

Use of the Movies in the Turkish Language and Literature Education in Turkey

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Abstract

The aim of the present research is to investigate the teachers' use of movies in their classes for the teaching of literature and their opinions on this technique. The research is designed as a case study. The target group of the research, selected on information-oriented sampling, consists of 44 Turkish Language and Literature teachers who graduated from 27 different Turkish universities and work in education centers, state and foundation schools and enrolled in Okan University pedagogical formation program. The responses given to the open-ended questionnaire items prepared by the researcher are interpreted qualitatively by means of content analysis. The data obtained from the research are interpreted under the categories of (1) the movies used in the classroom, (2) the purpose for which the movie is used in the classroom, (3) the selection of movies according to literary genres, (4) benefits of the educational movies for research group, (5) limitations of the educational movies for research group. Depending on the research results, some recommendations are made for the use of movies in the classroom.

Keywords: movies, literature, cinema and education, teaching of literature, teacher training

1. Introduction

Adaptation is to redesign an art of work under the technical facilities of another branch of art and create a new atmosphere for an appropriate share of artistic experiments and information. Since its first years, cinema has been always in contact with literature and frequently benefit from literature in terms of content.

Especially the adaptations of classics belonging to famous writers as Shakespeare, Zola, Tolstoy, Hugo, Dante, Dumas and Dickens provide an efficient and entertaining education facilities in terms of both forms an audience population consisting of middle-class people and teaching literary traditions. It is a fact that lots of literary works have been adapted to be shown on cinemas or television and these adaptations are one move ahead of other movies or works in terms of reaching to the audience.

Since 1907, the year when the movie machine was begun to be used as an education tool, both cinema and education technology have developed greatly and movies have been a quietly popular education material after used and highly appreciated as a part of military education. Taking advantage of the close relation between education and cinema is also important for creating an entertaining education atmosphere for students who have to cope with long and complex literary texts and thus does not like literature lectures. Moreover, use of the visual tools in literature education provides high participation in class discussions, efficient use of the technological tools, the permanence of information, development in group studies in class and capability of sharing the ideas with others (Arıkan, 2009). Movies provide important opportunities in discussing the plot besides encouraging the students for literary and art criticism. Moreover, the use of long, relatively unknown and unsuccessful movies, especially in adapting the literary work, may cause some problems such as the inability of making a proper analysis and losing time and interest in reading. Movies should be evaluated as an education material that should be used in the activity plan in accordance with true methods.

1.1 Problem Background

Since the first quarter of the twentieth century, in America and Europe, lots of companies and associations have been founded in aim of making and researching movies for educational purposes; lots of catalogs and brochures on educational movies for teachers have been published and lots of symposiums and programs have been held.

The infrastructure needed for the use of the movies in the classroom is almost completed (Yakar, 2013). But in spite of these developments, any programmed change could be made to be applied to practices and curriculums, apart from the less academic studies on the academic use of movies. The use of movies as a visual and audio material is a matter of preference of the teachers. In Turkey, there are 63.000 directors and 789.000 permanent teachers in educational institutions (MEB 2015), and the fact that the use of the movies as multi-dimensional materials depends on the choices and experiments of teachers. This situation certainly causes some problems in the efficient use of movies in the classroom.

Between years of 2008-2013, it is detected that only 33 articles about the teachers' technology efficiency were published in Turkey-based magazines and there is no gradual increase in article number in years (Kurtoğlu & Seferoğlu, 2013). This situation is the evidence of the pessimistic picture of drawn by the unsuccessful corporation of education and technology.

One of the most important problems in the Turkish educational system is the recruitment conditions and efficiency of teachers. Teachers can work in schools without being asked for pedagogical formation education. For a healthy and proper analysis of this situation, the status of teachers who have no education in pedagogic formation should be examined and compared to the ones that had a pedagogical formation education.

Contrary to popular belief, the use of the movies requires a planned and disciplined study. Rudolf Arnheim states the problems in visual educational tools by saying that there is no need to create an artificial relation by only using movies and emphasizes that the teachers should be educated in visual sensibility lectures as an obligatory part of their job in his *Visual Thinking* (2009). The teachers giving place to interdisciplinary studies in their classrooms are expected to have a broad perspective. It is inevitable that the teachers, who are obliged to cope with the general efficiency exams as university entrance exams and public personnel selection exam as a requirement of the educational system in Turkey, are inadequate. For a movie-lover literature teacher, the use of movies in the classroom will produce entertaining and affective outcomes.

2. Method

2.1 Research Model

This research uses a qualitative research approach to finding out the Turkish Language and Literature teachers' perception, experience and attitude of movies as educational tools. This research belongs to the instrumental, definitive, case study category as a qualitative research design.

In a case study, the factors of one or more situation, it's/their affects on the related situation and the affects of situation on it/them are studied under a holistic approach (Yıldırım & Şimşek, 2013). The strategic importance of case studies is to emphasize the potential acquisitions from one situation. The uniqueness, complexity and the relations between the social context are clarified (Glesne, 2013). A case study may aim to understand the situation or situations chosen for ideally understanding a certain problem (Creswell, 2015). One of the reasons of the popularity of descriptive details is that it provides a view of the background of the events or situations (Kuş, 2003). Instrumental situation studies are conducted for giving an idea or re-deal a generalization (Stake, 2005, as cited in Marriam, 2013). This study is an instrumental case study as it tries to understand a problem.

This research aims to create an infrastructure for experimental generalizations by scanning the basic concepts of a field literature for a descriptive situation study. At the introduction of the survey, 13 questions were asked to detect the demographic characteristics and then 28 open-ended questions were used to learn about the topic. The research questions are designed to include interrogative pronouns "what", "why" and "which", as used all case studies. The use of these interrogative pronouns aims to get the answers that can be analyzed in terms of descriptive study. The answers are analyzed according to the contents under definite codes and the categorization of the relations between the data. As the codes are determined in the light of the answers, similar codes are collected under same titles. A crowded theme set is created; the primary themes are chosen and then categorized in accordance with the aim of the research. The collected data are processed by an inductive content analysis under five basic titles.

