

Film and ELT: Some Considerations and Techniques for the Classroom

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Film...is best used as a spice, to be fitted into the syllabus where it is effective. To change the metaphor, films—and the VCR itself—are but teaching/learning instruments...They do not represent a teaching 'method' nor can they replace the skills of the teacher. But they can add greatly to the teacher's repertoire of techniques, and to students' enthusiasm and pleasure. (Baddock, 1996, p. 6)

This paper will discuss some considerations for selecting film sequences for classroom activities. It will also present different activities for using movies in a classroom context, as well as suggestions for movies and segments with which to use them. It will include some 'recipes' for addressing different aspects of language learning such as vocabulary acquisition as well as developing cross-cultural awareness.

Some of the activities included are my own creations, while others have been adapted or directly borrowed from literature on the subject of film and ELT (English Language Teaching). Among the literature referred to are Stempleski and Tomalin (1990), Allan (1985) and Lonergan (1984). A more recent publication by Sherman (2003) offers some new ideas for using film and other types of video components in ELT. Any one of the previously cited references would be a good place to start reading if you are interested in this particular area of ELT. It should be noted that the content of this paper stems from my experience as an ELT teacher at the University of Guanajuato in Mexico, where the average age of my students is between 18 and 25; this will be more evident as the activities and films I suggest are presented in the following pages.

Three activities, as well as pre- and post-activities that might accompany them, will be described and possible variations for using the activities in a classroom setting will be given.

An important note is that all of the films used in the activities included in this paper are either owned legally by me or by the Language School of the University of Guanajuato. Legal experts have assured me that their use for educational purposes such as those portrayed in this paper falls within the legal limits of local copyright laws. This paper is not intended to promote the sale or copy of any of the material cited herein. However, teachers who wish to include this type of activity in their classroom have the responsibility of doing so within the legal allowances of copyright law in their area.

Considerations for Film Selection

A common practice by teachers who implement film in their classes is to simply use a film that they like. There is actually nothing wrong with doing this, as long as the accompanying activities and tasks are appropriate. However, forcing a particular clip upon students just because the teacher finds it interesting or funny is not advisable. What often happens in this situation is the

teacher finds that the students did not appreciate the film nearly as much, if at all, as the teacher had anticipated, and the activity results in a flop.

Some teachers like to select the activity or task and then search for a film that fits their needs. This can be a long, tiring process because it requires either an almost photographic memory of every film ever seen by a particular teacher, or it requires the viewing of entire films in quest of that 'perfect' clip. Other teachers follow a different approach; they decide what activity or task might be suitable as they are watching a film. Sometimes we notice certain features in a film and say, "Oh that would be great for this activity." This makes a teacher watch movies with a whole new perspective and takes a little of the traditional entertainment value out of viewing movies, but that is just another one of the numerous sacrifices teachers must make for the better learning of their students. By using this approach a teacher eventually accumulates a collection of suitable clips and activities which reduces the searching process somewhat; however, teachers who like to use film never stop watching movies from this teacher perspective.

Before any activity with film is selected, or before any particular film or clip is chosen, teachers must consider the particular group of students it is to be used with. Even the best activity can fail miserably if the wrong movie is used. For example, age is important when thinking about a clip that will be motivating or even interesting to students. If a particular group consists of middle-aged learners, then a clip that includes typical behavior of today's high school students would likely be inappropriate and uninteresting to them. Likewise, if the class is a group of children, a sequence involving parents discussing marital problems would be just as uninteresting and potentially more inappropriate. Similar consideration for students' socio-cultural background should be given when using film which contains cultural information that is potentially inappropriate in the classroom.

To aid in the process of deciding what material is best and how to use it in the classroom, Allan (1991) offers a suggested "plan for selecting non-ELT video" such as a film, television program, or documentary:

1. View the material before you teach it.
2. View it without sound the first time through. (If it's too long to do this right through, view the first few minutes without sound.)
3. Note your thoughts about what you've seen. (Who are the characters? What is the setting? What is the programme about?)
4. View it again without sound.
5. If you think you might use the programme, try to list your reasons:
 - What will you use it for and with which students?
 - What part of your syllabus could it link in to?
 - Are there any other materials you could use with it?
 - Why will your students like it?
 - What do you expect them to understand from it?

