A STUDY OF REVIEW ON TWITTER & LANGUAGE LEARNING

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Abstract: Twitter can be used as a language learning tool and this potential has been identified by a number of scholars. This chapter presents an overview of the identified potential of Twitter as a language learning tool and presents an overview of different studies carried out to provide evidence of language learning using Twitter in different contexts. It concludes that, although there is evidence of language acquisition in formal contexts, more research is needed to inform how Twitter is used in informal settings.
Index Terms: language learning, autonomous learning, microblogging.

Introduction:

In the initial days of Twitter, English was the dominant language utilized during this platform. In 2006, 98% of tweets were written in English. Seven years later, the proportion of tweets in English had fallen to 51%, followed by Japanese (14.8%), Spanish (13.4%), Portuguese (5.1%), Indonesian (3.2%), Arabic (3.2%), French (2.4%), Turkish (1.8%), Russian (1.3%), and Korean (1.1%). Twitter now supports 40 different languages, also offers atranslation tool that identifies the language of the tweet and translates it to thedefault language of the user's account.

The 140-character limit that characterized tweets for its first decade had two views. While some felt that it stopped thenatural flow of language and will cause the use of bad grammar. While others claimed that the limit encouraged more precise thinking, editing, and synthesizing of language. The language to tweet is determinant of how restrictive thecharacter limit is: whereas in some languages this limited the message to just afew words, in other languages such as Chinese or Japanese, 140 characters allowfor far more content to be expressed, presumably the reason behind the limit remains at 140 characters for languages like Chinese, Japanese, and Korean.

Language Learning:

Many authors have highlighted the potential of Twitter in particular as a tool for language learning &differentiated between linguistic benefits cultural benefits and social benefits extending learningoutside the classroom, social presence, and distribution.

language learners can access exposure to the targetlanguage and also learn to express their thoughts in the target language. Some focused-on engagement and participation in communities of language users' language learning includes opportunities to learn about currentaffairs, politics, or culture engaging inlanguage play, posting homework and brief questions to respondto, and intercultural information and exchanges. Twitter can help raise awareness of popular culture, share experiences

of visiting a target language area. Twitter is primarily written medium, the ability to livestream video and link to audio and videoresources means that interaction is not limited to text.

CASE study of Twitter and learning:

A number of studies has been done into the employment of Twitter for a variety of areas of learning. kind of the research has focused on interaction among students and also with native speakers. Studies into the utilization of Twitter for learning with very positive results: 94% of their students, based in China, believed that their English had improved with the assistance of Twitter. the scholars communicated with each other in English through Twitter and half them also communicated with native speakers. [2] Similar results were found for 45 Korean school children learning English as a foreign Language, they concluded that the employment of Twitter had stimulated their mixed-ability to provide output within the target language and interact in social interaction with fellow students also as native speakers. use of Twitter to plug communication among students and tutor/students, engage students in target language use. We also found a rise in both the number and quality of interactions within the target language. few research projects focused on the use of Twitter to show pronunciation. The tweets showed commonly occurring errors in pronunciation for Spanish speakers: silent letters, and misplaced lexical stress. Correct pronunciation was highlighted either within the text of the tweets or with links to audio or video resources. The researchers found high levels of interaction with the tweets. Students showed significant improvement.[3] Other attempts to encourage learners to strengthen their pronunciation using Twitter include the project within which students to used speech-to-text feature on their mobile phones to compose tweets in Italian. This method held the tactic of tweeting, 75% of the participants found the tactic helpful to assess their performance and identify pronunciation errors. Some Twitter studies have focused on intercultural exchanges also as language learning.12 French students of English using Twitter to make a community and language practice outside of sophistication time. Their data suggested that the participants quickly formed a collaborative community that enabled them to be told, share, and reflect. the scholars reported that they'd learnt more about French culture than in previous courses, gained confidence, improved their reading skills, unlearn from each other's tweets. They also indicated that they were more likely to use Twitter again for learning. Study was carried out on intercultural exchange project between ten students of advanced Spanish in the US and 18 students of advanced English in Spain. Twitter was accustomed make connections among them, establish good rapports and exchange personal interests, academic work, and cultural perspectives. The researchers found very positive perceptions particularly for building community and interpersonal relationships, but felt limited by the 140-character length and message order.[4] While studies presented here have found some evidence of engagement with acquisition activity and increases in confidence. Also, the employment of Twitter for learning has been supported activities that were teacher-directed.

Participation was compulsory and in a number of the studies students had to form Twitter accounts for the identical. Evidence of self-directed interaction and engagement with language learners and resources can often be found within the Twitter accounts of language learners, many of whom engage with acquisition accounts like those from language institutions. Some learners tweet in their target language and share news from the areas where their target language is spoken, additionally as recommendations for resources and learning tips. However, there is a dearth of research into informal language learning through Twitter, and That is an area worthy of further research.

Conclusion:

The recent doubling of the character count from 140 to 280 is likely to have an effect on the way users expresses themselves. It may reduce the number ofacronyms and abbreviations used as well as the number of instances of 'bad 'grammar. The changes to the way Twitter users express themselves after the move from140 to 280 characters will be an interesting area for further investigation.

Although this paper has focused on the learner experience of using Twitterfor language learning purposes, it is will be nice to see language teachersalso engage in the sharing of resources and experiences through hashtags such as #Langchat and #MFLtwitterati, which are examples of teachers seeking and supporting each other for continuous development using Twitter.

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