

社評
雙語道

正確看待評估結果 注重提升教學效能

Interpret TSA results properly and focus on improving teaching effectiveness

原文

原文摘錄自11月21日香港《文匯報》：因疫情停辦3年的中小學全港性系統評估(TSA)今年復辦，小三、小六及中三級學生在中英數三個主要科目的達標率全線下跌，其中小六及中三達標率是2006年以來最低。

TSA反映學生基本學習能力，此次評估主要科目達標率顯著下降，固然與因疫情暫停面授課堂、影響學生學習有關，但亦有一定的警鐘作用，提醒學校要有針對性地加強學生自我學習能力、彌補不足，保持基礎教育優質穩定，鞏固本港作為國際城市的競爭優勢。

TSA是全港統一執行的評估，收集學生基本能力數據。此次評估的報告顯示，學生表現幾乎跌至有紀錄以來新低。教界普遍反映，學生表現下跌是預期之中，疫情下各行各業業績均下跌，學生成績亦然。

教育局發言人指，疫情3年衝擊學生學習，加

上各方需時適應復辦TSA，不宜以今次結果作定論。與此相應的事實是，本港學生表現下跌與國際情況相若，大部分跌幅屬可接受的波幅範圍。

TSA評估在本港曾引起不少爭議，社會有聲音質疑部分學校為提高TSA成績進行過度操練，增加學生不必要的壓力，影響學生的學習興趣及健康成長。

2015年教育局作出改革，遏止小學操練TSA，減輕學生學習壓力，但保留TSA以收集數據幫助教學，達至兩方面平衡，評估較為真實準確地反映學生的學習情況。如今疫後首次TSA評估，學生表現未如理想，原因或許如教界意見所指受3年疫情影響，學生接受網課的教學成效始終不如實體教學，以及學生仍未完全恢復狀態。

本港學生近年在國際評比中，閱讀、數學和科學素養皆穩居全球前列，TSA評估表現一時

下跌不宜妄自菲薄，但亦足以引起各方高度重視，客觀查找原因，幫助學生盡快提升學習能力。中文大學教育學院教授兼負責檢討TSA委員會的名譽顧問侯傑泰表示，最新評估結果提醒師生和家長要加強學生自我學習能力；他又相信學生表現下跌只是短期，由於課程深淺度不變，要追回進度並不困難。

中英數是學生的基礎知識。基礎扎實，學習其他科目才能事半功倍。本港作為國際都會，學生掌握良好的兩文三語是基本要求；本港大力鼓勵創新發展，學生要順應全球STEM教育的發展趨勢，應對全球科技發展日新月異的挑戰，過硬的數學能力不可缺少。

本港要建設國際創科中心，實現高質量發展，除了在國際上搶人才之外，培養本港優秀人才，更是增強本港競爭力的重要途徑，關乎本港的長遠繁榮穩定。

TSA報告詳盡列出學生的整體強弱項作為參

考，學校應根據各自實際情況，引導學生加強薄弱科目的學習，提升教學效能；教育局要繼續全力支持學校，加強教師專業能力，提升學生的學習興趣和能力，啟發學生潛能，以助學生成長成才，未來為建設香港貢獻動能。



◆ TSA今年復辦，受疫情影響，本港學生表現下跌。圖為小學生下課。資料圖片

譯文

The Territory-wide System Assessment (TSA) for primary and secondary schools, which has been suspended for three years due to the pandemic, resumed this year, and the percentage of Primary 3, Primary 6 and Secondary 3 students, who have attained basic competencies (BC) of three key subjects of Chinese, English and Mathematics, have all declined, with the percentage of Primary 6 and Secondary 3 students attaining BC being the lowest since 2006.

TSA gauges BCs of students; although the significant drop in the percentage in key subjects in the TSA this year is undoubtedly related to the suspension of face-to-face classes due to the pandemic, which has affected student learning, the decline serves as a wake-up call for schools to strengthen students' self-learning ability in a targeted manner and make up for their deficiencies, so as to maintain the quality and stability of basic education and consolidate Hong Kong's competitive edge as an international city.

The TSA is administered at the territory level, designed to assess students' attainment of basic competencies. The TSA report this year shows that student performance has dropped to an almost record low. The education sector generally reflects that the decline in student performance

was expected, as the pandemic has led to decline in performance across all industries, and student performance is no exception. A spokesperson for the Education Bureau pointed out that the pandemic had impacted student learning for 3 years, and it would take time for all parties to adapt to the resumption of the TSA, so it was not appropriate to draw conclusions from this result. The corresponding fact is that the decline in the performance of Hong Kong students is similar to the international situation, and the majority of the decline is within the acceptable range of volatility.