2.2 Research Group

The analogous sampling method is used to collect data. So, the study is conducted by the participation of 44 Turkish Language and Literature teachers working in courses, state and foundation schools and enrolled in Okan University pedagogical formation program. In Turkey, Turkish Language and Literature lesson are given in secondary education. The research group is chosen by the analogous sampling method to detect the perception experiment and attitudes of this method of the teachers who have no education in pedagogic formation. The participants are graduated from the Turkish Language and Literature departments of Faculty of Science and

Letters in 27 different universities. The participation of teachers from different universities is important in terms of providing a wide range of information on the Turkish educational system. 31 of participants are women and 13 of participants are men. The average age is 29 and average of experiments in professional education are 5 years. The 19 of participants work in state schools while 7 of them are in foundation schools and the rest 15 work in university preparation courses.

2.3 Validity and Reliability

After a field literature scanning on the use of movies in the classroom, 50 descriptive open-ended questions on important subtitles of the topic are asked the participants. These questions are about the movies used in classrooms, the aims of the teachers, their experiences, and the reasons of their attitudes. These questions are revised for providing scientific efficiency with a field specialist. To provide accurate and complete comprehension of the questions, the survey is examined with the help of a literature teacher. At the end of these studies conducted with specialists and literature teachers, some questions are omitted, some questions are interchanged, some are redesigned and 41 of the questions are selected to be used in the survey. These 41 questions are designed as short sentences to provide accuracy and comprehensibility.

In terms of internal creditability of the research, another researcher making qualitative research helps in collecting the codes under the same themes, analysis of data and definition of situations. This researcher participates in critical discussions made for categorizing and making sense of some data.

2.4 Problem Case

The most serious problems in the application of this method are deficiencies of the teacher education applications in using visual-audio materials, the lack of any studies on that field and the fact that there is no research about the aim of use of the movies. The certain parts of literary works that are adapted to cinema by the means of a hundred years of the corporation of cinema and literature may be used within a certain frame. Teacher education is the first step of that interdisciplinary work. The aim of that descriptive, multi-situational research is to understand the Turkish Language and Literature teachers' perceptions, experiences, and attitudes to the use of movies in the classroom. The definition of some situations as which movies are used, for which aim these movies are chosen, the selection of the movie according to literary genres and utilities and limitations of the educational use of movies are expected to be a light for future research.

2.5 Limitations of the Research

Since the broadness of the study group, the excess of the research subtitles and lack of any past studies on that field, only the 41 question survey were used for a primary assessment.

The study group of that research consists of teachers who have no pedagogical formation education. To conduct the same study for also, the teachers who were given education of pedagogical formation will provide a wider perspective.

3. The Movies Used In the Classroom

Today, most of the people believe that cinema harms especially literature and literary works. The reasons of that belief may be the adaptations made without considering the original of the work, the unsuccessful adaptation of the work to scenario, inefficiencies of directors and actors, the deviation of the adaptations designed under rating anxiety and the popularity expectations of the audience. An academically educated Turkish Language and Literature teacher in the use of visual and audio material in the classroom is expected to choose the right movie in accordance with some factors as adaptation efficiency and directional and acting success to create the reaction of literature and cinema. However, choosing the right movie may not eliminate all problems in matching the right literary work with the right movie or choosing the appropriate movie to use in writing-discuss activities. For example, students may question the cinematographic success of the movie or may find the shooting techniques unsuccessful. The artistic and commercial success of the Turkish cinema will bring success also in the use of the movies in the classroom. The participant 21 also emphasizes that situation as *"As the literature is more used in cinema, it will be easier for us to provide students the possibility of watching and working on a qualified movie"*.

Our question as *"Do you prefer foreign or Turkish movies to use for educational purposes in the classroom?"* is answered by 25 participants and the 48% answered this question "Foreign", the 32% "Turkish" and the 20% answered "Both". The question of *"Why do you prefer Foreign movies?"* was answered by the teachers that prefer foreign movies are better in terms of cinema success, theme and point of view and appropriate in terms of seeing different cultures. Teachers that prefer Turkish ones stated that they prefer Turkish movies to show our culture, history and literature to students.

The answers that are given to the question “*Did you use any movies for educational purposes?*” show that 44% of participants use movies in the classroom. The movie list created according to the answers given to question “*Which movies do you use for educational purposes at the classroom?*” there are 10 movies adapted to cinema from literary works.

Table 1. Movies adapted from literature and used in the classroom

MOVIE	AUTHOR	BASIC MESSAGES FROM THE MOVIE
Selvi Boylum Al Yazmalım	Cengiz Aytmatov	What would you do if you had to make a choice between love and labor? Mere love means nothing; those who truly love are those who work for it. “Love is labor.”
Forrest Gump	Winston Groom	Don’t let others thinking that you are physically and mentally incapable drive you off your way. Just want it: There’s nothing you can’t achieve.
The Green Mile	Stephen King	We should get rid of our prejudices.
Les Miserables	Victor Hugo	A literary adaptation of the culture, life and laws of France before the Revolution.
Kaşağı	Ömer Seyfettin	Small lies can cause great problems.
Sürgün	Hüseyin Karatay	Being honest, diligent, perseverant, and determined can overcome poverty, injustice, and ignorance.
The Kite Runner	Halit Hüseyini	War, racism, religious hypocrisy, imperialism, immigration, lack of moral values cause great wounds in humans.
Papillion	Henri Charriere	You should preserve your freedom, friendship, fidelity under every circumstance. You should always seek alternative ways to reach your target and you should never give up.
Hababam Sınıfı	Rıfat Ilgaz	Friendship, companionship and being together are important. It is imperative that we influence our friends positively but not influenced by them negatively.
The Pursuit Of Happiness	Chris Gardner	Always has hope, love and self-confidence in your life.

