

The Use of Feature Films and Reels in Teaching Turkish to Russian Speaking Students

Exploring innovative methods to enhance language teaching using visual media for Russian-speaking learners of Turkish.

Thank you for your attention!

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My books



Plan:

1. Empirical Rationale for Video-Based Language Learning
2. Linguistic Typology and Specific Features of the Turkish Language
3. Critical Analysis of Instructional Materials and Textbooks
4. Evaluation and Critique of Turkish Audiovisual Educational Content
5. Methodological Framework: Instructional Design and Exemplary Exercises
6. My Empirical Observations and Practitioner Experience



Key Research Areas
 Recent studies (2018-2020) emphasize the effectiveness of video-based learning in language acquisition, particularly for listening and speaking skills. Key findings include:
 • **Listening Comprehension:** Studies show that video-based learning significantly improves listening comprehension skills compared to traditional methods (e.g., audio-only exercises).
 • **Speaking Proficiency:** Video-based learning, especially when combined with interactive activities, leads to higher speaking proficiency and confidence.
 • **Engagement and Motivation:** Video-based learning increases student engagement and motivation, leading to better overall learning outcomes.
 • **Contextual Learning:** Video-based learning provides a rich, contextualized environment for language learning, which is particularly beneficial for listening and speaking skills.
 • **Self-paced Learning:** Video-based learning allows students to learn at their own pace, which is particularly beneficial for students who struggle with traditional classroom settings.

Nonverbal communication and situational context

Research and theory (2018) highlight the importance of teaching L2 students about nonverbal communication to help them communicate naturally and effectively in the new language. Teachers should also help students recognize and overcome cultural differences in nonverbal communication, such as eye contact, facial expressions, gestures, and tone of voice, to avoid misunderstandings and cultural clashes (Smith, 2017).

The content of a conversation, including the setting and participants, greatly influences comprehension. This (2018) notes that the physical environment where video-based learning takes place significantly influences how students process the content and access to teach their communicative goals (Ali, 2018; Høglund, 2019; Song, 2019; Alwan, 2014; Ganes et al., 2019). Smith (2017) found that using clips from movies and TV shows can create a realistic environment for practicing language skills.

Using real-life video language learning is a proven approach. If they are not just for entertainment, they help connect students to authentic language experiences.

Category	Item	Value
Listening	Comprehension	85%
	Retention	78%
	Engagement	92%
	Confidence	88%
Speaking	Fluency	75%
	Accuracy	82%
	Comprehension	80%
	Retention	76%

Constructivism and Multimodal Learning

Learners construct knowledge by actively engaging with audiovisual content. Integrating phonetics, vocabulary, and culture; post-viewing tasks like role-plays activate output production. Multimodality (visuals + audio) enhances memory retention by 20-30% compared to traditional methods, fostering deeper schema building.

Benefits for Speaking and Listening

Listening: Subtitled Turkish films introduce varied accents and intonation, helping Russian learners distinguish rapid speech; studies confirm subtitled viewing significantly raises comprehension.

Speaking: Post-viewing tasks like summarizing plots or dramatizing dialogues build oral production, confidence, and idiomatic usage, with visual context reducing anxiety.

Level Adaptability: At beginner levels (A1-B1), films support basic vocabulary via context; advanced levels (B2-C2) enable nuanced discussions on themes.

Empirical Evidence

Studies on Turkish films in pedagogy report positive outcomes: increased interest, skill development (listening/speaking up to 20-30% gain), and cultural immersion, with teachers noting higher engagement in EFL/Turkish classes.



1. Empirical Rationale for Video-Based Learning

Constructivism and Multimodal Learning

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Nonverbal communication and situational context

Eryılmaz and Darn (2005) highlight the importance of teaching EFL students about non-verbal communication to help them communicate naturally and confidently in the new language. Teachers should also help students recognize and overcome cultural misunderstandings since non-verbal cues like body language, facial expressions, gestures, and tone of voice play a key role in effective communication and cultural adaptation (Kalra, 2017).

The context of a conversation, including the setting and participants, molds how people communicate. Yule (2000) notes that the physical surroundings impact word usage. Research shows that context significantly influences how speakers choose their words and actions to reach their communication goals (de Kok, 2008; Nobrega, 2009; Song, 2010; Abrams, 2014; Garten et al., 2019). Ismaili (2013) found that using clips from movies and TV shows can create a realistic environment for practicing language skills.

Using real films in foreign language teaching is a proven approach. Films are not just for entertainment; they help immerse students in authentic language experiences.

Key Research Areas

Modern academic studies (2020–2025) categorize the effectiveness of authentic films into three primary dimensions:

- **Linguistic:** Development of listening comprehension, expansion of vocabulary (specifically idioms, phrasal verbs, and slang), and improvement of prosody (intonation and rhythm).
- **Psychological:** Increasing motivation and lowering the "Affective Filter" (Krashen, 1982). Studies, such as Islam et al. (2022), confirm that the visual support in films reduces anxiety when processing complex speech.
- **Sociocultural:** Building intercultural competence. Films showcase non-verbal behavior, etiquette, and social contexts that textbooks often miss (Jones & Baker, 2017).

