

**English teaching and learning
Pedagogies by songs, movies, games and
cell phones**

ISBN : 978-620-0-58506-6

Grace Hui Chin Lin

林慧菁

彰化市民生路 317 巷 3 號

Index

Chapter One:

Pedagogies by Song Movies and Games.....	p. 3
Introduction.....	p. 4
Literature Review.....	p. 5
Methodology.....	p. 7
Table 1.....	p. 15
Discussions for the Results.....	p. 17
Conclusion.....	p. 21
Reference.....	p. 29

Chapter Two:

Post-contemporary conflict results and various solutions regarding to the influence of personal electronic devices over English learning.....	p. 26
Introduction.....	p. 33
Literature Review.....	p. 35
Significance of study.....	p. 40
Methodologies by face-to-face interviews.....	p. 42
Classroom setting and population.....	p. 44
Conclusions.....	p. 52
References.....	p. 55

Chapter One

ESL/EFL Pedagogies by Motivation-stimulating Multimedia, Songs, Movies and Games

Abstract

Communicative multimedia is becoming a significant tool of improving metalinguistic knowledge (Lai, 2015, 2016). This research applied three basic examples of song, movie (Hung & Higginsb, 2015, 2016; King, 2002, 2010; Sanne, 1994, 2006; Tillmana, 1997, 2006) and game pedagogies (Tsai, 2017) for discussing cognitive consequences of Taiwanese university students. The relaxing methods of language learning by media applications (Kuurea, 2015, 2016) are associated with the theories of an affective domain. Lots of educators mention the affective domain and emotional factors have a substantial impact upon language learning.

This mixed method research by qualitative and quantitative explorations was conducted for two years. Students' self-esteem, positive attitudes, and higher motivation were stimulated by the computer assisted language learning (CALL). The suggested pedagogies had raised students' language proficiencies, since learning motivation has been taken into considerations for holistic language abilities. Two hundreds and twenty-five college English learners at three schools were benefited from the vividly dynamic pedagogies. This study has implied the alternative devices and computer assisted language learning can contribute to language proficiency levels.

Keywords: affective-filter; cognition; emotion; motivation; language acquisition

1. Introduction

1.1 CALL devices for language learning

The language teaching and learning associated with computerized devices are thriving these years. Numerous scholars had done research to investigate language pedagogies by electrical equipment. Indeed, the dynamically new creations can stir enthusiasm in language learning. It releases the learners' nervousness in learning. The new technologies can assist in creating positive emotion for learning that the following language learning scholars emphasize.

1.2 Affective Blocks Casted Away by CALL

The stress in language learning can be describe by a metaphor. It's the basketball player that performs well during practice but freezes on the free-throw line under pressure. Language acquisition of Non-native speaking learners can be greatly influenced by their coexisting sentiments. The reason is the domain of the human brain cannot be separated from the emotion systems while learning. Numerous scholars agree human intellect should be closely related to affective domain (e.g., Brown 2007, p. 68). The term "Affective Filter" to describe negative emotions as roadblocks for non-native speakers' attempts to absorb a language. Also, the apprehensions can be distinguished into two kinds. While learners are encouraged to be self-confident, input can be turned into intake

and output. This study is aimed at providing evidence of the above procedures to ascertain the influence and impact of emotive factors.

1.3 Significance of the Study

It provides an evidence the computer assisted language learning can resolve emotional problems, and confirms the positive emotional impact is caused by motivation-stirring pedagogies. It investigates to what degrees they contribute to English proficiency tests and students' attitudes of language learning. This cognizant and emotional study associated with new technologies devotes to a demonstrated curriculum and contributes by filling the research gap that curriculum design based on the mentioned pedagogies is hardly found. An entertainingly effective pedagogy is introduced by the curriculum sample, filling a research gap that few successful syllabi were reported. It reminds the English educators should concern more about their students' emotional domain and resolve the affective blocks by the technological assistances.

2. Literature Review

2.1 Computer Assisted Language Learning

Nowadays, the language teaching fieldworkers tend to support that the students should learn through computer devices. (Lai, 2015, 2016; Hung, 2015, 2016; King, 2002, 2010; Kuurea, 2015, 2016; Sanne, 1994, 2006; Tillmana, 1997, 2006). Participants in diverse studies more or less were benefited by the new technologies.

Comparing to traditional drill reciting and translation lectures, the students feel less bored by the motivation-stirring methods. The students need to learn under positive emotions so their intake and output can be raised, which can be achieved by Computer assisted language learning. The students can feel more confident and gain higher self-esteem when they are taught by the motivational technologies.

2.2 Affective Filter Consideration

The interactively affective and cognizant domains are impacted by language learners' beliefs, attitudes, values, emotions, and acceptance or rejection. When a learner's emotion is positive, the input of language learning can be enhanced. Similarly, Kang et al., (2011, p. 157) mentioned learners' confidence is significant: "The affective domain consists of self-identity, self-value, self-directedness, and self-accountability factors." In truth, numerous scholars emphasize the advantages of music pedagogies and relate

cognitive research investigations about the anatomic structure of the human brain and its neural functions, suggesting that language and music have significant points of union. Also, movies not only assist students in learning a language, but exhibit cultural content. “Hypermedia is becoming an increasing part of our reading and viewing experience”, which should be included into English class. (Tillmana, 1997, 2006).

Since in language learning not all input will produce intake, motivation-stirring methods might turn more input into intake. For resolving the problem that comprehensible input is essential but not always sufficient in achieving SLA (Wang and Castro, 2010), the interesting movies songs and games in English might provide a solution.

3. Methodology

The study (N=286) was conducted at three university based on both narrative inquiries and statistical researches. In the first year, the study was conducted at an educational university (N=22+39), preparing for senior high school teachers. Their proficiency level is about TOEIC 550 based on graduation criteria. Their majors were Education, Arts, Science, Technology, Engineering, Management, Social Science, etc. In the second year, the qualitative researches were conducted in a similar way in a private university (N=108) and a technical university (N=117), whose proficiency level are about TOEIC 400 and 390 respectively, based on graduation requirement. The students of the private university are from diverse majors of Japanese, International Trade, Biology, etc. The students of later school are all majored in Engineering, including Micro Electromechanical Engineering, Materials Science and Green Energy Engineering, Flight Technology and Transportation Engineering.

Students taking two sessions of general English courses cooperated in a one-year (36 week) to complete this study. The two classes consisted of the advanced level (N=22 participants) and the intermediate level (N=39). At the end, they completed a survey, expressing their perceptions, after experiencing two pedagogies of two semesters, respectively. In the 1st semester, direct-translation methods by drill instructions without CALL technologies were conducted. In the following semester, updated pedagogies were conducted for comparison.

Using another year, above alike traditional and experimental pedagogies were applied for two semesters at two schools, again. The qualitative research by students' feedback

(N=225) was conducted at the end, to discover students' perceptions, emotion and attitudes after treatments. The statistical measurements and qualitative statements are for reconfirming the applicability of the mentioned pedagogies.

3.1 Methodology: Two Investigations at the Regular University

Students targeted to achieve English levels to be higher by the mentioned exercises. In the first semester of a regular university took mock exams of proficiency test, by hangouts of eight to ten pages for each in the beginning and the end. The examinations included listening and reading sessions.