These 10 movies are popular movies reflecting basic human values. It can be seen that teachers use these movies generally for values education. The studies show that popular movies are highly successful in learning and attract students when used in the frame of appropriate methods (Butler et al., 2009, p. 1167).

A participant stated that he/she used the movie together with the literary work and the movies were also involved in the exam. **Participant 4**, working as teacher at a foundation school stated that he/she used Kaşağı, telling the bad consequences of lies, of Ömer Seyfettin with its adaptation (movie) in aim of “learning the ideas of students about the movie, evaluating the message of the movie and forming the theme walking in the actors shoes” and had made a classical exam using open-ended questions about the movie.

“Kurtlar Vadisi Irak”, used by Participant 34, is a different sample in terms of not being an adaptation and appropriate for literature lectures in terms of content, considering the level of students. This movie tells the story of a Turkish soldier and a Turkish intelligence officer. The movie also includes crime factors as murder, garrotte, stabbing, terror, smuggling of drugs and guns. This movie is the sequel of a popular TV series about a mafia. Participant 34 is a male teacher who has been working in a university preparation course for 4 years. He states his aim of choosing this movie as “to strengthen national feelings”. The most repeated movie on the list is “3 Idiots”. This movie is not listed in the table as it is not a sample for adapted movies from literary works.

The participants listed their priorities in choosing movies to be used in the classroom as an answer to the question “*Which features are you looking for the movies you choose to use at the classroom?*” 44% of participants answered “Informative Content” while 41% answered “Suitability for Levels of Students” and 19% as “Suitability for Curriculum”.

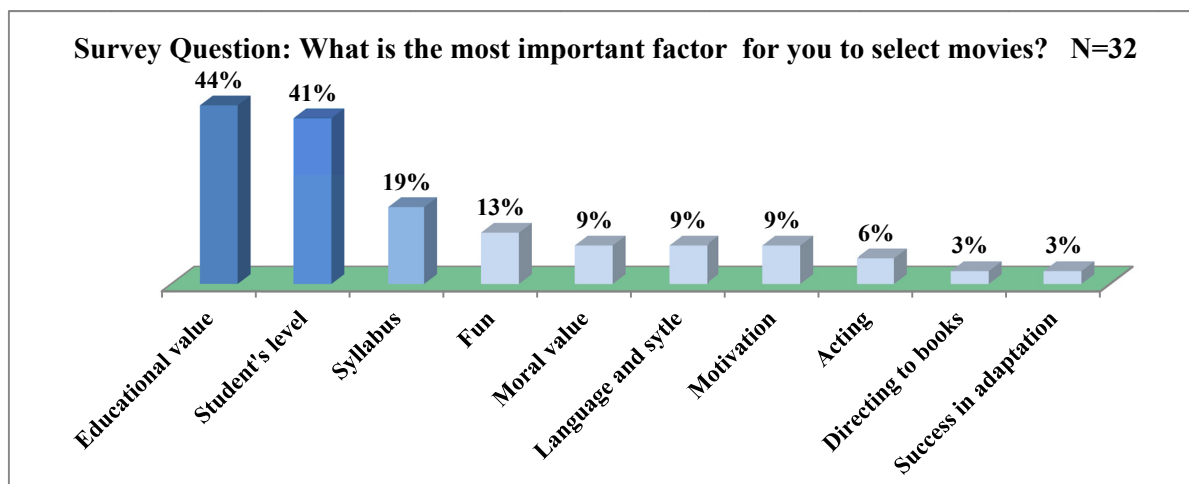


Figure 1. The features of the movies to be used in the classroom

The inconvenience of movies in terms of the physical, cognitive, physiological and social features of students will create harmful consequences. The chosen movies should not include discrimination, violence, and involvement in crime (lacerate, robbery, murder, etc.), some bad habits as using cigarette, drugs or game and incorrect behavioral patterns as lie, disrespect and hate. Or the sex and rape should be eliminated before displayed in the classroom.

The Participant 36 said that he/she used Kurtlar Vadisi Irak that includes gun, terror, and murder, and chose the movies to be used in the classroom according to the principal of suitability for levels of students. All these data tells that an education is required to teach the teachers how to choose movies according to levels of students and which movies to be used in the classroom.

4. The Aim of the Teacher to Use Movies in the Classroom

The participants are asked “*Why do you use movies at the classroom?*” and 15 of the 44 participants answered that question. The most frequent answer is “Academic Success”. The others answered “Personal Development”, “Entertainment”, “Develop a Perspective”.