6. Note the ideas about how you will use it:
 - What techniques might work?
 - How much time will it need?
 - What preparatory work is needed?

(pp. 23-24)

Some might question the step which includes viewing the film with no sound. This may be due to the inherent need for a film viewer to hear the soundtrack of a film while viewing. However, in my experience with this process, I have found that the lack of sound encourages more concentration on the visual detail of a film. It is this detail that can be overlooked with the distraction of sound, and I feel it is one of the more important aspects of using film in ELT.

These ideas can also be applied to the selection of films or more specifically, clips (e.g., a three-to-five-minute clip) from films. I will now describe three activities, giving advice and suggestions for their use with short movie clips.

Activity 1 - "Vocabulary Watch"

This activity is designed to build and reinforce vocabulary. The students should be instructed to have a clean piece of paper and something to write with. The teacher should explain that they are going to watch a sequence of approximately three minutes of a movie with a lot of visual detail. Their task is to write down every object in English that they see on the screen (e.g., car, tree, birds) as fast as they can because the movie will not stop. This activity can be adjusted to fit other possible lesson objectives or topics by asking students to make lists of the actions (verbs) they see occurring, or adjectives, or adverbs.

Procedure:

1. Tell the students what is going to happen and what they have to do.
2. Play the sequence. My preference is with sound, as I find that the soundtrack enhances student interest in participating in the activity.
3. Students watch the sequence and write down all of the vocabulary items they can in English while it is playing.
4. The teacher asks for some examples from the class and asks students to count their words. This would be an option for teachers who might want to use this activity as a vocabulary game.
5. Play the sequence again while students write down any vocabulary items they may have missed the first time due to time constraints. It has been my experience that the second round usually results in many more words listed per student.

6. In pairs or groups of three, students compare their lists. Again, this is an option for a vocabulary game, as well as being a way for students to acquire new vocabulary that they had not written on their own lists.

*Duration: 15-20 minutes.

This activity allows for students to reinforce vocabulary they already know, but at the same time they can learn new words when comparing their lists with their classmates'. It is most likely that some students will write more words than others. Hence those who write less will benefit from those who write more.

A common post-activity would be to ask the students to use the words or some of the new words from their lists in sentences to reinforce their meaning. Another idea is to have them check their words for spelling in a dictionary.

Films for this Activity

Virtually any film sequence with a lot of visual detail will work with this activity. Some of my personal favorites include 'Forrest Gump' (Zemeckis 1994), 'Austin Powers: International Man of Mystery' (Roach 1997), and 'The Truman Show' (Weir 1998). Interestingly, in all three of these films the sequence I use is either the opening scene or one very near the beginning.

The opening scene of 'Forrest Gump' begins with a feather floating through the air against the backdrop of downtown Mobile, Alabama, and it ends where Tom Hanks' character is sitting at a bus stop and offers a nurse a piece of chocolate. Some of the elements in the scene include shots of a park, traffic, different buildings and businesses, people, and examples of various means of transportation.

At the beginning of 'Austin Powers: International Man of Mystery' (1997) there is a scene that begins with the star of the movie walking down the street when suddenly he is chased by a crowd of fans. It eventually ends when the star leaps into his Jaguar that has been painted like the Union Jack. Vocabulary that can be seen in this sequence includes a large variety of elements. The scenes here are full of vivid colors and visual detail, which help students distinguish the many different items they can write down.

In 'The Truman Show' (1998) the opening sequence beginning with Jim Carrey staring into his bathroom mirror and ending when he enters his workplace is also full of visual detail. It contains items that the character sees on his daily trip to work traveling from a suburban neighborhood through small town streets to a bright and cheerful downtown business district. While this particular scene depicts a possibly stereotypical view of Hollywood's version of suburban life, the variety of visual elements makes it worth using.

