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## Critical Evaluation of a Smartphone Movie Project for University Students

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**Van Wyk, Koot. (2015). Critical evaluation of a smartphone movie project for university students. *STEM Journal*, 16(1), 191-216.**

Smartphone movies were utilized for examinations at Kyungpook National University, Sangju Campus for the Freshman English Second Language course, and the results were analyzed. Students employed many movie genres: religious influences; sports; reality; news; factual; sitcom; police procedural; horror; traditional fantasy legends; slice of life; military; science fiction; romance; *Bildungsroman*; gangster; instructional genre; and disaster genre. They worked many hours outside the class producing short English movies with enjoyment. Written content and performance were important for exams. The teacher, as a DSL (Digital Second Language) generation person, was surprised by the DFL (Digital First Language) generation producers. Even though the smartphone is an excellent motivational tool for young learners, yet looking at the necessity for them to develop a proper philosophy of life one must be aware of the danger to prioritize image above text since it has cognitive implications for the long-term memory and creative aspects of the brain. The future successful teacher will utilize the mobile-learning utility to make them research with electrical-learning tools enabling them to self-construct through a process of deconstruction and reconstruction with cognitive sensitivity fulfilling the old traditional behavioristic objectives. A literature review notably revealed an upsurge of related studies by Korean scholars recently.

### I. INTRODUCTION

Critical remarks in this writing are coming from someone who is a DSL (Digital Second Language)<sup>1</sup> generation teacher and thus, this teacher to be careful not to put his own

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<sup>1</sup> One can find convenient definitions for the DSL and DFL in a number of publications and presentations but one example may suffice (Jukes, McCain, & Crockett, 2010). The thrust of these definitions are that a DFL or Digital First Language person will be one that was born after 1980 or the worldwide computer mania. The person was born with a digital device of some sort in his/her hands. The DSL person, will be the one who was

prejudices of his post-modernism period “standards” in the way of the post-modernism and New Past Future<sup>2</sup> generation’s products. People are writing as if post-modernism still exists but that is probably not wrong since McHale (1987) indicated that there is no unilateral switch to a new trend but that each group contains a multiplicity of options at the same time co-existing. Furthermore, he indicated that post-modernism did not affect each country the same way or the urban areas the same as the countryside. Modernism focused on epistemology or thinking patterns more than living patterns but post-modernism focused on ontology or living patterns more than thinking patterns (McHale, 1987).

The difference between the non-Digital Language generation and the Digital Second or First Language generation (last also called the New Past Future generation) is that whereas the non-DL generation stressed relativism to the absolute, secularism as the “canon” with hedonism a must, sports talking as fine and religion talking as taboo, the DSL generation or post-modern generation and DFL generation or New Past Future generation are ambivalent to either approaches. Especially the DFL generation students do not care what one talks about, as long as there are three rules followed: make it short, make it sensible, make it simple. The non-DL generation did not mind to go into long excuses using academic jargon for hours without end trying to make sense of chaos. As McHale pointed out, they focus primarily on epistemology (the way one thinks).<sup>3</sup> The DSL generation and DFL generation are focused more on ontology (the way one lives).

The DSL generation students want the long academic jargon in point form styled in

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born earlier than this watershed date of 1980 and who had to learn the digital languages and attributes connected with it just as one has to learn a second language. This person was not born with computer games in the hand. “...they [DFL] have grown up in this new digital landscape with constant exposure to digital devices, and because of this chronic digital bombardment, digital is their first language – their native tongue” (Jukes, McCain, & Crockett, 2010, p. 15). The opposite can be said about the DSL person “most people from our generation and parents’ generation are not from the digital generation. We don’t speak digital as a first language. ...Because of our relatively stable, text-based, lower-tech upbringing we have old-country traditions and assumptions about the world. ...We speak digital as a second language and with varying degrees of skill” (ibid).

<sup>2</sup> The term New Past Future is used for literature or the Arts after 911 and it uses post-Apocalyptic circumstances to portray human survival techniques. It means in essence that what was expected or anticipated in the movies during the 90’s to come: terror; earthquake; Tsunami; are all items that came at 911 in 2001 in New York; 311 in 2011 in Japan; 1111 in 2013 in the Philippines and Vietnam. Since this expected Future came, it is now “past” and therefore the New Future is “New Past Future”. The term is explained by McHale (2007). It was used by Raymond Federman who pronounced post-modernism dead on the 22nd of December 1989 with the death of Samuel Beckett (Federman, 1993). The New Past Future Generation operate with the approach of acceptance by osmosis: “hang out long enough with us and you are in”. Federman was thinking of terms like *Surfiction*; *Avant-Pop*; *Post-novelty*; *The New Novelty*. Jameson (1991) called it *para-modernism*.

<sup>3</sup> McHale (2007) said: “This is the distinction that I developed. Modernist fiction was preoccupied with what we know and how we know it; with the accessibility and reliability of knowledge; it explored epistemological questions. Postmodernist fiction, by contrast, explored ontological questions - questions of being rather than knowing.”

Power-Point presentations. They are also the e-mail generation students. The DFL generation students are willing to give the teacher permission to talk about one academic term at a time but then only using one-liners, simple and sensible without frowns. They are the twitter generation.<sup>4</sup> Whereas modernism or the non-DL generation places taboos in education on the talk of religion, the DSL generation permitted limited use of these talks, but the DFL generation knows of no such taboos. Again, it only succeeds if the person follows the three S's (short, sensible and simple).

A general conclusion as to the trend we find ourselves currently in, is that whereas the pre-modernism lectures were long presentations, modernism lectures were similar but shorter and focused on challenging the traditional ways. Post-modernism definitely brought a change to education since Power-Point forced the condensation of ideas in point form. The New Past Future "twitter"<sup>5</sup> or "smartphone" generation work with one-liners and abbreviations to the minimum.

As a result of this, the focus of university students is disturbed and unless they go home and correct themselves by discipline and memorization of the text-book and material in the traditional education style, they are bound to fail. The secret then is to prepare for the class a magazine style "one liner" summary switching from idea to idea in variety, interacting with the audience, plus providing them with a Study Guide of the lesson that bridge the teacher's expectations and the Text Book Curriculum expectations for that week in detail. The teacher's presentation is then to visualize and summarize his/her Study Guide on the Blackboard or Power Point in shorter form, in one-liners, but they go to their rooms to figure out how the one-liners match the Study Guide detail and that understanding leads them to the Text Book and its requirements.

