TWITTER-**BASED TASKS**

TARGET GROUP	Age: high school students, university students and above B1+
CONTEXT (Ex: in class, online etc.)	Blended learning environment
LEARNING OUTCOMES	- Being able to give accurate information in a succinct way. - Being able to summarize. - Being able to use verbs and tenses accurately.
TOOLS AND RESOURCES	Twitter, internet connection and projecting device or whiteboard.
CONTENT	Ask your students a question on Twitter and then have them answer it in classroom in real time. For example, most responses to the "Que fais-tu?" question use verbs, so assigning students to send tweets about their activities helps them practice verb choice and conjugation. Or, on a Monday, ask "Qu'as-tu fait hier?" to generate responses in the past. Twitter users often send out messages to specific people. Their messages can be private "direct" messages but most often they go to all one's followers with a @username to designate the intended recipient. Using this protocol, pairs or triads of students can engage in written, conversation-like exchanges that can be seen by all their followers. Others may wish to join in, as Twitter users often do. This type of activity is ideal for brainstorming. Teachers can capture the tweets for later peer discussion or correction. At a more advanced level, students can send 140-character responses to class texts that can then be used as a springboard for class discussion. One of the most rewarding activities is digital storytelling via Twitter. Each tweet is one "chapter" or "episode" of the story. Such an activity develops a sense of narrative pace and concision. Students must concentrate on the quality of the text rather than its length. TwitterGram offers interesting possibilities for adding speech to Twitter

ASSESSMENT

EVALUATION OF STUDENTS' WORK	TEACHER SELF-EVALUATION OF THE ACTIVITY
Tweets can be evaluated according to: - Creativity - Correctness - Speed (e.g. those who answer first and without grammatical mistakes get more points) etc.	

ADDED VALUE
(Increase in value created by the use of the ICT tool)

As a platform for language production, Twitter offers some of the same advantages as blogs without the same level of difficulty and anxiety. In fact, Twitter and similar applications call themselves "micro-blogging" applications because collections of tweets resemble blogs. The possibilities for generating written language in tweets are limited only by one's imagination and range from structural practice to engagement with films, presentations, and texts.

POTENTIAL CHALLENGES

Implementing Twitter in the classroom poses some practical problems.
At the minimum, students need access to the Internet to use Twitter; mobile access, whether via wireless laptops or cell phones, is preferable for out-of-class assignments. The easiest way to collect and display student tweets is via a class account that follows all the students.

Because Twitter is an open resource, anyone planning to use it must consider student privacy. For instructional use, particularly at the K –12 level, Twitter users should protect their updates. K-12 teachers may also want to be sure that both school administrators and parents are aware of their Twitter use.

There is also the issue of cost. Although Twitter is free, cell phone messaging is not. Teachers using Twitter for out-of-class activities must make sure that students understand the charges they may incur.

Example adapted from Sharon Scinicariello
Source: frenchteachers.org