All three of these movies are well known and include world famous actors that most students will recognize immediately. Students seem to be motivated by the fact that they recognize and usually like the movies and the

actors. It is not uncommon for them to ask to see a bit more of these films after the activity. These are not the only movies recommended for this activity, but ones that have proven to be quite effective. Students in my classes (beginning to advanced levels) have been known to accumulate as many as 50 words during the first viewing. The second round of viewing and consequent comparison stages usually result in increases in word counts; however, the number varies widely from student to student.

Variations of the Activity

This activity can be altered to address the acquisition and/or reinforcement of specific vocabulary. For example, if a teacher would like to present vocabulary based on transportation or travel, a movie that includes a scene at an airport might be suitable. In many movies, airport scenes usually include someone arriving by taxi, bus, or private car. They then proceed to walk through the airport terminal where a number of vocabulary items related to the task at hand are visible, until they finally arrive at their departure gate and go on board the plane. The teacher would instruct the students to write only those items related to travel or transportation. Here again teachers have the option to cater the activity to their lesson plans by asking students to write other kinds of words besides nouns (adverbs, adjectives, verbs).

Another variation that works especially well for beginning students is to have them write all of the vocabulary items they can in English, and the items they do not know in English can be written in their native language. The teacher then instructs them to take their lists home and find the most suitable English equivalents of those words in a dictionary. The end result is basically the same—they learn new vocabulary.

An activity similar to "Vocabulary Watch" is one called "Stills," found in Stempleski and Tomalin (1990, p.107). The main difference between their activity and "Vocabulary Watch" is that theirs does not require students to write as they watch the moving picture; instead the teacher pauses the movie at the appropriate frame and presents the vocabulary while it is frozen on the screen. Students can be asked to write vocabulary that they see as well, but teachers commonly use the frozen frame to illustrate vocabulary that is relevant to the lesson plan or course book theme being studied at a given time.

Activity 2 - "Narration"

This activity is designed for intermediate learners and above to develop fluency skills. It consists of students working in pairs, with one of them simultaneously narrating to the other what they see happening in a film sequence. It is an activity that creates a lot of energy and noise in the classroom. This seems to encourage students to talk a little more and they have to speak louder and louder. The 'noise' serves as camouflage for students who may feel insecure about their speaking ability. They can speak more freely knowing that classmates or the teacher might not notice their errors. The teacher basically does nothing more than roam around the room

monitoring, making sure that students are actually speaking in English. There should be no correction by the teacher during the activity.

To begin, the teacher asks the students to sit in pairs, with the A's facing the TV screen and the B's sitting with their backs to the screen. The teacher then explains that those facing the screen (the A's) are going to see a short movie clip, and their task is to simultaneously narrate the story to the B's while the clip is being shown. The students who are not facing the screen (the B's) have to listen carefully to their partners and try to listen to the soundtrack from the movie at the same time, which is quite difficult due to the noise from other pairs.

There is no need for a pre-activity for "Narration" to achieve its objective which is primarily to develop fluency and communication skills such as speaking and listening. However, if the story line coincides with a particular theme in the class, then students might be asked to discuss as a whole class or in small groups a related topic to prepare them for what they are about to see (i.e., if the scene is about a restaurant mishap, they might discuss any unpleasant personal experiences they may have had in restaurants. The same type of activity could also be used as a post-activity.

Procedure:

1. Tell the students what is going to happen, what they have to do and set up the A and B students
2. Arrange the proper seating of the B students (facing away from the screen)
3. Play the sequence.
4. Students facing the screen (the A's) begin to narrate the story on the screen to their partner as they are watching it. Their partners just listen.
5. Stop the movie sequence and ask for examples of events from the clip that the listeners understood from their partner's narration.
6. Play the clip again for everyone to see and allow the listeners to check the accuracy of their partner's narration.

*Duration: 10-15 minutes.

Another possibility for a post-activity could be to have all the students write down the sequence of events in their own words. Or they could write down their own personal experiences similar to the events from the clip.

