

## Arabic, Chinese and Japanese for Specific Purposes: a Mobile Learning Ludolinguistic Approach

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### Abstract

In literature *M-learning* is defined as "any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies"[1].

Based on these assumptions, this work aims at describing how the research project "LSECON: foreign languages as an instrument to support the Tuscan productive and economic system" (University for Foreigners of Siena - Italy), has implemented *M-learning* language courses for specific purposes, addressed to Tuscan SMEs entrepreneurs. Our analysis pointed out that the Tuscan SMEs needs prevalently concerns about Chinese, Japanese and Arabic languages related to the leading regional productive sectors.

Given that the users of our courses will be entrepreneurs, with few time to dedicate to language learning, the use of mobile devices (i.e.: smartphone, tablet, etc.) allow people "to learn anywhere and at any time" [2]. Moreover, we focused on a ludolinguistic approach [3], which allows to enrich language skills for specific purposes in a lighter and flexible way by using ludic activities such as crosswords, crucipuzzles, anagrams, mesostics, dot-to-dot, etc.

Within the LSECON research project we developed prototypes of teaching paths and learning materials which can be used to build language and culture courses tailored to the user's specific needs, retrieving authentic texts from a Textual Database organized by languages and fields and constantly updated.

As an example, seven different courses have been created for different CEFR levels: (A1) Chinese for clothing manufactory industry; (A1) Arabic for jewelry industry; (A1) Japanese for the wine sector; (A2) Italian as foreign language for safety on the workplace; (B1) Japanese for olive oil sector; (B2) Chinese for the wine sector and (B2) Arabic for the marble industry. Each prototype has been shaped to provide SMEs' entrepreneurs with language and cultural knowledge in order to let them trade in a much more profitable way with foreign partners or to acquire new ones.

Further data will be discussed in detail.

### References

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