The TSA once aroused much controversy in Hong Kong, and there were voices in the community questioning whether some schools drilled excessively to improve TSA scores, increasing unnecessary pressure on students and affecting their interest in learning and healthy growth.

In 2015, the Education Bureau made reforms to curb primary schools from drilling for the TSA to alleviate the pressure on students' learning, while retaining the TSA to collect data to aid teaching and learning, so as to achieve a balance and more accurately reflect the learning of students. Now, in the first TSA after the pandemic, student performance is not satisfactory, and the reason may be, as pointed out by the education sector, the impact of the 3-year pandemic, and

that the teaching effectiveness of online classes is not as good as face-to-face teaching, and students have not fully adapted to the post-pandemic study.

In recent years, Hong Kong students have consistently ranked among the top in the world in international assessments in reading, mathematics, and science literacy. The temporary decline of performance in the TSA should not be unduly self-deprecating, but it deserves enough attention from all parties concerned to objectively find out the reasons and to help students improve their learning abilities as soon as possible. Professor Hau Kit-tai at the Faculty of Education of The Chinese University of Hong Kong, an Honorary Advisor to the TSA Review Committee, says that the latest TSA results have reminded teachers, students and parents of the need to strengthen students' self-learning abilities. He also believes that the drop in student performance is only short-term, and that it is not difficult to catch up with the progress as the curriculum remains unchanged in terms of its depth and complexity.

Chinese, English and Mathematics are the basic knowledge of students. With a solid foundation, students can learn other subjects more effectively. As an international metropolis, Hong Kong students are required to have a good com-

mand of biliteracy and trilingualism. Hong Kong strongly encourages innovation and development, and strong mathematical skills are indispensable if students are to keep pace with the global trend of STEM education and meet the challenges posed by the ever-changing global technological development.

In order to build Hong Kong into an international innovation and technology centre and achieve high-quality development, apart from competing for talents in the international arena, nurturing outstanding local talents is also an important way to enhance Hong Kong's competitiveness, which is crucial to Hong Kong's long-term prosperity and stability.

The TSA report has set out in detail the overall strengths and weaknesses of students for reference. Schools should, according to their own actual situation, guide students to strengthen the learning of weak subjects and enhance the effectiveness of teaching; the Education Bureau should continue to fully support schools to enhance the professional competence of teachers, raise students' interest in and ability of learning, and inspire their potentials, so as to facilitate the growth and development of students and contribute to the development of Hong Kong in the future.

◆ 環球

鼠丘誇大變高山 小題大做惹慌亂

英語世界

鼯鼠是很小的穴居哺乳動物，在地下挖地道居住，挖出來的泥土在地面堆成一個個小小的山丘，稱為鼯鼠丘。鼯鼠英文是 mole，鼯鼠丘是 molehill，molehill 是細小的土堆，常用作比喻細微的事情，英文常用語 make a mountain out of a molehill (把小土堆變成大山)，就用了 molehill 代表小事，對比 mountain 高山，即是大事。說的不是聚沙成塔、積少成多，而是帶點負面意思，指人小事化大、小題大做、大驚小怪。

歐洲早期已經出現把小事誇成大事的概念，二世紀古羅馬作家琉善(Lucian)用希臘文寫作，他曾經記錄過古老的拉丁諺語，翻譯成英文是 make an elephant out of a fly 把蒼蠅說成大象，把小昆蟲誇大成龐然大物，即是小事化大。

小老鼠引發山之震動

《伊索寓言》其中有一個故事 The Mountain in Labour (山之震動)，說山震動了/發出巨響，人們都很好奇，走來看看，滿懷期待，最後從山裏走出來的卻只是一隻小老鼠。十五世紀英國作家卡克斯頓(Caxton)最先把《伊索寓言》譯成英文，他認為故事中的山是鼯鼠丘，因為鼯鼠挖掘而震動，寓言叫人不要作無謂的過度反應，小題大做。

到了十六世紀，英國學者尤達爾(Nicholas Udall)出版了《新約聖經譯本釋義》，他的書中結合了大象蒼蠅、高山土堆兩個比喻。The Sophists of Greece could through their copiousness make an Elephant of a flye, and a mountaine of a mollehill，上文是比較古老的文字，意思即是「希臘詭辯家可以鼓其如簧之舌，把蒼蠅說成大象，把鼯鼠丘說成高山。」

法文亦出現了 make an elephant out of a fly 這比喻，後來 make a mountain out of a molehill 成為了英文常用語，都是說把小事誇成大事。

知道了這些背景故事，自會明白 make a mountain out of a molehill 的意思，即是把瑣碎或不太重要的事情誇大，放大事情的重要性，作出過度反應，或者誇大其詞，把實際的小問題誇張成嚴重事故，不當地把事情擴大。說 Don't make a mountain out of a molehill 是叫人理性一點，不要小題大做，大驚小怪。

You are making a mountain out of a molehill. It's only a minor problem. Stop making everyone nervous.

