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## **FILMS IN FOREIGN LANGUAGE TEACHING OF LAW ENFORCEMENT STUDENTS**

The objective of the article is to explore the interconnection between learning a foreign language by law enforcement students and watching films.

The acquisition of a foreign language is arguably one of the most cognitively challenging undertakings a person may experience in his or her lifetime. Recently, many language instructors, material designers, and scholars have been interested in investigating the effectiveness of a variety of strategies and methods that can be employed in the EFL classes to facilitate the learners' mastery of language skills and optimize the teaching and the learning process. A number of studies have revealed that films can become an integral part of the curriculum due to their significant effect on the development of the basic language skills: reading, listening, speaking, and writing [1, p. 248].

A review of the literature on the integration of films in the EFL/ESL classrooms provides that films are greatly effective in the language classroom for a number of ends.

A. J. Hoge mentions that when you learn English with films or TV, you are learning the real English used by native speakers. In films, you'll hear natural pronunciation, everyday vocabulary, spoken grammar, common

idioms, and slang. Even better, you will learn these from interesting and emotional stories. Films are a powerful way to improve your English [2].

Kieran Donaghy, who won the British Council's Teaching English blog award tells why film is such a good resource. Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool.

Learning from films is motivating and enjoyable. Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

Film provides authentic and varied language. Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

Film gives a visual context. The visuality of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

Variety and flexibility. Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to

find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees [3].

However, films should be chosen with educational objectives in mind. The theme and content should be such that they should not prove to be purely entertainment for the cadets rather rich in content while being enticing and motivating for the cadets to watch [1, p. 249].

In conclusion, major findings of the article have shown that watching English films has positive impact both on improving listening skill and speaking skill. Correct pronunciation is also enhanced by watching English films. English films also help to increase law enforcement vocabulary. According to our findings, all these impacts could have long term effect on the cadets. Those who watch regularly, could have further benefits like speaking according to context, practice listening skill and release fear of learning English. In our opinion, all cadets, who want to upgrade their knowledge of law enforcement vocabulary have to watch films in English in their spare time for additional practice that might be inside or outside classroom.

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