



Using Movies as Authentic Materials in English Language Teaching: Algerian Teachers' Perspectives and Practices

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Abstract

The present study attempts to investigate Algerian high school English language teachers' perspectives and practices regarding the use of movies as authentic teaching material in ELT contexts in order to help increase learners' motivation and engagement to learn English. Data were collected using a questionnaire for thirty teachers from different high schools in Mostaganem. Results reveal that most teachers have positive opinions and attitudes towards movies as authentic teaching material. Despite this, only a small portion of teachers integrate movies into their teaching practices and at a low frequency to develop mainly the listening skills of their learners while totally neglecting their benefits in grammar and vocabulary instruction. Such limited exploitation of movies in English language teaching stems from teachers' difficulty in finding movies with themes related to the content and objectives of the current English language syllabuses as well as in designing movie-based lessons.

Keywords: Authentic teaching materials; English language teaching; Motivation; Movies; Teacher training

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1. INTRODUCTION

English language teaching is not an easy task as it requires serious preparation and planning. To ensure effective learning, teachers of English as a foreign language (EFL) must strive to create a motivating and engaging learning environment. One way to achieve this goal is by using movies as authentic materials in their EFL teaching practices. Movies in the EFL classroom can increase learners' motivation and involvement, ensure contextualized language learning, help explore target language culture(s), and offer rich cognitive and affective experiences. Growing up as an EFL learner, much of my English language learning has been the result of listening to music, watching movies, series and videos, reading books, articles and online magazines, etc., rather than using textbooks which have always felt remote, boring and devoid of the sense of reality. The researcher's choice to tackle the subject from the perspective of teachers stems from the belief that teachers, as active mediators, play a pivotal role in facilitating and ensuring successful learning. This study attempts to answer three main questions:

- a) Do Algerian EFL teachers' use movies in their EFL classes?
- b) What are their opinions and attitudes towards movies as authentic teaching material?
- c) What do they use movies for?

Based on these questions, the following hypotheses were formulated:

- a) Most EFL teachers rarely use movies in their classes.
- b) Teachers have positive attitudes towards the use of movies in ELT contexts.
- c) Movies are mainly used to develop the listening skill.

This paper aims to:

- a) Explore EFL teachers' opinions and practices regarding the use of movies in EFL contexts.
- b) Call EFL teachers and syllabus designers to pay more attention to the benefits of movies as authentic teaching material in ELT contexts.
- c) Serve, to some degree, as guiding documentation on how to integrate movies into EFL classes.

2. Literature Review

This section is devoted to defining authenticity and authentic materials as keywords, account for the author's choice of movies as EFL teaching materials, explain how movies can be used to develop learners' skills and linguistic competence, as well as explore cultural aspects. It also attempts to guide EFL teachers on how to effectively select movies and design relevant movie-based tasks and activities. Finally, it concludes with a brief discussion of some of the challenges that EFL teachers may face in their integration of such teaching material into their teaching practices.



2.1 What is authenticity

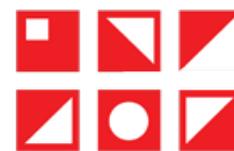
In applied linguistics, the term ‘authenticity’ originated in the mid-1960s with a concern that language learners were being exposed to texts which were not representative of the target language they were learning. Close (1965) stressed the importance of the authenticity of his materials when he utilized a selection of published texts on science from a variety of sources and across a range of topics. In this sense, authenticity refers to language that is representative of the target language, and that reflects linguistic forms that are used naturally and appropriately based on the cultural and situational context. Thus, one cannot help but deduce that authenticity is language produced by none other than native speakers for native speakers in a particular language community or as language produced by a real speaker/writer for a real audience, conveying a real message (Gilmore, 2007).

It must be noted that authentic materials are by no means limited to movies. They encompass a wide range of cultural artifacts such as books, newspapers, magazines, radio and television broadcasts, websites, advertisements, songs, etc. Authenticity of such materials lies in the fact that they are produced by native speakers in a real communication situation, and are not initially designed for language learning and language teaching purposes (Sufen, 2006; Gissel, 2015; Sabir & Hammad, 2023).

