

Using Cinema in the Cultural Integration of Foreign Students

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Abstract

It is possible for an individual to adapt to the society in the different country he lives in by learning the culture of that society and socializing. This study aims to enable Nigerian foreign students studying in Cyprus to learn the culture of a foreign country through cinema. The problem of culture conflict forms the basis of the study. The movie "Eagle's Nest", which tells the story of Christian Merie, who has just joined the Turkish family, learning and adapting to Turkish culture, was used as teaching material in the course. Different scenes from the selected movie were shown and the students were asked to write an evaluation note. Students' grades and reactions were examined using the qualitative content analysis method. After all; It was found that students were able to relate the content of the film to cultural theories and concepts very well and produce solutions to intercultural problems.

Keywords: Intercultural communication, Cinema in cultural transfer, Teaching with films, National culture, Culture shock.

Introduction

Culture is a process that is not included in people's genetics, is not hereditary, and is formed under the influence of the social environment in which they live (Güvenç 1991). In other words, people learn and continue the culture of their society through their lived and ongoing experiences. Therefore, culture is social. A person cannot be isolated from the culture of his society. Culture is historical; it matures over a long period of life. Culture, which is a way of life, is social behaviour. This is the concept of globalization in our age (Özkan, 2014).

The process that occurs when people encounter different cultures is defined as intercultural communication. Thomas Baumer (2002) also adds the concept of consciousness to Maletzke's definition. Individuals from different cultures know that individuals in different societies are different. Therefore, they communicate with the awareness of their mutual strangerhood. Baumer explains this situation as intercultural communication. Culture, the most significant source of difference between societies, shapes people's perspective on the world, events and people and causes their preferences and behaviours to emerge (Kara, 2014).

In cinema, cultural codes are heavily used to gain society's appreciation and attract people's attention. For this reason, cinema films are an essential element that supports intercultural communication in terms of different cultures knowing and understanding each other and reducing prejudices. In addition, cinema is the most excellent tool that enables marketing a cultural model to the world by influencing the masses (Özkan, 2014). Showing popular movies in classes with students from different cultures provides rich content for education. Many scholars argue that it is more effective for students from different cultures to learn about culture through popular movies. They believe learning by watching movies tends to be remembered more often than research papers, textbooks, and other academic materials. It is also observed that they are comfortable remembering the subject by associating the movie scenes, actors' dialogues, the story and music of the movie with the theoretical concepts taught in class (Pandey, 2012). Champox (1999) states, "Films are a comfortable and familiar tool for contemporary students that can keep students interested in the theories and concepts discussed." He adds that although many movies are fictional, students can also experience stories that are unlikely to happen in real life. Movies can encourage good discussion and evaluation of one's values and self if their scenes have effective emotional content. In their research with management employees, Dunphy, Meyer, and Linton (2008) discussed how to make management training more meaningful and who would want to watch a training film instead of watching famous Hollywood movies such as *The Godfather* (1972) and *12 Angry Men* (1957). Educational videos focusing on professional development have received limited attention due to their burdensome subject matter and lack of complete delivery. They have failed to leave a long-lasting impact on students (Pandey, 2012). As a result of research conducted by Gallos in 1993, it has been concluded that films that have reached a high audience can be a powerful tool for teaching students the ability to develop their perspectives.

Using Movies To Avoid Clash Of Culture

Cinema is a global tool that carries the cultural characteristics it contains, making the use of cinema as a cultural element more critical. Although cinema is not the sole producer of ideologies in modern societies, it plays a vital

role in spreading ideology. In this regard, American cinema comes first. Hollywood cinema, a strong industry, has influenced billions of people worldwide for nearly 100 years. Hollywood's structure includes many filmmakers worldwide, and American culture influences billions of people through cinema, making this country and its cinema one of the most significant global powers (Özkan, 2014).

The use of films in intercultural education is recommended by many scientists (Summerfield, 1994; Champoux, 1999; Bhawuk and Brislin, 2000; Mallinger and Rossy, 2003; Varner and Beamer, 2005; Littrell, Salas, Hess, Paley and Riedel, 2006; Verluyten, 2007; Pandey, 2012). As Cardon (2010) states, one of the most essential benefits for bachelor students is that movies are entertaining, intriguing, and sometimes arouse curiosity about other cultures. Movies can be an invaluable intellectual exercise in deciphering other cultures, and with the guidance and help of lecturers, students can very quickly learn cultural codes through movies shown in class (Cardon 2010).