This activity also develops listening comprehension skills, since the silent partner has to listen attentively and then check whether their partner's narration of the story is accurate or not. Often students will detect

discrepancies between their partner's descriptions and what they eventually see on the screen the second time the clip is played. Also worth noting during this activity is the community-learning phenomenon. Since all of the pairs are describing the same things at more or less the same time, it is common to see how students borrow words and phrases from the pairs sitting close to them during the narration. A person may get stuck on a particular word, and then hear a neighbor say the word they are looking for. There are no prohibitions in this activity against using the same words as other pairs, only that their native language can not be used.

Films for this Activity

A very strong recommendation for the films used during this activity is to include scenes with lots of visual reference with little or no dialogue. If students have to concentrate on the dialogue in order to describe what is happening, the activity will most likely fail. Completing the task with a clip with too much dialogue could be compared to simultaneously interpreting from one language to another in that the student must listen, understand, and relay the information to their partner at the same time. This is something that even the most skilled bi-lingual or multi-lingual person would have difficulty accomplishing, let alone a student who is in the process of learning a second language. A suggestion would be to select a scene with lots of physical comedy. My experience shows that students would much rather talk about and listen to something humorous than something romantic or terrifying. No one seems to want to hear about "Brad Pitt's penetrating blue eyes gazing into the seemingly confused, tear-filled eyes of Julia Roberts." When the scene shows something funny, everyone has a good time, and it is often much easier for the narrators to include their own forms of non-verbal communication to get the message across, and something that makes someone laugh is usually easier to remember. One last suggestion is to plan two clips for this activity, in order to allow everyone a turn to both narrate and listen.

The films I often select for this activity are "Stand By Me" (Reiner 1986), "Addicted to Love" (Dunne 1997), and "Planes, Trains, and Automobiles" (Hughes 1987). The last two actually contain several scenes that could be used for this activity. All the scenes are comical and provide ample visual detail to make the narration easier for students.

The clip from "Stand By Me" (1986) begins when Gordy tells the story about a pie-eating contest and a boy's revenge on the community. It begins with the introduction of the contestants and ends at the point where everyone in the crowd is vomiting. This clip is a good barometer to check if the listeners do in fact understand their partners, because at the point when the first person in the movie vomits, everyone in the class usually reacts with disgust and laughter. They raise their shoulders and crouch into their chairs as if to hide inside their clothes. One might think that the students would be discouraged to continue with a topic such as this, but the opposite is true. They are always interested in seeing the scene when it is played the second time.

In "Planes, Trains, and Automobiles" (1987) there is a scene where Steve Martin's and John Candy's characters share a bed in a motel room. The clip begins with a shot of the two stars asleep in bed hugging each other with

Patsy Cline's 'Back in Baby's Arms' (Montgomery) playing in the background, and it ends with Steve Martin drying his face with an enormous pair of men's underwear. Loud conversation and laughter dominate the entire activity as a result of the situation and physical comedy.

There is a restaurant scene that works quite well with this activity in "Addicted to Love" (1997). It begins with Mathew Broderick's character washing dishes in a restaurant kitchen and ends when cockroaches are running all over the dining room floor and on the customers. The students' body language tells the tale of successful communication occurring. They use their hands, squirm, and fidget in their chairs—all common reactions of people who see live cockroaches in person. The teacher really does not have to roam around the room during this clip to see if effective communication is taking place.

There are numerous other possible film clips that can work for this activity. Most teachers like to use movies they are familiar with because they can find specific scenes more quickly. However, for a teacher who is a cinema fan, this can be a fun and entertaining type of lesson to plan for. Just make sure there are fresh batteries in the remote control!