2.2 The Benefits of Using movies as Authentic Materials in ELT Contexts

Authentic materials, such as movies, songs, texts, etc., can bring a number of benefits to EFL classes. They can increase EFL learners’ level of motivation as they are more interesting and stimulating than artificial or non-authentic materials (Kabooha, 2016; Goctu, 2017; Kefali, 2020; Rahman et al., 2022; Nouar, 2024). Therefore, a key component to motivate EFL students is interest, and studies have shown that students are intrinsically motivated to watch movies (Goctu, 2017). However, some researchers maintain that authentic materials may reduce learner motivation because of decreased attention span and culturally inappropriate or insensitive content (Doe, 2015; Lee, 2020). Nonetheless, careful selection of authentic materials to meet learners’ needs is key, and this process depends on how interesting such materials are to the learners, how appropriate they are to the subjects in question, how they are exploited in the classroom through tasks, and how effectively the teacher is able to mediate between the material and the learners (Rogers & Medley, 1988).

Research literature shows that movies can offer many more advantages than just the motivation factor (Stoller, 1988; King, 2002; Katchen, 2003; Keene, 2006). The integration of movies into the EFL class can help bring learners closer to the target language and culture as used and lived by native speakers. When watching movies, learners are naturally exposed to a great deal of target language speech characteristics such as false starts and hesitations, and linguistic variations about gender, age, ethnicity, etc. as well as matters of appropriateness, pragmatics, paralinguistic and non-verbal behavior which may not be encountered in the more restricted



environment of the classroom or in textbooks (King, 2002; Keene, 2006).

According to Sari and Sugandi (2015), watching Hollywood movies can help improve vocabulary and grammar mastery. Movies come with captions that teachers can enable as they help learners “see” what is being said in real-time (Yuksel & Tanriverdi, 2009). Teachers can also use movies to teach new words and phrases with ready scripts related to a certain social situation (Wray, 2004).

Khaldi and Ameziane (2023) stress the role that movies can play as a pedagogical tool to develop 21st century (4Cs) skills which include creativity, communication, collaboration and critical thinking. The authors argue that “films provide authentic and cross-cultural contexts exposing students to everyday conversational and spoken language” (p.391). In this respect, it is necessary for EFL teachers to explore the cultural aspects of the English language and compare them to learners’ own culture in order to promote their intercultural competence and help them grow as intercultural speakers (Bousslama & Bouhass Benaissi, 2018).

2.3 Some Challenges in Using movies in the EFL Classroom

Despite the countless advantages that movies as authentic teaching materials can offer to the EFL classroom, teachers encounter several challenges in their implementation. According to Belmekki and Baghzou (2023), EFL teachers face difficulties mainly with appropriate movie selection while bearing in mind language learning objectives and curriculum requirements, classroom management issues as well as assessment methods. Another challenge is the factor of time (Brown, 2010; Belmekki & Baghzou, 2023; Barman, 2024). Given that full-length movies are usually one to two-hours long, teachers may struggle to balance between screening time and enough subsequent practice. Besides, the unavailability of screening equipment and difficulty in selecting movies appropriate for learners’ level are additional obstacles to effective movie-based lessons (Belmekki & Baghzou, 2023; Barman, 2024).

A less evident challenge that EFL teachers may overlook when using Hollywood movies, particularly, is their menacing cultural content. Kefali (2020) stresses the dangerous nature of Hollywood movies as being a tool of cultural imperialism. He (2020) explains that such teaching material, despite its benefits, may just as well “radically replace basic indigenous cultural features with American ones” leading “to a phase of cultural alienation and a crack in their cultural identity” (p.559). In this regard, EFL teachers must be cautious when selecting movies in order to avoid their detrimental effects to the students’ cultural identity.

2.4 General Guidelines for Movie Selection and Use

Despite the benefits that movies offer to the EFL environment, there are yet a number of fundamental points to consider before using them in order for the material to be more than just a time-filler. It is noteworthy that movies are in no way considered a substitute for the teacher or for the EFL class, but rather considered as supporting material. Also, it is the teacher’s responsibility



to promote active viewing as should movies promote active participation from the beginning of the lesson in order for the learners to be more than just a passive audience.

Movie selection should take into account its content which must reflect topics relevant to the learners to keep them motivated and engaged, as well as to the objectives of the EFL syllabus. Another important point to consider in movie selection is that its content must be comprehensible enough to match learners' language proficiency level (Chen, 2022; Barman, 2024). There should be enough pauses in the dialogue in order for the learners to be able to follow along, the movie should be visually rich to support the verbal messages, and the characters' speech delivery pace should be moderate with clear enough accents. The length of the movie is also a practical parameter to consider (Stoller, 1988). The ideal length is difficult to specify since it varies depending, for instance, on the movie itself, classroom scheduling, equipment availability, course objectives and student language proficiency level. As a general rule of thumb, it is important to choose movies that are long enough to convey meaningful content yet short enough to allow classroom time for pre-viewing and post-viewing activities. This could take a maximum of two hours for a combined session of movie screening and accompanying activities. In case of time constraints that some teachers might face, short movies or clips can be used instead.