2. Empirical Data and Findings

Research typically compares control groups (standard textbooks) with experimental groups (video-enhanced learning).

Author(s) & Year Key Findings

Labinska et al. (2020)

Validated Mayer's Multimedia Learning Theory: the combination of sound and image creates more stable mental models in long-term memory.

Albiladi & Abdeen (2018)

Demonstrated that film usage significantly improves speaking skills and oral fluency in adult learners.

Zabitgil Gülseren (2024)

Found that students watching authentic videos acquire technical vocabulary and professional slang faster than through reading alone.

Tokareva (2020)

Researched TV series for B2 level students, concluding they are highly effective for developing "compensatory skills" (guessing meaning from context).

3. The Pros and Cons of Authentic Video

While highly effective, using authentic films (content created for native speakers, not for learners) presents unique challenges.

Advantages (Pros)

- **Exposure to "Real" Language:** Students hear natural speed, accents, and fillers (efendime söyleyeyim) that are absent in "sanitized" textbook audio.
- **Contextualization:** Visual cues help students understand the meaning of words through gestures, facial expressions, and setting.
- **Cultural Immersion:** Films provide a "window" into the target culture's values, humor, and social norms.
- **High Engagement:** The narrative nature of films keeps students more focused and motivated compared to traditional drills.

Disadvantages (Cons)

- **Cognitive Overload:** Authentic speech can be too fast or contain too much slang, leading to frustration and burnout if the level is too high.
- **Preparation Time:** Teachers must spend significant time selecting appropriate clips, transcribing, and creating specialized tasks.
- **Technical Issues:** Reliance on classroom equipment, internet stability, or copyright permissions for screening.
- **Length vs. Depth:** Showing a full movie can be a passive experience. Research suggests that short, 3–5 minute segments are often more pedagogically effective.

4. The Role of Subtitles

This is one of the most debated topics in FL research. Three modes are generally studied:

1. L1 Subtitles (Native Language): Helpful for beginners, but can lead to "lazy listening" where students stop processing the target audio.
2. L2 Subtitles (Target Language): Widely considered the most effective for vocabulary acquisition (Tran, 2022). Students see the written form and hear the phonemes simultaneously (Dual Coding).
3. No Subtitles: Best for advanced students to develop pure listening skills, but can cause high anxiety at lower levels.

5. Methodological Framework (The Three-Stage Approach)

Researchers like F. Stoller (1988) and Jane Sherman (2003) emphasize that "just watching" is not enough. A scientific approach requires three phases:

- Pre-viewing: Activating prior knowledge, removing lexical barriers (teaching difficult words beforehand), and predicting the plot.
- While-viewing: Active tasks like "information gap" exercises, checking predictions, or filling in script gaps.
- Post-viewing: High-level production tasks such as debates, role-playing a scene, writing a review, or analyzing a character's motivation.

Final Insight: The effectiveness of a film depends entirely on the "Comprehensible Input" principle. If a film is too far above a student's level, the learning effect drops to nearly zero because the brain cannot process the data.

Category	Advantages (Pros)	Disadvantages (Cons)
Linguistic Input	Natural Language: Exposure to real-life speed, various accents, and "unfiltered" speech (slang, idioms, fillers).	Cognitive Overload: The speech rate may be too fast for learners, causing them to lose the thread of the narrative (Sweller's <i>Cognitive Load Theory</i>).
Engagement	High Motivation: Students often find films more interesting than textbook dialogues, which lowers the <i>Affective Filter</i> .	Frustration Risk: If the material is significantly above the student's level (i-plus-too-much), it can lead to a loss of confidence.
Communication	Non-Verbal Cues: Learners see gestures, facial expressions, and body language that accompany the spoken word, aiding comprehension.	Visual Distraction: Students may focus solely on the action/visuals and "switch off" their active listening ears.
Culture	Cultural Authenticity: Provides a direct window into the target culture's values, social norms, and etiquette.	Cultural Bias/Stereotypes: Without proper teacher guidance, students might misinterpret cultural nuances or adopt offensive slang.
Contextualization	Dual Coding: Information is processed via both audio and visual channels, which strengthens memory retention.	Obsolete Language: Some authentic films (especially older ones) may contain dated expressions no longer used in daily life.
Lesson Quality	Variety: Offers a break from traditional methods and can be used for a wide range of activities (writing, role-play, debate).	High Prep-Time: Teachers must spend hours selecting clips, transcribing, and designing tasks to ensure it's not just "passive watching."

