

A Survey on Teaching with Movies in the Turkish Educational System

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ABSTRACT The use of movies in education has not been a favorable instructional technique in the Turkish educational system, and this is due to some reasons such as, lack of educating movies in Turkey, difficulties in adapting the available movies for educational purposes, and the general educational context that remains below a desirable level of instructional technologies. Some empirical studies carried out, concerning Turkey in this regard, reveal that the use of movies in the classroom is beneficial in enhancing retention of information, supporting the difficult portions of the information by means of visual cues, developing vocabulary, providing cultural transfer, contributing to the analysis of abstract thoughts, and supporting motivation. Limitations to this form of instructional technique include selecting, obtaining and archiving the right movie, the length of the sequence, inhibition of reading and writing skills when used excessively, lack of training for teachers on the use of movies as instructional materials, and economic difficulties. The present study therefore, presents some recommendations to combat such drawbacks.

INTRODUCTION

Movies have been classified among those materials, which develop and change most people alongside other technological changes. While the motion pictures, which found their ways into the classroom soon after the invention of the motion picture camera in 1895 were silent and black and white, the classrooms of today enjoy science fiction and animated movies with considerable technological infrastructure. Audio-visual materials are the sine qua non of modern educational systems, and they form a dynamic part of instructional materials, which are fast changing in line with the developments in the education industry. In Turkey, the use of cinematography for educational purposes is largely as a result of the individual effort of the teachers. Therefore, it is important to be well acquainted with the limitations of this technique in the classroom, before accepting and recommending it for educational purposes.

Aim

The present study discusses the advantages and disadvantages of using movies in the class-

room, following the ongoing movements that make use of, and encourage movies for educational purposes in the world and in Turkey. It aims at guiding the reader along the way to more intensive and effective use of movies for educational purposes in Turkish education.

METHODOLOGY

The data collected as the result of literature review, was grouped under the benefits and limitations of the use of movies in the classroom. The Turkish data is comprised of a wide range of vocabulary terminology.

OBSERVATIONS AND DISCUSSION

Empirical Studies Carried out in Turkey on the Use of Movies in the Classroom

Studies carried out in various cities of Turkey on the use of movies in the classrooms of various subjects, reveal positive results in this regard. A study, which was carried out to support the students in artistic criticism, aesthetics, history of art, and artistic production in artistic education yielded positive data (Capar 2012). In the use of movies in education for Science, Technology and Mathematics, there have been studies made available under the titles of animated

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cartoons, science fiction movies, receiving teacher's opinions, the importance of the use of movies and its influence on academic success (Ayvaci et al. 2012; Balbag 2012; Kapucu 2014; Yildiz and Ürey 2014; Yildirim 2015). In the field of Social Sciences, the researches based on the use of movies are mostly seen in history education. There have been studies conducted on issues such as, the role of use of movies in history education, the use of documentaries and television series in history education, the influence of use of movies on academic success and on historical consciousness, students' views (Öztas 2008; Bektas- Öztas 2013; Özmen et al. 2014; Aktas 2015; Gürbüz 2015). There is a study carried out in the field of teaching literature in Social Sciences, regarding the situation of the use of movies in class by teachers who do not have pedagogical competence in consideration of the movies, which are adaptations from literature as well (Yakar 2015). There are also studies available from researches carried out on the use of movies in teaching both in the mother tongue and in Turkish as a second language, as well as the other languages (Engin 2002; Gülseven 2014; Bursali 2015; Kazanoglu 2015; Yilmaz and Diril 2015). Some other research carried out in Erzincan measured the effective dimension created by movies in the trainee teachers in their second year of education after they were shown for a certain period of time in a number of films totaling thirty hours with the content of schools and teachers. The research demonstrated that the trainee teachers developed a positive approach toward the teaching profession with respect to 'love', 'value', and 'harmony' (Kaskaya et al. 2011). A recent study, which was carried out in Izmir on the use of movies in medical training, showed that students favored the use of the technique because it helped make the subject more comprehensible to them, and it consolidated the theoretical subjects (Mandiracioglu et al. 2011).

The various successes that have been achieved through the use of movies has been evaluated based on various criteria in these academic researches, mainly in the area of academic success, and the views of teachers and students have been received. There are no available studies conducted on the issue of the influence of comparing types of movies and the techniques in using movies on success.