Methods Of Utilizing Cinema In Cultural Transfer

With the acceleration of information flow and communication in the globalization process, the increase in economic, social and cultural mobility between societies is caused by global communication through media institutions (Yilmaz, 2018). Champoux (1999) suggests that a film as a practical learning tool can be used in the classroom in different ways, such as case, metaphor, experiential exercise, symbolism, experience, time and meaning. He suggests some opportunities to use film in a teaching course, for example, showing the film before or after a discussion, showing two different films on the same story to create different perspectives or showing scenes repeatedly in class. Accordingly, a film can be used in some alternative ways:

1. The course instructor may show some scenes from a specified movie during one or more lessons. It can then initiate discussions on theories, models, and topics.
2. The course instructor may show the entire movie before starting the theoretical discussion. Certain scenes selected during the discussion can be repeated in class.
3. The course instructor may give an introductory lecture on the topic before showing the movie and then begin discussing the movie and related theories.
4. The course instructor may use one or several selected films as case studies throughout the course.
5. The course instructor may assign the selected film as a project assignment and ask them to analyze it from a cultural and social perspective.

Within the scope of this study, in order for foreign citizens living in Northern Cyprus to learn the culture of the country they live in, a film that conveys Turkish culture was selected by applying item 4 within the scope of the Turkish Cinema History course. The movie was watched with the students, and the results were shared in this study.

Aim Of The Study

According to the official statement, 13 thousand Nigerian students study at Northern Cyprus Universities. In the statements made in the press following the increasing number of judicial incidents in the country, it was stated that the names of Nigerian students were mentioned in judicial incidents and that this was a great sadness, and it was emphasized that both the society and the students had to comply with the laws in the country. In the same statement, it was emphasized that "getting an education in Northern Cyprus, which attaches importance to freedom, does not discriminate against language, religion or race, and where cultural exchanges take place with students from various countries, is an important wealth and this should be protected" (Mebnet, 2022). The number of Nigerians who decide to settle after education in Northern Cyprus, which Nigerian students prefer, is increasing every day, as it is the African country with the highest population migration after Sudan, South Sudan, the Democratic Republic of Congo and Somalia due to the civil war. Therefore, Northern Cyprus also attracts the attention of Nigerian investors (Kıbrıs Postası, 2022). Due to the increasing number of judicial problems due to cultural differences, this study was conducted for Nigerian students to learn about Northern Cyprus's culture and social structure.

When we look at the history of Turkish cinema, it was fed by various types of films until the first half of the 1970s. The leading role was always chosen from among the public. The commoner would always win even if unexpected things happened to the leading actor. The Turkish cinema films were entertaining and educational films that contained social messages, highlighted Turkish family structure and culture, and touched upon traditions, customs, village troubles, famine, forced migration, economic difficulties and family order (Duran, 2014). For this reason, the study aimed to help Nigerian students in Northern Cyprus learn Turkish culture by selecting the movie "Eagle's Nest", which depicts two different cultures.

Methodology

The course was conducted in two formats: theoretical and practical. The discussion and group project techniques were used in the lessons for effective learning. The selected movie, The Eagle's Nest, was designated as a "watch movie" to make classroom learning more meaningful, effective, and engaging for students. A total of 15 lesson hours, ten lessons of 75 minutes each, were allocated for practice in the course, which earned the students 10

points.

The movie *Eagle's Nest* was not shown in full in one sitting. Scenes selected by the research academic were shown on different course days. At the same time, theoretical issues related to the subject were discussed in class.

The scene that should be discussed in the lesson was shown again for the students to remember. Thus, students could quote dialogues, actors or backgrounds in their discussions. The students included in the study had yet to watch the determined movie before. Before watching the movie, the researchers were asked to read the articles determined by the researcher.

Teaching Culture Within The Scope Of The "History Of Turkish Cinema" Course

The "History of Turkish Cinema" course is compulsory for second-year students of Girne American University, Faculty of Communication, Department of Radio, Television and Cinema. The study within the scope of the course was designed and taught in the 2022-2023 academic year. The course, History of Turkish Cinema, is designed to achieve the following learning objectives:

1. To convey information to students about the History of Turkish cinema,
2. To raise awareness about the Turkish family structure, customs and traditions, and social structure reflected in Turkish cinema, and,
3. To develop skills in identifying and understanding culture,
4. To work effectively with society while engaging in cinema activities in Northern Cyprus.

