Microblogging and language learning and teaching

In this article, I will review some of the uses of microblogging in language learning and teaching through the example of Twitter.com.

Microblogging appears to be one of these technologies that are swiftly gaining a lot of importance and either skillfully complementing blogs or substituting them. The technology started to appear in 2006 and was soon “absorbed” by social networking websites such as Facebook, MySpace or LinkeR. In microblogging, one can post short messages similar to SMS (up to 140 characters) as well as photos or sound clips from a computer, similar to SMS (up to 140 characters) as well as many others are able to share and look for information, be creative and socialize in foreign languages.

Work on Twitter can take place in the classroom or outside (home computer, mobile devices). Through Twitter, all the actors are able to share and look for information, be (co-)creative and socialize in foreign languages in asynchronous or synchronous ways. Tweets can also be used to ask questions and hunt for instant points of view.

Microblogging could help develop fluency in written and oral skills.

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