The purpose of education, in this writing, is to captivate the attention and focus of the student audience with Information Technology and specifically using the smartphone to achieve that.<sup>6</sup> It means in essence that the teacher looked at mobile learning or m-learning as a means to generate and extend language end-products, namely, a movie.<sup>7</sup>

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<sup>4</sup> The traditional generation teachers are standing ready every class to collect all smartphones before the lecture. The apathy to new technologies by some teachers do separate them from the generation of constant users. For evidence of apathy articles see the negative attitude of some articles (albeit sometimes with legitimacy) concerned with the addiction problem of smartphones by youth (Al-Barashdii, Bouazza, & Jabur, 2015).

<sup>5</sup> The role of Twitter has received attention by Davies and Merchant (2012), especially where they investigate the role of public display utilizing digital media "this function is fulfilled by the lists of who 'follows' you as well as who you 'follow'". The big danger for the future is that this abbreviation style may substitute proper 'proof-texts' well established by epistemological engines for millennia and make space for naïve cognitive patterns.

<sup>6</sup> From a didactical point of view the attention and focus of students are like chickens running dispersed and afar and the teacher (hen) must try to get all under her/his wings within 'listening what they hear' and 'seeing what they look at' settings.

<sup>7</sup> One cannot just throw the students "empty-headed" with no cognitive guidelines or behavioral ethics and appropriateness into a task of construction and accept the outcome no matter how chaotic or anarchistic it may

This paper will describe how to design and carry out the task of getting students to make a movie with their smartphones. The importance of participatory design in designs for the learning environment was underlined in a Symposium at the University of Maryland by Bonsignore et al. (2013). Participatory Design (PD) philosophy stresses the importance of including end-users as active participants in the design process.<sup>8</sup> This task is a window into the total interest of the digi-modernism learner. As one can see in the findings on the genres employed, conclusions can be made in future on male topics as compared with female topics, the specific interest of students of that age group, their ability to be constructive and interactive in a team. Although Oki (2011) and Kent and Jones (2012) used film reviews for their ESL phenomenon, plus using a survey to evaluate the enjoyment level of students, this paper experienced the enjoyment as a continuous, vibrant and obvious aspect of the whole undertaking so that a survey was regarded as superfluous. Its use of a survey depends on the proximity of the teacher to the ESL phenomenon. Several areas are worthy of further investigation.

## II. LITERATURE REVIEW

The literature on smartphone and education will be looked at as well as the contribution of Korean scholars on the role of current media, especially smartphones and education. Despite criticism leveled at times at the role or effectiveness of online services in education in Korea by Meurant (2009), the situation in 2014-2015 is no longer the same. It is thus important to search with a sense of optimism to see especially the contributions of Korean scholars analyzing the issues relevant for the Korean context.

The literature on smartphone use in general was analyzed for the period between 1996-2013 by a study from Oman at the Sultan Qaboos University and it will be published in the *Journal of Scientific Research & Reports* in 2015.<sup>9</sup> The results are diversified. The specific focus of the team was on the subject of addiction among University Undergraduates from all angles: personality, relationships, health, education, culture, cognitive influences, finance, preferences, utilization, comparative with other digital devices, gender, field of study, parents educational level, family income level. There are positive and optimistic results and there are negative ones as well. The addictive aspect was demonstrated by

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be.

<sup>8</sup> It is of course essential that PD trends should not be seen as a new educational 'bone' offered to the learner 'dogs'. Without proper navigation from the teacher the learner environment may end in chaotic allies and then one has education serving anarchy and chaos.

<sup>9</sup> Al-Barashdii et al. (2015). The article is attempting to be comprehensive in bibliographical data overview.

numerous studies and one can single out a plus/minus percentage of 25.8% for students from Jordan in a study by Abu-Jedy (2008). However, statistics in the article comes from many countries and cultures. There are differences for different countries indicated by this article.

The use of the smartphone in education received prominent attention by a number of Korean scientists over the years. Already very early in 1987 a study was piloted by Kwon and Zmud (1987) with attempts to unify the fragmented models of Information Systems Implementation. Ahn (2004) presented an article on Electronic Portfolios, blending technology, accountability and assessment. Li and Chung (2004) studied internet function and internet addictive behavior. Cheong and Park (2005) published their study on the role of mobile internet acceptance in Korea. Park (2005) focused on mobile phone addiction in his study. Kim (2006) investigated mobile applications in Korean higher education.

Park and Chen (2007) investigated the acceptance and adoption of the innovative use of smartphones. Of course the study is for Industrial Management as focus but for the smartphone in education the aspects are relevant. Lee et al (2007) studied mobile phone text messaging overuse among developing world university students. Suh (2007) found that the introduction of multi-media in ESL learning has both pros and cons. The view was entertained that finding an effective learning model is just as important as introducing multi-media in ESL. Kim (2008) studied with other scholars in his study-group an analysis of the role of friends' appearance and behavior on evaluations of individuals on Facebook.

Park, Vlenzuela, and Kee (2009), investigated the role of Facebook and college students' life satisfaction, trust, and participation, together with other foreigners in his study team. Ahn (2010) was to continue in major studies that are relevant for our own article. Park and Putzer (2010) investigated the effects of innovation factors on smartphone adoption among nurses in community hospitals. Oki (2011) attempted to demonstrate how to nurture students' study habits using a handy e-learning system like a cell-phone.

Ahn (2011c) investigated the effect of social network sites on adolescents' social and academic development. She looked at current theories and controversies. Her interest took her also to study the digital divides and social network sites, namely, to see which students participate in social media. With other foreigners Ahn et al (2011) participated in a study on social media access in K-12 schools. Chung (2011) looked at Korean adolescent girls' addictive use of mobile phone to maintain interpersonal solidarity. Anyone who has studied literature will know that the early poets have warned about the onslaught of urban modernism on humans leading to an increase in loneliness in crowds.