3.1.1 Songs

Music lyrics and songs not only provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, but increase learning and grammatical variations with auditory skills and rhythmic patterns stimulate brain activities. In this study, in the second sessions at the regular university, they were taught by the mentioned pedagogies, being auxiliary with computer equipment and be tested again. Students seemed to be happier and their motivation is higher. In fact, there are more interactions and conversation happen in the classroom.

First of all, the songs were taught with on-line KTV, and English captions on YouTube had stimulated their motivation. The song teaching was conducted by reciting of lyrics by volunteer students. After singing, the performances of the teacher and the singers on YouTube were accompanied by new vocabularies translated by Google Translator to

raise their cognition. Google Translator is a major tool of teaching vocabularies by thesauruses and synonyms. The Cambridge Dictionary was also applied for deeply learning word usages. It was anticipated that the interaction of positive emotions can enhance their cognitions.

3.1.2 Movies

Second, a series of animation films of Shakespeare The Animation Tales, such as Four Tragedies or Taming of the Shrew in formats of animation were played in bilingual captions after the ancient English usages and translation scripts were explained. The functions of pause or repeat were used for explanations of story details. The movies for language learning can develop students' holistic skills by the animation with native-speaking recording, captions in English and meaningfulness in stories in Shakespeare's tales. Listening, speaking, reading and writing can be integrated into one ability of communication performance, naturally.

3.1.3 Games

Thirdly, games were played by the regular university students. In the English learning field, lots of scholars (e.g., Rosoff, 2007) suggests educational game is applicable cognitive, motivational, and emotional benefits. So, this study applying copyable materials published by Cambridge Press, to connect with the above theories. Students enjoyed the teacher's Youtube and Wiki webpage applications. Applying Wiki encyclopaedia, the song story backgrounds in the game were introduced, By Google Translator, the new lexical items were interpreted for students, playing in pairs and

groups.

And the by Youtube, the song was sung with Karaoke. Some students performed by the background music provided by Youtube. Students also played in pair or groups to perform their output by student & student/ teacher & student interactions. In fact, the acquisition of a language is from the result of the interaction between the learner's mental process and the linguistic environment. Statistical figures were plotted to compare the proficiency scores pre and post treatments. In addition to the survey results from the participants, face-to-face interviews were conducted at the end of the study in the teacher's office for triangulation and member check.

3.2 Qualitative Investigations at the Private and Technological Universities

In the first semester, students were taught by frustrating ways, as well as stressful test preparations, by doing mock drills and listening to direct-translation lectures. Some testing strategies were taught to gain high scores. After the summer vocation, in the 2nd semester, three interactive pedagogies were conducted by the methods in Computer-assisted Language Learning (CALL), including an E-desk, two computers a huge screen in front of the classroom, and a projector, reflecting the images on the computer screens.

First, the materials of game teaching, *Imaginative Projects* of Cambridge Press (See figure) were given to all in the first day of the class. This book contains intellect-stimulating games, aiming to increase a student's proficiency level from intermediate to advance. To play them enjoyably, logic and imagination are also required. Second, three songs on the You-tube website were taught, including ABBA's "Happy New Year," Diana Karal's "Just the Way You Are," and Brendan Graham's "You Raise Me Up." The

instructor analysed the meanings and English grammatical structures and pronunciations for the students, and then invited them to sing as a choir.

Third, a series of literature films produced by Prof. Peng and technology news in BBC were played in class, For example, the Shakespeare's "Romeo and Juliet," "Taming of the Shrew," and "King Lear," in animation modes, and technology films related to newly innovative creations, were exhibited with bilingual captions and English audio descriptive tracks.

3.3 Research Settings and Populations

The non-English majors were from different parts of Taiwan, coming to the Center-west part of Taiwan to prepare as senior high-school teachers. The advance-level students from diverse departments took classes in the evening, once a week for three hours; the intermediate Physics majors took classes twice a week for three hours.

3.4 Research Questions

1. If the pedagogies assist students to make progress in their English proficiency tests?
2. Whether students like or dislike the suggested pedagogies, what are their feedback?

3.5 Assumptions

1. The pedagogies by multimedia would be beneficial to the advanced-level students, but not to lower-proficiency students.
2. Students of diverse levels would be aided by the recommended pedagogies in

several different ways.

3.6 Data assessing

Students signed consent forms, indicating human subject protection; three assessment scores were measured and analysed. Students' grades from two hour testing for listening and reading proficiency were also applied by submitting to their schools as midterm and final exams, before being reported here. To improve accuracy, students filled in the survey and voluntary respondents in face-to-face interviews with their teacher, expressed their opinions by speaking and writings in English. Students' complete descriptions submitted to the teacher at the end of the study. Their statements were coded and theme-grouped by the teacher's colour pencils. That is, after transcribed the collected data in English and Chinese, their descriptions were conceptualised into several existing themes.

The data were assessed in students' formal in-class examinations. The empirical studies had conducted to provide persuasive and reliable pedagogies. The research data in answer sheets are presently in the author's bureau for displaying to the reviewers and field workers under conditions the research need to be double checked. More than one hundred items of the collected data can be scanned and emailed to the readers, if someone requests the author. The accuracy and research reliability can be trusted. If someone needs instrument samples as his/her writing references, the survey sheet with answers can be accessed by scholars who would like to double check. The authors also wish to answer the readers' questions by providing useful references through emails.

3.7 Empirical Research Following Ethical Guidelines

The mixed studies were conducted following IRB (institutional review board) regulations, in which all students had been protected by signing consent forms and being noticed about privacy protections issues. Sufficient data can be released and displayed without showing any student's name in the appendix or by emailing for reader triangulations. In the texts, pseudonyms were applied for raising human rights of the participants.

The data collecting behaviours had been agreed by the advisors of teacher preparation schools, who also from time to time declared the significance of doing researches as a scholar. Lots of Taiwan universities declaim they are proud of being "research-oriented" schools, so the emotions of scholars in doing research were also excited.

3.8 Free Textbooks for Avoiding Potential Conflicts of Interest

As to the potential conflicts of interest in academic domain, the teachers had provided sufficient handouts and notebooks for free to all students for making possible compensation, in case the students felt not been benefited by the experimental pedagogies. The curricula were not for commercial purposes, but for learning purposes. For educational purposes, this project made the future teachers knew how to apply the computerized classroom functions, such as pausing for explanations, fastening and skipping for avoiding inappropriately sexist scenes, exhibiting the bilingual captions for language learning, and reading Wikipedia for deeper story line explanations.

Besides, the knowledge disseminated from the book published by Cambridge Press, were directly related to students' needs of practical English communication in international situations. Hence, the project should greatly contribute to students' needs of maintaining their English standards and synthesizing their existing linguistic accumulation.

3.9 Pilot Study Findings for the First Year

Score Analyses

The students' English proficiency improvements turned out to be significant after the treatments. After the 1st semester, the intermediate-level students improved for merely three points via the regular direct translation method (from 72 to 75 points), but improved 11 points (from 75 to 86 points) at the end of 2nd semester after singing, movie watching and game playing. However, the effectiveness for advanced-level students was not as significant, improving one point for the regular direct translation method (from 86 to 87 points), and 7 points (from 87 to 94 points) for the 2nd semester. In sum, the effectiveness of the conducted pedagogies was especially practical for intermediate level students.