Limitatons

This study consists of the researcher's experiences in teaching culture to 28 students. Twenty-eight students (26 boys and two girls) taking the course in the 2022-2023 academic year participated in the study. All students are Nigerian citizens aged 22-30 and belong to the Christian religion. All students have a good command of written and spoken English. Students watched the selected movie in Turkish but with English subtitles. From the national cultural perspective, the students all belong to Nigerian culture.

Data Analysis And Evaluation

In order to determine the benefits of the study, students were asked to write an evaluation note for the movie *Eagle's Nest*. The qualitative content analysis method was used to analyze the students' answers in their evaluation notes. Firstly, student responses about the film were distinguished from statements regarding general theoretical learning. These expressions were then classified to code according to the signs of the mentioned cultural concepts. The results achieved and analyzed in this study belong to the 2022-2023 academic year and the students taking the course at the communication faculty.

Movie Review And Analysis

Plot Of The Movie *Eagle's Nest* (1974)

Eagle's Nest is a drama film written by Tarik Dursun Kakinç. This film, directed by Natuk Baytan and released in 1975, reflects the intercultural differences experienced by Merie, who came to Cyprus from England, and her Turkish fiancée.

After completing his doctorate in England, Murat returns to his homeland, Cyprus, with his British fiancée, Merie. Murat's family and neighbours meet them at the airport. Merie's low-cut outfit attracts everyone's attention. When they all come home together, Merie's relaxed attitude is noticeable. Murat's mother gives Merie her room. As she takes her belongings from the room and leaves, Merie asks her fiancée what they are. Murat says a rosary, the Quran and a prayer rug are very valuable to his mother.

In the morning, everyone sits at the breakfast table. While Murat's mother, Ms. Makbule, is about to pray, Merie takes her tea and starts eating without waiting for anyone. In order to appease the mother, who is uncomfortable with Merie's comfort, Murat mentions that Merie wants to become a Muslim when they get married and asks her to help him. Ms. Makbule happily accepts her son's request and asks her name to be Meryem when she becomes a Muslim. From that moment on, she starts calling Merie as Meryem.

The following day, Merie goes out to look for the house cat. She is wearing a low-cut blouse and a mini-skirt. Seeing this, Mother Makbule calls Merie and warns her about her clothing. She states that wearing low-cut clothing may be misunderstood. However, Merie is disturbed by the criticism of this clothing style, which is very natural in her culture and goes to her room crying.

One evening, Murat, his fiancée Merie and Murat's family are invited to a wedding in the village. Merie wants to drink alcoholic cocktails that night. However, Murat and his family politely decline the alcohol offered and take lemonade for themselves and Merie. The film tells the story of Merie learning to live with her fiancé Murat and her Turkish family, the difficulties she experiences in this process, and her adaptation process. As a result, love wins, and the culture clash problem diminishes.

Analysis Of The Eagle's Nest (1974)

The screenwriter deals with this film, especially the religious and cultural differences a Christian believer will experience in the Turkish family. The film was specifically chosen because it covers a wide range of topics, such as the influence of family culture on individuals' gender relations, behaviours and personalities, and cultural dimension theories of culture conflict. At the same time, this film is the only film in the history of Turkish cinema that tells the story of a young Christian woman coming to Cyprus and adapting to Turkish society and Turkish family.

Content Analysis Of Students' Evaluations About The Film

Selected responses regarding the learning effectiveness of the films are given in the table below. In order to facilitate citing sources, codes were used when expressing students' reactions.

Table 1: Theoretical perception of the film

No	Theoretical concepts chosen for the film	Number of students marked the specified concept
1	Cultural Differences	6
2	Culture Shock	26
3	Cultural adaptation	20
4	Intercultural Communication Culture	12
5	Acculturation process	18
6	Family culture	10
7	The impact of family culture on self and personality	6
8	Intercultural competence, cultural intelligence	10

The Reactions Of The Students' To The Learning Effectiveness Through Movies

BU: "It was very easy to learn through movies because we could see the behavior of people from different cultures in different situations."

RA: "I learned more about Turkish culture with the help of movies. "

KN: "Thanks to the movie, I understood the culture shock that people face when they go to a foreign country and how they overcome it."

TP: "Thanks to the movie, I realized that culture shock can be prevented if you have a little knowledge about that culture before going to a country with a different cultural background."

OK: "The movie was useful for us to get to know various cultures."

Based on these reactions, it can be said that, according to some students, cinema is a valuable tool for providing effective learning in the classroom. Although not all 28 students in the class had the same reaction, none of them made any negative comments. Based on the students' reactions, the selected film is beneficial for the students in achieving the aim and objective of the study.