Requirements for audio

To ensure a student can work comfortably and effectively with audio materials, the content must stay within their "Zone of Proximal Development." If the material is too easy, no progress is made; if it is too difficult, the student experiences frustration and a loss of motivation. According to research in language acquisition (notably Stephen Krashen's hypotheses and Cognitive Load Theory), the requirements for audio complexity are categorized into several key parameters:

1. Linguistic Threshold: The "\$i + 1\$" Rule

The fundamental principle, formulated by Stephen Krashen, states that the material should be one step above the student's current proficiency level.

- Known Vocabulary: For comfortable listening comprehension, a student should know 90–95% of the words in the text. The remaining 5% should be inferable from the context.
- Grammar: Grammatical structures should either be already mastered or currently being reinforced. If more than one or two new structures appear in a short clip, the brain stops processing meaning and switches to "decoding" the form.

2. Speech Rate and Clarity

Comfort is heavily dependent on the speech rate, measured in Words Per Minute (WPM).

- Beginner Levels (A1–A2): Optimal speed is 100–120 WPM with clear pauses between thought groups.
- Intermediate Levels (B1–B2): Natural native speech rate is approximately 140–160 WPM.
- Key Requirement: Avoid heavy regional accents, speech impediments, or overlapping voices during the initial stages of learning.

3. Duration and Cognitive Load

Listening in a foreign language is an energy-intensive process for the brain.

- Intensive Listening (detailed analysis): Audio should last between 30 seconds and 2 minutes. Beyond this, attention levels typically drop.
- Extensive Listening (understanding the general gist): Up to 5–10 minutes, provided the plot is engaging and the vocabulary is slightly simpler than the student's maximum level.

4. Sound Quality and "Acoustic Noise"

Research shows that background noise (street noise, cafe music, poor connection) significantly increases the cognitive load on a learner.

- For A1–B1 levels: "Studio-quality" clarity is highly recommended.
- For B2–C1 levels: Including natural background noise is beneficial for real-world adaptation, but it should never overpower the speaker's voice.

5. Contextual Support

A student feels comfortable when they understand the situation or setting:

- Visual Cues: If using video, the imagery should illustrate what is being said (the Dual Coding principle).
- Prior Knowledge: If the student is familiar with the topic (e.g., a football fan listening to a sports podcast), their subjective "comfort threshold" for difficulty increases significantly.

Summary: The "Comfort" Audio Checklist

Parameter	Requirement for Comfort
Known Vocabulary	90–95%
New Concepts/Ideas	1–2 per fragment
Duration	1–3 minutes (for active tasks)
Speech Rate	Adapted to level (without losing natural intonation)
Structure	Clear division into introduction, body, and conclusion

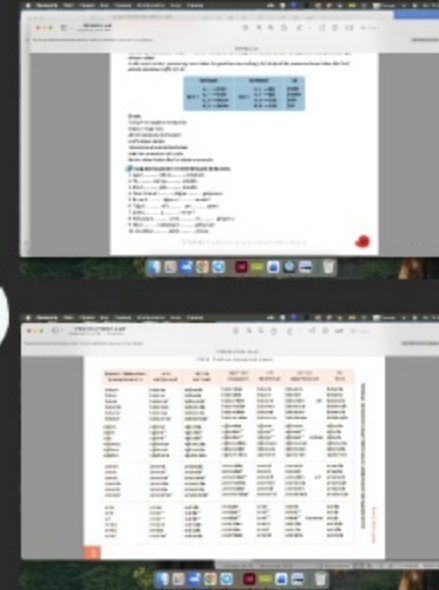
Key Research Insight: Studies show that if a student reads the transcript (script) or a list of keywords before listening, the subjective difficulty of the material decreases by 20–30% while the learning effect remains high.

Complex Affix System

The Turkish language can be summarized as a multitude of suffixes that convey a practically new grammatical meaning. Students of Slavic languages face enormous difficulties: they learn to attach a huge number of combinations to a short root, when several words/indicators in their native language become one word in Turkish. The reverse word order and new and completely strange phenomena (unobvious tense or subjunctive mood) require a lot of audio practice to immerse oneself in and understand this phenomenon, which is difficult to grasp in boring textbook texts.



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3. Critical Analysis of Instructional Materials and Textbooks



Complex Affix System

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olmayı anlatır.
In this construction, possessing noun takes the genitive case ending [-in/-nin] and the possessed noun takes the third person possessive suffix [-ı/-si].

Tamlayan	Tamlanan	Ek
a, i → {n}ın	a, i → {s}i	{n}da
e, i → {n}in	e, i → {s}i	{n}dan
o, u → {n}un	o, u → {s}ü	{n}a
ö, ü → {n}ün	ö, ü → {s}ü	{n}

Örnek:
Türkiye'nin başkenti Ankara'dır.
Odanın rengi mavi.
Ali'nin arabasına biniyorum.
Sınıfın kapısı kapalı.
Televizyonun kumandası bozuk.
Seda'nın annesinin adı Leyla.
Benim odam Hakan Bey'in odasının yanında.