Responses from students' qualitative illustrations of writings and simple survey of questionnaires, showed their agreement in having learned new vocabularies and grammatical structures from the designed curriculum different from test preparations. Most of them agreed their western culture concepts were deepened and they enjoyed the rhymes and literature in lyrics.

Among the three affective-filter pedagogies, the movie was the most welcomed to raise their cognition and emotion at the same time. Students supported film pedagogies relative to storytelling and reading, and they preferred reading English/Chinese bilingual captions with English native-speaking audio sounds while watching. In contrast, songs and games were enjoyed less by teacher-preparation college students. They agreed or strongly agreed that their concepts of western culture could be more

efficiently built by watching movies. Fortunately, no one disagreed this curriculum proposed to them in the beginning of the second semester.

The inserted Table 1 with percentages and counts from questionnaire items show the students' more significant perceptions and common opinions supporting this curriculum. In other words, these perceptions generated from the year of six credits indicate how the participants themselves enjoyed this new-fangled learning experience.

Table 1 Survey Questionnaires of Yes/No Q (100% N=61, Agreement Total)

1. I learned new words and grammatical structures from lyrics. The melody contributed to make my stress released and learn better. 66% (N=40)
2. My concepts about western cultures were deepened, due to teacher's instruction for lyrics. 82% (N=51)
3. I enjoyed the music, rhymes, and literatures in lyrics. 79% (N=48)
4. Among all pedagogies, I preferred the song pedagogies 69% (N=42)
5. When watching a film, I preferred to listen to English with English captions. 54% (N=33)
6. I preferred to listen to Chinese and reading English captions. 19% (N=12)
7. I preferred to listen to English and reading bilingual captions. 64% (N=39)
8. Among all pedagogies, I preferred being taught by watching films. 87% (N=53)
9. From films, I listened to native-speakers' voices and accurate pronunciations, which contributed to my native-like speaking. 82% (N=50)
10. The games of Imaginative Project we play in class contained sufficient new vocabularies. 57% (N=35)
11. Games in Imaginative Project made my reading ability improve, since I was motivated to understand how to play. 31% (N=19)
12. Among all pedagogies, I preferred being taught by playing games. 54% (N=33)

Qualitative analyses at another two schools

The following six sample descriptions with pseudonyms were randomly selected from the face-to-face interviews among the 225 students. Students brought their illustrated writings to the face-to-face interviews conducted in the adjunct assistant professors' big office after the proficiency exams in their classroom as their final semester test.

Peter: "I feel rid of the bondage of a serious atmosphere. Real life and cultures have been integrated into our contents of study. My listening has improved, due to the native-speakers' pronunciations in films are accurate."

John: "Although sometimes I was not able to match the articulation of actors and actresses, I still can understand the content by guessing from the context. The films with concurrent captions are easier to understand. "

Richard: "My relationships with peers were established by watching films, playing games in Imaginative Project, and singing. We have the similar emotions"

Allen: "My aptitude of memorizing new vocabularies has raised. Films of new technologies from BBC made me acquainted with updated science knowledge, such as Artificial Muscle, Solar-energy Car, and Alternative Energy from Wind. I obtained full comprehension from listening to English and reading English/Chinese captions."

Nancy: "Maybe nerve-rackingly traditionalist ways of crammed teaching could help me with passing examinations; I am motivated to learn new vocabularies in the meaningful lyrics. The stories and new-tech knowledge in films makes more of an impression in my mind, than reading pictures in textbooks."

Mary: “I used to be bored by boring lectures in senior high schools. From the booklet of games of Imaginative Project, I learned to open my mind and interact with my classmates. I gained linguistic and also daily life knowledge from playing her games.”

4. Discussions for the Results

First of all, the learners at the teacher-preparation school had more confidence and positive emotion in English interactions after training. Through meaningful discourse, their proficiency levels were actually raised to sophisticated levels in listening and speaking Mock assessments. The improvements were more significant in the second set of tests than just reading and writing. Additionally, participants perceived learning more vocabularies, which belongs to “a core component of language proficiency and provides much for the basis for how well learners communicate with each other” (Khoii & Sharififar, 2013, p. 199). Based on sufficient vocabularies, students can integrate themselves in the international societies.

Second point, thoughts on why the students improve so much using the differentiated approaches from high schools, is thought-provoking. They might felt new, fresh or would like to make good friends in the English classroom. They might feel obligated to fulfil the instructor’s academic assignments, although it was in forms of unconventional ways of teaching and learning. Students were interested in playing and relaxing; meanwhile their intellect can be performed to their peers and the teacher. “Interest motivates learning and explorations, thus helping people build broad knowledge, and attain skills and experience. If a task is interesting, the people will want to perform it” (Wisniewska, 2013, p. 210).

In designing a language curriculum, determining how to rank the levels of above materials for more efficient learning is an urgent issue that field workers should further

study. For example, while playing Shakespeare to non-English majors, should the speed rate be student-controlled to permit slower playback or accelerate to the next scenes; should there be more pauses for a teacher's auxiliary explanations? Also, should the progress evaluations be skipped, like the later year of this study for just once, to enhance the friendlier learning environment? How do you find a balance between the enjoyment and the responsibility of learning progress? If the students are feeling too exciting or talking too much, without really learning English language?

4.1 Triangulation Study (The 2nd Year Study) by 225 Students

To triangulate Taiwan students' attitudes, toward the affective-filter pedagogies, cognisant progress after training and emotion in class, additional member checks and more complicated survey, were completed by another 225 students, at two countryside universities of Taiwan. Five classes applied the above similar pedagogies. The research in a technology university was comprised of a freshmen basic level listening and speaking course and a sophomore advanced level general English course. In addition, in a private university, students in two TOEIC courses of all grades, and one sophomore intermediate level listening and speaking course participated. They implemented the pedagogies for two semesters and completed survey questionnaires at end of the research segments.

Three movies of Alice in Wonderland, American Captain, and Harry Potter were shown and compared. Guessing Word Games replaced the Shakespeare drama movies. For the song segment, the Christmas hymns, Maria Carry, and Elvis Presley were sung and compared. The booklet for playing games remained to be free learning materials.

Similarly, the games, although more popular than songs, were not as consistently popular as movies. The movies were shown with bilingual captions, based on the suggesting results of pilot study. By survey analyses, the technology university students preferred Harry Potter with Alice in Wonderland coming in second in popularity at the two schools.

Students expressed that they did need teachers' interpretations and conclusions before or after watching the film, the technology university & the private university, respectively). They do not consider writing film as well as the audio-visual form input to be output feedback to be necessary. About learning grammatical structures, vocabulary, and pronunciation, more students believe they learned native-like pronunciation from movies. However, fewer students perceived they learned more about systematical grammar rules, which they were not familiar with previously. They tended to anticipate watching more films next semester. So, the teacher suggested they can find some from mobile phones in winter vacation. (de la Fuente, 2012, 2014). Regarding captions, the researcher attempted to apply captions contributing to vocabulary displaying and the grammatical structure comprehension. Therefore, the students can concurrently match the sound (de la Fuente, 2012, 2014) and the meaning, which can make the top-down story line not being interrupted by confusions. In this study the English language learners preferred bilingual captions in Mandarin and English displayed at the same time. Both two school students think movies are the most applicable pedagogies.