Variations of the Activity

A variation of "Narrations" is another activity from Stempleski and Tomalin (1990, p.120) that is called "Watchers and Listeners." The difference between the two activities is that in the latter, the narrators do not watch the sequence and describe it at the same time. They are instructed to watch the clip first and narrate it afterward. The listeners, meanwhile, are instructed to listen to the soundtrack while it is being played and to try to answer questions such as 'How many people are in the scene?' or 'Where is the scene taking place?' or 'What is happening?' After the first time the sequence is played, the listeners give their answers to these questions to their partners. Then the watchers give their version of the story. This allows both students to participate more actively and to check each other's comprehension and communication a bit more closely, instead of having one of the students sit passively while the other is watching. This would be an advantage over "Narrations;" however, I feel the spontaneity and faster pace of "Narrations" is an advantage as well. A post-activity could be an information-gap task that promotes authentic communication between learners, such as one that might have the pairs of students interviewing each other about the clothing worn by the characters.

A clip that I like to use with "Watchers and Listeners" comes from "Austin Powers: International Man of Mystery" (1997). It is a scene that takes place in a Las Vegas casino bathroom. It begins with the star walking into the bathroom and it ends with him tidying his clothes while a dead man is lying with his face in a toilet bowl behind him. The dialogue in this clip can be very misleading, but especially entertaining for those who can not see the screen. I use it to challenge, or just have fun with, more advanced students. Since they usually understand the dialogue from the scene, they receive a hilarious surprise when they see the actual scene and the comical confusion

experienced by the characters. This scene is not exactly 'authentic' in terms of real situations in the real world. However, the activity is effective with this scene in that it allows students to use their own language skills to communicate a humorous incident. If they can get across the humor to their partner, then they have accomplished what native speaker viewers are able to do with this scene—understand the jokes.

Activity 3 - "Culture Comparison"

An activity that has proven to be successful in presenting cultural information about the speakers of the target language and the places where the language is used is one that is adapted from Stempleski and Tomalin's "Culture Comparison" (1990, p. 40). It requires learners to watch a film segment that includes features of the target culture and note down any differences or similarities between the target culture and their own. The teacher should explain to the students that their task is to concentrate on the cultural aspects of the film more than on the storyline.

Procedure:

1. Explain to students that they are going to watch a sequence with cultural aspects of the target culture. Their task is to take notes and try to identify three similarities and three differences between that culture and their own.
2. Play the clip.
3. After playing the clip, give students time to complete their notes and share their ideas with other students (groups of three or four).
4. Invite students to report their findings to the class. Teachers can offer their opinions of the two cultures based on their own personal experiences, if any, with both.
5. Play the sequence again, if necessary, to point out and confirm any aspects that the students may have missed during the first viewing.

*Duration: 20-30 minutes

A consideration for the selection of a film sequence for this activity, as for all these activities, is the class for which it is going to be used. The clip should be one that includes cultural features with which students can identify. That is to say, if the class is a group of primary school children, they will most likely not get as much benefit from a clip that portrays typical cultural aspects of urban nightlife as would a group of adults.

As a pre-activity the teacher could put the students into groups of three and provide them with discussion topics related to cultural similarities and differences between their culture and the target culture (e.g., 'How might

dating in the U.S. be different from dating in Mexico?'). This helps to orient students' mindset towards cultural aspects before actually presenting the film clip and task to them.

Afterwards, the teacher can allow the students to continue talking about cultural similarities and differences not present in the film clip. Some of the students will most likely have had their own experiences while traveling abroad or from personal encounters with people from other cultures, and they can contribute them to the discussion. Depending on the level of the class, the teacher can ask students to write a short composition about a cultural difference they have noticed in the film clip or in the discussions with their classmates. Likewise, students will assuredly come from mixed backgrounds and therefore have different ideas about their own, national culture, which will only add to the diversity and enthusiasm of the discussion.

Films for this Activity

Two films that have worked well in classes at the Language School of the University of Guanajuato for this activity are "Say Anything" (Crowe 1989) and "Father of the Bride" (Shyer 1991). The first is about two recent high school graduates who fall in love and are unsure about what the future holds in store for them. One of the sequences in this film begins with John Cusack's character speaking on the telephone to the actress, Ione Skye, and ends with the two of them together at a graduation party. It contains aspects of adolescent dating, meeting a friend's parents, and typical party adventures for the age group represented by many of the learners at the Language School. This helps them to notice the similarities and differences between that culture and their own, because as they watch, they might think, "This is what I do, or would do, in that situation," and when something different from their expectations occurs on screen, they catch it immediately.

