

# Using Movie Making as a Teaching and Learning Method

## 影片製作教學

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English movies have always been used in foreign language teaching in Macau. As a combination of authentic language and visual pictures, movies can play an important role in enhancing students' motivation to learn.

Eight years ago, as a movie lover myself, I started to contemplate using movies to enrich teaching and learning. In addition to showing movies to students with some follow-up discussion questions, I thought more could be done to strengthen students' participation. Having been working on this film project scheme with my Form 4 and Form 5 students for eight years, I would like to share my experience about how to monitor this project.

The project basically consists of four stages. I usually assign it in early December, when students have less pressure from their academic studies and can more easily find time during the two holiday breaks that follow.

在澳門，英語電影一向以來都被用作外語教學工具，電影是現實對話和動態場景的結合，在增強學生的外語學習動力方面扮演著重要的角色。

八年前，作為一名電影迷的我，考慮在課堂上播放電影以提升教與學的效能。除了讓學生在觀賞完電影後做一些相關討論之外，我再添加一些活動讓學生更積極參與課堂。至今，我在中四、中五年級課堂上實行影片製作教學計劃已經八年了，在此我想分享一下我指導此計劃的一些經驗。

我通常在十二月上旬佈置課題，這段時間他們的學習壓力較輕，並可利用接下來的兩個長假完成此項作業。此計劃包含四個階段：



### Stage 1: Pre-filming (early December)

Some works made by the former students will be shown to them so that they can understand what they are expected to do. Afterwards, the topic will be announced and they have about two weeks to consider its elaboration and then submit a 200-word story outline.

### Stage 2: Filming (mid-December to early February)

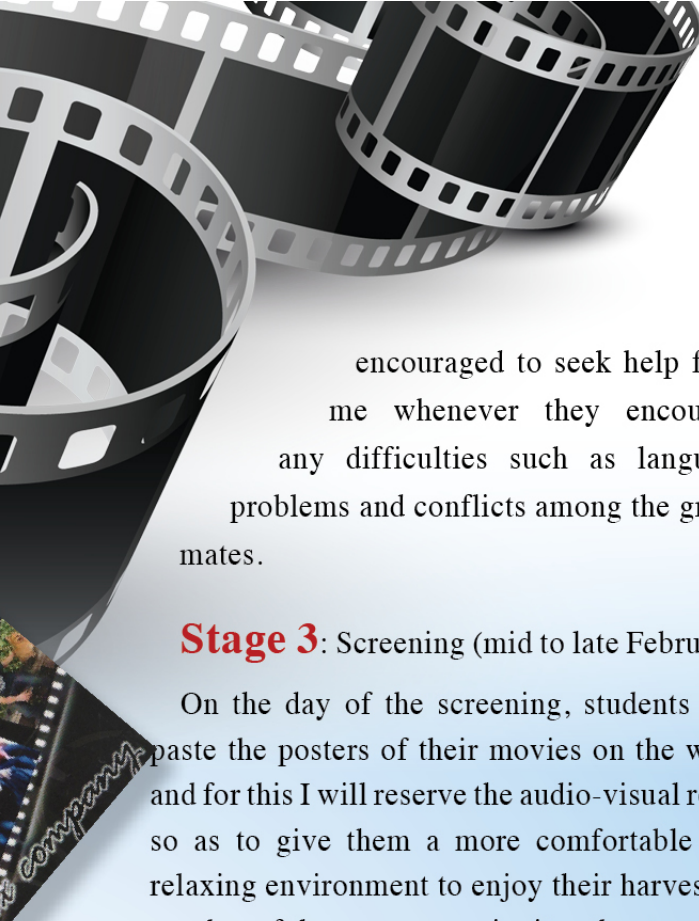
After finishing the plot outline, the students will be given another two weeks (around the Christmas Holiday) to finish a 1-minute trailer. This is to ensure that they have begun their work. Furthermore, having seen one another's trailers, they have stronger motivation to devote more time to doing the project. After the screening of the trailers, they will be given six more weeks to finish their work (around the Lunar New Year Holiday). They are

### 第一階段：拍攝前準備（十二月上旬）

首先，我會在班內播放以往學生們的作品，讓同學明白製作的要求。接著我會宣佈影片製作的主题，學生大約有兩週時間構思，並詳盡闡述，然後提交一份200字的故事大綱。

### 第二階段：拍攝影片（十二月中至二月初）

大綱完成後，學生有兩週時間（大約在聖誕假期間）拍攝一段一分鐘的預告片，以確保他們已開始工作。此外，觀看別組的預告片也有助於激勵學生們對自己



encouraged to seek help from me whenever they encounter any difficulties such as language problems and conflicts among the group mates.

### **Stage 3:** Screening (mid to late February)

On the day of the screening, students will paste the posters of their movies on the walls and for this I will reserve the audio-visual room so as to give them a more comfortable and relaxing environment to enjoy their harvest. A number of them may even invite other teachers to watch their works. I encourage them to applaud at the end of each movie to show their appreciation for the effort of their fellow students. In addition, they are required to burn their video to a DVD and put it in a DVD box designed by them.