Using Movies in the Classroom

Benefits

Cinematography, which is the art of motion picture photography, became the *Seventh Art* within a period of time as short as a hundred years, combining the human cultural heritage till the 19th century with technology and aesthetics. Films are not only a direct means of instruction, which can be used at schools and in classroom environments, but also an indirect means of distant education, which informs the spectators in various fields. Films are especially significant in the teaching of the subjects, which are otherwise difficult to teach, because they give a concrete image of the subject with ample opportunities of repetition and analysis, inducing retention of the subject in mind. In Turkey, this technology has found a growing place in education for the last 15 years. Even though the first appearance of motion pictures in schools date back to 1910, and was organized by Mr. Fuat Uzkinay, the Director of Istanbul Boarding School for Boys, using movies in education is a relatively new technique in Turkey due to the technological, physical and academic infrastructure requirements. Films were first seen as the instructional media of learner-centered approaches. However, advances in education have been influenced by the development of methods rather than the change of media (Karademirci 2010: 402).

Although the initial interest in movies was later shifted to instructional methods, teaching through movies is an essential element of learner-centered approaches.

A teacher who can manage movie techniques in the classroom can also eliminate the problems in classroom management, focusing the attention of the students on the motivation that is created by the movie. Besides, the use of movies in the classroom decreases the teacher's fatigue. Since the use of movies in the classroom requires a dynamic, technological, and academic environment, it will make the teacher a follower of the art of motion pictures. The teacher is in the position of a guide in the classroom, who is directing the students toward pre-determined goals. Whatever the subject, the teacher finally makes the students and the art meet.

The formation of a setting of criticism and discussion in the classroom is an invaluable opportunity for the teachers to create an atmo-

sphere that involves all the students. The effective use of movies will save the teacher from having to repeat the subject incessantly, and also help further explain it to the students who are not able to grasp the points easily, thereby saving time and energy. As the students reach a desirable level of academic achievement, the teachers also reach a level of success in their professional careers. Moreover, the analytic and synthetic skills of the students will develop on their own with no resort to large-scale activities, games, and question and answer techniques.

The success of teaching through movies is a process, which is parallel to the training, willingness and success of the teacher who is practicing the technique. Among the factors, which affect the learner's success are a teacher's particular way of showing the film, the frequency of showings, and the teacher's skill in managing the environment in which the film is shown.

Benefits Related to Movies

The art of motion picture photography has a potential capacity beyond any other artistic forms in creating technical and aesthetic effects, animations and cinema-related illusions (Carr 2006: 28). It is therefore necessary to view the educational contributions of the films according to their types. Documentaries, newsreels, educational films, scientific films, children's films, films for art, fiction films are among the important genres of cinema (Özön 2008: 9). The animated movies are modeled on real people and the films based on characters created on the computer are good sources for educational purposes. Animated films load symbolic meaning on events and settings, and can also be taken as some of the most effective in-class instructional materials (Champoux 2005: 66).

The film genre varies according to the purpose, which in turn, affects the success of the film. The films made for a specific subject to be covered in class are more effective in achieving academic success. The films adapting a literary classic will be a faithful version of the original, while a less-known topic may make a cinematographic success (Carr 2007: 329). Characters and their features become tangible when literary works are adapted for the cinema. Films catch the viewers' attention and become highly effective in the analysis of the plot and the written text they depend on.

Movies make more dynamic instructional material than texts and audio materials. While a person can see on a certain bodily capacity, movies are capable of displaying 24 pictures per second (Aytaç 2002: 85). Both visual and auditory cues (like conversations, dialogues, and music) are put into effect, activating both the right and the left hemispheres of the brain, and hence, making the movie a highly effective learning tool. If the film features a famous and favorite actor or actress, if the screenplay is successful, or if the film or its director is awarded prizes, the film or the message in the film will be retained in people's mind.

