

Chapter 9

Measuring Mobile Experience in Chinese Language Learning

Chenxiang Elaine Ji

Zhejiang University of Finance and Economics, China

ABSTRACT

After mapping dimensions and directions of experience in applying mobile technologies to Chinese language learning, another key task is to measure different levels of experience in terms of its dimensions and directions of learners' experience in leveraging mobile technologies, mobile learning apps in particular. Equipped with the proposed 6E-r framework of mobile experience, this chapter provides indicators and criteria in measuring mobile learning experience in applying mobile technologies to Chinese language learning around the world. This chapter also developed an online questionnaire for future research reference in order to successfully gauge the different levels of experience in applying mobile technologies to Chinese language learning. Ultimately, this chapter attempted to resolve the research question, that is, how mobile learning experience is enhanced by narrowing the gap between the normative experience and the empirical experience.

INTRODUCING 6E FRAMEWORK OF MOBILE EXPERIENCE

User experience (UX) falls into four types according to different time spans of usage. They are “a user imagination before first usage (anticipated user experience), a user feeling during an interaction (momentary user experience), a user appraisal after a particular usage (episodic user experience) or a user view on a technology as a whole over multiple periods of usages (cumulative user experience)” (Lim, et al., 2017, p. 377; Roto et al., 2011). Mobile experience (MX), which is derived from UX, has

DOI: 10.4018/978-1-7998-4876-9.ch009

become increasingly important since mobile has reached almost every corner of the world and been used in almost all human activities. With the wide application of mobile, it has produced diversified and unique mobile experiences, such as mobile-assisted language learning (MALL) experience. MALL enables learners to learn anywhere and anytime with their mobile devices. The benefits of mobile learning also include but not limited to: 1) accessing information quickly, 2) communication & content collaboration, 3) interact with course contents in various ways, and 4) situated learning (Gikas & Grant, 2013). Meanwhile, “literature on experiential marketing stresses that a [mobile] product should no longer be seen as simply delivering a bundle of functional features and benefits—it provides experiences” (Hassenzahl, 2018, p. 301). In the same vein, we are moving toward to or already at the stage of experience economy, “where experiences supplant services as the predominant economic offering in terms of GDP, employment and especially actual value” (Pine & Gilmore, 2013, p.26). In other words, consumers are paying more attention to both process and outcome of interacting with mobile mediated content, product, service, or their combinations.

The focus of this chapter is to measure *mobile learning experience* in the context of applying mobile technologies, mobile learning apps in particular, to Chinese language learning, and to explore *how mobile learning experience can be enhanced by narrowing the gap between the expected and actual mobile learning experience*. To that end, this chapter follows the working definition of mobile experience proposed by Xu (2018). Mobile experience refers to both a process and an outcome of a user’s interaction with mobile mediated products, services, contents, or their different combinations (Xu, 2018). Based on his 6E definition (Xu, 2018), mobile experience consists of six stages, namely Enticement, Entertainment, Engagement, Empowerment, Enlightenment, and Enhancement. Furthermore, the core idea of this stage-centric framework is that “these six stages of mobile experience in learning Chinese should be mapped and measured on both the normative side and the empirical side so as to locate the gap between the two, resulting in a better understanding of what needs to be improved to secure better mobile experience in learning Chinese” (Hu & Xu, 2019, p.189). Additionally, these above-mentioned stages can be re-conceptualised and re-operationalised according to “different learning settings, demographic features, learners’ wants and needs, their tastes and preferences” (ibid, p.188).

CONCEPTUALISATION OF MOBILE LEARNING EXPERIENCE

Before measuring mobile learning experience of Chinese language learners, it is essential to locate and conceptualise specific indicators of six stages of mobile

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/measuring-mobile-experience-in-chinese-language-learning/289674

Related Content

Translation of Wine as a Culture-Bound Term From English Canon Text to a Language of Lesser Diffusion

Joseph Igono (2022). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-12).

www.irma-international.org/article/translation-of-wine-as-a-culture-bound-term-from-english-canon-text-to-a-language-of-lesser-diffusion/304078

Mindful Student, Masterful Student: The Role of Mindfulness in Enhancing the Lives of Bilingual Students With Disabilities

Raquel Rezàra Schmidt (2022). *Bilingual Special Education for the 21st Century: A New Interface* (pp. 205-224).

www.irma-international.org/chapter/mindful-student-masterful-student/303780

Book Review: Humor Translation in the Age of Multimedia (2021)

Dongmei Zheng (2022). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-5).

www.irma-international.org/article/book-review/313923

Rewriting of Text and Paratext: Reception of "Bushido: The Soul of Japan" in a Chinese Context

Xiao Li (2022). *International Journal of Translation, Interpretation, and Applied Linguistics* (pp. 1-12).

www.irma-international.org/article/rewriting-of-text-and-paratext/304076

Using Classroom Assessment Data to Guide Instruction

Toni P. Johnson (2019). *Engaging Teacher Candidates and Language Learners With Authentic Practice* (pp. 227-251).

www.irma-international.org/chapter/using-classroom-assessment-data-to-guide-instruction/230801