度下成長，經歷過會考高考，成績不算亮麗，高考畢業成績只剛好可以升讀到幼兒教育的高級文憑。在第二年，雖然遇著家中有點困難，但感恩自己堅持努力和在大學講師的鼓勵下能順利畢業。修畢高級文憑後，便開始幼稚園老師的工作，以半工讀方式，完成兼讀制的幼兒教育學士課程，為的是希望帶給我們的孩子更好的教育。



Ms Iris Leung is having a talk in a local kindergarten.
梁女士在本港幼稚園進行不同類型講座。

五年來的幼師工作經驗令我深切體會到幼師的愛心和專業性對幼兒的成長有著深遠的影響。這份工作燃點了我的理想，希望自己有天能成為大學導師，為幼兒教育界培育更多愛心和專業兼備的前線幼師。為了這個夢，在完成了三年學位課程後，我隨即便報讀了兒童和家庭教育碩士課程。兩年學習的過程中，我繼續為夢想而努力，不單只在課堂中投入學習，暑假時更會義務開辦家長工作坊或講座。同時，為加深對大學畢業生過渡到幼師工作的了解，我亦展開了相關的研究，最後碩士學位以院長榮譽畢業，無盡感恩。

十年來，由幼師走到講師，靠的都是天父的祝福和恩典，加上自己堅持尋夢，努力為理想奔跑。我和很多本港學生一樣，都是在香港土生土長，透過努力學習，進行專業訓練，由幼師蛻變成講師，藉此勉勵年青人不要輕看自己的能力，努力勇敢為自己的夢想作戰，共勉之。

Dr Lok Chak Ying Beatrice 駱澤盈博士

Lecturer English language courses

Hi, my name is Beatrice. It is my pleasure to be part of the SHL family at CIHE. I am teaching LENG101 English Usage and LENG301 Business Communication II this semester. I have really enjoyed my teaching time with my students, who are always very friendly and have a great sense of intellectual humility.



Dr Beatrice Lok (the second one from the right)
駱澤盈博士 (右二)

Academic Background and Interests

I did my first degree in Social Work at the University of Hong Kong, where I developed my research interest in education policy. In order to advance my knowledge and research skills, I pursued an MA in Educational Studies (specialising in Second Language Education) at the University of York (UK) and then an MPhil and PhD in the Faculty of Education at the University of Cambridge. Over the years, my research interests have centred around education and I have a few publications spread over the areas of second language education, critical thinking, and teaching and learning development in higher education.

Teaching Experience

My path towards teaching started early on during my MA studies. While studying at the University of York, I joined the Millennium Volunteers Programme and worked as a student teaching assistant at a local nursery. Since then, I have had various experiences teaching students from nursery to secondary school level to postgraduate programmes. I have worked as a Visiting Lecturer at several universities including Hong Kong Polytechnic University, University College London and Hong Kong Shue Yan University. I am a fellow of the Cambridge Trust Society and a life member of Clare Hall, University of Cambridge.

Hopes and Aspirations with Our Readers

I enjoy teaching because I love the interaction with students inside and outside the classroom. I hope I can stimulate and support my students to cultivate a positive learning attitude for life. I look forward to working with our SHL team to provide quality language education to students at CIHE.

大家好，我是今年其中一位新同事駱澤盈(Beatrice)，很高興能夠在這學年加入人文及語言學院，成為其中的一份子，在這學期負責教授「英語運用」及「商業傳意(二)」兩科。我十分享受在學院的教學工作，亦感恩在課堂上遇到的每一位同學，都是友善、虛心受教的。

我在香港大學修讀社會工作學士時，已對教育政策產生了濃厚的興趣，並立志透過教育的媒介提升社會整體的生活質素。為此，我先後負笈前往英國的約克大學及劍橋大學，修畢碩士、哲學碩士及哲學博士課程，藉此對認識語言教育的理論和教學實踐奠定了深厚基礎。畢業後，我曾於多間大專院校擔任客席講師工作，其中包括香港理工大學、倫敦大學學院以及香港樹仁大學。學術著作範圍涵蓋語言教育政策、批判性思考及高等教育教學發展。

能與同學在課堂內外互動及交流是我在教學中最嚮往的事。衷心希望自己在這裏的教學工作，能啟發及協助同學培養終身學習的正面態度，又期待與人文及語言學院同事，一同為明愛專上學院的同學提供優質的語言教育。

Mr Mark Sun

Lecturer English language courses

As an undergraduate at Wesleyan University in the United States, I majored in an interdisciplinary program called the College of Social Studies, which focused on the interrelationship of modern Western history, social theory, government, and economics. Looking to pursue my growing interest in art and critical theory, I later studied Literary and Cultural Studies at HKU. During that time, I developed a greater appreciation and interest in cinema and documentary studies.