The scene in "Father of the Bride" (1991) begins when Steve Martin's future son-in-law arrives to meet his fiancée's family for the first time, and ends when his daughter and her fiancé go out the front door. It is a lighthearted look at how a mother and father might react to someone coming to 'take' their daughter away from them. It does not necessarily illustrate typical behavior in this particular situation, but it provides a great starting point for students to share their own experiences in a similar situation. And they can extend the topic to their own dating experiences, since not everyone in the classroom will likely be married or engaged. It allows them to say, "My father would never have done that..." or "My mother is exactly the same...." This activity is not restricted to younger learners, however. Even the more mature students can relate to the characters, as some of them are newlyweds, engaged, or can recall their own experiences from that time in their lives.

Variations of the Activity

As an alternative presentation this activity could be done to focus on just one cultural aspect of the target culture. The topic of a particular class might be to study weddings, so this activity could be used to specifically illustrate the features of a typical wedding in the United States or England and

compare it with what students consider to be common or typical in their own culture. Variations for this and the other activities are numerous. A lot will depend on the individual teachers, their creativity, the time available and the particular needs of each group of students.

Conclusion

All of these activities—those created by me and those adapted and borrowed from other sources—have proven to be effective in my own ELT experience. However, success with them was not immediate in every case, due mainly to the selection of inappropriate film sequences for specific activities; to not giving adequate consideration to the make-up of particular groups of students; and to simply not having prepared adequately beforehand. I learned quickly that my students do not always share my taste in film, and that it is a good idea to take students' tastes into consideration when selecting films for classroom use. In order for these and other activities to work best, teachers must carefully plan and develop the tasks and select the most appropriate film sequence to accomplish the particular objectives of the tasks. The planning process may sometimes take a considerable amount of time, but the results achieved in classroom application and the students' responses make it worth the effort.

With the advent of newer technology such as DVD, the dynamics for the use of film in ELT are constantly changing. DVD provides some advantages over standard VHS videos in that the chapter selection, language, and subtitle features can lend themselves to quicker and even more varied uses of films. However, the same features can also be a disadvantage in that not all teachers are familiar with how to use them efficiently in a manner that would not distract the students from the task at hand. Likewise, if teachers wish to use a particular clip from a film, it could be more time-consuming with DVD because finding the specific scene within a chapter might require a lot of skill and patience with the remote control. VHS players do not normally require on-the-spot video searching and can therefore aid teachers in preparing complete video activities before entering the class, and the risk of students being distracted or bored while the teacher fumbles with the remote control is minimized. Another potential obstacle for the use of DVD is that schools (as is the case where I work) are not equipped with DVD players in their classrooms (of course, this may also be the case with VHS players in some instances), nor are there DVD players available. Teachers with the resources can bring their own player and film to class, but there will always be teachers without the appropriate financial means to be able to do this. In both the short- and long-run, it is their students who will suffer if teachers can not find a way to incorporate either a VHS or DVD into their teaching environment.

The most common reaction from students is that they are much more interested in their classes when a film component is included. Teachers from different language departments at the Language School have attended my teacher training workshops where activities using movies are presented and their response has generally been positive about the use of an innovative, fun, and motivating addition to their lesson planning.

This paper is based largely on insights gained from my own teaching experiences. It has been a positive experience that has revolutionized the way I approach teaching and motivated me to seek out other alternatives to improve my own teaching and my students' learning. By sharing this information with colleagues and students, hopefully others will also be stimulated to try these activities and to spread the word and further develop this area of language teaching in Mexico. The movie industry is a fact of life, as is the demand to learn English in Mexico. As long as these two conditions remain true, there will be a promising future for the development of new activities, growth in research, and uses of film in ELT in Mexico and—for that matter—the rest of the world.

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