



# 公開組

## 得獎作品



莫彥

## 我在學的日子

人生路漫漫，總不會一帆風順。在我三歲那年，因為發高燒，入了醫院。後來，燒退了，媽媽卻發現我對聲音沒有了反應。於是，我成了一名聽障兒童。我相信，充滿崎嶇的路，我會走得更踏實！

感謝我人生的第一啟蒙老師，我的母親！是她，含辛茹苦帶大我。是她，由我牙牙學語的時候付出了比常人多十倍百倍的耐性、努力，不厭其煩地教我每一個字的發音。可想而知，正常的兒童，也需要不斷反覆練習，父母至少教育孩子百次，千次，才能正確講出「爸爸」「媽媽」，何況我是一個聽障兒童。我的父母能用教育正常孩子的方式教育我嗎？事實說明了一切，不能！我的媽媽比其他人付出了更大的努力，還有耐性。她用嘴巴貼近我的耳朵，讓我盡可能聽見聲音，她把我的手按在她的喉嚨，讓我能感受到聲帶的震動，她要求我用眼睛看著她的嘴唇，讓我觀察嘴唇的形狀。當年，媽媽是一位工廠女工。每天下班回家，都會給我講一本兒童故事書，我最愛坐到媽媽的大腿上，依偎在她懷裡，讓媽媽一字一句教我講故事。媽媽的努力，終於獲得了回報！我不但會清晰地講「爸爸」「媽媽」，還能清晰地用句子表達自己的想法。每一個字，每一句，都包含了媽媽的期望。母愛真偉大！

後來，在我爸爸的建議下，我進了一所專為聽障兒童而設的聾校。很快地，就受到了媽媽的強烈反對！進了聾校，我媽媽發現，我在學校內，我的說話能力是出類拔萃的。十多位孩子，有數位聽覺能力比我好的孩子，還不會說話呢。由於我說話能力強，我成了學校的風頭人物，學校的生招牌。老師經常安排我代表學校去參加朗誦比賽，參加表演，還獲得報章的報導。媽媽並沒有因此驕傲！她為了我的將來，不希望我太過於自我滿足，希望我能和正常的孩子一樣學習，接受更大的挑戰，任憑聾校老師如何挽留，仍堅持轉校。於是，我才上了一年的聾校，就轉到了正常的小學，開始了我的人生挑戰。我開始自卑了，來到了一個陌生的學校，見到了許多的同學。他們全部都是正常兒童。他們說話能力也比我好，之前在聾校建立的優越感蕩然無存！不過，我還是成了班裡的風頭人物！因為我是班裡唯一一個聽不見的學生！老師盡量把我安排位置在第一排，向全班同學介紹我，希望大家能體諒我。老師講課之間，經常向我發問，讓我回答老師的提問，後來我明白老師是在鼓勵我。多得老師的關照，我能清楚聽見老師的講課。我的學習進度比老師想像中要好。可是事實並非這樣簡單。那時，我們還小，我們還不懂事，對於許多的事物都充滿了好奇。小學同學對我的助聽器非常好奇，經常拿來把玩。我們年少無知，不懂得如何尊重別人，體諒別人。也被欺負過了，也被嘲笑過了，打架也打過了，老師也投訴過了，我一一領教了。還是於事無補。向父母投訴……媽媽的話，如今我也清楚記得：「你是聽不見，這是事實，你不要自卑，你好好讀書，讀出成績，自然會有人尊重你！別人的話由得別人去說。」那一年，我中國語文考試獲得全班第一名。當老師讀出我的名字時，特別要求全班給我報以掌聲！那一刻，我才明白媽媽的話中含義。不知為何，自那次考試之後，慢慢地，我建立了自信，再沒有人欺負我了，曾我和打架的那位，後來還成了我的好朋友。因為有了家人的支持，老師的鼓勵，同學的體諒，餘下的小學生活，我像許多正常的同學一樣，愉快地渡過了。