4.2 The Second Welcomed Songs

For the song pedagogy suggested by numerous scholars, (Harris, 2011; Leśniewska & Pichette, 2016; Silliman, 2002), the popular singer sequence at the private university was: # 1. Christmas Songs, # 2. Maria Carry; at the Technology University, # 1. Maria Carry and # 2. Elvis Presley. They learned vocabularies more than pronunciation in songs. In songs with philosophies, Let It Be of the Beatles was regarded to be the most meaningful. Both two groups prefer the meaningful songs by more profound lyrics.

In reference to teachers' presentations for song stories, students offered normally similar suggestions at the two schools (55% & 56%). For paper handouts with descriptions, 33% & 24% needed them. Students also enjoyed the teachers' song singing performances (86% & 91%) and suggested listening to teachers' "two or three" songs (86% & 75%) in a learning session of two hours. In this research the students are assisted by the rhythm of songs which is motivation stirring. The story lines in films do not only contribute to English learning, but also make students realise the life philosophies.

4.3 Applicable Games

In fact, "For both vocational and ESOL teachers, the common goal is to get them into work. ... And to help students to get work in the industry they are training for" (Black & Yasukawa, 2012, p. 351). About games, technology school students tended to be more conservative. In contrast, the private school students preferred the creative games, eliciting independent thinking. The students were excited and fluent while playing. This

indeed displayed the distinguishing characteristics between vocational graduates and academic colleges. Games affected immersed English teacher-student and student-student interactions the most. They also believe they learned sufficient grammar and vocabulary from games. Pair playing was more effective; also, they learned how to think independently. They believed the courses using pedagogies was relaxing, effective, and interesting. That is the two faucets of cognitions and emotions were both taken into considerations by the participants and researchers.

5. Conclusion

The 255 students in total at three colleges tended to believe strongly in the affective-filter pedagogies in different ways, due to significant improvements in English proficiencies. In the pilot study at teacher preparation school, the range of improvement by the intermediate and advance levels, through outmoded pedagogy, were three points and one point, respectively. In later triangulation study, the language learners mentioned they perceived their English proficiency can be significantly raised in listening and speaking abilities.

About the first study for the regular university, their proficiency examination scores in listening and reading increased meaningfully, by eleven points and seven points, the meanings of the significant achievements are firstly, eliminating unhealthy peer competition by doing boring drills and comparing scores in mock tests frequently. Secondly, the pleasant and motivation-stirring environments created by pedagogies can assist the students in establishing precious friendships, so they improve altogether at one exam after a long training time. Thirdly, the students can attend all classes without being absent, due to impending nervousness caused by old-style lectures or quizzes.

Similarly, the later participants at the two countryside universities narratively expressed the curriculum considering their cognizant and emotional status, can be very supportive and positive. Instead of statistic evidence by higher scores, according to the statements in the surveys, #1 movies, #2 songs and #3 games by multimedia are more student-centred and dynamic; they can enhance the absorption of elements of English

knowledge. They are different from the routine drill practices, which deprive students' right to enjoy the process of English learning. The pedagogies make the teachers and learners capable of extending themselves beyond the restrictions of old-fashioned customs and anticipations. From this study, comparing the drills by translating teaching with less progress students can make, the alternative ways of teaching are less like biased pedagogies than the traditional.

No students rejected this pedagogy in the very beginning after signing their consent forms, who had rated and compared different advantages of three methods. The students made progress on proficiency tests, which proved the alternative updated pedagogies do useful for some required tests, e.g. ToEIC test as a graduation criterium from Taiwanese universities.

In conclusion, the affective-filter pedagogy study was supported by the learners, who suggested the integration of language learners into the world-wide English-speaking environment at the beginning of our 3rd millennium by the mentioned pedagogies.

Numerous updated pedagogies using e-desk in class, based on intercontinental contents, should be frequently operated. Although local conformist administrators might have negatively old-fashion opinions, due to the pressure from parents' anticipation of perfect performance in official exams or being afraid of lacking of mock test scores showing their advantages in raising proficiency test grades, the above results still imply that inter-cultural content does contribute to their proficiency scores. In sum, the serious atmosphere of conformist pedagogies can be transformed into content that is vivid and

dynamic. Student-centred activities can be constructed for the practical pedagogies. In the expanding and outer circle nations, such as Taiwan, English learners should be provided a freer space of learning in a more interesting way.

References

Black, S., & Yasukawa, K. (2012). Shared delivery: integrating ELT in Australian vocational education. *ELT Journal*, 66(3), p. 347-55.

de la Fuente, M. J. (2012, 2014). Learners' attention to input during focus on form listening tasks: the role of mobile technology in the second language classroom. *Computer Assisted Language Learning*, 27(3), p. 261-276. doi:10.1080/09588221.2012.733710

Harris, A. (2011). Singing into language: Sudanese Australian young women create public pedagogy. *Discourse: Studies in the Cultural Politics of Education*, 32(5), p. 729-743.

Hung, Y. W., & Higginsb, S. (2015, 2016). Learners' use of communication strategies in text-based and video-based synchronous computer-mediated communication environments: opportunities for language learning. *Computer Assisted Language Learning*, 29(5), p. 901-924. doi:10.1080/09588221.2015.1074589

Kang, M., et al. (2011). Developing an educational performance indicator for new millennium learners. *Journal of Research on Technology in Education*, 43(2), p. 157-70.

- King, J. (2002, 2010). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, 15(5), p. 509-523. doi:10.1076/call.15.5.509.13468
- Kuurea, L. (2015, 2016). Switching perspectives: From a language teacher to a designer of language learning with new technologies. *Computer Assisted Language Learning*, 29(5), p. 925-941. doi:10.1080/09588221.2015.1068815
- Lai, C., et al. (2015, 2016). University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom. *Computer Assisted Language Learning*, 29(4), p. 703-723. doi:10.1080/09588221.2015.1016441
- Leśniewska, J., & Pichette, F. (2016). Songs vs. stories: impact of input sources on ESL vocabulary acquisition by preliterate children. *International Journal of Bilingual Education*
- Rosoff, K. (2007). The reality of unreality: Using imagination as a teaching tool. *English Journal*, 96(3), p. 58-62.
- Sanne, S. M. (1994, 2006). A Tool for repurposing videodiscs for language learning. *Computer Assisted Language Learning*, 7(2), p. 125-132. doi:10.1080/0958822940070204
- Tillmana, F. (1997, 2006). Hypermedia fiction: A medium of forking path. *Computer Assisted Language Learning*, 10(4), p. 387-397. Retrieved from

<http://www.tandfonline.com/doi/abs/10.1080/0958822970100408>

Tsai, S. C. (2017). Effectiveness of ESL students' performance by computational assessment and role of reading strategies in courseware-implemented business translation tasks *Computer Assisted Language Learning*, 30(6), p. 474-487.

Wang, Q. and Castro, C.D. (2010). Classroom interaction and language output. *English Language Teaching*, 3(2), 175-186.

Wang, J. et al. (2019). Strategies for multimedia learning object recommendation in a language learning support system: Verbal learners vs. Visual learners. *International Journal of Human-Computer Interaction*, 35(4-5), p. 345-355.

Wisniewska, D. (2013). Interest and interest-enhancing strategies of adolescent EFL learners. *ELT journal*, 67(2), p. 210-19.