Mr Mark Sun

My academic interests sit at the intersection of social and cultural studies. I am especially interested in historical narrative, collective memory, and how psychoanalysis can inform the way we understand how stories about the past impact society.

Since graduating university, I have been teaching in one capacity or another. I spent two years teaching secondary English in Yunnan before settling in Hong Kong, where I have taught English at the primary and secondary level. For three years, I led history tuition classes, where I used primary documents to teach source analysis and argumentative writing. I have also worked with undergraduates as a teaching assistant in the Centre for China Studies at CUHK and the Department of Religion and Philosophy at HKBU. It was in the latter, lecturing on Freud and Jung for a class on dream interpretation, that my interest in psychoanalysis took root.

Outside of teaching classes at CIHE, I'm trying to keep up with my own reading, and to raise my Cantonese level above abominable. I am excited by this opportunity to work with students, and hope to meet more new co-workers in the coming months.

早在美國衛斯理大學的社會研究學院修讀本科時，我便以跨學科方式來學習及探討當代西方歷史、社會理論、公共行政、經濟等多方面的相互關係。當發現自己對藝術及批判理論感到興趣，我決定報讀香港大學文學及文化研究的碩士課程，培養出賞析電影和紀錄片的愛好及能力。

學術上，我熱衷於探討社會及文化研究的相關議題，尤其是關於史學論述、集體回憶及透過心理分析了解歷史故事對社會發展的影響。

畢業後，我便致力投身於教學工作，包括曾在中國雲南的中學教授兩年英語，及在香港中文大學和香港浸會大學擔任助教，分別教授使用原始史料進行來源分析及撰寫論証文章，以及教授佛洛伊德和容格對夢的解析，都是非常有趣的內容；

閒時，我很喜歡閱讀，亦會學習粵語，期望自己的粵語能有所進益。能夠加入明愛專上學院與各位同學交流、認識更多新同事，都是我所期待的事情。

Dr Yuen Chin Chung Billy 袁展聰博士

Lecturer

Chinese language courses

I am Yuen Chin Chung, Billy. It's my honor to join the Caritas Institute of Higher Education.

I graduated at the Department of History in the Hong Kong Baptist University and have built up an incredible relationship with Chinese Language and Culture. It has enlightened my life since I was young. I pursued to my doctoral degree after my graduation. Throughout the years, I focused on researches relating to modern Chinese history and military history. Blessed by my supervisors' selfless contribution, my horizons and interest in historical research was consolidated. Leaving temporary capacity of research assistant in the HKBU, I joined a local tertiary institution and taught Chinese language modules for post-secondary students. This commenced my teaching experience in higher education institutions.

Learning new knowledge in my teaching work is the biggest reward as being a teacher. Since I taught Introduction to Chinese Literature, Practical Chinese, and Chinese Philology, my horizons has extended to the unreached areas relating to Chinese Language and Culture. This may also benefit my research.

The experience may be the way guiding to further career development in higher education sector. Learning and co-working with colleagues and students, I expect to examine more research issues in modern Chinese history.

大家好，我是袁展聰，很高興能加入明愛專上學院工作。

說來有趣，在香港浸會大學歷史系畢業後，我的學習經歷往往都與中文科有著多不勝數的交匯點。我

自小已對歷史科深感興趣，在完成學士課程後，便報讀博士課程，研究中國近代史及軍事史，期間得到系內各位老師的指導，實在是受益不淺。畢業後，我曾在香港浸會大學擔任研究助理，參與文本歷史研究的工作；後來加入另一專上院校，任教文學副學士及毅進課程的中文科，鞏固了我作為教師在進行研究及教學方面的經驗。

我最高興的是執起教鞭，同時亦可繼續學習。在正式成為教師後，我任教中國文學導論、實用中文、中國文字學等科目，從中學習到不少新知識，更有助於自己日後的研究發展。

展望未來，我希望透過在高等教育界發展，與各位同事、同學一起學習，探索更多有趣的近代中國歷史研究課題。



Dr Billy Yuen (The left)
袁展聰博士 (左方)



Dr Yuen (the second one from the right) had a photo in an international conference
袁博士在國際學術會議中留影(右二)。