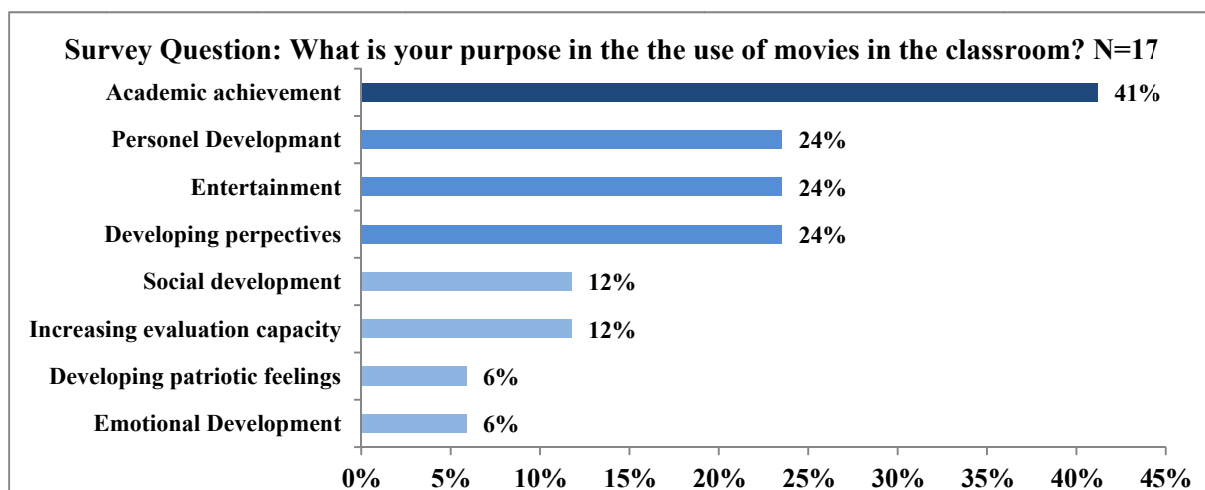


Figure 2. Aim of using movies in the classroom

The average of professional service duration of the 5 teachers who gave the answer of “Academic Success” is 9 years. The average of personal service duration of all participants is 5. The 5 participants giving that answer are more experienced in education according to other participants. The 3 of these teachers study at foundation schools (in turn of a tutorial) and 2 of them, study at state schools.

When a specific method is used, the academic contributions reveal that movies are important classroom materials. The academic contributions of movies as tools providing content information and alternative perspectives to students and teachers, the power of adaptation of the contents to real life, supporting participation in the learning activities and making us focus on a certain point can be revealed by teaching strategies (Berk, 2009).

Participant 22 matches the aim of a documentary display with the aim of academic purposes and aims of the literature lecture. *“I used the documentary of Sezai Karakoç (poet) o show my students that why literature is so valued for people and the reasons prompt poets to write poems.”*

“What is your aim in using cinema movies in the classroom?” question is answered “entertainment” by 24% of the participants. The average service duration of these teachers is 3 years. These teachers worked 2 years less than average service duration of all participants.

Like other arts, one of the main functions of cinema is to spend time. Cinema-lovers get the chance of using their times affectively by gaining artistic pleasure, cultural background, and aesthetic sensibility. It is a known fact that teachers who do not have the required academic background use the movies to pass the time. When it is considered that the average experiments of the participants are 5 years, the reason of that the 24% of the answers are “entertainment” proves that these teachers use/want to use technology in the classroom, but as there is no information on using movies in the classroom in curriculums, they have some problems with the education aims, techniques, and qualities.

K14	<i>“Generally documentaries and cartoons”</i>
K16	<i>“As Babam ve Oğlum had affected me deeply, I made my students watch that movie too.”</i>
K23	<i>“I make a lunch organization beforehand. I organize this as an award generally all chapters are finished”</i>
K31	<i>“I worked at private courses. I used animations and cartoons to entertain the students or at the end of the lessons.”</i>

As a multimedia material, movies are highly affective and useful in developing imagination, encouraging students for creativity, increasing self-confidence, helping students to contact with teachers and other students, creating ability to solve problems and freedom of expression and decreasing tension and anxiety.

Participant 7 states that he/she worked as a teacher 2 years and then worked at a social service institution as a social service provider for 5 years. *“I cannot participate in lessons because of my work. But for the women, children and young people, the movies, especially the ones about coping with the burdens of life are highly successful. I used “Benim Dünyam” with Beren Saat as leading actress”. He/she states that he/she uses movies for personal development rather than literature teaching.*

5. Movie Choice According to Literary Genres

8 of the movies adapted from literary works and used by participants are novels while one of them is a story and one is an autobiography. The chosen adaptations are transferred as drama to cinema.

The novel is the closest genre to the cinema (Yılmaz, 2008, p. 12). The Novel has a narrator and a story. And cinema always needs a good story. The narrator is created by some elements of the shooting techniques and music used by the director. So, the novel is the most used literary genre in cinema. The use of novels in the classroom is highly efficient as they are more complex, longer and have more characters in the plot.

The genre of the movie also affects the efficiency of transfer. There are lots of movies adapted from literary works and in different genres. There, the teacher chooses the most appropriate genre to provide the presence of the scene by allowing the aimed information transfer, student level and size of personal differences. The relation between the genres of literary work and the movie is important for movies to be successful in literature education. Each movie has different emotional capacities. For example, in a research conducted on the movies categorized according to the moods provided those women are more conscious of the emotions in a movie than men (Hageman et al., 1999, p. 638).

So, this question is asked to the participants: *“When the movie is over, from whom do you get the most positive results, from women or men? Do you think why?”* (N=18) 22% of participants said that they get positive results from both genders while 61% said “from women” and 17% “from men”. Participants described women students as more “emotional”, “selective”, “concerned”, “conscious of education” and “cautious”.

The animation movies, of which modeling studies are made by human and the movies consisting of characters created by computers are good sources in terms of making educational interferences. Animations assign symbolic meanings to events and situations and it can be said that they are the most affective education material (Champoux, 2005, p. 66).

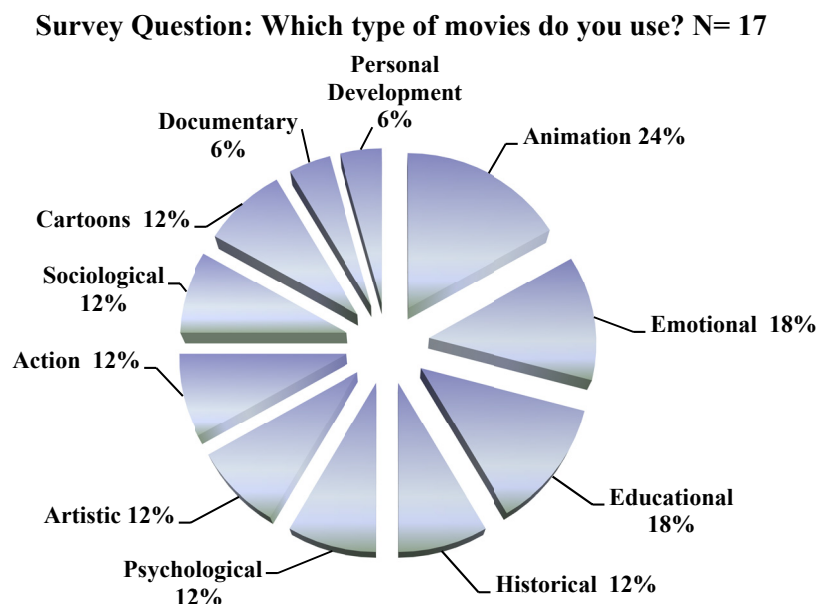


Figure 3. Movie types used in the classroom

The participants are asked “Which movies types do you generally use in the classroom?” The 24% of participants answered this question “animation movies”. Literature also says that animation is the best movie type to be used for education purposes in the classroom. But, there are some animation movies in the list of the movies adapted from literary works and used by 16 of the teachers in the classroom. This result shows that teachers do not have the required information about movie types and cannot make a relation between the movies they used in the classroom and their types.