Cultural Transfer

The transfer of culture through films is mainly realized by means of family structures, differences in family structures, and the importance of the family are issues, which are depicted in the film. Films that center around diversity, multiculturalism, social rights, feminism, and similar topics can help individuals, families and pairs isolate the causes of their problems and focus on them (Blumer 2010: 225-235). Films present an effective perspective on social experience and social interaction (Tyler and Reynolds 1998: 18). The culture, beliefs, and the way of life of the country or the society depicted in the film are thus transferred, and students can be expected to show more respect for the differences. Students can have a better understanding of their own societies and the problems of their societies. It is possible to give young generations information on the economic, political and social features of their countries in a more practical and effective way through movies than through reading assignments of thousands of pages. For instance, films are used to cover such topics as love for one's own country, comparisons between countries, work and sacrifice for the homeland (Uludag 1943: 108).

The film is also a strong, social means of instruction consolidating the moral codes and their role and function in societal life, shedding light on social conflicts, focusing on the negative impacts of segregation in race, religion, and language, drawing importance to love, loyalty, and peace, emphasizing the importance of family, illustrating the duties of family members, and highlighting love as a sacred phenomenon. Some work is also done to analyze through selected

film sequences the differences in workforce (according to age, education, marital status, religion, sex, race, and such other factors), in organizational behavior and management courses.

It has been seen that films make rich materials for evaluating the dimensions of the differences, diversity and performance, and the changes that take place in differences over a course of time (Champoux 1999: 316). Films are quite influential to the emotional development of children. They provide opportunities for students to evaluate their love for their professions, friends, and families, to evaluate their respect for the elderly and for labor, and to evaluate themselves and one another in such respects. Students can develop their skills for listening to and criticizing others by means of the discussion sessions led by the teacher.

When different versions of the same story shot over long periods of time are covered and compared, students can develop their analytical skills for the set topic. For instance, it is possible to make use of the instructional value of the films as the different versions of the same story. For this purpose, students' attention can be drawn on the roles of women and men in work life, on their ways of establishing communication, on the furniture and interior design of places of the past times while sociocultural topics are being covered (Champoux 2006: 216-217). In addition, films present facial expressions, mimes, gestures, and such other non-verbal behavior in continuity, providing an opportunity to view the same behavior for more than once and at different intervals. Body language, mimes and gestures peculiar to a given culture are also taught. Moreover, films make it possible to capture the events that are difficult to come across (Yildirim and Simsek 2006: 189).

Academic Achievement

The contribution of movies to the academic level—provided that some certain method is adopted—reveals the fact that they are important in-class materials. Such academic benefits as provision of content information, explanation of concepts and principles, presenting various points of view for the teacher and students, capability for adapting the content for the real-life contexts, encouraging involvement in learning activities, creating discussion opportunities for good or bad situations, and enabling to concen-

trate on a particular point, can all be accounted for by the teaching strategies to be employed (Berk 2009: 1-21). A major source of impact behind the academic achievement enhanced by films is that films present more than what other types of materials do to enhance retention in memory.

Some studies done to measure the effectiveness of learning through movies by means of the retention of information over a certain period of time after the film is viewed revealed their positive effect (Malik 1933; Butler et al. 2006). Although a study of various available researches has yielded different ratios on the effect of using movies in the classroom for retention purposes, they also report superiority of movies over other techniques and material types. When learner motivation for the course and the subject becomes a problem in some classes and situations, films prove to be a significant tool for increasing learners' motivation for the course (Berk 2009: 2; Shawback and Terhune 2002: 94; Kinder 1953: 236). The possibility of movies helping develop learners' skills on the levels of knowledge, comprehension, application, analysis, synthesis, and evaluation such as those used by Bloom's taxonomy educational researchers to classify, and to assess instructional goals can be seen from the list below.

1. Effects on Knowledge-level Skills

- a) Can classify the characters, actions and places in the film.
- b) Can give examples for the subject of the film, classified actions and messages.
- c) Can find out the differences between what is told in the film and what is in the script.
- d) Can determine the messages intended in the film.
- e) Can list the traditions, customs, persons, places and actions depicted in the film.
- f) Can enumerate the new vocabulary items and notions acquired from the film.

2. Effects on Comprehension-level Skills

- a) Summarize the events shown in the film.
- b) Tell about the subject and the content of the film.
- c) Interpret the film through his/her own point of view.
- d) Compare the characters, costumes, events and places in the film.