Ahn (2012) did a relevant study on teenagers' experiences with social network sites which led her to consider relationships to bridging and bonding social capital. Her study has meaning for this article since bridging and bonding is part of the team effort that is held out by the teacher as a condition to fulfillment of the task of making a smartphone movie for examination. Also in the same year, Ahn et al. (2012) investigated youth identities as remixers in an online community of storytellers and focused on attitudes, strategies and values. In the same year a comparison study by Sung and Mayer (2012) was done on students' beliefs about mobile devices vs. desktop computers in South Korea and the United States. The result was different for the USA and for South Korea and students in Korea favored at that time mobile devices above desktop computers and with the US students it was the other way around.

Also came the research of Lee, Jeong, and Yoon (2012) on smartphone-based mobile health monitoring. Park and Lee (2012) studied the social implications of smartphone use among Korean college students and to see what impact it has on their psychological well-being. Cheon, Lee, Crooks, and Song (2012) investigated mobile learning readiness in higher education based on the theory of planned behavior. Florida (2012) studied the extent of mobile technology application in two ESL classes in Gyeongju University in South Korea. The finding was that especially English syntax suffered in their literal or direct translations.

In a study by Kim (2012), it was found that advances in technology brought with it a shift from traditional learning to d-learning (distance learning) to e-learning (electronic learning) to m-learning (mobile learning). Kim outlined three major shifts in educational approaches since the birth of post-modernism. The traditional model was *behaviorism* that used the advice of Skinner so that stimulus and response resulted in drill-and-practice methods, present-test-feedback approach, class-talk, quizdom, short message services. In the 1980's, *cognitivism* led the way with a focus on the mental aspects of the learner to that the learner is actively involved in the learning phenomenon (Kim, 2012, pp. 67-68). Knowledge forms outside the domain of behaviorism and mobile devices were seen as helpful towards the role of the mind of the individual in the educational phenomenon.

In the 1990's, a further paradigm shift occurred in the educational phenomenon when the focus became *constructivism*.<sup>10</sup> It means that what the learner does determines what the learner learns, not what the teacher does. A short reflection

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<sup>10</sup> Ibid. Admittedly date allocation for paradigm periods is mostly flexible and the call for more constructivism in education started much earlier than the 1990's. It depends on what stage of the process a particular author looks at.

may suffice. This was the period of the power-point generation and power-point is in fact a fusion of behaviorism and cognitivism in a short message service style. The teacher hopes to quickly in short abbreviations and colorful impact, to lead the mind of the learner to be active faster and to memorize and do all the things behaviorism requires. A further shift that Kim (2012) has not touched upon is *deconstructivism* of the type that Jacques Derrida (Lawlor, 2014) had in mind.<sup>11</sup>

Kent and Jones (2012) did a study on the use of the smartphone in a first year university student setting. Their finding was that the use of the device was a great motivational factor. Clegg et al. (2013) saw the potential and clarified the alternative role of online media as remedy when face-to-face education fails, namely that online education becomes an opportunity for social media to foster collaborative learning. In our case, the smartphone fulfilled the same function. An important study is that of Lee et al. (2013) on the development of a smartphone addiction scale (SAS). Ahn (2013) presented a lecture in Belgium on what we can learn from Facebook activity, using social learning analytics to observe new media literacy skills. Park, Kim, Hae, and Shim (2013) studied factors influencing smartphone use and dependency in South Korea. Masaki (2013) promoted the use of Information Technology for ESL teaching. Chae (2014) suggested that if the focus of the teacher is on the content then method will emerge. The study focused on the aspect to socialize, not to speak using the American TV Drama, *The Good Wife*.

Lee, Chang, Lee and Cheng (2014) studied the dark side of smartphone usage, namely the psychological traits, compulsive behavior and techno-stress. It is expected that there is an increase among South Korean scholars with major findings in their research on the role of the smartphone and human behavior, especially university students and this device in education.

The focus here in this study was especially on the role of the smartphone in education. Taking the aspect of danger this device poses for education, turning it

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<sup>11</sup> Lawlor (2014) cites the original works of Derrida who pleaded for a re-conception of difference that divides self-conception. What Derrida overemphasized however, is that tradition should be critically viewed but the problem he did not work on is that to prevent chaos and destruction, one has to normatively reconstruct. A saying of Confucius mentioned that one should not break down a dam-wall before one has reconstructed another one. The successful educational phenomenon will not approach only with *behaviorism*, or *cognitivism* or *constructivism* or the latest trend of *deconstructivism*, but will include aspects or patches of all in a similar way as an artist paints with many colors. Instead of cultural romanticism, cultural revisionism actually requires *deconstruction* of dangerous social habits sanctioned by society and *reconstruction* is the process of turning the "bad" in a society's traditional culture into something positive. For example the society's alcohol games like "one shot" runs contrary to the life principle that education and alcohol are not bedmates. Some students in their smartphone movies actually consider the danger by demonstrating that alcohol can lead to failures in education. See the Namtang team from the Nano Department.



into a challenge for myself to guard against, the purpose was to appeal to the digi-modernism generation to utilize their most favorite object, the smartphone, as a tool in education to “show-off” their best ability with the apps. South Korea is the country with the highest number of smartphones per person in the world. Cain (2014) was republished by the *Star* that “About 70 percent of South Koreans now use smartphones, significantly more than 58 percent of Americans (as of January 2014), and 56 per cent of Canadians (2013).”<sup>12</sup>

### III. METHODS

This study is also descriptive of the performance of 164 students, both males and females at Kyungpook National University, Sangju Campus in 2013. There is no survey of opinions collected from students after the project. Such a survey was rejected as an option for this study since it will be based on subjective factors and similar surveys were posed with problems of inattentive completion of the task without any sensitivity or cognition of the goal of the questionnaire. Although statistics are helpful to indicate trends under a given circumstance, the method is fluid and not stable and makes the study phenomenological. One does not need statistics or a questionnaire to observe enthusiasm, “fun” or motivation with the task, unless the teacher is absent from the student body during the performance. The procedures that were followed were task related<sup>13</sup> since it is essential to discover the correct approach to the task.