Chapter Two:
**Post-contemporary conflict results and various solutions regarding to the
influence of personal electronic devices over English learning**

Abstract

Mobile phones are becoming a necessity for university students. In students' daily communications, they are applied for both academic and private purposes. Scholars had showed students spend a large amount of time, up to two hours, using the updated technologies. (Chong, 2018, Junco & Cotton, 2012, Wrigglesworth & Harvor, 2018, Zou, Li & Li, 2018)

This study cooperated with 244 participants, aiming on cell phone effectiveness from perspectives of learning English. In two universities of Taiwan, five classes of English language learners were led to practice English listening, speaking, reading and writing by three websites of the instructor, Academia.com, Twitter and YouTube, This study indicated if students tend to frequently apply mobile phones in the classroom, the modernized curricula associated with mobile phone should be designed to circumvent incivility and conflict among teachers and peers.

The disagreement contents and different sounds (Uther & Ylinen, 2019) in modern technologies for learning, among the teacher and students need to be eluded by appropriate in-class behaviours guided by a syllabus. The relevant syllabus design conducted in five English courses had provided five factors related to reasons why participants could welcome their mobile phone to be applied for language learning.

Key words: sufficient contexts; positive attitudes; economic effectiveness; environment-friendly; holistic English

Chapter Two: Introduction

These years, more and more communication corporations via Mobile Phone are being established (Klímová, 2018). Therefore, schools also are discussing how to apply communicative technologies, such as a mobile phone, to aid students learn with higher motivation, due to the advantages of self-centered motive and convenience it can provide. On the other hand, educational institutes also start to investigate the communication practices that constitute professorial authority to manage college students' digital distractions in classrooms. (Cheong et al, 2016)

Williams and Larwin (2016) mention treatment schools using a netbook device could produce the greatest overall change in scores in Ohio high schools on the Ohio Graduation Test (OGT). In the technologically aggressive Asia, 98% students in class

also bring their personal devices with WIFI accesses to English as a foreign/second language (EFL/ESL) classes, no matter if the main purpose is for learning or not. The relevant issues regarding to the conflict between students and the teacher and among students and students, however have not been sufficiently discussed so far.

In a study by McKnight et al. (2016), they argue that the United States should not be determined by the technology, but by how technology can enable teaching and learning for American students. This study claims the educators have their responsibility like the above study, to guide all technology inside of classroom in positive way for learning. It has been argued that “Students' enjoyment of learning in Spanish courses also increased” by the phone (Cho & Castañedab, 2019) Hence, this study was designed to auxiliary guide students learn in an English class by their mobile phones like the schools in Ohio State of America.

In fact, mobile phone could stir students' enthusiasm in learning, due to it is an information technology, being convenient to search for needed evidence and to cast learning doubts on coexisting lecturers and textbooks. The perceived aids of mobile learning construct post-contemporary students' images of independence and fashion-consciousness. In contrast, it might also negatively lead to biased devotion to it, if students use it to play professional games and interact with web friends outside of schools, by sending messages or uploading selfies.

In contrast, if it can be included into the English learning, the disagreeing situation can be rehabilitated. Due to its portability and high effectiveness of WIFI communication capability, students under teachers' gaudiness could appropriately use the phone and

paying more attention to the teachers' ongoing thinking. Hence, this design being relevant to mobile communication in the classroom might be obligatory. If the students can be led how to use it aptly in the classroom, the conflict can be avoided. For achieving the effects of the well-run technology, this study was conducted in 2015 Fall-2016 Spring.

Literature review

In recent decades more and more websites such as Academia.com (2008), Twitter (2006) and YouTube (2005) are being designed to be expedient for teachers and students. These designs might stop a misery that all students using mobile phone in class should be prohibited. Since mobile phone with WIFI access has popularized, why not the teachers apply the above three websites and give permissions, allowing students applying their expensive phones inside the classroom in an academic way appropriately. The following controversies of students' in-class application would have been debated for later years. The issues might be related to "Should it be prohibited, if it is not related to the course?" or "If teachers' and students' struggling along the divergence contents would be stopped by an English curriculum design applying mobile phone?" Even, "If the course must be designed by mobile phone application in order to preclude conflict?"

Mobile phone for an English course

Mobile phone can be applied as a synchronized tool of English learning, according to the following modern scholars. They suggest that teachers could deliver interactive lessons over a cell phone and use short messaging to learn English. (Thornton & Houser, 2005) Liu and Chen (2015) had emphasized that learning English should be through the teachers' and students' actions of mobile-assisted language learning. They investigated the impact of "...taking photos using mobile phones on the English phrase-learning performance of English as a second-language learners". (p. 158) In a control group and an experimental group, the later had significantly outperformed the traditional design,

especially in phrase-learning activities. Lai (2016) also addressed within the Mobile Group of English as a Second Language (ESL) learners, there was a significant correlation between an individual's chat frequency and vocabulary gain.

Controversial issues in the United States

McArthur and Bostedo-Conway (2012) also reported a positive relationship between instructors using Twitter and student perceptions of that instructor. Students can read their teachers' publications and following links related to academic field. Several studies have found that students who text, or use other technologies in class, are generally outperformed by those students who abstain from these behaviors (Kuznekoff & Titsworth, 2013, Wei et al, 2012) Students could be more progressive by applying the mobile devices in erudition.

In contrast, in Thomas et al's study (2014), they examine the perceptions of 1,121 teachers in Kentucky and Tennessee to determine their support for the use of mobile phones in the classroom, as well as their perceptions of the mobile phone features that are beneficial for school-related work and the instructional barriers to mobile phone use. Their results indicated slightly more teachers tended not to support the use of mobile phones in the classroom than those who did support their use, with approximately half as many teachers reporting uncertainty. As can be seen, it is an originally neutral topic and most teachers might be searching for solutions that have not been provided, yet. In fact, if the curriculum is not allowed to conduct, the mobile technology applied by abundant individuals in class, could cause chaos and teachers' frustrations, interfering the originally parallel contents of ongoing issues.

Based on above problems, Junco and Cotton (2012), who examined the impact of multitasking on academic performance, found that “engaging in Facebook use or texting while trying to complete schoolwork taxes the student’s limited capacity for cognitive processing and precludes deeper learning” (p. 511). The intellect level of the average is becoming low, comparing to classes limit the mobile phone application. Correspondingly, Wood et al. (2012) found students who used Facebook while attending to a lecture, scored significantly lower on tests of lecture material than those who were only allowed to take notes using paper-and-pencil.

Kuznekoff et al. (2015) believe that perhaps one of the biggest challenges instructors face in the 21st-century college classroom is the struggle of retaining student interest and engagement while students remain connected to the outside world through their mobile devices. At one university, 95% of respondents, who were students, reported that they always brought their mobile phone with them to class. Moreover, Tindell and Bohlander (2012) found, “about 92% admitted that they have sent or received a text message in class at least once or twice.” (p. 3) Hence, “...students expect to be able to use their own wireless communication devices in the classroom” (Finn & Ledbetter, 2013, p. 38). So, the course design seems to be an urgent issue.

In comparison, Sana et al.’s (2013) study, they found that participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. If the teacher do not guide students to use it appropriately by a single task, the class could be confused and distracted. This implies that the teacher should not just follow students’ wills to apply updated technologies, if

the students have not meet the least requirements of the course they take. If the teachers are not able to effectively stop students doing the multi-tasks, an appropriate curricula for single task being relevant to the concurrent lectures should be designed to guide students.