3. *Effects on Application-level Skills*

- a) Figure out what is meant to be told by means of visual or audio cues in the film.
- b) Depending on what is given at the beginning of the film, predict what is to happen at the end of the film.
- c) Show such behavior as speaking, thinking, or behaving like the main character of the film.
- d) Interpret the way of thinking, point of view, and characters' behavior about the topic as reflected on the film, and interpret the causes and effects in events.

4. *Effects on Analysis-level Skills*

- a) Analyzing the personality, ways of behavior, costumes, and suitability for the period of the characters in the film.
- b) Identifying the opposing situations, events, good-bad characters, and good-bad behavior patterns.
- c) Making associations about the conclusion or the message by means of the cues about theme, time, place and characters in the film.
- d) Drawing conclusions from the situation by the topic of the film.
- e) Distinguishing between the reality of the mindset of the film and the reality of the world.

5. *Effects of Synthesis-level Skills*

- a) Write about the main topic of the film.
- b) Draw pictures, write dramas, and compose music or poems about the subject of the film.
- c) Make discussions about an event, situation or behavior of a character in the film.
- d) Write a new episode in accordance with the film's point of view.

6. *Effects on Evaluation-level Skills*

- a) Can criticize the film in the areas of language, characters, or perspective of the film.
- b) Appreciate the film by comparing it with the other films seen.
- c) Liking or disliking the events, characters, ways of behavior, places, or costumes in the film.

Language Teaching

In Turkey, movies are mostly used in the classroom for foreign language teaching. The use of the films made by commercial institutions for the teaching of languages in second language teaching, especially in contexts where the language taught is not normally spoken, is quite widespread in Turkey. It is possible to make use of films in almost every aspect of second language teaching. Films enrich language teaching programs, explain a sophisticated use of language in a natural way, and match the body language with vocabulary used in the culture of the language (Engin 2002: 242-244). In vocabulary teaching, the use of films to encourage dictionary use and develop the ability of making guesses from the context is noteworthy. In the film, students meet new vocabulary outside the class and texts.

As the students make guesses about the meaning of the vocabulary, and look them up in the dictionary in order to understand the message or plot of the film, they acquire information about the areas and ways of use of those words (Xiaoqiong and Xianxing 2008: 235-240). Films play a major role not only in vocabulary and grammatical structures but also in non-verbal communication, and in the transfer of cultural issues as well as in providing an effective environment for developing listening (Seferoglu 2008: 8). Films are also an important source for such elements of daily language as slang, accent, and stress (King 2010: 510). Moreover, they have the advantage of slowing down or accelerating the speed of speech by means of digital technology (Kramsch and Andersen 1999: 33). The use of words in sentences and their particular meanings can be taught by means of the characters' speech in the film. Films can further be used for the pronunciation and intonation of words, and for learning how to make use of such non-verbal clues as mimes and gestures and body language (Özbay 2009: 192).

Enjoyable Learning Environment

One of the fundamental functions of cinema has been entertainment, as is the case with other forms of art. The spectators make an effective use of their leisure time for gaining artistic pleasure, cultural background and aesthetic awareness during the time they spare for the film. By means of films used for educational purposes,

knowledge is primarily supported by visual elements, and boredom caused by traditional teaching techniques in the classroom environment is eliminated. Thus, the subject to be taught is transferred quickly and easily. On the other hand, the stress that difficult subjects create on the students is diminished by the positive energy created by the film. Films combine an enjoyable learning environment with knowledge and experience related to world and life issues for the students who have not yet travelled abroad. Studies emphasize that films are an enjoyable instructional tool (Seferoglu 2008; King 2010; Xiaoqiong and Xianxing 2008; Berk 2009; Ayvaci 2012; Öztaskin 2013; Mandiracioglu 2011).

A Means of Distant Education

By means of the programs developed for the teachers to establish their own educational systems, films can effectively be used as a distant education material. In such settings where the teacher and students are placed in different locations, making use of films in education is duly suitable for the distant education systems in which learner's involvement, communication as well as the teacher's continuous training, wishes and success are taken as sole elements for a total quality system.