隨著社會進步，越來越多人了解聽障人士。我進入了中學，另一學校，另一同學。學會了尊重，學會了體諒，人才是算是長大了。剛入小學時受到的遭遇，來到了中學，並不明顯，出奇地平靜。班裡的同學對我弱聽並不在意，對待我就像對待正常人一樣，我之前的擔憂是多餘的。在中學，我也受到了老師的關照，我生得牛高馬大，也被安排坐在前排之列，不在第一排也在前三排。後來的中學生活，是後話了，我確實平平凡凡地做了一個正常的中學生。

如果我媽媽當年不堅持，早早就放棄，也沒有今天的我。今天的我能說流利的中文嗎？恐怕我是在聾校完成我的中小學學業，恐怕我是無法完全融入主流學校。如果不是學校老師的支持，恐怕我的學習進度是無法跟上主流學生，也無法中國語文取得全班第一的成績。可能早早退學待家呢。如果不是同學的體諒，我永遠無法融入同學圈子，人也悶悶不樂，成績能好到那裡呢。我能融入主流學校學習，實在有賴社會各界人士大力支持，聽障人士才獲得認同，獲得包容。

#### 公開組評審委員會評語：

體察到家庭及主流教育的成果，努力向上，正面積極，不屈服於生理缺憾，懂感恩，令人感動。



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Dora Lee

## 我在學的日子

When I was 2 years old, the doctor diagnosed that I had bilateral profound hearing loss with an average of 95 decibels (dB) loss. Without hearing aids, I live in the silent world and will not give any reaction in the harsh environment like rock concert or thunder rumbling overhead. Wearing the hearing aids does not mean it could compensate all hearing loss, instead, it could only amplify the sound to a certain level (as high as 60 dB) and with distortion for better hearing in my life.

Due to having profound hearing loss since childhood, it affected the most important development stage of hearing and speech abilities. To enhance the residual hearing with hearing aids, I had to sacrifice my personal time after school in my early childhood on speech training provided by Education Bureau. The aim was to practice the basic pronunciation correctly and repeatedly day by day, week by week. The repeated practice was not an easy task either. Undoubtedly, this training gave me the most critical foundation of speech learning which had long-term effect.

Most people with profound hearing impairment face similar difficulties. Firstly, always face hard hearing the words with high frequency, like vowel sounds /s/, /sh/, /th/ and /z/. Comparing Cantonese with English, it is harder to speak in Cantonese. In Cantonese, the words with same pronunciation has 9 different tones. While it only has two types of stress in English language. Sometimes, I have to guess the words by repeatedly inferring the words of the sentence back and forth.

Secondly, the technology of the hearing aids was not advanced during my primary school stage. The sound quality was not so good and the sound response was not as quick as the auditory nervous system. The sound heard was mechanical in those days. The hearing aids were not powerful enough such that I could not entirely utilize the residual hearing, even discriminate the words differently. Hence, only limited amount of sound could be heard. The hearing aids amplify the surrounding

sound without suppressing the background noise, I could only hear the noise, which covers the human sound, in the noisy environment such as playground, restaurant and street. Consequently, I felt upset when surrounding people were kept talking while I could not make any prompt response, even they shouted at me. With advanced technology, the modern hearing aids can only amplify sound more close to human sound with quicker response. I can only understand when people speak slowly and clearly in quiet environment.

Thirdly, some children with serious hearing impairment study in deaf or special schools because they are always provided with special assistance and taught by special training teachers together with the help of sign language. However, when they switch to study from special school to mainstream school after grew up, it is hard for them to get involved in new social and study environment.

I studied in mainstream schools, from kindergarten to post-graduate school. In primary and secondary school, I was a pioneer-enrolled student with profound hearing-impaired. All teachers and professors did not have any experience of teaching such type of student and did not receive any formal training in teaching the hearing-impaired students.

It was a tough life to be educated in a school under shortage of resources. My mother had communicated with the principal and teachers for my special needs and requested them to provide supportive assistance to me in the learning environment so that I could receive proper education like other students in the school.

The followings are the major challenges:

- Lip reading: I do heavily rely on lip-reading in the communication. About 75% of conversation is distinguished by it, the rest is by hearing. It is more difficult in the group discussion.