#### 1. Participants

The 164 students were freshmen at Kyungpook National University Sangju Campus in Central Korea. Their ages were mostly between nineteen and twenty but there were some

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<sup>12</sup> See also the article by Meurant (2009), especially page 369 five years ago “Korea is a world-leader in broadband penetration” although the author went on to criticize the presence of online technology for that year in the classrooms as tools for both teachers and students. The criticism is no longer relevant.

<sup>13</sup> “Task-related” in this context refers to challenge that in a team of four they are going to take one handout of six squares in which they may draw some pictures for the various positions that the actors will take in conjunction with a caption under the square representing basic words in the actions portrayed by the picture or drawings. The end-product was to be a movie of about five to eight minutes long giving all four a chance to speak and participate in some theme that they chose by themselves. The Korean society is fortunate that they have a gag-program in Korean by Korean university students entertaining the country on Television with short dramas of humor relevant to society, politics, economy, education, parodies of films and a whole range of other interesting creative inventions by them. It is this setting that serves as template for them to do their own movie. They know what the teacher wants but since humor is tough for the inexperienced my students normally choose documentaries and reality shows. The appendix to this article contains diagrams to include all the aspects that the teacher will evaluate in the examination.

who were army-returnees and thus their ages were two years older. Teams were created by giving them the option whether they select their own or the teacher should allocate the teams. They beg the former. Specific tasks were spelled out to them initially in a broad and general way that all should be actors and even the cameraman should also act. The reason all should act is that in the evaluation sheet in the appendix of this article at the top there is a bonus line in which each student will receive a bonus allocated for the sparkling aspect of their performance. It is fractional to less than one point.<sup>14</sup>

The team with the name “Army” consisting of four males from the Eco-Tourism Department were all army-returnees. Their fields of study were different: Computer, Energy-Fusion, Electrical Engineering, Eco-Tourism, Applied Biology, Precision Mechanics, Food Processing, Nano Technology, and Auto Engineering. The levels of the students were roughly sorted out by prior TOEIC tests that were conducted outside the class-room situation.<sup>15</sup>

What was done is to capitalize on the strength of the DFL Generation and their smartphones.<sup>16</sup> The purpose was to bring this digital device into the classroom and make it the key to the ESL educational experience.<sup>17</sup>

Instead of banning phones in class, they were asked to utilize them throughout the semester. In fact, their first mid-term test was set to be a smartphone USB display, featuring their team’s own smartphone movie. Six weeks ahead of exam they were informed about the project and weekly inspections were done to see how they were progressing.<sup>18</sup>

Otherwise the class continued as normal with the curriculum. At the seventh week it was their mid-term test and all displayed their movies with excitement and laughter. The

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<sup>14</sup> This teacher follows a transparent and open approach to grading in which students are continuously informing themselves with the grades. It is not the intention to discuss this approach in this article but it eliminates the contesting of grades by students at the end of the exams. They also calculate and add up their own final scores. The teacher only control-checks and confirms afterwards before putting it on the university records.

<sup>15</sup> The students’ situation was thus slightly different from that in the study of Kent and Jones (2012, p. 111). In that case students’ linguistic ability resulted in mixed-level classes.

<sup>16</sup> The study of Kent and Jones (2012) mentioned supra in the Literature Review is relevant for this investigation but from the start one should distinguish that the objectives of teachers there and here were different. Whereas in Kent and Jones the students were given tasks from various YouTube et al movies and videos with written homework of evaluation and reviews, in this current task the focus was on making one smartphone movie by a team of three, four or five.

<sup>17</sup> As is explained in the communication model for the improvement of teaching by Lougher and Butcher (1979), the source or teacher is normally the stimulus in the communication channel but “Use of a microscope, calculator or tool will need the object itself as the stimulus. No amount of verbal instruction will bring about the desired result. The learner’s response will depend on previous knowledge and experience.” (Behr, 1980; Lougher & Butcher, 1979) The object of stimulus here is the smartphone. Also Florida (2012) and Kim (2012) have indicated the advantages of utilizing current technology in education.

<sup>18</sup> “Feedback is vital, for it ensures that the stimulus has been received and interpreted correctly [by the student] as planned [by the teacher].” (Behr, 1980, p. 31). As one can see, this is the fusion of behaviorism and cognitivism as a unified objective. It reflects the findings of Kim (2012) very well.

teacher had a spreadsheet or diagram with columns and registers to evaluate each movie for their use of color, volume, caption, zoom techniques, gestures, syntax, pronunciation, fluency, creativity, basic grammar, and décor appropriateness. A script was to be submitted one week before the exam which counted as their written exam requirement. One script per team was required and all members received the same score.<sup>19</sup>

## 2. Written Smartphone Movie Script

It was suggested that the Korean version smartphone movie is made before the English script of the movie since the intention was to warm them up utilizing the element they know so well, fooling around.<sup>20</sup> So combining this skill with their media ability, it was possible to get them making a movie on the second week already. Then it was suggested that they write and show a Korean smartphone movie script to the teacher by the 3rd or 4th week. They did.<sup>21</sup>

By the 5th week it was able to instruct them to produce and display the translation of the Korean smartphone movie the next week, week 6th.<sup>22</sup> They did. It was handwritten and scribbled on page 92 of Finch (2013). It is a page with blocks allowing them to write captions to each picture in the block. Some drew pictures. Others photocopied selections from the smartphone movie and made an anime style page. Still others just submitted the English script written continuously on A4 pages.

The instruction at this stage was accompanied by a short lesson how to use spell-check and grammar-check as a digital “peer-checking” device. They were to peer-check anyway and the instruction was that the teacher can easily see if only one student wrote everything or whether two or three or even four did it. The differences will be a ranging between C+ for one student control checking to an A+ for four actively engaged on the one English Written smartphone movie script to be submitted in the 7th week. They were instructed to only use HWP 2010 or MSWord 2010 and also how it works. Amazingly the

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<sup>19</sup> It is a group point for their major Exams but their Class-work is based on individual points.

