

Mobile Learning with Twitter to Improve Linguistic Competence at Secondary Schools

Abstract

This article presents research conducted in three secondary schools in the region of Castilla-La Mancha (Spain), where an interdisciplinary program was developed to improve linguistic competence through the use of Twitter as a communication tool. After testing the validity of Twitter as a technological curriculum innovation process, we can conclude that it promotes a substantial improvement of the teaching-learning process, specifically in the development of reading and writing skills. Twitter application on mobile digital devices, such as smartphones, tablets, or mini laptops becomes a digital resource with numerous possibilities in education.

Key words: *networking, key competencies, mLearning, uLearning, collaborative work, digital literacy.*

Introduction

This paper describes how the social networking service Twitter (<http://twitter.com>) was applied in three secondary schools in Toledo (Spain) for 5 months in the academic year 2010/11 to test possible developments and improvements in students' linguistic competence. Twitter was used by 15 teachers and 280 students in three subjects: the Spanish language, social sciences, and natural sciences, in the third course of compulsory secondary education. Twitter is a popular "microblogging" service that is used by millions of people around the world. It allows the user to post a short item online. Each post is known as a "tweet" and is limited to 140