As the movie type depends on the topic to be transferred to students, the level of success will also depend on the movie type. The movies that are specially designed to be used in the classroom to transfer a certain topic are much more efficient in gaining academic success. The movies adapted from literature works but have a less-known topic can also get an important success only if they are adapted in accordance with the original work (Carr, 2006, p. 329). **Participant 32** also mentioned the importance of successful adaptation as; “*Successfully adapted works are far more useful and efficient as they reflect the period it was created and embodies the affect on the reader.*”

6. The Utilities of Using Cinema Movies for Education Purposes

After Lumière brothers invented the movie machine in 1895, a cinema language that has to be learned by every country emerged. As a synthesis of painting, music, dance, acting, literature, theater and architecture, cinema has created an enhanced, fluent and popular language with the combination of sound and videos. With the emergence of cinema art, the literary works began to use a more materialized and functional language while communicating with all people from all classes.

To learn the utilities of using movies in the classroom, the participants are asked as; “*What are the utilities of using movies in the classroom?*”

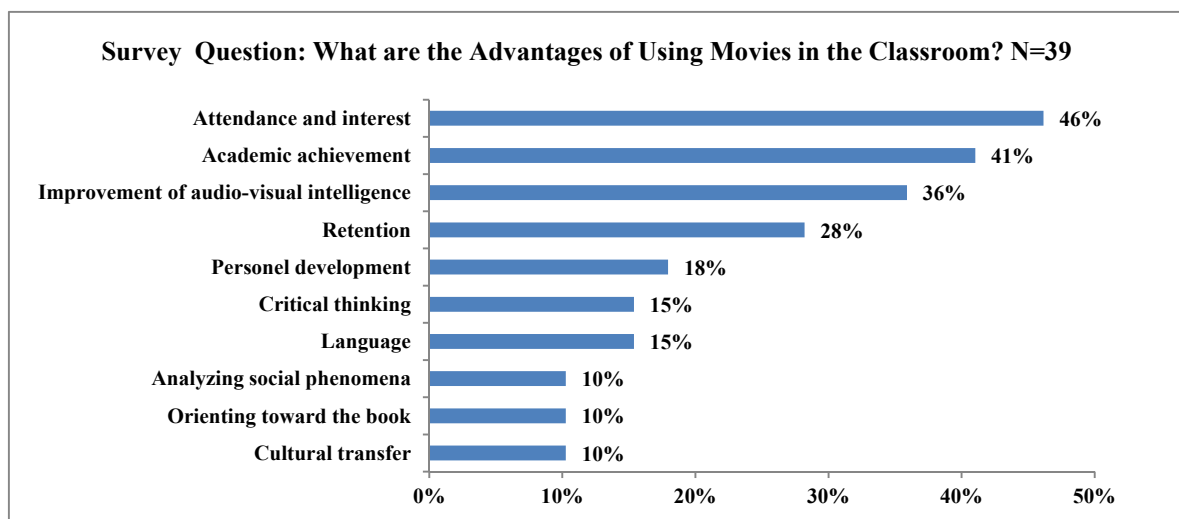


Figure 4. Utilities of using movies in the classroom

This question is answered by 39 of participants. “Participation and concern” is the first utility observed by teachers with a rate of 46%. “Academic Success” is the second utility with a rate of 41% and “Development of Visual and Audio Intelligence” is the third utility with a rate of 36%.

6.1 Participation and Concern

The use of movies for educational purposes in the classroom primarily provides a relaxing and entertaining facilities by materializing the information using visual elements and eliminating the boring affects of the traditional education method. Thus, movies ease and make more efficient the transfer of the topic to students.

Cinema animates the literary arts by using toning, accenting, jests and mimics. Although adaptations sometimes create a conflict between the imagined version of the book with the adaptation and causes disappointment, the works of arts transferred to cinema become much more popular and reach more people in a shorter time. As **Participant 24** mentions as “*Cinema and literature are closely linked to each other, as literature-psychology, literature-history and literature-music.*”, literature is in cooperation with cinema as it in with other branches of science and art.

K38	<i>“As our people do not read book generally, these movies present both the artist and his/her work and provides detailed information on the period it was created .”</i>
K33	<i>“I find a loved movie more successful, as it increases the possibility of the book to be read.”</i>
K28	<i>“These works are useful, because today reading rates are dramatically low. The art of works has the chance of being known by the means of this movies.”</i>
K20	<i>“This may be a successful material, because the new generation does not want to read the original book. If they watch the movie adapted from the book, they get the chance of obtaining information about the book.”</i>
K2	<i>“I think the movies are important to arouse creativity. They give more or less literary information to people. Most of people prefer to watch the movie instead of reading the book.”</i>

As seen, the participants also emphasized the curiosity-arising and directing missions of movies.

6.2 Development of Visual-audio Intelligence

The functional difference between the right and left hemispheres of the brain is important in the educational use of media and also determines how to create a synergy facilities by using one or two hemispheres of the brain (Champoux, 1999, p. 244).

Participants emphasized the catchy, affective and supportive dimensions of the visual elements.