4 Aşağıdaki boşlukları örneklerdeki gibi dolduraim.
1. Aysel elbise çok güzel.
2. Yıl son ay araştıktır.
3. Ebru göz mavidir.
4. Yasin Ahmet düşün gidiyorum.
5. Bu sınıf öğrenci nerede?
6. Tuğçe ofis yer güzel.
7. Çanta iç ne var?
8. Arkadaşım anne ev gidiyoruz.
9. Okul kütüphane geliyorum.
10. Bu kahve şekeri çok az.

İSTANBUL YABANCI DİLLER İÇİN TÜRKÇE DERS KİTABI AT 83

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УЧЕБНИК УРОКИ 1-6.pdf
ZİRVE. Учебник турецкого языка

форма с аффиксами принадлежности	-a/-e направ-ный	-da/-de местный	-dan/-den исходный	-ı/-i вещ-ный	-ın/-nin родительный	ile -le/la
babam	babama	babamda	babamdan	babama	babamın	babama
baban	babana	babanda	babandan	babana	babanın	babana
babası	babasına*	babasında*	babasından	babasına	babasının	babasıyla
babamız	babamıza	babamızda	babamızdan	babamıza	babamızın	babamızla
babanız	babanıza	babanızda	babanızdan	babanıza	babanızın	babanızla
babaları	babalarına*	babalarında*	babalarından	babalarına	babalarının	babalarıyla
oğlum	oğluma	oğlumda	oğlumdan	oğluma	oğlumun	oğlumla
oğlun	oğluna**	oğlunda**	oğlundan**	oğluna**	oğlunun**	oğlunla
oğlu	oğluna**	oğlunda**	oğlundan**	oğluna**	oğlunun**	oğluyla
oğlumuz	oğlumuzla	oğlumuzda	oğlumuzdan	oğlumuzu	oğlumuzun	oğlumuzla
oğlunuz	oğlunuza	oğlunuzda	oğlunuzdan	oğlunuza	oğlunuzun	oğlunuzla
oğulları	oğullarına	oğullarında	oğullarından	oğullarına	oğullarının	oğullarıyla
annem	anneme	annemde	annemden	annemi	annemin	annemle
annen	annene*	annende*	annenden*	anneni	annenin	annenle
annesi	annesine*	annesinde*	annesinden*	annesini	annesinin	annesiyile
annemiz	annemize	annemizde	annemizden	annemizi	annemizin	annemizle
annenez	annelerine*	annelerinde*	annelerinden*	annelerini	annelerinin	anneleriyile
evim	evime	evimde	evimden	evimi	evimin	evimle
evin	evine**	evinde**	evinden**	evini**	evinin**	evinle
evi	evine**	evinde**	evinden**	evini**	evinin**	eviyile
evimiz	evimize	evimizde	evimizden	evimizi	evimizin	evimizle
eviniz	evinize	evinizde	evinizden	evinizi	evinizin	evinizle
evleri	evlerine*	evlerinde	evlerinden	evlerini	evlerinin	evleriyle