Moreover, the EFL teacher must go through a meticulous previewing phase where he/she makes a number of decisions. For example, the teacher must be familiar with the material beforehand, should decide what additional materials need to be used with the movie, if necessary, what outcomes of the screening session are, and what techniques might work best with the movie. According to Stoller (1988), movie-based lessons should consist of three phases, namely, the pre-viewing phase, the viewing phase, and the post-viewing phase.

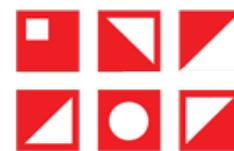
The pre-viewing phase prepares students for the actual viewing. Some examples of pre-viewing activities could be student polls, discussion of the title of the movie, brainstorming activities, and interpreting or reacting to screenshots from certain scenes, etc.

The second phase promotes comprehension of the movie. The activities help students deal with specific issues and focus on characters or the storyline at crucial junctures in the movie. Some examples of viewing activities include directed listening, information gathering through questions, gap-filling exercises, vocabulary exercises and so on.

Post-viewing activities are meant to stimulate both written and oral use of the target language utilizing insights and information from the movie. Post-viewing activities should extract the main ideas, concepts or linguistic forms. They can be, by way of example, movie summary, suggesting alternative endings, discussions, comparisons, using notes for writing practice, and role plays.

3. Methods and Materials

The present study employed a quantitative research design. Data were gathered and analyzed in order to answer the main research questions and corroborate the suggested



hypotheses. The high schools were selected randomly from different parts of the city of Mostaganem.

3.1 Participants

The target sample size in this research was forty-two (42) EFL teachers, among whom only thirty six (36) responded to the questionnaire. According to Cohen et al. (2007), “a sample size of thirty is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data” (p.101). These teachers teach different levels (first, second and third-year learners) and streams (e.g., literature and philosophy, foreign languages, and experimental sciences).

3.2 Research instruments

Data in this research were collected using a questionnaire using convenience random sampling. The questionnaire comprised fourteen (14) closed and open-ended questions, and divided into three sections: (a) background information, (b) teachers’ perspectives on using movies in EFL classes, and (c) teachers’ practices of using movies in EFL classes.

3.3 Research procedures

The questionnaire was distributed in both paper and electronic forms (see Appendix A) in early June 2024. Responses were collected later in the same month. As for data analysis procedures, quantitative data were analyzed by counting frequencies using Microsoft Office Excel, and qualitative data were analyzed thematically by grouping together recurring themes and organizing them from the most to the least frequent.

4. Results

The findings are presented and discussed in three sections in accordance with the three sections of the questionnaire.

4.1 Background information

The first three questions of the questionnaire inquired into EFL teachers’ gender and teaching experience in years. The results were as follows:

Table 1. Teachers’ gender

Gender	N°	%
Male	10	27.78 %
Female	26	72.22 %
Total	36	100 %

Table 2. Teaching experience

Experience in years	N°	%
1 - 5	0	0 %
5 - 10	6	16.67 %
10 - 15	3	8.33 %
15 - 20	6	16.67 %
More than 20	21	58.33%
Total	36	100 %



Tables 1 and 2 show that most teachers are females and highly experienced. The purpose of background information was to demonstrate variety in the sample in order to ensure some degree of representativeness of the population.

4.2 Teachers' perspectives on using movies in EFL classrooms

The second section of the questionnaire was devoted to exploring teachers' opinions and attitudes towards movies as authentic teaching material. The results were as follows:

Table 4. The inclusion of movies into the EFL syllabus

Choice	N°	%
Yes	21	58.33%
No	0	0%
Maybe	15	41.67%
Total	36	100%

Interestingly, Table 4 shows that no participant opposes the inclusion of movies as part of the EFL syllabus. While more than half of the participants voted positively, the remaining ones were hesitant.

Table 5. The impact of movies on learners' motivation

Choice	N°	%
Yes	33	91.67%
No	3	8.33%
Maybe	0	0%
Total	36	100%

In Table 5, the vast majority of teachers believe that movies can increase learners' motivation to learn English. Therefore, Tables 4 and 5 demonstrate that EFL teachers have positive opinions and attitudes towards movies as authentic teaching material.