K8	<i>"I saw the efficiency of the only smart board on teaching of the parts that to be learned only by the verbal expression."</i>
K12	<i>"Sometimes, verbal expressions are inadequate and must be supported by visual components. I believe that cinema must be nested with literature."</i>
K27	<i>"The verbal transfer of information from teacher to students can decrease the success of the lecture after a certain time. So, the lecture should be enhanced by visual elements, so the success and learning levels will increase."</i>

6.3 Memorability

The primary reason of the increase in success created by movies is the higher memorability of visual elements compared to other materials. Although each research on the efficiency of use of movie in the classroom on memorability gives different rates, it is a solid fact that use of movie is much more efficient compared to other methods and materials. Under some circumstances, the students may have difficulties in focusing on lecture and topic. Movies are one of the most important tools for the motivation of students (Berk, 2009, p. 2; Shawback & Terhune, 2002, p. 94; Kinder, 1953, p. 236).

Participants state that the memorability of movies are provided by the visual elements they include.

K8	<i>"Movie is a quietly successful material. It is highly affective in becoming permanent of the information and materialization of intangible information."</i>
K9	<i>"It increases the permanence of the works with its visual dimension. Visual quality brings memorability."</i>
K11	<i>"Visual elements have more tendencies to be recalled."</i>
K35	<i>"Cinema and literature are closely linked. The visual display of the intangible information provides students the chance of materializing and making permanent the information."</i>

6.4 Personal Development

The top of the list created by personal development utility of movies belongs to the works emphasizing the importance of the family and friendship relations. From the movies that the participants use in the classroom, *Uçurtma Avcısı*, *Kelebek*, *Hababam Sınıfı*, *Umudunu Kaybetme*, *Forrest Gump* and *Kaşığı* are directly related to family and friendship relations. The movies also transform the culture, beliefs and life style of the country the book tells about. So, the student is expected to respect the differences. Moreover, they know their own culture better. It is easier and more efficient to transfer the economic, political or social characteristics of countries through movies instead of thick books consisting of thousands of pages.

In terms of teaching the importance and place of social moral principles; telling about the negative affects of racial, religious and lingual discrimination; emphasizing the importance of love, loyalty, peace and family, the tasks of family members and holiness of love, movies are social education tools. **Participant 5** mentions about that situation as: *"It should be used especially for the extracurricular education of students."*

Movies also affect the emotional development of the students. The student can evaluate both himself/herself and other people in terms of friend and family love, respect the elders and labor, etc. The listening and criticizing ability develops in facilities that teachers accompany in before and after movie discussions. As **Participant 8** mentions; *"So, we can raise an open-minded generation. The students' prejudice towards the lessons can be eliminated. Their interest is increased. Lessons become much more efficient and complete their mission."*

7. Limitations of Using Movies for Educational Purposes

"What are the limitations of using movies in the classroom?" question is answered by 31 of participants. "Physical Facilities and Material" covers the first place with a rate of 45%, while "Teacher Education" is second with a rate of 32% and the third is "Institution Culture" with a rate of 26%.

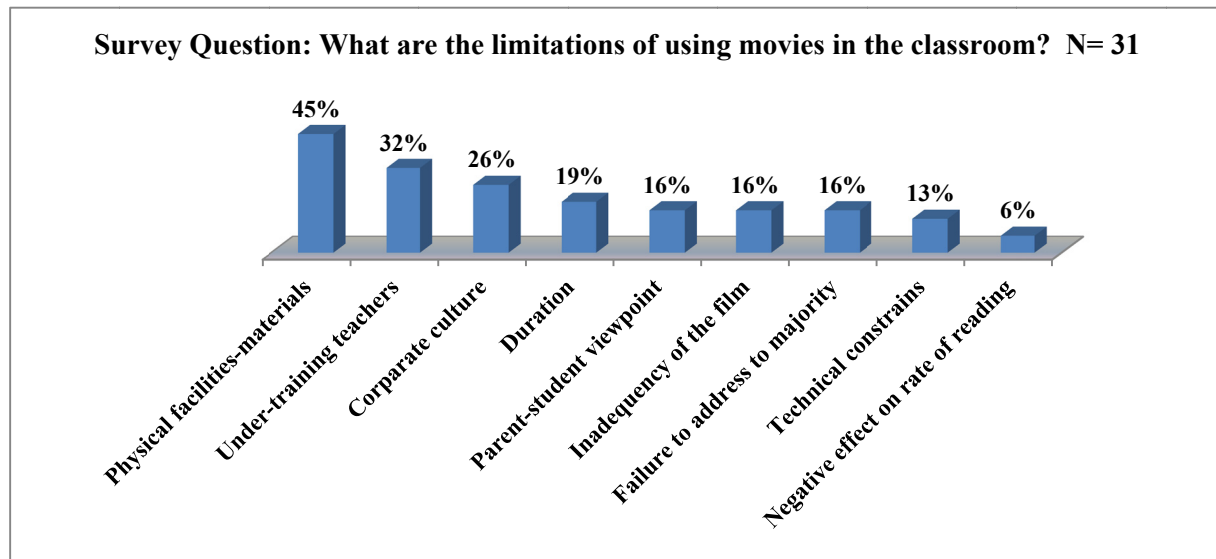


Figure 5. Limitations of use of movies at the classroom

7.1 Deficiencies in Physical Facilities and Materials

Participants are complainant mostly from the physical facilities and material deficiencies in the frame of the limitations of the use of movies at classroom.

The inadequate infrastructure at schools, as lack of cinema or conference hall and the inability of creating a dark at the classroom, is an important limitation blocking the success of education by movie technique. The classroom must be darkened, the noise and other attracting elements must be eliminated and seating arrangement must be redesigned before the movie starts.