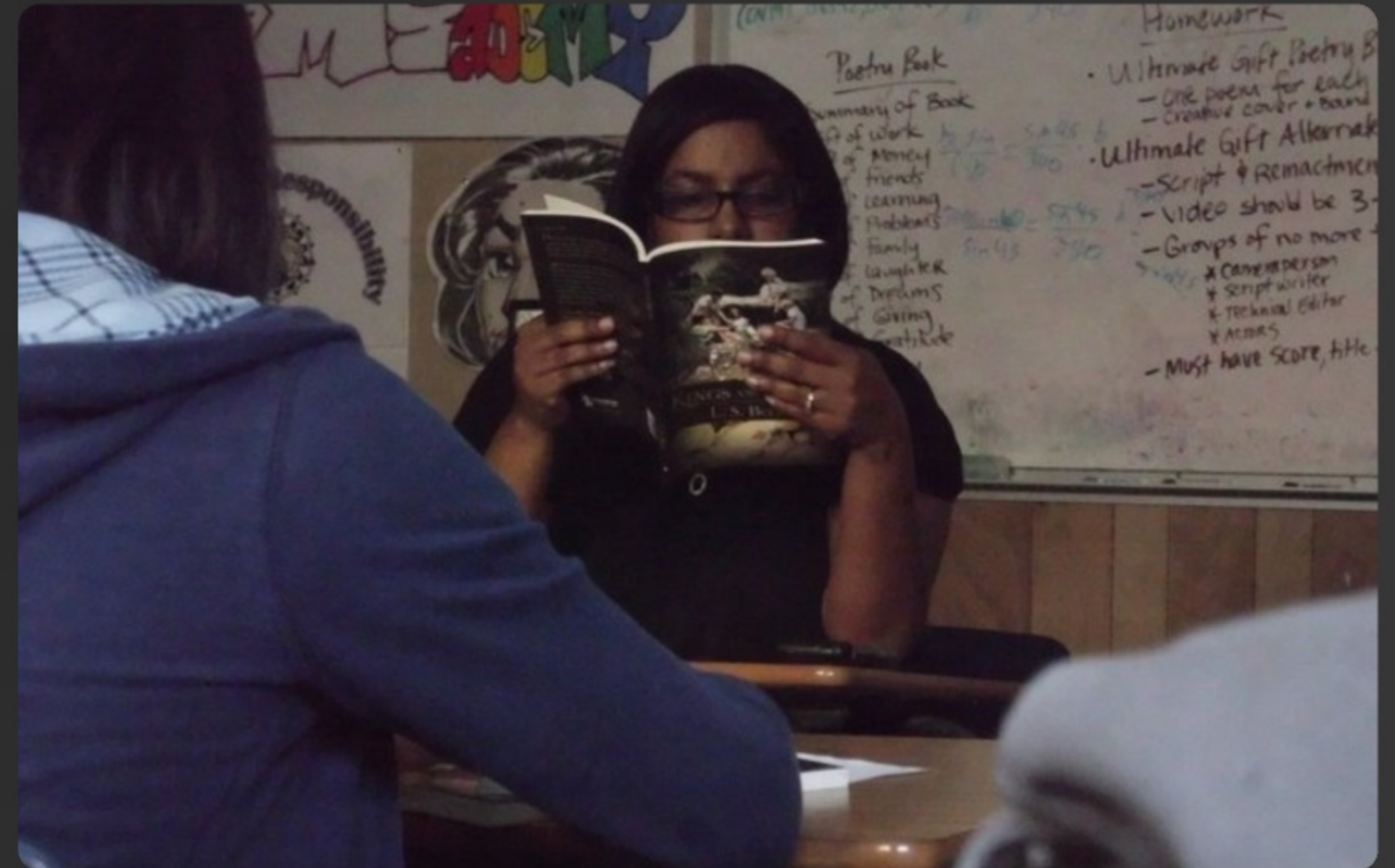
Таблица окончаний существительных с аффиксами принадлежности
Тема 2. Моя семья

133

Critical Analysis of Instructional Materials

Limitations of Traditional Textbooks

Traditional textbooks often present language in isolated contexts and focus primarily on grammatical structures, which can lead to a lack of practical application in real-life situations. This results in learners not fully grasping how to communicate effectively in everyday scenarios, as textbooks may not incorporate the nuances of spoken language or cultural references.



Controlled Practice (structural focus) to Free Production (meaning focus).

Here is a consolidated description of the transition from drill-based exercises to authentic communication:

1. The Transition from Controlled to Free Practice

In language teaching, the movement from Pattern Drills (Imitation, Substitution, Transformation) to Communicative Activities represents the bridge between knowing how a language works and actually using it.

- Mechanical Level: The learner focuses on the accuracy of the form.
- Meaningful Level: The learner focuses on the context while still practicing a specific form.
- Communicative Level: The learner focuses on achieving a goal (solving a problem, sharing an opinion).

2. Stage-by-Stage Breakdown

Stage A: Structural/Pattern Drills (Controlled Practice)

This stage is about building 'muscle memory' for grammar. It uses the three steps you mentioned earlier:

- Imitation: The student mimics the teacher's model exactly. This reduces the fear of making mistakes.
- Substitution: The student changes one element (e.g., the noun or verb) while keeping the structure identical. It teaches the 'slots' of a sentence.
- Transformation: The student changes the category of the sentence (e.g., from Present to Past, or Positive to Negative). This requires the first level of mental processing of the rule.

Stage B: Speech-Oriented / Communicative Exercises (Production)

Once the structure is 'automatic,' the learner moves to exercises that simulate real life.

- Situational Drills (Условно-речевые): These are the 'missing link.' The teacher provides a situation (e.g., "Ask your friend what they did yesterday"), but the goal is still to practice a specific grammar point (Past Simple).
- Authentic Speech (Собственно речевые): Here, the "safety net" is removed. The student is given a task where the grammar isn't specified. For example: "Convince your boss to give you a promotion." The student might use conditionals, past tense, or modals—the choice of tools is theirs.



3. Comparison Summary Table

Feature	Pattern Drills (Imitation/Sub/Trans)	Speech-Oriented / Authentic Speech
Focus	Accuracy (Form)	Fluency (Meaning)
Teacher Role	Conductor / Controller	Facilitator / Observer
Student Role	Reproducer	Creator
Outcome	Automization of a rule	Successful communication

Conclusion: Without the first stage (Imitation/Transformation), the student's speech will be "broken" and slow. Without the second stage (Authentic Speech), the student will be able to pass a grammar test but will be unable to speak in a real-world environment.