明愛專上學院
Caritas Institute of Higher Education

翻譯科技(榮譽)文學士課程
華為諾亞方舟實驗室
聯合主辦



NOAH'S ARK LAB

機器翻譯譯後編輯比賽

Machine Translation Post-editing Competition

比賽旨在推廣翻譯科技，讓大眾更了解科技在翻譯上的應用。參賽者須在指定時間內進行譯後編輯比賽，由評判團決定名次。

參賽組別

- 高中組：中四至中六全日制學生
- 大專組：大學/大專院校學生
- 公開組：凡不合「高中組及大專組」資格之人士

報名方法

- 掃描以下二維碼參加比賽，報名日期由8月10日至9月4日止。
- 參賽費用：全免

比賽方式

- 主辦方將於2020年9月9日中午12時將中、英兩份原文和對應機譯文本以電郵發送參賽者。
- 參賽者須於2020年9月9日下午2時前以電郵寄交中、英兩份譯後編輯文本。

查詢
查詢電話：李小姐 37024330

獎項

各組均設冠、亞、季軍，得獎者均獲獎狀及獎金。獎金由華為諾亞方舟實驗室贊助。

公開組、大專組、高中組	獎金
冠軍	港幣3,000元
亞軍	港幣2,000元
季軍	港幣1,000元

結果公佈

比賽結果將於2020年9月23日公佈，所有得獎者均獲個別通知領獎事宜。落選者恕不逐一通知。




報名方法
課程資訊

由本學院翻譯科技(榮譽)文學士課程與華為技術投資有限公司諾亞方舟實驗室合辦的機器翻譯譯後編輯比賽已於二零二零年九月九日順利舉行。比賽旨在推廣翻譯科技，讓大眾更了解科技在翻譯上的應用。

參賽組別有高中組、大專組及公開組。各組設有冠亞季軍，獎金分別為港幣3,000元、2,000元及1,000元，全數由諾亞方舟實驗室贊助。

學院在二零二零年八月十日至九月四日以二維碼掃碼方式報名期間，共收到近百份報名表，其中以大專組人數最多，其次為高中組，再其次為公開組。

比賽以嚴格的程序進行。每位參賽者經核實身份後會收到機譯文本進行編輯。在整個二小時參賽期間由三位監察員透過視像監視整個過程以確保比賽在公平透明的情況下進行。評卷過程完全公正，評卷員並不知悉參賽者任何資料。

The Machine Translation Post-editing Competition, jointly organized by The Bachelor of Arts (Honours) in Translation Technology Programme of Caritas Institute of Higher Education and the Noah's Ark Lab of Huawei Tech. Investment Co., Ltd, was successfully held on 9 September 2020. This event was held to promote translation technology so that the public have a better understanding of the use of technology in translation.

The competition has three divisions: Senior Secondary Category, Post-secondary Category, and Open Category. The first, second, and third prizes are offered to each division. The prize money for the first prize is HK\$3,000, the second prize, HK\$2,000, and the third prize, HK\$1,000. The prize money was fully donated by the Noah's Ark Lab of Huawei.

During the registration period from 10 August to 4 September 2020, close to one hundred participants registered for the event through the QR code, with the largest number of participants in the Post-secondary Category, followed by the Senior Secondary Category and the Open Category.

The competition followed a strict procedure. The participants, after the identity checking, started to join the competition for two hours under the vigilance of three student helpers who monitored their participation via Zoom to ensure that the entire procedure was fair and transparent. The marking of the scripts was unbiased as the markers did not have any information on the participants.



工作人員以Zoom全程監視參賽過程
Zoom invigilation of competition participants

機器翻譯後編輯比賽

Machine Translation Post-editing Competition

比賽結果

公開組 冠軍—劉穎
亞軍—李洧貞

大專組 冠軍—陳笑賽
亞軍—吳裕殷
季軍—葉獻晴，戴毓君

高中組 冠軍—吳欣怡
亞軍—施雅玲
季軍—王維軒

謹對獲獎人士致以賀忱。頒獎禮將於適當時候假明愛專上學院舉行。

RESULTS OF THE COMPETITION

OPEN CATEGORY

First Prize — Liu Ying
Second Prize — Li Weizhen

POST-SECONDARY CATEGORY

First Prize — Chen Xiaohan
Second Prize — Ng Yu Yan
Third Prize — Yip Hin Ching, Tai Yu-chun

SENIOR SECONDARY CATEGORY

First Prize — Ng Yan Yi
Second Prize — Shi Yaling
Third Prize — Wang Wai Hin

We extend our sincere congratulations to all prize-winners. The Prize Presentation Ceremony will be held at Caritas Institute of Higher Education at an appropriate time.