<sup>20</sup> It is obvious that the Korean ability of a native English speaker may be a handicap to see what they have produced in Korean, for those who choose not to work directly with English. There is no need to “baby-sit” students throughout their creation of the script unless they ask. The teacher inspects the progress weekly by spending the opening of the daily lecture rotating throughout the class to see evidence of what they have done. “That” they have done something is more important to “what” they have done content-wise and this is the case until about one week before submission of the final draft in English or two weeks before the movie submission in USB format.

<sup>21</sup> The video is not shown to the teacher but just a three seconds demo of it.

<sup>22</sup> Still the teacher did not collect the scripts but merely walked from table to table to browse over their displayed products. What happens is that the students are utilizing their smartphones as dictionaries, internet browsing for data in the task of team construction of one main educational objective. There is interactive communication taking place and the inspection of the teacher is not on what they talk about or what they search but how much progress is there on the handout paper for preparation.

result was that the number of errors was reduced greatly. There was an upsurge in the quality of writing. They realized where they might lose points.

Their weakness had to be overcome by DSL methods since the DFL generation to which they belong increasingly are making use of abbreviations in SMS texting which leads to carelessness with spelling. This was successful since some of them came to ask if they can submit again the Written smartphone movie script, before the teacher handed it back to them. They obviously realized that theirs are going to be marked down due to spelling and grammar errors. Not much was said on syntax at this stage, word-order and so on.

The motivation, enthusiasm, energy, creativity, willingness to shoot scenes early in the morning and late at night at distant places they travelled to, was an amazing feature with all students. They did many man-hours for this task outside the class. Class-time was devoted to the regular schedule of e-mail writing resume writing, appreciation for the interview letter, personal statement so that basically the teacher could proceed comfortably with the syllabus without interferences. They used private play-time and fun-time as a group outside the class for class-preparation with skills they know better than the teacher. It is definitely a project that will be repeated each semester.

#### **IV. OBSERVATIONS ON THEIR SMARTPHONE SCRIPTS AND MOVIES**

Some groups wanted to be creative but they lacked the syntax skill to make meaningful sentences and because they do not have that skill they resorted to machine translations.<sup>23</sup> That means their SOV language was translated by Babelfish or another program to SVO and the translation was not that successful. It is good to use, namely to get at least 75% of the words translated quickly and properly but syntax and panel-beating of the word order is absolutely essential. They lacked the ability to do this task.

A DSL generation student would have firstly realized that he or she lacks the skills to be creative and would have gone to a Primary School Library and take out a simple English book like *Cinderella and the Three Bears*, copied some sentences for the dialogue, checked the spelling and grammar and typography (almost plagiarized the book) and submitted it to the teacher for a secured A+. Not so with the DFL Generation which do not care about spelling since they are SMS texting with abbreviations anyway and communication is the key for them.

There is a high appearance of taboo words in the script of a DFL Generation. Not all, but the low ability student displayed a lot of swear words or offensive use of the name of

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<sup>23</sup> The same problem with syntax was also prevalent in the study of Florida (2012).

God in their plays.

Despite the teacher's efforts to explain the use of Computer Programs like MSWord 2010 for spell and grammar checking, some students, predominantly males, did not pay attention to the instruction and their written exercise is filled with syntax errors, typographical errors, punctuation errors, inverted letters, absence of prepositions and definite articles.<sup>24</sup>

Girls overall, seems to pay more attention to the instructions of the teacher than males. It may differ from teacher to teacher but it seems that in this male teacher's class, a girl is good for navigation and thus by placing one girl in each male team, she can remind and instruct as well as echo the teacher's requirements to the rest of the team.

Some teams' Image is better than their Text and others' Text is better than their Image. You do have teams which are bad in Image and bad in Text and others who are excellent in Image and excellent in Text.

Although the teacher did no effort in any class to complain about students who came late for the class every time, it was clear that those students did not succeed in obtaining an A for their effort and that much of their work lacked the proper motivation and skill expected as instructed. The point is, even though there were no devaluation from the side of the teacher in any way from the beginning to the submission of the product, the product displayed a self-devaluation *per se*.<sup>25</sup>

## 1. Overview of their Approaches and Findings

Many genres were explored: school introduction documentary, lifestyle, psychological traumas, ghost hunting, travel documentary, romance, gag parodies, movie fusion parallels. Hedonism is portrayed not as an ideal but a horror to success. Barriers to successful accomplishment at University were featured as alcohol, game rooms, billiard rooms, fiction reading.

To say that post-modernism youth has no interest in religion is not true. A number of smartphone movies have touched on the topic of religion in their lives: when faced with trauma, some actors prayed to God. Some travel anchors of the movie travelled to Taegu

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<sup>24</sup> It was suggested by Thielens (1979) that "We must find out in the lecture room, how students see and hear the lecturer, take notes, look at their neighbour's notes, ask questions, let their minds wander, and so on. We must discover outside the lecture hour, how students bring both their lecture recall and their notes into their outside reading for courses, into discussions with fellow students, writing of assignments and term papers, preparing for examination, and so forth." (as cited in Behr, 1980, p. 28). As Kim (2012), indicated in his study, cognitivism (1980's) paved the way for the use of the smartphone in class.

<sup>25</sup> Grading issues in ESL is a very complex problem. Solutions are seemingly always evasive. The problems of more subjectivity than objectivity, the issues of inspection and circumspection is tarred with cracks. However, the way the teacher became aware of the problems were: hasty and late submissions, many English slips and filming without proper script consultation in advance.

and visited ancient churches. The old modernism clinical separation of religion and education by the DSL generation, religion as being taboo at least on a public level, is theory only. Practically there are some swinging-in moments by the DFL youth when they are in control.

Captions of their texts are very helpful when one cannot hear properly what is been said. They insert the fox prelude or the lion roaring from Hollywood in their products. They do indicate at times the source of their material. An actor and contributor list scroll at the end of the movie sometimes.

## 2. Improvements Suggested

Obscene and vulgar language should not be given space in the movie.

The script was their exam and the teacher did not want to give it back before the movie is made and thus a number of obscene and vulgar or impolite language found their way into the movies. It would be better to first mark the test and give it back for them to improve and then to make the USB for display and examination.