➤ Seating arrangement: The position of the seat affected how I could see teachers face-to-face and do lip-reading most of the time. This could help me catch every single word by hearing / lip-reading without missing.

➤ Interaction:

➤ In one-to-one conversation, my right ear is a bit better than the left ear. Hence, the speaker should sit next to my right side so that I could have a better communication with him. Sometimes, I do not aware the speaker was talking to me at the beginning, he would tap my shoulder/arm lightly and I turn my face to him before the start of conversation.

➤ In the group conversation, it is much harder than one-to-one conversation. Many speakers would speak from time to time, and I have to do lip-reading from them. I always do not know who would be the next person to speak up. My head and eyes have to move from one side to another to catch the words as many as I could. In addition, in the noisy environment, I could not recognize the sound when someone around / behind me is shouting to me. In all, the more people speak, the harder in communication.

➤ In the classroom, the teachers sometimes might not know if I could hear what they spoke. Body languages (e.g. eye contact, gesture, nod, facial expression) could help them know whether I pay close attention to hear what they spoke.

➤ Patience:

➤ Knowing the subject of the conversation is always the most important.

➤ Without the help of note-taker, I had to copy the points by myself during the class but I could not fully concentrated on hearing. Therefore, after the teachers have spoken and written the main points on the blackboard, they paused a while and gave us extra time to copy.

➤ I can understand the conversation if people speaks slowly with appropriate mouth movement, pronounce the words precisely, repeat the emphasized words and eliminate the background noise if possible.

➤ Listening / Oral / Dictation: For dictation, the teachers have arranged to retake it with me after school. By face-to-face and slow-speaking, I could get satisfactory result in dictation. For listening and oral, due to hard-of-hearing and difficulty in speech, I am granted to exempt from the exams.

Apart from the hardship of learning in the class, I also faced difficulties in social life. The communication gap between the hard-of-hearing and normal hearing people always exists. In such fast rhythm of life, not everyone is willing to be patient and speak repeatedly to me. Occasionally, they chose to turn a deaf ear to my words instead. They felt that it was hard to communicate with me, or could not hear what I said. In the whole school life, with the care of teachers and the help of classmates, I have overcome thousands of hardship at different education stages.

When I studied in primary school (in P.5), I read a story book about the autobiography of Helen Keller (海倫凱勒). Amazingly, this book inspired me to make a life decision. Helen did whatever the normal people did by overcoming the blindness and deafness, and achieved Bachelor degree at the end. Subconsciously, it gave me the greatest courage to overcome hardship to do whatever normal hearing people could do, especially study hard to get into university. The main reason is, it is rarely known that profound hearing-impaired people are educated in university and got an honorable job after graduation in Hong Kong.

Luckily, I enrolled to a Band-1 secondary school with English as the medium of instruction. The change of teaching medium from Chinese to English is one of the challenges I have faced. Other new things, including learning environment, teachers, classmates and curriculum, made me feel stressful as they all needed my extra time to adapt and adjust again. Meanwhile, my goal gave me a positive motivation to overcome the hardships no matter how tough they were.

On the last day of F.1 school life, the Principal unexpectedly gave me an article printed in the newspaper. The article was about the hardship a hearing-impaired student faced in new environment, and how she overcame them one by one and got outstanding academic performance in the school. When I read the article, I realized that the

person mentioned in the article was me. My class teacher has written this article and sent to MingPao Newspaper. Later, she presented a special doll gift to me. My parents and I really appreciated and thanked her for her caring and encouragement.

In the secondary school, the academic competition with classmates and external students was keen, especially the HKCEE and HKALE. Since F.1, I studied diligently and paid triple effort to compensate what I had missed in the classes. When I encountered academic difficulties, I asked teachers and classmates for assistance immediately. All teachers were very helpful and willing to spend extra time to explain repeatedly until I understood. With my greatest effort, I was awarded some academic merits. Most of my classmates and I are studied in the same class for 5 to 7 years. They treated me as a normal hearing person in my life, always gave me a hand when I needed. I am very thankful for having good classmates and had unforgettable memories of school life.