Students Reactions To The Differences Between Two Cultures

EE: "The film revealed the differences between cultures."

YR: "In the film, cultural differences can be easily understood. In particular, it is clearly revealed in the movie that women are in the background and men have more say."

LO: "Thanks to the movie, I learned the differences between the two cultures. With the movie, I realized that in the Turkish family, the right to speak belongs to the eldest member of the family, and that women or youth can do a job with permission."

The students participating in the research watched the culture conflict in the Eagle's Nest and made comparisons with their own cultures. In order to encourage them to look at cultural issues from different perspectives, students were asked to read Pittu Laugani's book on cross-cultural psychology. In this book, Pittu Laugani tells about his experiences with people from European, American, British and other nationalities, what difficulties he encountered in intercultural communication in a foreign country and how he overcame them.

Students Reactions To Turkish Culture

TP: "The film shows that the best way to learn a culture is to experience it with people and families belonging to that culture."

YS: "This film gave us the experience of learning Turkish culture. The entire plot of the movie is related to Christian Merie, who comes to a family belonging to Turkish culture. This film shows us that Turkish culture cannot be taught in the classroom, it must be learned through experience."

These students' comments show that they found them very relevant in learning about the Turkish culture and society prevailing in Northern Cyprus. Based on the comments, they can perceive Turkish culture, but they need to experience it to learn. At this point, it is undeniable that living experience is the best way to learn for everyone in the world. No matter what, people need professional training to avoid culture clashes.

Reactions Of Students About The Effects Of Family Culture On Personality And Family Culture

NK: "The film reveals good learning about the culture of a conservative Turkish family, the intense relationship between family members".

Alternatively, "I learned how family culture affects a person's personality. She is a social woman born and raised in a Christian family. I learned how cultural differences affect people's relationships when two different families meet each other."

While the researcher selected the movie Eagle! 's Nest, special attention was paid to include issues such as the effects of family culture on the individual's self, personality, habits, behaviours, ideas and emotions. In addition to these features, the film also depicts the interpersonal relationships between family members, with each other and with other families. In class discussions, students tried to relate various scenes from the film to their own culture and how people from different cultures behave and react to different situations in family relationships.

Students Reactions To Culture Shock

KN: "I learned about culture shock and the different aspects of culture shock. I learned the differences in male-female relationships. Thanks to this film about the crowded, impressive, conservative and patriarchal Turkish culture, I learned how to cope with culture shock.

OT: "The experience of culture shock was portrayed very well in this film. The film depicted the first-hand experience in a different culture very well and highlighted the culture shock experienced by the female character very well.

TP: "The film shows how Merie, a Christian, experiences culture shock in different situations, but over time she learns to overcome the culture shock and learns to accept this new culture, improving her cultural intelligence."

IR: "For both families, cultural differences emerge in environments such as breakfast, dinner, speech patterns, sitting positions, and celebration events.

OK: "This movie shows the importance of adapting to a culture and overcoming culture shock."

26 out of 28 students described culture shock in their evaluation notes. This number is the highest in student evaluations and is also seen in the data in Table 1.

Students Reactions To Cultural Adaptation

BU: " I understood cultural adaptation to the biculturalism stage. Time is needed for cultural adaptation."

IR: "Merie learns Turkish culture and lifestyle over time. For example, as a young member of the household, she gets up early in the morning and starts doing the housework."

OK: "In the movie, Merie experiences culture shock when she meets the family members of the man she will marry. During the movie, Merie adapts to Turkish culture by learning the rules at home, respect for elders, the importance of breakfast and dinner table, and that the man has the priority of decision-making in marriage. Thanks to the movie, I learned about cultural adaptation."

RS: "This film tells us about the experience of a Christian marrying a man from a conservative Turkish family and how she has to deal with the situation. After initial resistance, it shows that adaptation can be achieved. This film tells us about respecting and accepting other cultures."

TP: " I learned that despite cultural differences, it is not impossible to adapt to other cultures and that cultural adaptation is easier by respecting other cultures. The film also depicted how people experience culture shock and learn to overcome it."

Through the movie, students learn cultural adaptation, a concept related to culture shock. After the movie, the students talked about cultural adaptation and cultural adaptation models and started discussing the subject through the movie to explain their learning.