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	Prepared course clips / Reels on Instagram	TV series / films
1	Prepared course clips / Reels on Instagram	TV series / films
2	Non-professional acting, not visually appealing	Professional acting, visually attractive characters
3	Artificial situations	Artificial situations too (e.g. mafia plots, life of millionaires)
4	Poor script or no script for a sequence of clips, clips are not interconnected	Coherent, continuous storyline that creates emotional involvement
5	Boring situations	Diverse situations, more dynamic plotlines
6	Weak plot line	Stronger narrative arc, character development over episodes
7	Teachers with poor articulation, low sound quality	Clear articulation, high sound quality
8	—	Carefully built story that increases motivation and interest in watching
9	Errors in subtitles	No subtitles at all; errors in auto-generated subtitles
10	Poorly adapted text	Text not adapted to learners, a lot of new vocabulary
11	—	Series are often built around regional topics; Turkish may appear in regional dialect forms that learners may not understand at all (e.g. "Gidelim" → "Gideh" in Adana)

Methodological Framework

DIFFERENT TYPES OF VIDEOS FOR DIFFERENT PURPOSES

A structured approach to integrating films and reels in language learning for effective outcomes.



Pre-viewing Preparation

Activate prior knowledge to prepare students for the content, predicting plot and themes to enhance anticipation.

Exercise: "The Expert Prediction"

This activity takes only 2-3 minutes but is highly effective at priming the student's brain. It forces the learner to create "mental slots" for the information they are about to hear before the audio even starts.

Teacher's Instructions (How to do it):

1. Show a Still Frame or Title: Display the very first frame of the video (muted) or the headline of the clip.
2. Ask the "Expert Question": Instead of a generic "What is this about?", ask: "If you were the creator of this video, which 3 facts or problems would you definitely mention in the first 60 seconds?"
3. Brainstorm (30-60 seconds): The student quickly lists or calls out their guesses.
4. The Check (Viewing): Play the video. The student's goal is NOT to understand every word, but simply to "check the box" if their prediction matches reality.

Why It Works (Scientific Rationale):

- Selective Focus: When a student is looking for confirmation of their own ideas, their brain naturally filters out "difficult" unknown words and concentrates on identifying core meanings.
- Lowering the Affective Filter: The student is no longer afraid of "not understanding." Their goal is to test a hypothesis, which turns listening into a game.
- Lexical Priming: While making predictions, the student subconsciously recalls vocabulary related to the topic. When those words appear in the video, they recognize them instantly.