Some teams did not prepare in advance and one could see the final hour rush to make the movie. One team is known for the absenteeism of some of their members or late arrivals at class and it showed-up in their product as well. The script is lying visually on the chair and the actor is zooming in and zooming out to follow the words. Other actors are seen sitting with a script in the hand waiting for their turn to speak and even after nearly four minutes of getting their turn, forgot their words. They clearly pleaded for a C+ and the teacher has no objection for their eagerness to collect such.<sup>26</sup>

One may ask them to mention the sources for the tapping or pasting from movies, which they can place at the final credit scrolling. Some teams provided credit.

## 3. Genres Employed in their Smartphone Movie Products

The students employed a number of genres that are well known in movie analysis, a list which is conveniently available online.

The role of Religion was visible in at least three teams and their smartphone productions: religious insets of *Amazing Grace* singing with three girls from the Eco-Tourism Department with the name “Girls Generation”; a prayer to God to rescue them from the dangerous father turned wolf and God supplied a *Deus ex Machina* style Greek rope to lift

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<sup>26</sup> “‘Noise’ in the communication system consists of the external factors which prevent the reception of the message. It includes such elements as physical discomfort, distraction and lack of interest. It is impossible to eliminate ‘noise’. However, awareness of the problem will help the lecturer to vary the approach and search for different ways of presenting the lecture, by using different communication channels” (Behr, 1980, p. 31).

them up to the sky by the team “Top” consisting of three girls and a male from the Nano Department presenting a movie of “miss Sun and mr. Moon”; in a Travel-documentary two churches were covered by the “Sunday Taegu” team from the Nano Department consisting of three females and a male: Kei San Church in Taegu and the First Presbyterian Church. This is important since a study indicated that after 911, less angels are used in the cinemas than before 911 (McHale 2007). It means that the New Past Future is not obsessed with the role of Angels as the post-modernists were.

There were two teams focusing on sports with a method of “color commentary”: the “Sayonara” team from the Electrical Engineering Department consisting of four males, explained the sports variety options at KNU Sangju Campus and a team called “Wrestling Technique” from the Precision Mechanics Department consisting of four males, explained various grips in wrestling.

Five teams experimented with unscripted shows or reality genre, although some form of script was supplied to the teacher. Non-actors were interacting with each other dealing with some challenges. The “Discovery CU” team from the Energy-Fusion Department consisting of four males, went to a local CU convenient store to eat and they ate Ramen (noodles) at night. Another group the “Of J Of” team comprised of three males and two females from the Computer Department, did their daily schedule for KNU on-campus studying: late for class, eating, study, sleep, games. Four males and one female with the name “KNU Frost” from the Computer Department, used the techniques of horizontal filming for playing with a smartphone, eating, sleeping, and especially “eating French Fries.”

The team “Namtang” from the Nano Department consisting of four males, was especially of a high quality in featuring their acting daily routine as one of enjoying themselves on campus and not studying, spending time in a game-room, drinking and this vicious cycle resulted in bad grades at the end.

As far as news genre is concerned, four males and a female from the “Sangju Group” in the Computer Department had one reporter going around and interviewing students why they study at KNU. It is a form of infotainment.

Factual genre was used by the “Sunday Taegu” team (see supra) as a kind of Travel-documentary. They went to Taegu and covered the Daegu Modern Cultural Road, the Oriental Medicine museum and one aspect that they enjoyed is that the stained glass featured their Ancestors.

The “Wrestling Technique” team (mentioned supra) utilized the technique of sitcom to explain the various grips of wrestling. The Situational Comedy in a lighthearted way was in this particular case the suffering of the participants of the explanation in sometimes odd or uncomfortable situations. From the Precision Mechanics Department three males with the name “3D Team” explained the danger of convenient stores with an ice-cream and a

Pepsi. The person is hit over the head with an ice-cream and the Pepsi is shaken and given back to the customer.

The police procedural genre was used by the “Dream Team” from the Eco-Tourism Department consisting of four males for their film in explaining how the police identified a thief of a cell-phone at a convenient store. The crime was committed, witnesses are rounded up and questioned. The wrap-up was provided when the wrong thief was behind bars.

As far as horror genre is concerned, the team “MLB” from the Applied Biology Department consisting of three males and one girl tried to find ghosts on KNU at night. The film is trying to play on the fears of the audience. It features the macabre (ghosts) and the supernatural. The participants constantly express their hesitancy to go along.

Two teams (The team “Heungbo and Nolbu” from the Nano Department with four females and the team “Top” also from the Nano Department with three females and one male) submitted traditional fantasy or legends. There is some form of magic mixed with a prayer to God to help them out of danger and a supernatural rope is lowered to make the boy the moon and the girl the sun. It is based on tales from Korean Folklore.

From the Applied Biology Department consisting of five females the team “Awesome” sliced moments of their everyday life or slice of life genre as it is known. It had no plot but represent only a portion of their thoughts. They dialogue with themselves about suicide, depression, misunderstanding, no future for themselves. At the end of their movie she said “Actually, I want to live” and with the technique of horizontal filming added “I just want someone listening to my story. That is all.”

One can see the military science fiction genre with one team doing a parody in a military setting of a comedy drama popular in the country. The team “Army” consisted of army returnees and they were four males from the Eco-Tourism Department.

The “Piano” team consisted of three males and two females from the Food Processing Department and they used the romance genre and made a parody of a romance film famous in the country about a young man and a girl playing music and competing. She left him at a performance in the high-school and he ran out looking for her and the last scene portrayed him playing piano in a theatre that is being demolished by builders. It ended well where the student was sleeping and woken up by his girlfriend and he mumbled: “I love you”. In a way this smartphone movie can be classified as a paranoid romance since the lover suffered from a mental disease as a result of his love for the girl.

Four males from the Precision Mechanics Department with the team name of “Homage” used the technique called: *Bildungsroman*. It is a genre from the German Enlightenment period. It represented the psychological and moral shaping of the personality of a character who is a wealthy man. It is philosophical fiction and included novel ideas about the meaning of death. This is a normal story but explain the dark/difficult



parts of human life.