Students Reactions To Intercultural Competence And Cultural Intelligence

YS: "Merie, the main character of the film, does not know the cultural differences at the beginning. Over time, she began to find this environment and country very interesting. I learned intercultural competence and cultural intelligence through the film. In the age we live in, learning how to adapt to new cultures is a necessity."

OT: "What the movie taught me is that when a foreigner goes to another country, he first shows resistance to the culture of that country. However, over time, this foreign individual sees that he can live with this new culture and adapts to this new culture. This movie also made me understand the importance of cultural intelligence."

RS: "Thanks to this movie, I learned what to pay attention to when living with people from different cultures. The movie portrays culture shock, intercultural competence, cultural adaptation, cultural integration, and cultural intelligence very well."

As seen in the student comments above, cultural intelligence and intercultural competence greatly influenced the students' mindset. Looking at Table 1, the students' reactions show they learned a lot by relating the film's scenes, story and dialogues to personal experiences and cultural theories. The comments above show that students mostly talked about their personal experiences outside the classroom rather than their appreciation of a particular scene or a specific character in the movie.

Conclusion and recommendations

The students who participated in the study were very enthusiastic throughout the course. They had high participation in every activity, class discussion and project work. Class discussions led students to develop common responses and multiple perspectives on cross-cultural issues. The results regarding the learning effectiveness of the movie show the same thing. One of the most important goals of the course was that, at the end of the course, students would be able to become familiar with Turkish culture and be able to understand and adapt to the society they live in through the events and activities they will participate in in Northern Cyprus, where they will live for four years. It was a difficult task to teach Nigerian students about the structure of the society they live in and to prevent prejudice in them through a film about Turkish culture. Since Northern Cyprus's religious and cultural habits are quite different from the cultural values of Nigerians, cultural learning and the development of multiple perspectives on intercultural issues are very important. The effectiveness of the study can be seen from the responses received from the students. At this point, students who will go to other countries for education can master the culture of the country they will visit through cinema in order to avoid culture shock.

This study was conducted with male and female students from Nigeria to Northern Cyprus for university education. All of the students participating in the study are Christians. Since all the students had an advanced command of the English language, they could understand the movie's subtitles quickly.

The number of students included in the study is 28. This is because the number of Nigerian students taking the compulsory Turkish Cinema History course is 28. Since the study used cinema films as culture teaching material, the number of students in the class is ideal for intercultural communication or intercultural skills training. With a large study group, classroom control will be difficult, and students will have difficulty focusing on the film. At this point, the effectiveness of in-class discussion may decrease and affect the study's outcome.

The visual, auditory and emotional impact of films on the individual makes them very effective in using them for educational purposes. In addition, the fact that films can be used in almost all courses provides an advantage. Films, which have qualities that can directly appeal to students' sensory and emotional worlds, can easily find a place for themselves in a wide range of subjects in all courses (Kurtbaş, 2021).

One of the limitations of learning through watching movies in the classroom is that each film is told from its own director's perspective. Therefore, personal perspectives are reflected, which may or may not be acceptable to some students. Students from different backgrounds may react and comment differently about the same scene and the actors on the stage. Students may find some scenes objectionable due to language, religion, race, or prejudice. In this case, disturbing situations may occur in the classroom. Films shown in class may reinforce negative thinking among some students towards certain groups if the instructor in the classroom does not carefully address this issue. As a result, films used in cinema for educational and guiding purposes are essential visual materials prepared per the purposes of the dominant ideology and significantly impact the public sphere (Kurtbaş, 2021).

Mallinger and Rossy (2003) recommend that instructors who use cinema in the classroom choose movie scenes very carefully and that scenes containing violence, nudity or profanity should not be shown to the students. The Eagle's Nest movie determined in the study was watched by the researcher beforehand, and decided that there were no disturbing scenes. Champoux (1999) recommended that an instructor choose two films that tell the same story but were shot in different periods with different directors and actors. He considered the 'time frame' as an advantage in this case. However, since the film determined in this study was analyzed by the researcher. Also, the course instructor concluded that the film continues to be valid in conveying Turkish culture. At the same time, the study's results will contribute to the field, considering that no other film of the same quality tells the adaptation of Turkish culture through a Christian character.

As a result of the study, it has been revealed that cinema can be an effective tool for students to understand the social structure of a foreign country, learn its culture and develop attitudes accordingly through the film. According to the study results, students can learn about the country's culture, where they will study in advance and prevent possible negative interactions through cinema. The development of the study depends on broader research. Therefore, in future studies, it can be examined by comparing with police reports whether social problems arising from cultural differences decrease by ensuring the participation of more students.

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