Chapter 5

Mobile Technologies in Learning the Chinese Language for Students of Non-Linguistic Courses

Rinat Galiautdinov

https://orcid.org/0000-0001-9557-5250
Independent Researcher, Italy

ABSTRACT

The methodological potential of mobile technologies in teaching Chinese language to students of non-linguistic areas of training is considered. The author defines the term "mobile learning," offers a list of mobile technologies that can be used in teaching Chinese language, and develops a nomenclature of speech and language skills formed by students of non-linguistic training areas based on mobile technologies. The author demonstrated the advantages of using mobile phones in learning Chinese language as a second language. The areas of mobile language-based learning discussed in this research are vocabulary, listening, grammar, phonetics, and reading comprehension.

INTRODUCTION

Throughout the world that new technologies, supported devices are growing rapidly, wireless communications technology is no exception in this regard. Since mobile phones are highly expandable in all areas of human life, it is expected that this wireless computing device will soon become available to all urban and rural areas of each country. So, widespread access to such an inexpensive and sophisticated

device has quite altered the landscape of e-learning in many ways. In fact, mobile learning can be seen as the next generation of e-learning. Mobile devices do not replace existing teaching devices, but they serve as an extension for learning in a new environment with new opportunities, however, not all learning content and activities are suitable for mobile devices. Mobile learning is characterized by its potential for learning to be spontaneous, informal, personalized and ubiquitous. Such training is enhanced when people are faced with a lack of free time as a result of working more hours. In such an environment, busy people tend to use handheld devices to learn new materials, rather than taking the time for traditional classroom based courses.

There are some factors that play a key role in using mobile devices in a learning environment. The physical characteristics of the mobile phone, such as its size and weight, as well as input and output capabilities, such as a keyboard compared to the touch panel and the screen size and audio functions, are some of the factors that should be evaluated in this regard. The learner's skills and his / her previous knowledge and experience with mobile learning devices, as well as the student's attitude towards learning using a mobile phone, play a decisive role in the choice of mobile devices for these tasks.

In this study, we will try to explore the path of effective learning using mobile technology, the transition from real teacher communication when teaching a student to communication using m-learning. The possibilities of learning Chinese in a mobile environment are demonstrated by some examples of learning using mobile devices. Here an attempt was made to show the advantages of using mobile phones in learning Chinese as a second language. The areas based on mobile Chinese language learning are discussed in this article: vocabulary, listening, grammar, phonetics, and reading comprehension.

MOBILE LEARNING, ADVANTAGES AND DISADVANTAGES

Among all modern communication devices, mobile phones are the most powerful means of communication even richer than e-mail or chat, as it can act as a training device, despite its technical limitations. With such a learning device, the learner controls the learning process and progress in his/her own space, based on his/her cognitive state.

Learning through computer or e-learning allows students to learn in an environment without being in class when they are in front of their personal computers in the Internet or offline. However, learning via mobile phone or mobile learning gives students the opportunity to learn when they are on the bus, on the street, or at work and doing their job. In fact, they can study wherever they want.

23 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/mobile-technologies-in-learning-the-chinese-language-for-students-of-non-linguistic-courses/289669

Related Content

Modeling Predictors of Accuracy in Web-Translated Newspaper Stories
Emmanuel C. Ifeduba (2022). *International Journal of Translation, Interpretation, and Applied Linguistics (pp. 1-13).*
www.irma-international.org/article/modeling-predictors-of-accuracy-in-web-translated-newspaper-stories/304074

Multilayer Neural Network Technique for Parsing the Natural Language Sentences
Manu Pratap Singh, Sukrati Chaturvediand Deepak D. Shudhalwar (2022). *Research Anthology on Applied Linguistics and Language Practices (pp. 595-613).*
www.irma-international.org/chapter/multilayer-neural-network-technique-for-parsing-the-natural-language-sentences/303040

Increasing Access to and Success in Higher Education and the Role of Ethical Leadership
Sharada Neupane Lohani (2021). *Teaching Practices and Language Ideologies for Multilingual Classrooms (pp. 151-169).*
www.irma-international.org/chapter/increasing-access-to-and-success-in-higher-education-and-the-role-of-ethical-leadership/285618

How the Perceived Language Status of Brunca Affects Resource Allocation in Costa Rica: Policy vs. Reality
Aroline E. Seibert Hanson (2021). *Indigenous Language Acquisition, Maintenance, and Loss and Current Language Policies (pp. 1-20).*
www.irma-international.org/chapter/how-the-perceived-language-status-of-brunca-affects-resource-allocation-in-costa-rica/260337

Experiential Metafunctional Analysis of Liu Xijun's "Bei Chou Ge" and Its English Versions