

The background of the slide is a traditional Chinese ink wash painting. It depicts a landscape with a river or stream in the foreground, a small boat, and a bridge in the distance. The style is characterized by fine, vertical brushstrokes and a soft, hazy atmosphere. The colors are muted, with shades of brown, gray, and light green.

Exploring Mobile Learning: Understanding the Students' Experiences and Perspectives

Phebe Xu Gray & Ying Xin

Foreign Service Institute

Department of State

Rational

- Understanding the students' experiences in language learning, i.e. using apps and mobile technology
- Adult students characteristics: equipped with cognitive, analytical, logical, and motivational facult.
- Adult students as partners along with the teachers in the language education enterprise.

Purpose

- Action Research
- Investigating how the students use mobile technology in each of the sub-language areas in listening comprehension, reading practice, vocabulary building, and speaking.
- Soliciting the students perspectives of what roles that teachers play to best help the students in language learning.

Purpose

- Sharing recommendations from students for fellow students.
- The goal is for the instructors to understand the students' experiences and perspectives in mobile learning, and incorporate the knowledge into pedagogical practices.

Research Method

- First-hand field research.
- Participants: six professional adult language students.
- Open-ended survey questionnaires
- Follow up interview
- Phenomenological interview method
- Each interview about 30 minutes
- Common themes analysis

Demographic Information of Interviewee

- **Gender:** Male: 5 Female: 1 **Total: 6**
- **Age:** 32 to 47 Average: 40.4 Years
- **Length of Studying Chinese at FSI:**
9 to 54 wks **Average: 21.5 wks**
- **Length of Service at the U.S. State Department:**
3.5 years to 11 years Average: 6.25 years

Demographic Information of Interviewee

- **Career Specialty:**

- Economic
- Management
- POL
- Human Resources
- Management
- Consular

- **Career Ladder:** mid-career/level (All)

Demographic Information of Interviewee

- **Proficiency Level of Chinese:** Beginning to Intermediate
- **Mastery of Other Foreign Languages:**
Average Proficiency Level: 3.15/3.05,
Farsi 2+/2 Russian 4/4;
Average Languages: 1+
- **Languages of Mastery:** Russian, Uzbek, German , French, Urdu, Farsi

Research Questions

- Tell us about your experience using mobile devices and apps in learning Chinese and/or another foreign language.
- How do you use mobile devices and apps in each of the following areas: listening, reading, vocabulary building, speaking, and using authentic media?
- How do you use mobile devices in the classroom setting?

Research Questions

- In what areas do you feel you could better use mobile device and apps in language learning?
- What role can teachers play in best helping you using mobile device and apps in language learning?
- What recommendations do you have to share with fellow language learners in using mobile device and apps in language learning?

Findings and Discussions

- All uses some form of mobile technology.
- Pleco, Byki (Rapid Rote), and Google Translate. Also on-line podcasts subscription and monthly Rosetta Stone services.
- Mainly for rote vocabulary memorization, little for grammar and real life application
- Teachers need to know about mobile technology and serve as resource in making recommendations.

Conclusion & Recommendations

- Teachers should become familiar with mobile devices and the apps as well as the reviews in the target language in order to serve as resource and provide guidance to the students in effective use of mobile devices and apps.
- Teachers play an important role in guiding the students select proficiency level appropriate authentic materials in mobile devices and apps in order to make the learning activity meaningful.

Conclusion & Recommendations

- Teachers may consider to experiment incorporating mobile devices and apps in lesson planning, exploring the feasibility of using mobile devices and apps in traditional classroom setting.
- The students can organize informal Brown Bag lunch sessions where they can exchange experiences and ideas in using mobile devices and apps to maximize their foreign language learning.

Conclusion & Recommendations

- In addition to vocabulary memorization apps, the students are encouraged to explore other functions in using mobile devices and apps to help with the development of sub-linguistic skills in the target language, such as speaking, reading, and effective use of authentic materials.