The deficiencies in technological infrastructure and the movie archives prevent the teacher to use the movie as educational tools. The structure of the technological infrastructure affects the educational method of the teacher as well as the motivation of the student. **Participant 21** states these problems as “*I could not organize a movie screening because of the limitation of physical opportunities of our school. There are no appropriate tools for using the movie in the lesson. There is only one projection room in the school and it’s too hard to bring all classroom to that room. Thus, the projection is one of the most important needs for each class.*” Participants also stated that there are no problems with technological equipment in foundation schools. **Participant 31** says, “*It has been always a problem. This system has not been developed in state schools yet.*”

A broken equipment and problematic sound and image quality spoil the concentration of students as well as the lesson plan. The CD or DVD and other equipment as movie machine, computer, projection equipment and the curtain should be controlled whether they work properly or not. Most of the applications have limitations born from technical possibilities (Mandracioğlu et al., 2011). **Participant 8** emphasizes these technical problems as; “*The existing equipment is not proper for use. Generally, the hall is inappropriate, the equipment is broken or top management does not lean towards that idea.*” Some preventions as supporting the technical infrastructure by LCD panel interactive boards and internet connection besides providing all students the needed equipment as laptop and internet connection to go on the movie-watching activity out of school will provide this education system to be applied easily. **Participant 12** emphasizes that the required material for that technique is not so easy; “*Sometimes the required equipment is available but is not proper to use.*”

In Turkey, the lack of an educational movie archive, movie catalogs prepared according to branches and topics and movie libraries at schools causes the use of movies as educational tools in lectures to be dependent on the personal wish and efficiency of the teacher.

The participants are asked as “*What are the limitations in the use of movies at classroom?*” to detect the Turkish Language and Literature teachers’ problems in the use of movies in the classroom.

7.2 Education of Teachers

9% of participants say that they have problems with applying these methods because of the lack of the required information. It is a known fact that teachers who do not have the required academic background use the movies only to pass the time.

It's a fact that experienced teachers use the education with movies technique as an obligatory part of education system while the inexperienced ones direct to that technique of their own volition (Baek et al., 2008). The activities about movies and the study plan should be studied in details before the lesson. All activities blocking the ability of reading comprehension should be eliminated and redesigned. About the facts that excess use of the movies cause people to develop visual reading instead of literal reading and this technique encourages the adapted movie to be watched instead of the book to be read, **Participant 2** says that *"People content themselves only with the movie instead of reading the book."* **Participant 44** also emphasizes this idea as *"I believe that this technique eliminates the wish of reading book."*

Teachers should be given an academic education at the level of the bachelor on choosing movies as an education material, management of the rules and activity planning. The teacher-based limitations may be eliminated by the in-service training and teachers handbooks besides the increase in the use of movies in the classroom. **Participant 9**, states his/her lack of information on this topic as *"I have problems in defining topics and declamation to general situations."* The success of the method of using the movies as educational tools depends on the detailed and meticulous studies of the teachers. In contrast to popular belief, teachers are more responsible for that technique to be developed and generalized. **Participant 15** says; *"I depend on the officials in preparation phase as I got no technical education."* and emphasizes the problems arising from the use of the technological tools.

Another point emerging as a limitation about teachers; it is the analysis of the movie in accordance with the content of the lesson by the teacher. If the educational content steps cannot be analyzed properly, it cannot be expected that the movie is efficient to be used and be matched with the chosen topic. A teacher who is educated and experienced in the use of movies will not have any problem in class management as the students are ready to focus on the movie. But, 17% of the participants state that they have problems in class management.

K7	<i>"Sometimes, I cannot predict the reactions of the audience."</i>
K11	<i>"During the movie, noise and chaos dominate the class"</i>
K17	<i>"Students frequently cheat during the activity"</i>
K24	<i>"The class cannot be organized at first times, but this problem can be beaten."</i>
K34	<i>"Some students want to flee away from the classroom."</i>
K39	<i>"I have management problems."</i>

These expressions show the failure in class management combines with the deficiency in material use and other methods except the classic lectures are not supported.

The participants are asked as *"If you want to use movies more frequently as a part of your teaching activities, do you think that your manager will have negative ideas about it?"* and 60% answered as "yes" and the rest 40% answered as "no" to this question. **Participant 8** emphasizes that the institution directors should be educated at first.

7.3 Institutional Culture

Another important factor in using movies as educational materials is the structure of the educational institutions. The participants collected under three groups as teachers working in state schools, teachers working in foundation schools and teachers working in university preparation courses state that they cannot use movies affectively because of the structures and perspectives of the institutions they work for.

Teachers working in foundation schools state that their schools are success-oriented, so the main aim of using the movie in the classroom are academic success and thus they are expected to lecture in classic methods. Teachers working in courses also say that they have to focus on tests in university exam-oriented facilities. The answers reveal the deficiencies in the method of using movies as educational in classes.

K2	<i>"To be taught at private schools is more attractive to them."</i>
K29	<i>"Parents say that they send their children to school to be taught and react saying that the students watch the movie at home, too."</i>
K23	<i>"It depends on the point of view, some of them care about this technique."</i>
K38	<i>"Unfortunately we cannot use this technique at the course."</i>
K40	<i>"It is not a problem to use a movie at lesson, but time limitation because of the exams prevents the use of this technique at courses"</i>

7.4 Length of the Movie

One of the limitations of this technique is the length of the movies and the inadequacy of length of the lessons for watching a movie and making other activities related to the movie. 14% of the participants show the length of the movies as one of the limitations of using the movie as an educational material in the classroom. It can be seen that a teacher who shows the length of the movie as a limitation has not the adequate information on that method. A long movie may cause the student to get bored and withdraw from the lesson besides the coping with long and tiring responsibilities. The length of the desired part of the movie should be considered while preparing the lesson plan. The movie must last at least for 14 seconds to create the desired affect (Ketcham & Health, 1963). The teacher should also have adequate information on the technological equipment and programs to cut the movie into parts in desired lengths. By the means of cutting, the undesired parts of the movie can be also omitted. Champoux, who made lots of studies on education with movies, says that the scenes he uses lasts for 10 minutes or less, but to teach a special concept or theory the scenes may be extended to 20 minutes (Champoux, 1999). 29% of participants answered the question *"How many minutes do you spend for a movie-watching activity at classroom?"* as 90 minutes and more. This duration is 4.5 times longer than the maximum duration recommended in recent studies.