Common in modernism is the gangster genre between 1930 and 1960. A few teams made a parody of a gangster in school film. Especially the male team of the Nano Department called “Die Die” chose this option. The father of the student leader was a gangster and the teacher was very angry at their low grades. The “Gambling” team was from the Electrical Engineering Department consisting of four males and one female presenting a Japanese gambling scene in their movie. They were playing cards and that was the main feature during their movie.

One can see the instructional genre with the “Fresh Air” team from the Nano Department consisting of four male who took a TOIEC book it seems and selected one question and did their smartphone movie on the topic of smartphone addiction. It was in the form of a discussion and at the end they were asking four questions as to what the main topic was all about.

The team “Terror” consisted of five males from the Computer Department and they did a disaster genre smartphone movie on a Terrorist who causes mass peril.

Some general observations may also be relevant: Chinese influence could be seen in the movie of the team “Top” consisting of three girls and a male from the Nano Department who presented “miss Sun and Mr. Moon” where a robe from heaven saved the boy and girl praying to God for a rescue. The role of magic is prominent in Chinese dramas. There are also communication problems that find a solution. The team “Eight Ball” from the Energy-Fusion Department consisted of five males and they featured a confrontation and reconciliation event. The “Labokki” team is from the Auto Engineering Department and they are four males who did home-cooking, namely, how to make “Labokki.” Confucianism is prevalent with the “Dream High” team (see supra) where they admitted in one smartphone movie that the role of senior and junior relationship is very important. They have strong partisan feelings for their University at this campus. There are several examples of how they reach out to the teacher in the movies: *I love the teacher*, written on the blackboard behind them. “Sangju Fresh Air,” one of the famous sayings of the teacher.

## V. CONCLUSIONS

The smartphone movie is a success for the generation we are dealing with but this teacher is not convinced it is the right kind of success. If permission is granted to unpack an ideological horse here. *Image* can destroy the fabric of our society. It makes us look good and appear good and appear successful but the cognitive parts of the brain, a complex organ of the body, is trivialized by this quick success. Gone are the days of “sweat and tears.”

The problem is the memory residue of the whole educational experience. *Text* (not text-messaging) has a lasting impact on a person's memory for there are no shortcuts.<sup>27</sup> It also helps one to link to other avenues of sciences and thoughts and lead eventually to a building of a perspective that adjusts to the proper and the better unless one is shortsighted, rebelling against what is pure, right, good and essential for eternity.

Should teachers be aware of this dilemma, it is possible to navigate students in a process of participatory approach in the design of learner environments. The old behaviorism ideals and cognitive standards are not thrown out with the water to make way for the constructive mode using jackets like participatory design. A proper participatory design will still include the teacher albeit not in the team but around the team.

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<sup>27</sup> Optimism for the continuing role of text in future despite new technologies was expressed by Merchant (2009). He concluded written representation will continue to be important and that digital literacy will continue to develop distinct registers.

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## APPENDIX A

Self-selected Team Name	Field of Study	Content	Gender	Gender
Sang-ju Story	Computer	News coverage of Sangju Aspects, Rock music, entrance exam interview, cleaner interview, dance artists	4 males	1 female
Of J Of	Computer	Life of students at KNU: sleep, eating, department store, games, membership training, beef restaurant, birthday celebration, athletic competition, drinking	3 males	2 females
Self-selected Team Name	Field of Study	Content	Gender	Gender
Terror	Computer	News cast of terror incident in South Korea	5 males	
KNU Frost	Computer	A day in the life of students at KNU	4 males	1 female
Halloween	Energy Fusion	Girls discussing personality and blood types connections		5 females
Group member 4	Energy Fusion	Introducing building 8 on campus and the university farm	5 males	
Eight Ball	Energy Fusion	Competition for superiority between two students	5 males	

Discovery CU	Energy Fusion	Realtime movie of hungry students eating at night at a convenient store	4 males	
Gambling	Electrical	Japanese card gambling setting	4 males	1 female
YTN	Electrical	School violence	4 males	
Sayonara	Electrical	Documentary of sports and exercise varieties at KNU	4 males	
25/10	Electrical	Academic discussion on Renewable Energy	4 males	
Girls Generation	Eco-Tourism	Musical competition singing "I dream a dream"		3 females
Dream Team	Eco-Tourism	Police Case at a convenient store with high tech crime	4 males	
KOP	Eco-Tourism	Documentary introduction of tourism at KNU	1 male	2 females
Funny Voice	Eco-Tourism	News interview of professors (students) about pollution	4 males	
MLB	Applied Biology	Ghost story	3 males	1 female
Dream High	Applied Biology	Though bullied he succeeded to be chosen for the audition	5 males	
Awesome	Applied Biology	Psychological movie dealing with teenager depression		5 females
Once	Applied Biology	Conversation between criminals near a prison	5 males	
Hommage	Precision Mechanics	Interview of twenty questions asked with a philosophical basis	4 males	
3D Team	Precision Mechanics	A funny movie about investigating the dangers of a supermarket	3 males	
RCY	Precision Mechanics	Dialogue of two persons with a play on words.	3 males	
Wrestling Technique	Precision Mechanics	Documentary introducing wrestling techniques	4 males	
Homeboy	Precision Mechanics	Family life a boy and a mother with a deliverer arriving	3 males	
Crazy Girls	Food Processing	Attack on Cinderella mixed with the wolf and the pigs fables		4 females
Piano	Food Processing	Based on a famous movie with an excerpt of main events of a love relationship	3 males	2 females
Big 3	Food Processing	Based on a parody of a Korean gag program of lovers with friends arriving	1 male	3 females
Self-selected Team Name	Field of Study	Content	Gender	Gender
Family Movie	Food Processing	Dialogue of a number of people with a play on words with names		4 females
Interview	Nano	Interview on the beauty of Sangju City	3 males	1 female
Heungbu and Nolbu	Nano	Two brothers rich and poor had interaction and the poor helped a swallow which got hurt. Seed was brought for rescuer and they cut the fruit (Gourd) with gold, jewels inside. The rich brother then got a seed but with fruit with ghosts or goblins.		4 females
Elite	Nano	Suggestions are made to enter universities of Korea	2 males	2 females

