



Participatory Educational Research (PER)
Special Issue 2016-IV, pp., 190-198 November, 2016
Available on
line at <http://www.partedres.com>
ISSN: 2148-6123

The Use Of Turkish Films In Teaching Turkish As A Foreign Language: A Sample From HababamSınıfı

Adem İŞCAN*, Beytullah KARAGÖZ
Social Sciences and Turkish Education, Tokat, TURKEY

Abstract

This study focuses on using films in foreign language teaching and using Turkish films in teaching Turkish as a foreign language. In Hababam Sınıfı sample, it gives place to some activity examples to be able to be used in teaching Turkish as a foreign language. In some studies, it has been found that the use of films has positive effects on learners from many different points. Film, as an audio-visual art, shaped by thoughts and feelings which reflect national spirit, reflects the cultural and aesthetic image of the society in a realistic manner. Film is like a mirror reflecting real life, popular culture and art.

To reach the main goal in teaching Turkish as a foreign language, we need to make use of quality films. Through films, to be able to get the intended efficiency from the Turkish courses, Turkish language teachers need to have required information and skill about this topic. Therefore, with the undergraduate program of Turkish language teaching, there should be given detailed place to teaching Turkish programs.

Key words:teaching Turkish, Films, HababamSınıfı

Introduction

In some studies, it has been found that the use of films has positive effects on learners from many different points.

According to Bardovi and Harlig (1991), films play an important role in learning social and cultural structures. Additionally, Lowe (2007) supports that films have a big impact on teaching frequently spoken vocabulary in the target language. Similarly, Eken (2003) and Sweeting (2009 and 2010) emphasized that films are significant in language classes as complementary models of activities and developing workshops.

According to Elkins (2006), many students learning a foreign language learnt skill in learning a foreign language and vocabulary through apart from online games and videos, by watching TV series and films in the target language.

* adem.iscan@gop.edu.tr

Films have a big potential developing various language skills including speaking and writing (Stempleski and Tomakin, 1989) and listening (Lin, 2002b; Muller, 1980). Moreover, films provide an accurate and a safe language in meaningful sources (Baddock, 1996; Stempleski, 2001) and help student not to forget the language. (Obari, 1996) In addition to language skills, those who support using films claim that the use of films develops student motivation (Balatova, 1994; Stempleski&Tomalin, 1990) and decreases affective filter. (Lin, 2002a)

Using films in language teaching helps students doing drama activities by imitating real models and having knowledge about foreign culture. (Arthur, 1989. Akt.,Çakır, 2006).

Films are a multi-dimensional tool in foreign language teaching and they can be used in some various ways while teaching different aspects of a foreign language. This section deals with the usage of films in different language teaching areas. Teaching oral communication, teaching listening, teaching reading, teaching writing, teaching vocabulary, teaching grammar, and teaching culture are in this area.

The Importance of Films in Teaching Turkish as a Foreign Language

Film, as an audio-visual art, shaped by thoughts and feelings which reflect national spirit, reflects the cultural and aesthetic image of the society in a realistic manner. Film is like a mirror reflecting real life, popular culture and art.

In foreign language teaching, in the situations in which solely teachers and course books are used, visual tools have a big importance. In teaching Turkish as a foreign language, activities should be conducted through some productive and avant-garde audiovisual tools which can arouse students'. In teaching Turkish as a foreign language, films -which are chosen according to the qualities of the target group- will increase interest of the target group and also will result from the healthy development of the language skills by integrating the natural usage of the language in the classroom. (Yılmaz and Diril, 2015).

In teaching Turkish as a foreign language, using films is the most essential method having the most important effect in every proficiency level (A1,A2,B1,B2,C1,C2) and in every language skill types (vocabulary teaching, reading-comprehension, listening, grammar, etc.) (Gülseven, 2014).

“Making use of short-length and full-length film method” by being stated in the academic papers as should be used, and having the audiovisual feature in teaching Turkish as a foreign language; both will help language teachers in making teaching easier and will contribute students to improve their learning level of Turkish. To share some films -that we can call as qualified films which can transmit Turkish culture and universal feelings, having place in promotion of Turkey- with students will contribute in teaching Turkish as a foreign language. Besides, students will practice the previous knowledge that they have acquired in the previous activities during and after watching those films. (ÜnlülerArabacı, 2015).

Turkish films which have a strong plot and having rich social and cultural features are tools reflecting Turkish culture and society from many aspects. Turkish films provide rich cultural associations in the real language. Watching Turkish films will help students gain features such as:

- gaining language sensitivity towards Turkish
- developing listening and speaking skills
- increasing knowledge store and cultural accumulation
- being more willing to learn Turkish

Activities About Films and Application Suggestions in Teaching Turkish As a Foreign Language

In this section, by mentioning the significance of HababamSınıfı film in teaching Turkish as a foreign language, via this film for those learning Turkish as a foreign language some activity samples are given to improve skills in different learning areas (speaking, writing, reading, listening, grammar, vocabulary teaching and culture teaching.)