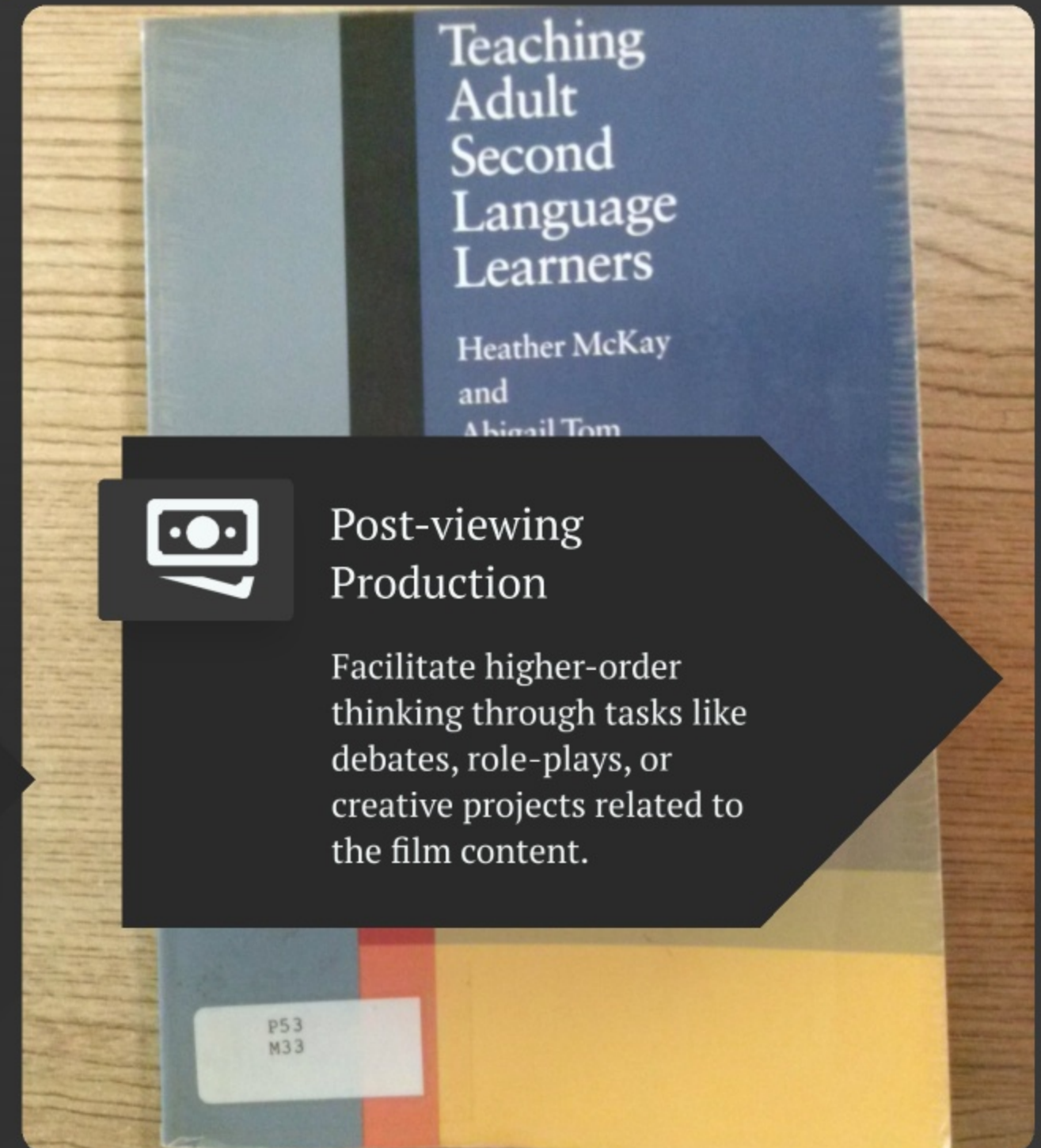
While-viewing Engagement

Incorporate active tasks such as information gap exercises to encourage real-time interaction with the material.



Post-viewing Production

Facilitate higher-order thinking through tasks like debates, role-plays, or creative projects related to the film content.





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1. Show a Still Frame or Title: Display the very first frame of the video (muted) or the headline of the clip.
2. Ask the "Expert Question": Instead of a generic "What is this about?", ask: "If you were the creator of this video, which 3 facts or problems would you definitely mention in the first 60 seconds?"
3. Brainstorm (30–60 seconds): The student quickly lists or calls out their guesses.
4. The Check (Viewing): Play the video. The student's goal is NOT to understand every word, but simply to "check the box" if their prediction matches reality.

Why It Works (Scientific Rationale):

- Selective Focus: When a student is looking for confirmation of their own ideas, their brain naturally filters out "difficult" unknown words and concentrates on identifying core meanings.
- Lowering the Affective Filter: The student is no longer afraid of "not understanding." Their goal is to test a hypothesis, which turns listening into a game.
- Lexical Priming: While making predictions, the student subconsciously recalls vocabulary related to the topic. When those words appear in the video, they recognize them instantly.



While-viewing Engagement

Incorporate active tasks such as information gap exercises to encourage real-time interaction with the material.



Post-viewing Production

Facilitate higher-order thinking through tasks like debates, role-plays, or creative projects related to the film content.

Summary Table of the Exercise

Step	Action	Cognitive Goal
Step 1	Visual Analysis	Contextual Orientation
Step 2	Prediction	Schema Activation
Step 3	Focused Listening	Verification of Meaning

Research on the use of Reels

1. The concept of Micro learning

Studies (for example, Klimova, 2021) show that the Reels format perfectly matches the principle of micro learning. Result: The brain of a modern learner, accustomed to “clip thinking”, processes information better in 30–60 second chunks.

Advantage: Cognitive load is reduced. It is easier for the learner to focus on one specific grammar structure or three new idioms.

2. Increased engagement

The study by Zaitseva et al. (2023) confirms that the use of Reels in lessons sharply lowers the affective filter (fear of the language).

Learners perceive Reels as part of their “real” life rather than as a “learning burden”.

Research insight: The completion rate of educational content in short video format is 70% higher than that of traditional long videos.

3. Research on “Authentic Speed”

Researchers from Indonesia and Turkey (where MALL is being actively implemented) conducted experiments (Wicaksono, 2022) comparing speech comprehension in Reels and in textbook audio.

Conclusion: Reels train the ear to natural connected speech—when words “stick together” (for example, wanna, gonna, whatcha). This makes the transition to real communication less painful.

- MALL is an abbreviation for Mobile Assisted Language Learning.
- Put simply, it is the use of smartphones, tablets and other portable devices for learning a foreign language. In contemporary applied linguistics, MALL is viewed as a subfield of the broader area of CALL (Computer Assisted Language Learning) but with a focus on mobility and continuity.

*Empirical Observations and
Practitioner Experience*

Empirical Observations and Practitioner Experience

Integrating feature films and reels in teaching Turkish to Russian-speaking students has proven to significantly enhance engagement and confidence. Students demonstrate improved speaking fluency and listening comprehension through exposure to authentic language, cultural nuances, and interactive post-viewing activities.