In interactive learning environments set up in relation to films, students can evaluate their own comprehension capacity and gain an idea of their own capacities before they come into the classroom. If immediate feedback from the questions is asked about the text, and the film is provided, students can have an opportunity to spot their mistakes on their own. When the students achieve a given task, this feeling of success will be a source of motivation (Shawback and Terhune 2002: 94). Besides, films are important self-learning tools in parallel to distant education for some technical arts and professions (Wegner 1977: 6). Comparisons made between some bright and reluctant students reveal that success can be achieved through retention in memory, enhancing motivation, active learning, skills and habits, and imagination by means of using educational films (Kinder 1953: 236).

Personal Development

It has been discovered from the discussion sessions formed under the guidance of the teach-

ers, that students not only strengthen their ties with the class, but also gain learning experience and develop critical thinking skills (Bluestone, 2000: 146). Students gain experience in a wide range of areas, such as the consequences of harmful habits, general knowledge in science, art, sports, and learning about human relations and points of etiquette.

It should also be noted, that films as a multimedia element develop imagination, enhance self-confidence, encourage creative thinking, provide communication channels with the teachers and with other students, develop problem-solving skills, decrease stress and anxiety, and provide an opportunity for freedom of expression.

Limitations

Cinema as a Means of Propaganda

Due to its characteristic of being an effective means of communication and ability to reach wide audiences, cinema has been a point of attraction for many researchers from a variety of disciplines. Depending on the viewpoint of the scriptwriter, director, or the political view of the country where it is shot, the subject of the film can be developed on a biased and political basis, and hence, used as a means of propaganda. The spectators cannot perceive all of the images, which run rapidly in a sequence of consecutive order. They can only decode what is suitable for their levels among those fast-moving hundreds of images. Therefore, the way films can potentially be used as a political, cultural, economic, or commercial means of propaganda is always suspected. Utmost care should be taken, so that the films which are chosen to be shown to teach a subject in especially social science courses will not make references to a radical ideology that falls outside the educational system, or to popular culture, war, hatred, political views, and so on.

Problems of Cinema as an Art and Industrial Sector

Today, a great number of people share the opinion that cinema harms especially literary works and literature. One can enumerate the problems that cause this opinion as adaptations made without loyalty to the original work, failure in adapting the work to the screenplay, failures on the parts of the director and the cast, devia-

tion in the goal of the work when it is adapted as television serials, and consumption of televised adaptations as products of popular culture. The ratio of success for the use of movies in the classroom will also change according to the movie types. It will be harder for the students to reach inferences from the films with weaknesses in presentation as in sophisticated, abstract films (like those by Tarkovsky and Bunuel (Carr 2007: 328). Each film has different capacities in terms of transfer of emotions and information.

In a study, which was carried out with the films categorized according to their emotional states, it was found that after seeing the films, women experienced more emotional awareness than men (Hageman et al. 1999: 638). Besides, problems such as the students' questioning of cinematographic success of some films in Turkish cinema, and finding the actors and screen techniques unsuccessful can also occur. The artistic and commercial success of Turkish cinema will lead to success in their use in the classroom. If the language of the film is a language other than the students' mother tongue, following the captions will be an obstacle or a diminishing factor slowing the ratio of learning. Moreover, some students may be reluctant to follow the film while trying to read the captions (Champoux 1999: 249).

It is especially a major problem if an adapted film used for teaching history or literature contains deviations from facts, and students keep in mind a defective account of historical facts from the literary work. If the students are shown a film with errors in adaptation, they should be especially reminded of these errors. Research shows that students are more successful in keeping the right version when they are warned of the errors before they see the film (Butler et al. 2009: 1161).

Economic Concerns

In addition to the disadvantages of using films in education, the movie companies and producers find educational films to be high in cost, but low in profit. A great gap also exists in Turkey, in the production of commercial films focusing on various age groups and various subjects and their distribution to schools. With a wide population and rapid rate of schooling, Turkey has the considerable potential for producers in the making and marketing of the educational films.

It is possible to make low-cost yet successful educational films even though the cast is narrow, set stages are limited and production team is quite modest, as in some animations. As it is not so easy for the schools and families in Turkey to reach free or rental educational films, together with the difficulties experienced in reaching some websites with rich video content, teachers and families tend to purchase films. Since they are more costly when used for once than when used for multiple occasions, it happens to be a rather expensive option.