Finally, I was admitted to a university in Hong Kong. On the first day of class, I faced the greatest challenge I never encountered in the past. One professor with long beard and moustache made me hard to do lip-reading. Apart from it, the professors of the university came from different countries with different accents. Without any resources provided by the university and the help of lip-reading, study was almost worthless and the studying life was obviously harsh with frustration sometimes. After talking to the student affairs officer, the professors and tutors gave me private tutoring with me face-to-face occasionally.

The interaction mode between peers is complex. It needs high degree of adjustment to cooperate with peers of different backgrounds. In the campus life, it required high degree of independence and high emotional quotient to get along with hundreds of people every day. This gave me valuable experience of how to survive in the real world.

Later, I studied a Master program in a university in Sydney, Australia. Before the start of school, I received the assistance enquiry from the university. Incredibly, I received completely different assistance comparing with that in Hong Kong. They provided FM amplifier (which it did not work well with me), note-taker service in the lectures, special arrangement in the exam, private study room. The service of note-taker is really great and saved my effort in the class. I only need to concentrate on what professors said, while the note-taker took detailed notes, including the words what other speakers spoke. The note-taker provided a copy of notes to me after the class. With this valuable assistance, I received Merit Certificate Award for Meritorious Performance with GPA 3.5. This proofed that profound hearing-impaired people could have the opportunity to be educated in higher education if provided with valuable and essential services.

I have been educated in two different places. The resources I received were totally different. In Hong Kong, only relying on lip-reading is insufficient for me to have complete understanding of the curriculum. Extra time on self-studying is required to redeem the others. In Australia, spending a bit of time on the detailed notes which is done by note-taker is sufficient. I truly believe if note-taker service is adopted in Hong Kong from primary school to university, most of hearing-impaired students could be benefited and they would not feel depressed when they could not hear in the class.

I have paid triple effort so that I could achieve what normal hearing person did with limited assistance in hometown. Frankly, such life experience was really harsh, lonely and painful. My faith and the support from families and friends keep me moving on. With the motto of 'No pain, No gain', I received countless rewards at the end.

By taking this opportunity, I would like to express my heartfelt thanks to my parents, families, principals, teachers, classmates and friends who provided support and assistance to me.

#### 公開組評審委員會評語：

正面積極，內容很清楚描述出克服過程及努力，英文書寫能力很高，把挑戰化為力量，加倍努力，一定成功。

優異獎

公開組  
得獎作品

聽  
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余煒琳

## 我在學的日子

兩歲發燒時，失去了「聽覺」，我的母語是「手語」，因為我在「聾人家庭」長大，活在「聾人世界」。我到底是否適合在「普通學校」讀書？我在這裡讀書得開心嗎？學了多少？還有，我在「普通學校」時的生活是怎樣的？同學們怎樣對我？老師又怎麼？

我從「特殊學校」讀到中三才轉校，正是因為我很想知道「普通學校」的環境是怎樣的？與「特殊學校」有何不同？當初我認為自己可以說話，也可以看唇讀，而且我讀書的成績不錯，轉讀「普通學校」沒有甚麼大不了，也難不倒我，只是小兒科呢，還以為我可以應付得來……

轉入「普通學校」之後，跟我想像的完全相反，與「特殊學校」相比根本是在兩個不同的世界。這時候，我才開始覺得可怕，多次躲起來，偷偷地哭著。也有時候，我不知自己做什麼，覺得自己鬼不像，人也不像，神智不清。本來充滿自信的我，卻變成很自卑的小女孩。同時患上了一個怪病，就是「讀書心病」，每次面對測驗或考試，甚至會考……我都會很緊張，比一般的同學們多百倍的緊張，太誇張了。考試及會考之前，我會溫至天亮，還會飲一兩杯咖啡，到場考試時，我的雙手發震，緊張得連寫的字很難看了。

你們知道嗎？說真，我在這裡讀書很艱苦，卻學了很少很少，可以這樣說完全沒有學到了，太可悲。很少人願意出頭幫我，因為我是聾人，同學們當我是「火星星人」，與他們並非同一的人，我當然很悲傷，彷彿自己一個人要孤伶伶過著三年的中學生活。我說一句：「過得很不好，苦苦過每一天」。我很想快完結「中學的生活」，在這裡讀書，真是很恐怖。