Table 6. Previous training in movie-based EFL instruction

Choice	N°	%
Yes	3	8.33%
No	21	58.33%
Prefer not to say	12	33.33%
Total	36	100%

Table 7. Attitudes towards future training in movie-based ELT

Choice	N°	%
Yes	33	91.67%
No	3	8.33%
Prefer not to say	0	0%
Total	36	100%



Results from Table 6 show that only a minority of the participants received training or guidance in how to effectively integrate movies as authentic teaching material while the majority did not. The interest of the majority of teachers in using movies as a pedagogical resource (as evidenced in Table 4) and their lack of training (see Table 6) have led to a strong willingness to participate in relevant professional development as Table 7 indicates.

4.3 Teachers' practices regarding the use of movies in EFL classes

Table 8. Rate of movie usage

Choice	N°	%
Yes	8	22.22%
No	28	77.78%
Prefer not to say	0	0%
Total	36	100%

Table 9. Frequency of movie usage

Frequency	Teachers	
	N°	%
Every week	0	0%
A few times a month	0	0%
Once a month	0	0%
Every few months or less	9	25%

Tables 8 and 9 indicate that only a quarter of teachers integrate movies as part of their EFL teaching practices, and when they do, they use them “every few months or less” which is a very low frequency.

Table 10. Teachers' reported purposes for using movies

Purpose	Frequency	
	N°	%
Listening	8	22.22%
Speaking	3	8.33%
Grammar	0	0%
Vocabulary	0	0%
Cultural matters	6	16.67%
Entertainment	0	0%
Other purposes	0	0%

Results from Table 10 indicate that EFL teachers use movies mostly for developing their learners' listening skills. Surprisingly, no teacher reported to have used movies for teaching grammar and vocabulary despite the potential that such teaching material offers. The lack of training in proper movie-based ELT may have contributed to teachers' limited awareness of its benefits. Question 10 of the questionnaire prompted teachers to provide additional purposes, but none were offered.



The purpose of question 11 of the questionnaire was to check whether or not teachers selected movies with themes that were compatible with the objectives of the syllabus, and whether or not they have chosen movies that aligned with their learners' interest. Three teachers only responded to this question. Below are their answers:

Teacher 1: *“Some movies which have a relation with the pupils’ projects (once upon a time) > stories... some video clips concerning disasters (Tsunami – the Earth: the song of Michael Jackson)”*

Teacher 2: *“Disasters, tales”*

Teacher 3: *“Those having relation with the program (2nd year – disasters), (and 1) immigration/roots (Kunta Kinti).*

These answers show that teachers used movies whose themes relate to the syllabus. While this is a good decision, however, this step also means that teachers did not take into account their learners' preferences and topics of interest. Therefore, the element of 'interest' may have been absent which may impact negatively on learners' motivation, level of enjoyment, concentration, and involvement in the lesson. To fill in this gap, syllabus designers should evaluate whether the themes in the current EFL syllabuses appropriately balance learners' preferred topics with essential learning objectives.

Tables 8 and 9 reveal a low rate of movie usage as authentic teaching material. Questions 12 and 13, which probed into the difficulties and challenges teachers face in this regard, may offer useful insights. Question 13 was open-ended to which only six teachers responded. The results were as follows:

Table 11. Challenges in movie usage

Challenges	%
a) Designing tasks based on movies is rather difficult.	88%
b) Finding a suitable movie is tricky.	62%
c) I do not have time to plan movie-based lessons.	62%
d) I think that movies are used only to kill/pass time.	50%
e) Using of movies in ELT is rather time consuming.	37%

**Table 12.** Additional challenges

Teachers' own reported challenges	Frequency
a) Unavailable movies dealing with syllabus-related topics.	3
b) Lack of ICTs in schools.	2
c) Teachers' demotivation.	2
d) Overcrowded classrooms.	1
e) Age of the teacher.	1

Based on the results from Tables 11 and 12, EFL teachers do not use movies especially because they face difficulties in designing movie-based tasks, and because they cannot find movies dealing with syllabus-related topics. These issues stress the importance of training in this regard. Teachers need assistance in proper methodology on how to design movie-related tasks and how to select movies with themes relevant to the current syllabus. In Section 5 below, I have attempted to design movie-based tasks from which teachers may gain inspiration while remaining faithful to the themes explored in the present EFL syllabus. Unfortunately, Question 14 on teachers' suggested solutions was not answered by any participant.