Tindell and Bohlander (2012) mention they found that 95% of students bring their phones to class every day, 92% use their phones to text message during class time, and 10% admit they have texted during an exam on at least one occasion. The majority of the students surveyed believe that instructors are largely unaware of the extent to which texting and other cell phone activities engage students in the classroom. These activities include browsing the Internet, sending pictures, or accessing social networking sites.

Moreover, they also discovered the mobile phone did have some negative impact on concentration, if the prohibited policies do not work out. “Students who were not using their mobile phones not only did 62% better on overall note taking, but also recorded 93% more outstanding answers in their notes than the group of students who were frequently using their mobile phones.” (pp. 250-251) Students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test. Survey research by McCoy (2013) examined students’ use of digital devices, while in class, for nonclassroom-related reasons. Sometimes, students must use them even though they had been informed. Hence this study was designed to correct students’ appalling behaviours. The untraced students could not make progress, if the teacher keep ignoring the urgent issues.

Significance of study

In truth, even if the prohibited policies have provided to students, certain percentages from 10% to 30% of students still are not able to follow to the end. In private universities, the students of middle levels usually pay very high tuitions so they regard their in-class freedom to be essential. However, some game websites had suddenly inclined towards causing negative impact upon in-class learning, based on above mentioned researches and the author's observations. Hence, how to disallow students from bringing their phones into the classrooms is becoming a significantly artistic issue nowadays.

Students enjoy the updated technologies and even had been addicted to it. Besides, they do pay stacks of bills on their mobile phones, especially for WIFI accesses. In the two universities of this research project, almost all students (96%) have accounts on Facebook. Some students do not skip class, but wrongly carry the devices to play the popular League of Legends (2009) of the Riot Games (2006) in the classroom. The peers in the same class even started to be partners of theirs. Finally, the teacher as well as the researcher of this project cannot help playing the professional contest for students to enjoy in the breaking session of ten minutes.

On photo uploading webs such as Facebook or Flickr, students might quietly and secretly exchange photos to their boyfriends/girlfriends, and even send "exciting" colloquial texts by video calls. Even being warned by serious teachers, they can't help stopping these excitingly insulting behaviours, due to the amusing emotions brought by

the humanized technologies. Due to the English interfaces provided by the websites, few smart students' English even perform better than those who take traditional notes related to the contemporaneous contexts of the teacher.

Therefore, this study aimed to create a treatment for problems that students always bring their mobile phones to their classrooms, even if the instructors had informed them not to, in the very beginning. It is assumed if the teacher, can upload sufficient books, videos, and articles in the electrical formats for students to receive on their mobile phones, they should naturally apply the devices correctly, and would not study within the mentioned turmoil environment.

This study applied qualitative methods to explore students' perceptions about an English course through the mobile phone. It implies that this course design might not be only significant but also be obligatory, due to the modern students can more concentrate on the lectures and pay the bill for an academic purpose. It fills a research gap that mobile phone syllabi providing free materials on-line cannot be easily demonstrated in the literatures.

Methodologies by face-to-face interviews

In five classes of two schools in Taiwan, 244 students cooperated with the instructor to proceed their English courses being aided by their personal mobile devices. The five classes are two complimentary English courses lasting for one semester, in a private university. Two listening and speaking courses at the private and technical university. And, one sophomore English course at the technical university. The later three courses lasted for a year of two semesters.

The study designed for students' appropriate behaviours suggested students should read the teachers' publications uploaded on Academia.com, Twitter and YouTube. In class, the students should/can exhibit their mobile phones and leave messages and comments to the publications assigned to read.

At the end of the projects, students were interviewed twice by a video camera, about their perceptions toward the designs at the semester end. Then, students signed on consent forms and provided their interviewed details written on a qualitative survey sheet. This design tried to prevent the distractions. It endeavored to turn the devices into longed-for and relaxed instrument of English learning, supporting students' original wishes bring their phones into the classroom.

Research questions

- 1 What are the advantages of the mobile phone syllabi? Please give examples of the progressive functions for learning you can discover.
- 2 What are the Taiwanese students' perceptions toward mobile phone bring into the classroom?

Limitations

- 1 The mobile phone curricula might not be supportive in all classrooms, due to some teachers' publications are not sufficiently uploaded into the internet, yet.
- 2 The students' middle level of this study might not represent all students' perspectives in Taiwan. The personalities of the different levels are different.

Assumptions

- 1 The design might "still" not assist students to use mobile phone in a right manner in the classroom, due to some academic contents are not as interesting.
- 2 The curriculum design might be risky, if the policy makers and administrators of the school tend to be demanding and conservative.

Classroom setting and population

In the five class, 95% students have mobile phone with WIFI accesses. They are participants in two universities in middle part of western Taiwan, speaking Mandarin, Hoklo, Hakka and tribe languages as their mother tongues. Two schools both belong to common universities in a country-side. The complimentary English means compensatory English course for whoever had not pass TOEIC 400, a requirement before graduation from the school.

They were requested to read one article or watch one film on You Tube, for each week of two-hour class. They should express their reflections and feedback related to their understandings about the assigned lectures. Students were divided into pairs and groups during class, to discuss about the contexts while on the screen the teacher display the same page on their phones.

In YouTube, their feedback directly showed to the public on the teacher's webpage, but in Academia.com and Twitter, their messages were only sent to the instructor, confidentially. The contents of the above webs included 1 Communication strategies, 2 Translation and interpretation theories by English poems and 3 English teaching methodologies, 4 Linguistics issues presented in English. The internet provides audio and visual formats, being convenient for students to immerse in holistic English environments, integrating their four English proficiencies of listening, speaking reading and writing. There were about eight books, 20 journals and 34 videos.

Results by five solutions

The results provided resolutions about the welcomed the academic designs being auxiliary with their habits, bringing personal mobile devices to the classroom. In class, the instructor no more found students playing professional games or even working as experts on the game fields as a player in the English learning classroom. The following are five factors of the various solutions, regarding to the incompatible usages between personal usage of playing and sending message, and the English learning. The five points of the advantages that the students discovered in the designed courses can contribute to blocking conflict between teachers and students.

1 Sufficient context uploaded for immediate attentions and peaceful co-existing

Two hundred and forty-four participants had compared and contrasted the three academic positioning websites that the teacher had suggested to apply, during overhearing to the equivalent lectures and image in the classroom screen. Sufficient contexts must be uploaded before the first week. In the first class, the quantity and quality of the teachers' works showed to students made them feel that they were able to study without textbooks, but just by mobile devices.

In this study, participants mentioned the design had provided immediately parallel attentions toward the ongoing lectures. Students are able to simultaneously open the link

and watch the content details the instructor is proceeding, without being distracted by the classmates' proceeding multi-tasks. Some studies argued that "...multitasking is distracting for those students seated around the multitasker" (Sana, Weston, & Cepeda, 2013). The classroom maybe in a disordered atmosphere, if students all focus on different types of tasks. In this study, the students were not interrupted by the biased tasks, due to the satisfactory abstracts of book and article contents were read to them.

This instantaneous research associated with the speech and mobile phone applications, argued that adult students' doubts can be faced if they were led how to use mobile devices for automatically discovering the keywords and details about the ongoing lectures. They no more felt doubtful or apprehensive about the lectures containing several terminologies. They became being confident, and able to interact with the instructor in a more coexisting way.