因為……

讀書時，失去聽覺的我，卻要比他們加倍努力。

上課時，能看唇讀的我，卻不明白老師說甚麼。

小息時，用力雙手的我，趕著抄下同學的筆記。

午餐時，孤苦伶仃的我，多數自己一人吃飯盒。

放學後，心情不悅的我，還要去找人幫我補習。

回家後，疲勞不堪的我，仍然在家努力地溫習。

同學們，知道他們都不喜歡用紙筆和我溝通，一天一天的遠離我。

有一天，同學沒說清楚，害得我交錯了功課，我便默默忍受處分。

老師們，我看他們都覺得我這聾學生真麻煩，令我感到不好意思。

有一次，老師誤會了我，我怎樣都不能反抗，故只好啞巴吃黃蓮。

這時候，我的心理愈來愈有問題，常常都在害怕，害怕面對很多困難的事情。幸好有愛我的家人那麼支持我，只有他們最明白我的，真是很感謝他們。如果沒有他們，我會不知道怎麼辦。每一次，我一心情不好，總是去找家人訴苦，他們都會安慰我。很多次，我不明白功課，也會去找家人幫忙，很榮幸有了他們。

最後，其實……有很多事，談何容易。如果時光可以倒流，讓我再一次選擇，我絕不會選擇在「普通學校」讀書，因為「普通學校」是不適合我的，我還是愛在「特殊學校」讀書。

#### 公開組評審委員會評語：

坦誠的描寫學習緊張的心路歷程，有幸得到家人的愛護及支持，希望這位同學不要屈服於困難，努力去超越自己。

優異獎

公開組  
得獎作品

聽  
心  
聲  
一  
找  
細

張真美

## 我在學的日子

我的名字叫張真美。自從證實患上嚴重失聽後，便左右耳佩戴助聽器。最初的大半年，我很不適應語言訓練班。每次上堂都會大哭一場。我只記得當時的耳筒又大又笨重，佩戴後耳朵會又紅又痛。雖然我非常不妥協，但老師和我母親都耐心地教導我。當我的恐懼感逐漸消除，我開始迅速地完成一個又一個的課程，且得以在普通學校就讀。

在記憶中，大多數人對我都是很包容且有耐性。在普通學校裏，當老師知道我需要閱讀口形，且在聽力上比普通的學生吃力，便會安排我坐在可以看得清楚的座位。此外，在小學時，會有一個從特殊教育局派來的老師跟進我在學校的進展；在中學時，也有該校的社工看我能否適應新的學校。當時，我不太明白為什麼會有這些跟進。

在我十三歲的那年，我和我的家人一起移民去加拿大。生活比起香港來說，真的很不同。不單是指天氣上，還有文化上，當地的人和事及生活環境等，一切都是那麼陌生。學校的生活也比我想像中不一樣。我發現自己的英文程度實在不堪，整天都要埋頭苦查字典。有一個特殊老師會每個星期探望我一次。她告訴我閱讀時不要立刻翻字典。讀一行，細想其意思；讀一段，分析整段文字的意義，然後才翻一翻字典。如此便可多觀察到詞語的運用和其意思。我由衷覺得這是個很好的閱讀方法。

當時，我開始使用FM機。這個傳播器可以幫你除掉雜聲聽到講員的聲音之餘，其音量在三十尺以內都會保持一樣的聲線。在大型的班上，老師有時無可避免地一邊走一邊講話，所以FM機在這種情況下，是非常有用的工具。雖則如此，當時的我還是不太接受使用FM機，只覺得它讓我覺得自己有更多的缺憾。我的特殊老師會開解我，幫我正面地去面對。甚至我的老師們，都很為我設想。有個老師開玩笑地說FM機讓他覺得有如總統般重要；有一個老師為了我剃光了他滿臉的鬍鬚，讓我能清楚閱讀他的口形。我怎能不為這一切而感動？怎能不感謝特殊老師的聆聽？他們的幫助和支持給予我動力去繼續努力，去完成中學。