5. Discussion

The aim of this study is to explore Algerian high school EFL teachers' perceptions, attitudes and practices regarding the integration of movies as authentic teaching material. The findings show, as proposed in the first hypothesis, that only a minority of teachers use movies as part of their EFL teaching practices, and when they do, they use them at a very low frequency. To benefit from movies in the best manner possible, teachers need to integrate them more often than only "every few months or less" (see Tables 8 and 9). In fact, Brown (2010) noted that using movies in the EFL classroom requires time in order to present learners with enough opportunities to engage and actively use what they learn. The participants justify their limited use of movies by citing several challenges they face. The most frequently reported obstacles lie in teachers' struggle in designing movie-based lessons (88%) in addition to their difficulty in finding movies compatible with the content and objectives of the current EFL syllabuses (62%). Other challenges include lack of time and screening equipment in schools, teachers' demotivation, and overcrowded classrooms. These findings are consistent with the results of previous research conducted by Belmekki and Baghzou (2023).

Although movies are not integrated in the EFL classroom as often as it should be, the findings, however, show that no teacher opposed the inclusion of movies as authentic teaching material with more than half of the participants emphasizing the need to use them as part of their practices. The vast majority of teachers also believe that movies have a positive impact on learners' motivation (91%) given their entertaining and engaging nature. In a similar vein,



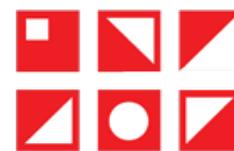
previous scholarly publications suggest that teachers indeed display positive attitudes towards the use of movies as authentic teaching materials for the countless benefits they bring to the EFL classroom (Kabouha, 2016; Belmekki & Baghzou, 2023; Nouar, 2024). These findings, therefore, strongly support the second hypothesis in the study.

Concerning teachers' movie-based teaching practices, the participants who use movies reported that they use movies mainly to develop learners' listening skills (22%) as advanced in the third hypothesis, to discuss cultural matters (16%), and to promote speaking skills (8%). Surprisingly, movies are not exploited to teach grammar, vocabulary or other areas of learning, as mentioned in Khaldi and Ameziane' (2023) study, such as critical thinking, communication, collaboration, and creativity (4Cs). Apparently, the participants are not aware of the various uses of movies as authentic teaching materials to develop more than just some linguistic skills. Such lack of awareness may be rooted in teachers' lack of professional training in movie-based EFL pedagogy. Indeed, only 8% of the participants claimed to have received some training in this regard. However, the vast majority (91%) expressed willingness and readiness to receive some (see Tables 6 and 7).

6. Pedagogical implications and recommendations

Based on the findings of the present study, there are a number of implications and recommendations for ELT professionals in Algerian secondary education.

- Given that most EFL teachers have positive attitudes and opinions about movies in ELT contexts, the introduction of such authentic teaching material to Algerian EFL syllabuses is encouraged. This recommendation is based both on the fact that teachers, through trial and experience, have better knowledge of what best suits the needs and interests of their learners, and on previous research on the matter (Kabouha, 2016; Belmekki, 2023; Nouar, 2024).
- Syllabus designers should consider incorporating movies into EFL syllabuses while considering topics that are interesting and appealing enough to Algerian high school learners without neglecting essential learning objectives. This step should help overcome teachers' difficulty in finding movies with themes compatible with the topics explored in EFL syllabuses. The author suggests designing lessons in EFL textbooks based on carefully selected movies. This way, teachers and learners are presented with readily available movie-based tasks and activities. Teachers, of course, can still modify, add or remove some tasks as they see fit.
- Because teachers hold positive attitudes towards future training in movie-based pedagogy, teacher trainers should focus on (a) providing EFL teachers with guidance on how to design meaningful and purposeful movie-based tasks, and (b) on updating them with the potential relevance and benefits of movies as authentic teaching material given that a fair portion of teachers have a misconception about movies as a time-filler (see Table 11).



As a personal effort to provide EFL teachers with some guidance on designing movie-based lessons, Appendix (A) offers a sample of activities devised on the basis of Stoller's (1988) guidelines, around the themes of love, relationships and illegal immigration which are, as a matter of fact, part of the current third-year Algerian high school EFL syllabus, namely, *Unit 2 – Ethics in Business* and *Unit 6 – Feelings and Emotions*. The selected movie falls under the comedy, drama and romance genres, and is entitled *The Proposal*. It was released in 2009 and directed by Anne Fletcher. The story revolves around a New York editor Margaret who, when facing deportation to Canada, convinces her assistant Andrew to marry her in return for a promotion. The suggested activities aim to develop the listening and speaking skills, vocabulary, grammar, cultural matters in addition to skills of communication (e.g., class discussion), collaboration (e.g., pair/group work) and critical thinking (e.g., appraisal of cultural matters such as love and marriage).