"I focus on the speeches and the adequate uploaded contexts, and I feel Twitter gives me immediate attention to the teacher's speeches, which has convenient links to YouTube with the same topics." "In the identical topics, I found many relevant articles, books and films, so that I can have satisfactory understandings."

2 Created positive attitude and face-saving for student learning

We also know that younger age groups have more tolerant attitudes toward mobile phones in the college classroom (Campbell, 2006). That is the junior or senior might be not as endurable. University students need environments with positive attitudes, because they are more independent adults. People older than 18 years old might not allow the others to distract them during their learning. Their dignity needs to be reserved, if the cooperating syllabi can be designed for their harmonizing attitudes.

In this study, the students felt there were no more astray from the lectures, due to the focused contents were synchronized emphases, by the three websites in all classes. In one topic, good students can find comparable information toward it conveniently, and they were not distracted by the classmates' contents focused. The students were assigned to discuss in pairs and groups. Their problem of loneliness and negative attitude as well as the reason why they use mobile phone inside the classroom, is also avoided.

If the mobile phone syllabi is not provided, students might be impacted by the classmates' wrong attitudes. Their tolerance towards the biased students with wrong usage might lead to low self-assurance in language learning. Also, due to it could be a luxury product for poorer students who do not own it, some students could become inferior.

This design made students who own the phones could share their screens to peers who

did not own the devices. Although only 5% students did not own a mobile phone, the classroom atmosphere became more compliant. The differentiated image created is the students helped each other by learning the commonly assigned focused. The “incivility” and “dishonesty” no more existed in the class, releasing mutual stress among the teacher and the students in one classroom.

“Now, I do not care too much about my classmates’ contents in cell phone anymore. There are 133 and 93 students followed her on her two Twitter accounts, which means I am on the right track. I know him/her should focus on the contents of the assignments.” “Some other courses cause me doubtful attitudes, because my mobile phone for academic research searching are forbidden.” “The teacher do not grade the students online, but sent private messages to me, so my face was saved.” “None student pressed dislike on the You Tube, containing more than one hundred likes on some films”

3 Economic effectiveness

The students were not required to purchase textbooks recommended them to buy in the campus bookstores, due to their convenient approaches to the free materials related to the midterm and final examinations. The researcher assigned the website contents as the preparations for midterm and final examination. The books and articles posted, had clearly provided students existing concepts upon the three websites about what to prepare for high grades. Instead of doing drills for examination preparation like traditional courses, the students' English turned to be more holistic, comprising four English skills and capability of using mobile phone.

They are able to learn anywhere and anytime, being cooperated and associated with the ongoing progresses. Leaving messages to the teacher, by referring their classmates' works. During 24 hours in and out of classrooms, they are able to do recently review the needed contents, acquiring full comprehensions toward the focused course contents. They can interact with the teacher on-line, see which scholar the teacher is following, send messages to the teacher, and avoid doubt of paying WIFI bills. Students do not waste their curiosity on what will happen in the next speech. As long as the instructor remembered to control the time associates with the contents, the students do not feel nervous about what to prepare in tests and final assessments.

“I save money from buying expensive textbooks.” “I read the electronic articles in my dorm anytime, especially when I am sleepless. “I feel more comfortable when I have to pay my bill. I am happier since I feel like a scholar.” “I do not have to take notes, but I

am able to keep my memory of the lectures.” “I am very familiar with contexts and the exams, catching up the progress each week. I know her contents are with faithfulness being viewed for 39,296 times in academia.com”

4 Friendly to our nature-environments

In the sub-tropical Taiwan, most students are aware of the significance of protecting their environments. In this research, many students emphasized that they did not like to own lots of paper textbooks made by wood or expensive recycled paper materials. The cell phone syllabi were advantageous to the environmental protecting, contributing to the crisis of global warming.

“I do not have to destroy our earth by the textbooks, which are expensive and environmental unfriendly. There are now less and less trees.” “I feel less guilty spending money on books of the other subjects that are requested.” “I learn by my phone, instead of the laptop and the pad that waste more electricity by a larger battery.”

5 Conveniently holistic English learning

Some scholars have found that students who text, or use other technologies in class, are generally outperformed by those students who abstain from these behaviors. (Wood et al, 2012) Generally, adult students do not like to be preached and corrected, especially students who are going to graduate from school in the two complimentary courses. Students in this study had submitted their homework by leaving comments and messages in public on YouTube or in private messages on Academia.com and Twitter. They read the other's information and discussed the assignments with all peers of five classes, by writing upon the recommended forum.

They can repeatedly listen to the pronunciations and watch the lectures' gestures. The holistic methods of teaching and learning made students been persuaded about the instructors' abilities of technology applications. The English immersed environments provided led students to be easier to integrate their abilities of listening, speaking, reading and writing. They can practice their linguistics accumulations in high schools and universities. The way of using mobile devices are more for learning.

"I communicated with my peers and read other's commentaries on-line, feeling face-saving." "The websites provide four basic proficiency learning, in which the information is from different resources, including audible lectures and visible articles." "The teacher's website links read by 1149 followers in academia.com or 121 subscribers on You Tube had helped me to escape from being hijacked by hikers."

Conclusions

The above five factors are resolution results triangulated by the instructor through Facebook interactions. In fact, students applying mobile devices in the classroom are becoming a communal problem in numerous educational institutes, recently. Usually, students have wills to pay their bills in a more positive way as the teachers can guide them, using mobile phones as a proliferated method in academic settings for “positive result” (Rosell-Aguilar, 2018).

If the teachers are not able to prevent students bringing phones into the classroom, this design might be applicable for them to apply and face the new challenges. The research surveyed five classes of college students from more than fifteen academic departments at two universities. It had proved that students’ images can be more optimistic, and their nervousness caused by immorality can be released. In this study, their manner in the classroom had turned to be aggressive in learning, instead of being luxurious, playful or naughty. The expense of mobile phone is very high and nowadays, most students in university in Taiwan own their individual devices. They tend to support their phone to be allowed for learning purposes by diverse pedagogies suggested and recommended.

Hence, this study results that the students can accept the methods applying online studies that the book sellers offer. More interestingly, the author of this study discovers that the students due to learning English by the mobile phones, they make friends with the international English speakers, and even non-native speakers.

That is to say, the phone use makes the English learners being able to communicate with their friends regularly and conveniently. Beside accumulate knowledge by phone, they are able to make progress by educational websites on-line.

Summing up

Focusing on the use of text messaging in the classroom, students interacted with their teacher and classmates, evading susceptible websites and folks outside of schools. The majority of the students (N=233) surveyed and interviewed, by the researcher believed that an English language instructor could create on-line courses to protect students. They actually felt calm and nondiscriminatory, while doing private interactions with their instructor any time. They felt self-efficient in performances by private messages of academia.com and Twitter, and public messages in YouTube.

The in-class activities browsing the Internet, sending theoretical charts, educational pictures, or accessing social networking sites turned to be thought-provoking and scholastic. Moreover, the students no more subconsciously complained about the high school-tuitions of schools, and WIFI bills have to pay.