One of the first questions that come to mind with respect to movies for educational procedures is the copyright concern. Item 33 of the law no. 5846, The Law on Intellectual and Artistic Works, initiated by the Ministry of Culture and Tourism of the Republic of Turkey, mandates, "*It is free to exhibit directly or indirectly some published work at all the educational and training institutions, for the purpose of face-to-face instruction and for training, on the condition that the owner and title of the work are properly referred to.*" It is on this term that movies are made free to use at schools for educational purposes.

Problems Encountered When Movies are used as Classroom Materials

Films form only one type of instructional materials that are used in an educational program. Besides, films are not the kind of materials that can be used straightforwardly on their own. An important point with movies is that the gap that they fill in general teaching methodology should be specified (Wegner 1977: 4).

Suitability for the Learners' Level

When films do not have cognitive, physical, psychological or social suitability for the learners, they are more likely to be harmful than successful as instructional teaching techniques. It is a prerequisite that the movies selected should not contain sexual content, violence, discrimination, crime (assault, theft, murder), harmful habits (smoking, drugs, gambling), or wrong behavioral patterns. Otherwise, such scenes of obscenity, rape and taboo words should be edited so that they may not be shown in the classroom (King 2002: 514-515). The students who have not yet gained their gender identities may be led to

different sexual orientations due to their identification with the main characters in movies. For instance, it can be seen that homosexual characters are developed in several movies (Bluestone 2000: 144). Movies with harmful content should not be selected, or included in the sequences that the teachers select from movies to be used in the classroom. In such a case, it should be further kept in mind that the title of the movie should not be disclosed because students may wish to view the full movie after the class.

Length of the Duration of the Movie

One of the major disadvantages of the use of movies in the classroom is that the duration of some of those movies are longer than the duration of the class hours, thereby making it impossible for the students to see the end of the movie, and to also appreciate the activities designed for the movie. A long film is likely to cause the students to move away from the lesson and the subject and get bored. Adequate planning needs to be put in place for the length of the film sequence to be shown. The length of the sequence should be at least, 14 seconds so that the required effect can be created (Ketcham and Health 1963:122). At the point of specifying the length of the film, the teacher is supposed to have mastery over the computer software to edit the selected sequences from the movie. It is by means of such a skill that the portions of the movie not related to the content of the course can be filtered.

According to Champoux, who happens to be a researcher rich in the studies of teaching with movies, the sequences that he uses last for about 10 minutes or less, and the sequences of 20 minutes can be used to cover some special theories and subjects (Champoux 1999: 240-251). The remaining time is devoted to effective use of the activities, which are related to the content and the sequence. It is also demonstrated that the length of the duration of the movie places some extra load on students, thereby making them approach the movie activities with some annoyance (King 2002: 512). Teachers should specify the length of the movie clip that they intend to show, based on the coverage of the subject that they plan to teach. Besides, such factors as the readiness and capacity of the audience, as well as their age, the manner of expression, type, and resolution quality of the film are among those issues that should be taken into consideration,

when the length of the sequence is about to be specified.

Physical and Technical Weaknesses

A major disadvantage, which affects the success of teaching with movies, is the weaknesses in the physical infrastructure at schools, such as the absence of a movie theater or conference hall, or the lack of a dimming opportunity at the place where the movie is to be shown. Moreover, the theater should be designed in accordance with the position and size of the screen (Allen 1959: 877). Necessary arrangements should be made in relation to the environment before viewing the movie. Such factors as dimming the classroom, eliminating noise and distracters originating from outside sources, and how to arrange the seating pattern should be reviewed. Inadequate technological infrastructure and lack of film archives at schools are also among the reasons preventing teachers from choosing movies as instructional materials.

The quality of the technological infrastructure at schools affects the teachers' teaching techniques and the learners' motivation. Issues such as problematic devices, coupled with poor sound and poor projection systems could disrupt learners' concentration. It is essential that the video cassette (or, CD, VCD, or DVD) be checked for damages, projection devices and screen should be checked for defects before the class hour. The drawbacks caused by technical problems appear in most instances at the use of movies (Mandiracioglu et al. 2011: 25). Strengthening the technical infrastructure by means of LCD panels, interactive boards, and Internet connections installed at classrooms, and providing ample opportunities of computers and Internet connections for the students so that they can continue with the activity of viewing movies outside class hours will make it easier to use the movie technique.