Survey Question: About how many minutes does the sequence showing last? N=21

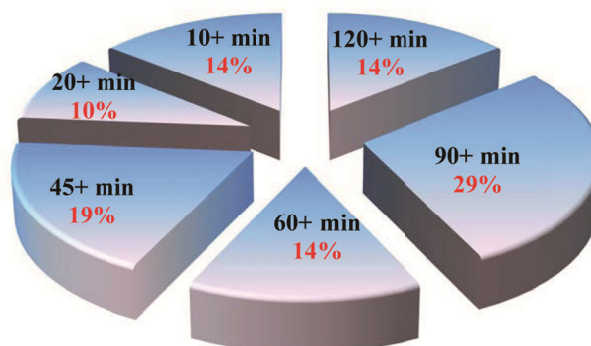


Figure 6. Length of the movie

7.5 Problems with Content

In this research, the limitations of movies in literature educations may be collected under three titles: Encouraging of visual reading, creating complexity in terms of language and style and selection of the wrong movie.

Some of the participants state that the movies are infertile in literature education because of language and style difference between books and movies. **Participant 7**, states this situation as a *"Serious language confusion."* while **Participant 39** says *"This method may give information on the content of the literary work, but it cannot be seen as a very useful method for literature lessons."*

8. Results and Discussion

44% of participants state that they use movies for educational purposes in the classroom. In the list prepared according to the data, the teachers gave includes only 10 movies adapted from literary works. This result shows that the teachers do not have the adequate information about the literary works transferred into movies and they use the movies without matching the movie with a literary text. The 4 of the 10 adapted movies are Turkish

movies. It can be seen that these movies are popular and give messages about human values, but the text they were adapted from are absent in curriculum of secondary education.

41% of the participants stated that they aim “academic success” in the use of movies as an educational tool at classroom. The average service duration of the teachers aiming academic success is 3 years more than the total average. As the professional experiment increases, academic success expectation increases accordingly. But, the answers given to the survey including open-ended questions only 3 of the 44 participants stated that they make an activity plan before using movies in the classroom. Only Participant 4 evaluates the activity plan with a movie sample. The planned activities provide the teacher to reach his/her educational aims through a much more easier and disciplined way and the archive to be created from these plans will always be ready for future use.

The answers that are given to the question about the aim of this method shows an incompatibility with the answers given to the question about the movies and activity plans used at the classroom. A teacher who has an academic aim is expected to move within the frame of an activity plan, match the movie with a literary text or a topic in curriculum or lesson content and choose the movie beforehand to develop the writing, speaking and listening skills. Only one participant stated that he/she uses the watch the movie-read the book or read the book-watch the movie technique.

When it is considered that the movies chosen for use in the classroom are not be matched with a text within the activity plan and gives messages about human values, it can be seen that teachers start to use that method with academic aims but then go on with personal development aims as they do not how to reach academic aims.

The answers that are given by participants, it can be seen that the most important feature of a movie to be used at the classroom is seen “entertainment” and this answer precludes other answers as language and style, adaptations success or moral values. The service duration of teachers seeking for “entertainment” in movies is 3 years on average. Their professional experiment is 2 years 5 less than the total average.

8 of the 10 movies adapted from literary texts and used in the classroom are novels while one of them is a story and one of is an autobiography. The chosen movies adapted from literary works are transferred as drama to cinema. The question on the movie type used in the classroom is answered “animation” by the 24% of participants.

46% of the participants stated that the best utilities of the use of the movies at classroom are “participation and concern” while the 41% said “academic success”. The most frequent limitations of the use of the movies at the classroom are “deficiency in physical facilities and material” in a rate of 45% and “education of teachers” in a rate of 32%. The 9% of the participants said that they had problems with this method because of the lack of information.

Among the answers of the question about the limitations of this method, there are too many problems arising from institutional culture. The teachers who work in state schools are focused on the problem arising from the “deficiency in physical facilities and material”, while the teachers in foundation schools or university preparation courses complain from the problems arising “institutional culture”.

29% of participants stated that they spend 90 minutes or more for the movie screening and related activity, while the 14% said that they use 120 minutes or more for these activities. The 90 minutes spent for the movie screening is 4.5 times more than the period recommended in recent studies. The teacher using the 2 lessons (90 minutes in total) for only a movie will need 2 more lessons to reach the academic success he/she aims at.

While the 39% percent of the participants answered the question about the movie type used at the classroom, the general questions as the utilities-limitations of the use of the movie at classroom are answered by 80% of the participants. This situation also points to problems in teacher education.

61% of participants stated they got more positive results in movie activities while 48% of the participants said that they prefer foreign movies as an education tool in the classroom.

The root reasons of the problems in the use of movies as educational tools are economic reasons and problems in educations of teachers. A found must be established for use of movies, the technological needs at schools must be met and the curriculum of programs in bachelor degrees should include lessons as “use of movies at classroom”, “cinema and literature”, “visual reading”. To follow the technological developments and other innovations in cinema and, in-service seminars should be held and the teachers who have not educated in pedagogical formation should be included these training. The teachers should be expected to follow the developments in education technologies. The teachers should be equipped with special information to create an interdisciplinary perspective and then they should be expected to transfer that perspective into their lessons. The needs as teacher handbooks, catalogs including information about the movies adapted from literature to the

cinema and creating movie archives at schools should meet by Ministry of National Education. Teachers working in foundation schools courses that give service for a certain fee avoid from reading, interpreting and criticizing of literary texts as they have to focus on the results university exams held as tests and so prefer to study on testing methods in the classroom. Because of the university entrance exam, as one of the main problems of the Turkish educational system, the use of movies at the classroom is restricted by limitations emerging from institution culture.

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