Pros and Cons of Using Authentic Videos

Advantages

Using authentic videos in language learning provides students with exposure to real-life language and cultural contexts. This helps in understanding colloquial expressions, idioms, and cultural nuances. It also enhances student engagement and motivation, as the content is often more relatable and stimulating than traditional instructional materials.

Disadvantages

However, there are notable challenges in using authentic videos for language instruction. Authentic speech can sometimes be too fast or include complex slang, leading to cognitive overload for learners. Additionally, preparing lessons that effectively integrate these videos requires significant effort from teachers, including selecting appropriate clips and designing engaging activities to accompany them.



<https://turkce.by/uroki/video-otryvki/v1-v2/gecici-komsu>

Apple Chrome Файл Правка Вид История Закладки Профили Вкладка Окно Справка Пн, 2 февр. 10:02

Türkçe
online


Главная
Об авторе курса
Полезное
Тесты
Обучение
Книги автора
Блог

Контакты:
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f i

STEP 1: At the first stage, we watch the story without subtitles.

ЭТАП 1: На первом этапе мы смотрим сюжет без субтитров.

FOX



Смотреть (k)

0:34 / 2:46

<https://turkce.by/uroki/uchim-ustojchivye-vyrazheniya-po-serialam/klishe>

The screenshot shows a Prezi presentation slide with a dark sidebar on the left and a main content area on the right. The sidebar contains the following text: "Turkçe online", "Главная", "Об авторе курса", "Полезное", "Тесты", "Обучение" (highlighted in red), "Книги автора", "Блог", and "Контакты: turkceby@gmail.com" with social media icons for Facebook and Instagram. The main content area features six red cards with white text, arranged in two rows of three. The phrases on the cards are: "Allah senden razı olsun!", "Almayayım!", "Allah nasip etsin!", "Allah rahatlık versin!", "Aşk olsun!", and "Allah güç kuvvet versin!". A red arrow icon is visible in the bottom right corner of the slide.

Speaking Exercises

- **Role-play the scene:** Pairs act out the scene, focusing on meaning; adapt wording and add turns. Variation: One improvises the partner's lines.
- **Continue the dialogue/alternative ending:** Pairs/groups invent and perform a continuation or different resolution to the scene.
- **Retell from character's perspective:** Retell in first person (past tense), adding unstated feelings/thoughts.
- **Interview with a character:** One acts as journalist, questioning a character; switch roles.
- **Freeze-frame and voice-over:** Pause at key moment; voice inner monologues for characters (group version).
- **Reconstruct with prompts:** Use 3–6 key words/expressions to recreate dialogue or similar situation.
- **Problem/dilemma discussion:** Debate conflict, alternatives, and personal responses.
- **Mini-debates:** Split into groups to argue a scene-based statement with 2–3 points.
- **Personal connection task:** Discuss character decisions, personal actions, or similar experiences.
- **Silent scene dubbing:** Improvise dialogue to muted scene; compare to original.

Vocabulary/Lexical Exercises

- **Translation-based tasks:** Translate Russian-to-Turkish or vice-versa using episode; write original sentences.
- **Context-based listening with gaps:** Fill 10–15 gapped key lines while watching; discuss usage.
- **Collecting colloquial expressions:** Note 10–20 idioms by function (e.g., surprise); create example situations.
- **Paraphrasing for flexibility:** Rephrase lines formally, colloquially, or with synonyms/structures.
- **Using subtitles/transcripts:** Restore gaps in Russian from Turkish subs; highlight fixed phrases for phrasebook.
- **Thematic vocabulary (“Sahtekar” focus):** Collect 5–7 expressions per theme (deception, family); write constrained sentences.
- **Character-based lexical work:** Teams analyze one character's vocab/tone; write and present sketch.
- **Scene reconstruction/rephrasing:** Rebuild dialogues; adapt for tone (harsher/softer) or character.
- **Continue the series with constraints:** Invent next scene using 10–15 mandatory expressions; guess game.
- **Vocabulary through written tasks:** Simulate WhatsApp chats or mini-reviews with required expressions.
- **Word hunt (gamified):** Hunt category-specific items (e.g., threats) during viewing; present examples.
- **Ongoing lexical table:** Shared doc with expression, translation, function, and student example; use for warm-ups/games.

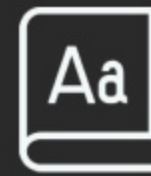
Benefits of Feature Films and Reels in Language Learning



Authentic cultural immersion



Real-life communication examples



Contextualized vocabulary acquisition



Development of critical thinking skills



Promotion of empathy and cultural awareness

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Thank you for
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The Use of Feature Films and Reels in Teaching Turkish to Russian Speaking Students

Exploring innovative methods to enhance language teaching using visual media for Russian-speaking learners of Turkish.

Thank you for your attention!

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Herkunftssprachenwoche
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