Physical and technological infrastructures have been installed in schools in the United States and Europe since the 1930s, so that movies can be used in classroom settings. The companies that make films for educational purposes and libraries that lend films to teachers have also been available. However, the researchers still include among the problems related to teaching with movies such factors as establishing movie libraries at schools, standardizing technological equipment and physical conditions, making film

catalogues at schools and relevant departments, and the procedures for the selection and evaluation of instructional materials (Allen 1959: 96). The absence of educational movie archives, film catalogues designed according to subject branches and topics, and movie libraries at schools make the technique of teaching with movies dependent on the individual eagerness and on the capacity of teachers.

Through the links placed on the schools' websites, films and videos can be accessible, students can get connected to the movie or video any time they would like to (Fu-xia 2006: 57). However, attention should be paid to the bandwidth (for faster downloads and uncorrupted files), so that the film can be viewed together in the class and individually outside the class, to the specifications of the machine that connects the networks so that viewing the film through Local Area Network (LAN) can be possible and rewinding and fast-forwarding can be done smoothly and fast. Otherwise, problems can occur in connection and battery can get poor with the videos of long duration (Shawback and Terhune 2002: 88). Providing all these qualifications can be a major disadvantage for the teachers and institutions without sound technological infrastructure.

Teacher Training

The prerequisite for the use of movies as in-class teaching material is that the teachers possess the academic and technological background needed to make use of movies in the classroom. Besides, it is known that teachers tend to use technology in classes, though for different reasons—the experienced, because films are a part of educational system, and the novice, of their own accord (Baek et al. 2008: 232-233).

The activities related to films and the lesson plan should be carefully worked out before the class. If films are used to an excessive degree, it may result in students having low levels of reading comprehension skills. Any activity that can negatively affect reading comprehension skills should either be eliminated altogether or redesigned. Teachers should be given academic training during undergraduate education on the selection of films as instructional materials, methodology to use them, planning related activities, and so on. Offering in-service training courses according to their subject branches will enhance

use of films in the class, decreasing the amount of drawbacks originating from the teacher's particular way of using them in the class.

The points that teachers should pay attention to can be enumerated as knowing how to obtain the film, specifying the methodology (pre-, post-, and while-watching activities) according to the topic and content of the film, and the students' age, educational level, and readiness so that the drawbacks can be minimized, extracting a certain sequence from the film by means of video editing software, and analyzing the film. The success of the use of movies in the class depends on the teachers' careful work. Despite some common belief, teachers have much to do in this respect. Another point that could be taken as a drawback, which is related to the teacher's training, is that the teacher should analyze the film in a way that is related to the content of the class. If the stages of the educational content are not analyzed effectively, it may *not* be expected that the film will be of much use, that the film will match the content covered, and that it could contribute to academic achievement. The way films are shown can also cause disadvantages. If the films are viewed straight without interruption, the pace, clarity and accent of speech may not be understood.

CONCLUSION

The present study is aimed at discussing the use of educational films in the classroom in Turkey, classifying the benefits and limitations of the technique. The benefits in academic achievement should be primarily mentioned. It is a well-known fact that films increase the level of success due to their high motivational force and power to enhance retention. In Turkey, however, films are mostly used in the field of foreign language teaching. Cultural transfer, personal development, enjoyable learning environment, and suitability for distant education are among the strengths of films. The problems experienced while making use of movies stem from economic reasons and teacher training issues. Economic concerns include the cost of making educational films, shortage of financial resources devoted for this purpose, the lack of infrastructure for teachers to access/acquire those films, the lack of educational film catalogues, the lack of archives and libraries for the existing films, the lack of movie theaters in most of the schools to show

those films, and, especially, insufficient technological equipment. The present study makes mention of teachers' academic and technological infrastructure problems and the insufficiencies in this respect are discussed. Furthermore, some brief mention is also made for a number of peripheral limitations originating from the nature of the use of films in the classroom, such as, the length of the selected sequence, genre, language, and a position of Turkish cinema.

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