The Significance of HababamSınıfı Film in Teaching Turkish As a Foreign Language

The film in IMDB (Internet Movie Database) website is on the 1. rank among the best Turkish films with 9.5 points. In the film, Turkish educational system is dealt with a critical point of view and from a humorous point. In HababamSınıfı, three topics are criticized: plagiarism, memorizing, and fake respect. (Sönmez, 2011) With this feature, the film depicting Turkish educational system with a humorous manner is considered among the to-be-used supplementary materials in teaching Turkish.

Activities Related to HababamSınıfı Film

A. Listening Activity

Activity Title: Film Interpretation Activity

Instruction: Students watch the film. After watching it, teacher distributes a worksheet prepared by him requiring students to interpret and evaluate the film. Students' worksheets are evaluated in the class together.

WORKSHEET SAMPLE

My thoughts before watching the filmMy thoughts after watching the film

.....

.....

.....

My general evaluation of the film



Instruction: A 3 minutes long scene from the movie is watched a few times. Then, a list consisting of the chosen vocabulary related to the scene prepared by the teacher beforehand is given to students. Students are asked to write at least 10 sentences by using these words. The aim here is to develop students' written expression and vocabulary in line with these words.

To-be-watched scene: 80-83. minutes

Vocabulary List

Anlamak: understand, comprehend

Çocuk: child

Neden: reason

Yardımcı: assistant

Okul: school

Gitmek: to go

Ben: I

Öğrenci: student

Karar: decision

Müdür: director

Eğitimci: educator

Gönül: heart

Ümit: hope

Görmek: to see

Günaydın: good morning

Hatırlamak: to remember

Duvar: wall

Misafir: guest

Doktor: doctor

Yaşlanmak: to get older

E. Grammar Activity

Activity Title: Verb Game

Instruction: From the film, a three minutes long scene which have heavily verbs is watched. Before watching, teacher asks students to focus especially on verbs used in the dialogs. Then, a verb list prepared beforehand is given to students. Students tries to find negative forms of the verbs in a group. At the end of the activity, the answers of the groups are discussed and are evaluated.

To-be-watched scene: 5-8. minutes

Diyordum: I was saying that...

Duyacak: s/he is going to hear...

Buluşalım: Lets meet. / We will meet.

Görüşürüz: See you.

Konuşuyorsun: You are talking.

Yiyeceğiz: We are going to eat something.

Öpeyim: Let me kiss.

Geçinebilsem. I wish I could get on well / live on...

Getiriyorsun: You are taking it back to...

Bakarım: I will look at (something), I will take care of...

F. Vocabulary Knowledge Activity

Activity Title: Finding the appropriate word activity

Instruction: A two minutes long scene from the film is watched. Teacher distributes a worksheet consisting of sentences from the previous scenes to students. On the worksheet, first, vocabulary list which are left blank in the sentences should be given. No more word except one for a blank in a sentence is allowed. At the end of the activity, the answers of the students are evaluated.

To-be-watched scene: 15-17. minutes

Worksheet

Vocabulary

yaşıt, teneffüs , tokatlamak, ben, çağdaş, ilkokul, fırçalamak, ders, tanımak, okul, biz, dökmek

peer, break, slap, I, modern, primary school, scrub, lesson, to know each other, school, we, lose (hair)

Sentences

Bu ilk dersimizdeistersenizbirazbirbirimizi (.....) / In this lesson, if you want we can (know each other.)

(.....) kendisine ‘DamatFerit’ deriz. / (We) call him as “DamatFerit”.

Senin (.....) liseyibitirmiş. / Your (peer) finished high school.

Her (.....)öğretmenlerindedizinolduğugibibirtakmaadıvardır. / Every (primary school) teachers like you have a nickname.

Bu saçları 25 yıllıköğretmenlikhayatımda (.....) / I (lost) this hair in my 25 year long teaching life.

(.....) saatindegirilecek. (To the lesson), you should come on time.

G. Culture Teaching Activity

Activity Title: Exploring cultural elements activity

Instruction: HababamSınıfı film is a film filled with the elements clearly reflecting the dominant education perception in Turkey. Because of that in this activity, items which can arouse awareness of the students related to especially educational elements should be used. A few minutes long scenes consisting of the dialogs between MahmutHoca, acting out as an ideal teacher, and HababamSınıfı (as student profile) is watched. Then, students are asked questions to answer about interpreting these scenes. At the end, the answers of the students are evaluated.

To-be-watched scenes:15-17 and 28-32. minutes

Evaluation Questions

- (1) In your opinion, how is MahmutHoca as a teacher?
- (2) How do you find MahmutHoca’s treatment towards students? If you were him, how would you behave?
- (3) What can you say about students’ behaviors?
- (4) With reference to these dialogs, what can you say about Turkish educational system?