Sangju Entertainment	Nano	Introduction of Sangju Campus	4 males	
Sunday Daegu	Nano	Tourist documentary on Yakjeon-golmok, First Presbyterian Church, Kei-San Church, Lee Sang-hwa's old house, 90 stairs of Daegu	1 male	3 females
Die Die	Nano	Teacher is scolding students in class and one student's father is a gangster boss	4 males	
Top	Nano	Son, daughter, mother and tiger based on a Korean Fable "Miss Sun and mr. Moon"	1 male	3 females
Nam Tang	Nano	Students waste time in a game-room and drinking and their scores were low asa result of that	4 males	
Fresh Air	Nano	Pros and cons of a smartphone discussed	4 males	
Festival	Auto	Festival of Pusan in October, Fireworks	4 males	
Labbokki	Auto	Making the Korean dish Labbokki, noodles in a pan	4 males	
Platonic Love	Auto	Platonic love is from unsuccessful kissing to kissing	4 males	
Love Chicken 3rd	Auto	Alcohol drinking party with winner and loser rewards	5 males	

APPENDIX B

English Movie Examination Evaluation 201\_\_\_\_\_

Team: Actor \_\_\_\_\_, 0 . 9 8 7 6 5 4 3 2 1 0  
 Actor \_\_\_\_\_, 0 . 9 8 7 6 5 4 3 2 1 0  
 Actor \_\_\_\_\_, 0 . 9 8 7 6 5 4 3 2 1 0 Camera  
 person+actor \_\_\_\_\_, 0 . 9 8 7 6 5 4 3 2 1 0

Written Script of Movie Evaluation

Items selected	score 16-14	score 13-11	score 10-8	score 7-0
quantity	enough 4 3.75 3.5 over aver. under	too much 3.25 3 2.75 over aver. under	shorter 2.5 2.25 2 over aver. under	too little 1.75 1.50 1 over aver. under
flow of ideas	pleasant 4 3.75 3.5 over aver. under	Reasonable 3.25 3 2.75 over aver. under	'hick-ups' 2.5 2.25 2 over aver. under	Bicycle chain is off 1.75 1.50 1 over aver. under
structure	adhered to 4 3.75 3.5 over aver. under	almost there 3.25 3 2.75 over aver. under	tried 2.5 2.25 2 over aver. under	almost absent 1.75 1.50 1 over aver. under
vocabulary	excellent 4 3.75 3.5 over aver. under	average 3.25 3 2.75 over aver. under	'nose is running' 2.5 2.25 2 over aver. under	'pneumonia' 1.75 1.50 1 over aver. under

Creativity /2 = 2 Motivation /2 = 2

Calculating: / 16 + /4 Total /20

Total for Movie Script Writing ( /20 2) /10

Total for Movie Orals /10

Total for Movie Test (Script + Oral) /20

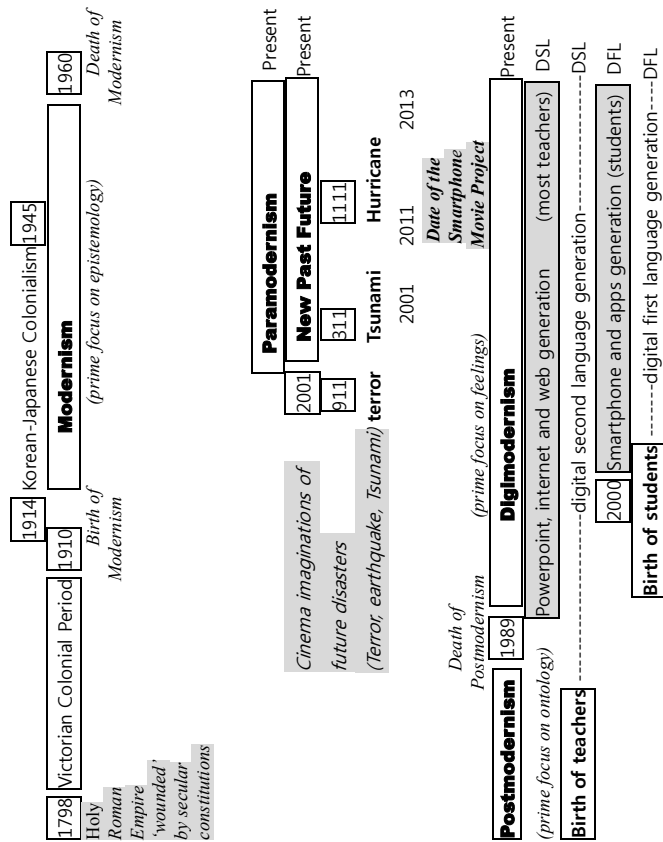


**APPENDIX C**  
**Smartphone Movie Evaluation**

ASPECTS TESTED	SCALE OF EVALUATION				points
Vocabulary	needs attention 1	fair 2	good 3	excellent 4	
Syntax/structure of the sentences	needs attention 1	fair 2	good 3	excellent 4	
Eye-contact		no contact 1	needs attention 2	appropriate 3	
Communicative Fluency	needs attention 1	fair 2	good 3	excellent 4	
Pronunciation	needs attention 1	fair 2	good 3	excellent 4	
Volume		unclear 1	average 2	appropriate 3	
Impact	no impact point	satisfactory 1	attention catching 2	surprised 3	
Color		needs more work 1	too light/ too dark 2	Satisfactory 3	
Size		not enough 1	needs zoom 2	satisfactory size 3	
Movement/ Gestures	need serious attention 1	all too stiff 2	some too stiff 3	all suitable 4	
Décor or Backdrop	chronic 1	some attention 2	OK with one blind eye 3	Satisfactory 4	
Theme	chronic 1	some attention 2	OK with one blind eye 3	satisfactory 4	
Syntax/ Grammar	Babel-fish attempts 1	suffering somewhat 2	tense/number problems 3	Satisfactory 4	
Preparation		not enough 1	Satisfactory 2	Thorough 3	
Total: [50 /5 = 10]      Your point <input type="text"/> /50 divided by 5 = <input type="text"/> /10					

### APPENDIX D

Timeline of Trends that serves as baggage of Presuppositions to one's Existence



Applicable level: College

Keywords: Digital Second Language, Digital First Language, movie genres, smartphone movie,  
Freshman ESL evaluation

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