Their conflicts with peers or the teacher can be shunned, quickly, focusing on the study being auxiliary by the mobile phones. The teacher no more felt uneasy, by the conflict of the biased actions of students. The author of this study and the 244 students provided implications, that the discourteousness and deceitfulness images of university students or graduate school scholars, can be sidestepped by this modernized type of classroom managements. On the other hand, the liberty and freedom of adult students' course design can be elevated. In sum, mobile phone needs to be reorganized into academic curricula, contributing to English teaching and learning.

References

Academia.com (2008). Founded by Richer Price. Retrieved from <https://en.wikipedia.org/wiki/Academia.edu>

Campbell, S. W. (2006). Perceptions of mobile phones in college classrooms: Ringing, cheating, and classroom policies. *Communication Education*, 55, 280-294. doi:10.1080/03634520600748573

Cheong, P. H., et al. (2016) Managing student digital distractions and hyperconnectivity: communication strategies and challenges for professorial authority. *Communication Education*, 65(3), 272-289. doi:10.1080/03634523.2016.1159317

Chong, C. S. (2018) Ten trends and innovations in English language teaching for 2018. Retrieved from <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Cho, M. H., & Castañeda, D. A. (2019). Motivational and affective engagement in learning Spanish with a mobile application. *System*, <https://doi.org/10.1016/j.system.2019.01.008>

Finn, A. N., & Ledbetter, A. M. (2013). Teacher power mediates the effects of technology policies on teacher credibility. *Communication Education*, 62, 26-47. doi:10.1080/03634523.2012.725132

Junco, R., & Cotton, S. R. (2012). No a 4 u: The relationship between multitasking and academic performance. *Computers & Education*, 59, 505-514. doi:10.1016/j.compedu.2011.12.023

Klímová, B. (2018). Mobile phones and/or smartphones and their apps for teaching English as a foreign language. *Education and Information Technologies*, 23 (3), 1091–1099.

Kuznekoff, J. H., et al. (2015). Mobile phones in the classroom: Examining the effects of texting, twitter, and message content on student learning. *Communication Education*. 64(3), 344-365. doi:10.1080/03634523.2015.1038727

Kuznekoff, J. H., & Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education*, 62, 233-252. doi:10.1080/03634523.2013.767917

Lai, A. (2016). Mobile immersion: an experiment using mobile instant messenger to support second-language learning. *Interactive Learning Environments*, 24(2), 277-290. doi:10.1080/10494820.2015.1113706

Liu, P. L., & Chen, C. J. (2015). Learning English through actions: A study of mobile-assisted language learning. *Interactive Learning Environments*. 23(2), 158-171.

League of Legends (2009). LOL or just League, Retrieved from https://en.wikipedia.org/wiki/League_of_Legends

McArthur, J. A., & Bostedo-Conway, K. (2012). Exploring the relationship between student-instructor interaction on Twitter and student perceptions of teacher behaviors. *International Journal of Teaching and Learning in Higher Education*, 24, 286-292.

McCoy, B. R. (2013). Digital distractions in the classroom: Student classroom use of digital devices for non-class related purposes. *Journal of Media Education*, 4, 5-14.

McKnight, K., et al. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194-211. doi:10.1080/15391523.2016.1175856

Riot Games (2006). Riot Games, Inc. https://en.wikipedia.org/wiki/Riot_Games

Rosell-Aguilar, F. (2018). Autonomous language learning through a mobile application: a user evaluation of the busuu app. *Computer Assisted Language Learning*, 31,8 854-881.

Sana, et al., (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24-31. doi:10.1016/j.compedu.2012.10.003

Thomas, K. M., et al. (2013). Standing in the Schoolhouse Door: Teacher Perceptions of Mobile Phones in the Classroom. *Journal of Research on Technology in Education*, 46(4), 373-395. doi:10.1080/15391523.2014.925686

Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, 21(3), 217–228. doi: 10.1111/j.1365-2729.2005.00129.x

Tindell, D. R., & Bohlander, R. W. (2012). The use and abuse of cell phones and text messaging in the classroom: A survey of college students. *College Teaching*, 60, 1-9. doi:10.1080/87567555.2011.604802

Uther, M., & Ylinen, S. (2019). The role of subjective quality judgements in user preferences for mobile learning apps. *Education Sciences*, 9(1), 3; <https://doi.org/10.3390/educsci9010003>

Youtube (2005). By Chen et al. Retrieved from <https://en.wikipedia.org/wiki/YouTube>

Wei, F. F., Wang, Y. K., & Klausner, M. (2012). Rethinking college students' self-regulation and sustained attention: Does text messaging during class influence cognitive learning? *Communication Education*, 61, 185-204. doi:10.1080/03634523.2012.672755

Wood, E., Zivcakova, L., Gentile, P., Archer, K., De Pasquale, D., & Nosko, A. (2012). Examining the impact of off-task multi-tasking with technology on real-time classroom learning. *Computers & Education*, 58, 365-374. doi:10.1016/j.compedu.2011.08.029

Wrigglesworth, J., & Harvor, F. (2018). Mobile collaborative language learning: State of the art. *Computer Assisted Language Learning* Volume 31, 4, 437-458.

Williams, N. L., & Larwin, K. H. (2016). One-to-one computing and student achievement in Ohio high schools. *Journal of Research on Technology in Education*. 48(3), 143-158.

Zou, B. Li, H., Li, J. (2018). Exploring a curriculum app and a social communication app for EFL learning. *Computer Assisted Language Learning*. 31(7), 694-713.

Appendix One: Films of the teacher's Teaching

Requesting individuals can email Grace Hui Chin Lin

Appendix Two: IRB form to Protect Students' Learning Right and Human Right

Requesting individuals can email Grace Hui Chin Lin by 886 933 503 321

Main points:

Disadvantages and Advantages from a Mobile Phone Devices in and outside of English Classroom-A Course Design Based on Current Students' Applying Behaviors in Class

Author Information:

Grace is an English teacher for 20 years after achieving Master of Science of TESL in University of Southern California and PhD from Texas A&M University, College Station. Grace had taught in universities in TAIWAN. Currently, she is donating her saving to support academic and organ events.

Grace Hui chin Lin 林慧菁

English Teacher, National Formosa University, Huwei, Yunlin

Grace Hui Chin Lin (PhD, Texas A&M University, College Station, TX) has taught English since 2001. At the present time, she is an adjunct assistant professor at language centers of National Formosa University.

Emails: lingrace_us@hotmail.com, lingrace_us@yahoo.com,
uniontwgracelin@gmail.com, uniontwgracehuichinlin@gmail.com

Address: 154, Changlu Rd., Changhwa, 500, Taiwan

(Union Taiwan Chemical Corporation & Cathay Transworld Import and Export Corporation, Language Consultant)

.....
Author: Grace Hui-chin Lin (林慧菁)

(Ph.D., Texas A&M University College Station

\Master of Science, University of Southern California)

Publisher: Grace Hui-chin Lin / Cover Design Grace Hui-chin Lin

Published Year 2020 January, 2nd

Address 1: # 154, Chang Lu Road, Changhwa, Taiwan 50083

Address 2: 50045 彰化市民生路 317 巷 3 號 光中貿易 Cathay Transworld Import and Export Corporation

Address 3: 林慧菁演藝出版事業設 82573820 (zip code 50044)

Mobile: 886 933 503 321 Email: Lingrace_us@hotmail.com

uniontwgracehuichinlin@gmail.com ISBN: Lambert Germany 978-620-0-58506-6

All copy rights reserved by Grace Hui-chin Lin 林慧菁