Conclusion

One of the most significant purposes of the teaching Turkish as a foreign language is transmitting cultural elements of the Turkish society with all aspects of it. Today, one of the most important tools in reflecting cultural elements is undoubtedly films. Therefore, in terms of plot and content, Turkish films reflecting Turkish history and culture with its best are one of the most significant tools.

Quality Turkish films: with their rich content, cultural attention, realistic structure and more importantly as being a good foreign language supplement is a close friend of students. Turkish films not only contribute to language teaching, but also, they reflect the real life of the Turkish society.



Choosing films to be used in the teaching Turkish to the foreigners is a sensitive topic. In this topic, the responsibilities and the duties of the teachers are crucial. Moreover, the activities to be conducted with the usage of the films are another different matter that the teacher should mind.

Whether Turkish films which are used in Turkish courses to foreigners should be given with subtitles or with its original language is also an important topic. As stated before, students' language proficiency level should be taken into consideration. It seems appropriate to allow students in the beginner level to watch with subtitles and students in the advanced level without subtitles.

To be able to reach the main purpose in Turkish taught to foreigners, quality Turkish films should certainly be made use of. Via films, to be able to get the intended efficiency from the Turkish courses, Turkish instructors need to have necessity knowledge and skill. For that reason, in Turkish teaching undergraduate program and in teaching Turkish to foreigners' program, this topic should be given place in a detailed way. (İşcan, 2011).

References

- Baddock, B. (1996). Using films in the English class. Hemel Hempstead: Phoenix ELT.
- Balatova, I. (1994). Impact of video on the comprehension skills of core French students. *Canadian Modern Language Review*, 50(3), 5-531.
- Bardovi-Harlig, K., B. A. S Hartford, R. Mahan-Taylor, M. J. Morgan and D. W. Reynolds (1991). 'Developing pragmatic awareness: closing the conversation'. *ELT Journal*, 45(1), 4-15.
- Çakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology TOJET* October 2006 ISSN: 1303-6521 vol. 5, Issue 4, Article 9. 68.
- Eken, A. N. (2003). 'You'vegot mail: a film workshop'. *ELT Journal*, 57(1), ss.1-59.
- Elkins, J. 2006. « Reading lawyer films ». *Les Cahiers de l'APLIUT*, vol. XXV, n° 1: 8–25.
- Gülseven, Ü. (2014). *Yabancılar Türkçe öğretiminde filmlerin önemi ve kullanımı*. 3rd International Conference On Language And Literature "Turkish in Europa". Tirana/Albania, Proceedings Book, 404
- İşcan, A. (2011). "Yabancı Dil Olarak Türkçe Öğretiminde Filmlerin Yeri ve Önemi", *Turkish Studies*, Y. 6, S. 3, s. 939-948.
- Lin, .-Y. (2000a). Motivational and effective film activities for the language lab class. (ERIC Document Reproduction Service o. ED 452).
- Lin, .-Y. (2002a). Effective learner-centered strategies for extensive viewing of feature lms. (ERIC Document eproduction Service o. ED 47255).
- Lowe, M. (2007). "Films in English Language Teaching", *IJ Journal*, Issue 23 Autumn 2007, ss.16-19.
- Muller, A. G. (1980). Visual contextual cues and listening comprehension: An experiment. *Modern Language Journal*, 64, 335-34.
- Normand, G. (1980). Motivating with media: The use of video at the elementary and intermediate level in high school and college. *Canadian Modern Language Review*, 37(1), 51-56.
- Obari, T. (1996). A cross-sectional study of effectiveness on listening comprehension of the use of Japanese subtitled and English captioned video. *Teaching English Through Movies*, 2, 11-22.
- Sönmez, S. (2011). *Rıfat Ilgaz*. Ankara: T.C. Kültür ve Turizm Bakanlığı Yayınları.

- Stempleski, S. (2001). Video in the ELT classroom: The role of the teacher. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 34-37). Cambridge: Cambridge University Press.
- Stempleski, S., Tomalin, B. (1989). Use video to stimulate speaking and writing. *TESOL Newsletter*, 23(5), 21 & 31.
- Sweeting, A. (2009). *Language Through Film* Sydney: Phoenix Education Pty.
- ÜnlülerArabacı, P. (2015). YabancıdilolarakTürkçeöğretimindeyararlanılankısaveuzunmetrajlıfilmlerinKırgızistanb ağlamında değerlendirilmesi, *Manas Sosyal Araştırmalar Dergisi*. 4(2), 83-97.
- Yılmaz, F. ve Diril, A. (2015) “Filmlerle Yabancılara Türkçe Öğretimi: Beyaz Melek Film Örneği”, *Akademik Sosyal Araştırmalar Dergisi*, Yıl: 3, Sayı: 10, s. 223-240.