大學的生活是個嶄新的體驗。一班的規模可以從三十個學生至二百個甚至更多。在龐大的聽眾前，教授大多馬不停蹄地講課。課程表可以一天到晚都要上課，所以難以有空請教教授。當時，我發現大學內有專為特殊需要的學生而設的服務中心。在那裡，我可以申請筆錄者為我抄筆記。有了那些筆記，我可以知道甚麼是我聽說過的，甚麼是我錯漏的。三年半後，我終於順利畢業，拿到經濟學位。

回想起這一切，我衷心感激有如此好的老師和特殊老師們。以前我不太明白特殊老師的職責和存在的目的，但現在我會感激有這個渠道去確定有特殊需要的學生們能好好適應學校，使能在有需要時給予幫助。有些事情，我不想父母多慮。我的老師們在我的身邊，幫我去克服失聽帶來的不便，他們都是我的守護天使。

### 公開組評審委員會評語：

積極克服每一個階段所遇到的困難，激勵自己達至學業成功。



優異獎

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陳偉基

## 我在學的日子

我是一個聾人，一個深度弱聽的聾人，我的聽覺因為小時候常常發高燒不退，打的多退燒針藥而影響了，對中高音以上的頻段我已是完全的失去了，餘下的就是對低音的頻段我還算可以，但就算帶上了功率強大的助聽器對我而言也沒有什麼大幫助。

我在這樣的背景之下，並沒有一如其他人所想那樣，認為自己的一生就此完了，放棄了自己，也因為我爸常跟我同其他人比較而對我看低一線，正好相反，這樣的背景造就了我不喜歡靠別人的幫助，積極裝備自己的決心及鬥志……

也因此，這些年，我都有在外面的學校進修跟自己職業有關的課程，對一個聾人來說，在出面的一般學校上課意味著什麼呢？跟一般人應該差不多吧？大不了老師說話大聲一點就行了吧！

就讓我來分享一下我在學的日子心聲吧……

開學的第一天，帶住又期盼又有點害怕的心情上堂，為什麼會有點害怕呢？其實這是大部分聾人的內在心理，聾人因為不同程度的失聰尤其不是全聾的人，對不熟悉的人交往，總是會有一道無形的牆在，怕聽不清楚而出洋相或別人說話說多幾次遷就你的不耐煩而感到不好意思，但卻又不是沒有自信的表現。但對一些聾人來說，有些人會因此而放棄學習的機會，這是一般人從來沒去想過或感受過的一種複雜心情及心理因素，克服了它就是行第一步的開始了，因為一般學校的教育是不會因為你是聾人而特別遷就你的。

這就意味著我們聾人在普通的學校下學習，要付出更大的專注力，比別人更勤奮也花更多時間去研習以跟得上課程的程度，尤其是重度失聰但卻還餘有一部分聽力的人更是如此。可幸的事是，我自己因為職業上本身已有一定根基，課堂上老師也因為上堂做有關課程的上機實習時間緊迫而要我們預先自己備課，實際上不會有太大的問題，而只要不怕問問題及同同學討論研究交流，多下一點苦功，比別人勤奮一些，很快也就學會的了。

如此這般邊工作邊進修的日子，轉眼很快就將近一年，當中學業上所遇到的問題，也在老師的細心教授下及同學的互相研討下——解決及進步，並在完成課程後拿到了文憑。

在這裡我想總結一下學習心聲，希望一般院校的老師可以借鑒作為教學方針的一些建議，其實我們聾人沒什麼的，需要的支持就是老師細心教授，尤其是當發現我們像是失去專注時就代表我們聽不明白了，預先備課也是一個好的方法，以便我們聾人先對下一節會教授的東西有一個概念，如可以的話留下電郵討論課業也是一個不錯的方法，希望這些對有心培育聾人的老師有所啟發。

### 公開組評審委員會評語：

雖有聽覺障礙，仍然擁有積極進取精神，很喜歡「積極裝備自己的決心及鬥志」的句子，同學你要繼續努力。