7. CONCLUSION

Teaching English as a foreign language in Algerian secondary education can certainly benefit from using movies as authentic materials. They can help teachers bring variety, flexibility and authenticity to the English language classroom, and increase learners' motivation and engagement to learn English. The main objective of the present study is to investigate Algerian high school English language teachers' perspectives and practices regarding the use of movies as authentic teaching material in English language teaching. However, teachers must be cautious that movies are ever a means to an end and not an end in itself.

The main findings of the present study show that teachers rarely integrate movies into their EFL teaching practices. Despite this, they hold quite positive attitudes towards such teaching material. The results also demonstrated that the minority of EFL teachers who integrate movies in their classes use them mainly for skills of listening and speaking, and for discussions of cultural topics while neglecting the teaching of grammar, vocabulary, and other 21st century skills such as collaboration, communication, critical thinking, creativity, leadership, literacy and problem solving.

The author of this paper not only encourages the inclusion of movies as teaching material on a regular basis but also calls for teacher training to overcome a number of obstacles that hinder their effective integration. Given that this study is based only on a questionnaire for teachers, further future investigation is encouraged by including more data collection tools, more variables, and possibly more participants. Despite this limitation, this humble work might, to some degree, contribute to understanding issues related to movie-based EFL education in Algerian secondary education.



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6. Appendices

Appendix (A) A Sample of a Movie-based Lesson

PHASE (1): PRE-VIEWING

In pairs, watch the following trailer and then fill in the table below:

<i>Movie type</i>	<i>Main Characters</i>	<i>Movie setting</i>
Tick the right answer(s):	1) .....	.....
○ Horror	2).....	.....
○ Action	3).....	.....
○ Adventure	4).....	.....
○ Comedy	5).....	.....
○ Romance	6).....	.....
○ Documentary		

PHASE (2): VIEWING

A. COMPREHENSION

1 - Say whether the following statements are TRUE or FALSE. Correct the false ones.

- ✓ Andrew and Margaret TATE work in a publishing house.
- ✓ Everybody in the publishing house loves the editor-in-chief Margaret.
- ✓ Margaret is American and she works for a Canadian company.
- ✓ Andrew and Margaret didn't fall in love at first sight.
- ✓ Andrew's family lives in the UK.

2 - Listen to scene 01 and fill in the gaps.

(M = Margaret; J = Jack; C = co-worker)

M: Jack Evan!

J: Margaret do you remember when we agreed that you wouldn't go to the Frankfurt
because you went the country while your was being processed?

M: Yes, I do.

J: And you went to Frankfurt?

M: Yes, I did. I didn't have, did I?

J: Well it seems the United States doesn't care much about who the done to
the Widow.

C: We just spoke to your

M:! So, we're all good, everything's good?

J: Margaret, your visa application has been denied and you were being

M:!



B. LANGUAGE EXPLORATION

1 - What do the following words and expressions mean from scene 02?

Words	Expressions
Dad =	Never mind =
To guess =	To be kidding =
Mom =	Let's =
Granny =	Got it! =
Thrilled =	You're right! =
Exquisite =	
To snuggle =	

2 - Complete the following table as shown in the example:

	<i>Noun</i>	<i>Verb</i>
<i>Example</i>	<i>Agreement</i>	<i>To agree</i>
	.....	To care
	Deportation	.....
	.....	To immigrate
	Application	.....

3 - Listen again to scene 03 and, in pairs, correct the mistakes concerning the use of articles *a*, *an*, and *the* in the following lines:

- a) Bob Spaulding, a guy that I just fired.
- b) We needed a editor in chief.
- c) I have an bad feeling about this.
- d) I have a bit of an announcement to make about a wedding... I am a Canadian, with a expired visa.

4 - Listen to scene 04 and underline the stressed syllable in the following words:

Alaska – Secretary – executive – terrific – deportation – inappropriate – pajamas

PHASE (3): POST-VIEWING

Discuss the following cultural topics (class work):

- ✓ How is marriage arranged in your culture?
- ✓ What are the several steps you follow during a wedding?
- ✓ What criteria do people in your culture consider before marriage? (Knowing the family of the future spouse, getting parents' consent, etc.)
- ✓ Do people in your culture get married out of love?
- ✓ Do you believe in love at first sight?
- ✓ Do you believe in love that develops from friendship?
- ✓ What do you think of governments' laws of deportation?