你真是誇大其詞了。這只是一個小問題，不要弄的人心惶惶。

事情本來不嚴重，只是有人吹大了，反應過度，與事實不相稱，亦可以用 blow something out of proportion (把事情不成比例誇大)，也是小題大做的意思，跟 make a mountain out of a molehill 差不多，說法更直接。

They had a small disagreement but she blew it out of proportion and never spoke to him again.

他們只是有點意見不同，但是她小事化大，從此不再與他說話。

Some parents often blow small things out of proportion. They complain severely over minor problems in school.

一些家長往往小事化大，就校內一些小問題作出嚴厲投訴。

把嚴重的事情淡化和壓低固然不對，但是把小事放大、誇大，令自己和別人有無謂的恐慌和焦慮、小題大做亦屬不必要。這是 make a mountain out of a molehill 背後的道理。

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善用翻譯科技 協助醫藥譯者

恒 大 譯 站

醫藥翻譯是重要的專業翻譯活動，不僅幫助不同語言背景的醫護人員與病人進行溝通，還能夠促進醫學資訊的跨語言共享和交流，加強國際合作，以便應對全球公共衛生領域千變萬化的形勢。

然而，醫藥翻譯面臨許多挑戰。醫學術語複雜，文本類型繁多，從一般健康資訊到政策文件，再到技術性的醫學論文和報告，譯者需要具備相關的專業知識。

此外，醫學領域不斷發展和創新，翻譯人員也要及時掌握最新的用語，以便準確傳達原文內容。

要提升醫藥翻譯的效率，善用翻譯科技是方法之一。現時應用於醫藥翻譯的工具包括電子醫學辭典、醫學數據庫、翻譯記憶庫等，這些工具可以幫助處理醫學術語，查找相關背景資訊，甚至提供翻譯過的內容，節省重複工作。

倡設綜合平台便利檢索

目前的工具有以下兩點值得注意。首先，我們可以加強不同工具之間的整合，使用者不必頻繁切換工具即可獲取所需資訊。其次，我們可借助大型語言模型等最新科技，提升翻譯體驗。

在此背景之下，筆者提出了「英漢醫藥綜合翻譯平台」。此平台一方面整合醫藥翻譯相關的電子資源，涵蓋中西醫學領域，方便譯者檢索資料；另一方面運用人工智能模型，自動生成譯文初稿，供專業譯者參考或進一步編輯，提升翻譯速度和準確程度。

這個平台的特色之一是提供多個翻譯選

項，讓譯者進行對照和比較，以便選取最佳版本，或者將它們組合為新的譯文。以下是取自衛生署新聞公報的原文例句，電腦提供了三個譯本供用戶參考：

茄科生物鹼能引致抗膽鹼能病徵，包括視力模糊、口乾、頭暈，以及神志不清，嚴重可導致死亡。

1. Solanaceous alkaloids can cause anticholinergic symptoms such as blurred vision, dry mouth, dizziness, and confusion, which can be severe enough to lead to death.

2. Blurred vision, dry mouth, dizziness, and confusion are among the anticholinergic symptoms caused by solanaceous alkaloids, and they can be fatal in severe cases.

3. The anticholinergic symptoms of solanaceous alkaloids include blurred vision, dry mouth, dizziness, and confusion, and in severe cases, they can even be life-threatening.

此外，系統還可以讓用戶選擇翻譯風格，以滿足不同場景和目標受眾的需求。一般自動翻譯工具往往只根據原文或其訓練數據的風格進行翻譯，難以有所變化。此平台則可以根據用戶的選擇，提供不同風格的翻譯建議。

當然，這個平台只是一個起點，未來醫藥翻譯科技要不斷進步，為譯者提供更高效、更靈活的協助。不過，無論科技如何創新，專業譯者的角色仍然至關重要。在開發翻譯工具的同時，我們也應該持續加強譯者的培訓，提升素養，以確保他們能夠發揮自身的價值，結合科技和人工翻譯的優勢，為醫藥翻譯作更大貢獻。

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