

Chapter 8

Mapping Mobile Learning Experience in Chinese Language Learning

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ABSTRACT

Advances in mobile technologies have greatly enhanced Chinese language learning. In applying mobile technologies to Chinese language learning, on top of evaluating their impact, one of the key areas is to map where different components of mobile learning experience lie in leveraging mobile technologies for enhancing Chinese language learning. Equipped with the framework of mobile experience, this chapter provides a unique approach to serve as a stepping stone that would lead to more discoveries of innovative and effective ways for mapping mobile learning experience in applying mobile technologies to Chinese language learning around the world.

INTRODUCTION

Mobile technologies have changed the way we live, the way we work, and the way we learn. In the context of mobile learning, students manage to search and gather information and enhance their social interactions and learning with the assistance of mobile technologies, such as laptops, tablets and smartphones. Assisted by mobile technologies, teachers deliver materials, assign tasks and monitor students' learning experiences (Johnson et al., 2016). For more effective uses of mobile technologies, however, teachers are strongly encouraged to guide their students' in applying mobile technologies to learning (Pacansky-Brock, 2013).

DOI: 10.4018/978-1-7998-4876-9.ch008

Mobile technologies have also been widely used in Chinese learning, a popular language to learn due to the economic and political rise of China. In learning Chinese as a foreign language, vocabulary rendition and character writing are the two popular important topics. It is difficult for foreign language learners to clearly and easily memorize vocabularies and their pronunciation (Li, 2017), because of the lack of corresponding between them. It is also because of the unique features of Chinese characters. Chinese is a pictographic language, thus, it is hard for learners of Chinese as a foreign language (CFL) to recognize, memorize, and handwrite characters (Gong et al., 2020).

Due to the development of mobile technologies and the trend of globalization, mobile technologies help learners accelerate their learning process. Lin et al. (2016) found that mobile technologies can provide a learning environment in which learners can improve linguistic accuracy and reduce native languages' reliance. Thus, it is popular to use mobile-assisted learning tasks to complement the foreign language curriculum.

After evaluating the efficiency of uses of mobile technologies in facilitating learning Chinese as a foreign language, this chapter proposes a unique approach to map mobile learning experience in applying mobile technologies to Chinese language learning.

MOBILE-ASSISTED LANGUAGE LEARNING

Traditionally, a classroom-only language learning environment has been handicapped by decontextualized learning materials and dialogues. Our conventional expectation, however, is that learners should understand both forms and meanings of target languages and extend language learning outside the classroom (Canagarajah & Wurr, 2011). Thanks to advances in mobile technologies, this issue has been addressed by elevating pedagogical plans and helping instructors to facilitate authentic learning (Pachler, 2010).

The rapid development of mobile devices and the ubiquity of Internet connection create a new instructional paradigm in the educational field. Mobile learning refers to an approach, which can use mobile devices for the educational purposes (Wu et al., 2012). It transforms the landscape of language instructions and supports learning and communication by means of mobile technology (Tella, 2003). Compared to mobile learning, Mobile-assisted language learning (MALL) mainly focuses on language acquisition (Bozdogan, 2015; Khodarahmi, 2018).

Learners showed significant improvement and motivation in mobile-assisted learning environment (Martin & Ertzberger, 2013; Soleimani & Mustaffa, 2014). This is because it can bring openness and flexibility to foreign language learning

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