### **Stage 4:** Post-Screening

There are some follow-up activities to give them an opportunity to learn even more. Firstly, the directors and poster designers will be invited to come on stage in turn to share about (or promote) their creative concepts. The audience is also encouraged to share their opinions about the film by using some related technical terms acquired from the vocabulary book. Two days after the screening, the students will be given an evaluation form, on which they will grade one another's performance. Then they have to reflect on their weaknesses and suggest some ways for further improvement. This is especially important for the Form 4 students as they will have another chance to make a new movie when promoted to Form 5. In most cases, students confess that they have poor time management

的作品精益求精。預告片放映過後，學生們將有六週時間完成影片拍攝（大約在農曆新年期間）。我鼓勵他們在遇到外語表達困難或組員間爭論等問題時，可向我尋求幫助。

**第三階段：**影片放映（二月中至下旬）

放映當天，學生們會在牆上貼上影片宣傳海報，我也會預約視聽室，以提供更舒適放鬆的播放環境讓學生欣賞其工作成果。有些學生會邀請其他老師來觀賞。我鼓勵他們在每段影片結束後鼓掌，以示對別組努力成果的支持與鼓勵。最後，學生需把影片燒錄在DVD內，並放入他們親自設計的DVD盒中。

**第四階段：**影片放映後

為了使學生學會更多，放映會後將有一些後續活動。首先，導演和海報設計師會被邀請上台一一講解（或宣傳）他們的創意構思，同時，我會鼓勵台下學生運用在單詞書中學到的相關專業詞彙發表觀後感。兩天後，學生需填寫評分表來評核別組的表現。接著，他們需反思不足，並提出改進方法，這一點對於中四學生來說尤其重要，因為他們在中五時仍需拍攝影片。反思過程中，大部分學生會坦言他們並沒有很妥善地管理時間，或缺乏自制能



skills and they lack self-control. Finally, the students are asked to write a review of about 250 words on a chosen film.

In addition to the fun of filming and screening, the application of the four language skills is also integrated into this project, especially writing and speaking. Through working on their scripts and the film reviews, students can have a lot of writing practice, and the actors and actresses can learn how to speak with proper intonation and feeling in a confident way. In fact, the most important teaching aim is that students can recycle the vocabulary they have learnt and use the language in an authentic situation.

Moreover, it is a project that encourages students to cooperate with one another. There are different roles for them to take on. Those who are weak at English or too shy to act can still help to edit the film or design the poster or the DVD box. Besides, as they are not students who major in film studies, a smaller proportion of the points is allocated to the editing while more emphasis is put on their English proficiency and storytelling techniques.

力等。最後，學生需任選一部影片並提交一份約250字的影評。

除了拍攝及放映的樂趣外，這個計劃也包含聽說讀寫的綜合練習，特別著重寫作及口語方面。通過撰寫劇本和書寫影評，學生獲得了許多寫作機會，演員們也學到了如何自信及有感情地用正確的語調表述。而實際上，此計劃最主要目的是讓學生能溫故知新，回憶學過的詞彙並將其運用在現實情境中。

這個計劃同時也培養了學生之間的合作精神。人人都各司其職，英語稍遜色或性格較內向的學生可擔任影片剪接、海報或DVD盒設計的工作。由於學生們都並非電影製作專業，在評分上，影片編輯的得分較輕，而英語水準及故事敘述能力的佔分較重。

Despite its being quite time-consuming, there are two major factors that drive me to assign this project to my students every year. First, this project conforms to the requirement of multiple assessments (in contrast to the traditional paper-based examination), which are the current trend in the field of education. And the more important factor is that the majority of students enjoy this project a lot. Many who have graduated expressed their fondness for it as it did bring them a lot of sweet memories. A few students have even been inspired to pursue further education in Communication Studies in the future.

Having been coordinating the film project for eight years, I have so far collected around sixty student-made films, and they are regarded as one of the most important assets in my teaching career. As there is no restriction on the genre of the movie; their different interpretation of the topic can actually lead to various types of movies, which always give me some pleasant surprises.

To sum up, the film project has benefited my students to a great extent. I hope more Macau teachers of the senior forms can try to adopt this scheme to enable their students to experience the fun of making movies. I believe that the films made by them will be far beyond our expectations.

雖然這個教學計劃比較費時，但基於以下兩個原因，我每年仍會佈置給學生：首先，此課題遵循了多元評估這個教育領域新趨勢，跳出了傳統的試卷考試框架；其次，學生們十分享受其中，很多畢業生都反映很喜歡這個作業，它帶給了他們許多美好的回憶。受到了這個作業的啟迪，有些學生甚至選擇了傳媒專業為深造的主修學科。

電影製作教學法施行至今的八年間，我收集了約六十部學生製作的電影，這也成為了我教師生涯中最寶貴的資產之一。由於影片並不設類別限制，學生們對主題的不同理解使他們創作出各類的影片，時常給我帶來許多驚喜。

綜上所述，影片製作這個課題讓學生獲益良多。希望在澳門能有更多高年級的老師採用這個教學法，讓學生能體驗電影製作的樂趣所在。相信他們所製作的影片一定會遠遠超出我們的預期。

