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## UNLEASHING THE POWER OF TWITTER

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Today teachers of English tend to be quite interested in information technology as it enhances their teaching effect and improves on the traditional classroom teaching models, skills and resources.

With the evolution of Internet linguistic education is the sector which has gained a big momentum. Google - the search giant has equipped the educators with superb tools which help us be “more” effective in the classroom. In addition to Google social networking applications are of great help to improve our students’ English to a greater extent and the name of the best one is Twitter.

It was one of the social networking phenomena of 2008, and has enjoyed substantial growth in popularity recently. Being a privately funded startup it has grown into a real-time short messaging service that works over multiple networks and devices. In countries all around the world Twitter can provide teachers with a constant flow of materials from breaking international or business news to information about a lot of great websites and updates from their friends. [1]

Twitter is a free service that asks one question, “What are you doing?” Answers must be under 140 characters in length. These short messages are called “Tweets”. Tweets can be send or read via email, instant messages, text messages on a mobile phone, or on the Web.[1]

Twitter is an ideal instrument for: instant feedback, discussions outside of class, announcements, notifications about completed assignments, word, trend or hash tag trekking, following conferences, communicating with professionals, taking notes, sharing stories, mapping trends, setting up polls, starting book or any other clubs, following outstanding business or political leaders, keeping up with current events, capsule reviews, creating supplements for foreign language lessons and so on.

To use the power of Twitter properly one needs to follow some recommendations:

- Setting up an account is very easy and once you are signed up the first thing you need to do is search for people to follow.
- Click on the "Who to follow button" and search for terms such as ELT, Tesol, EFL, and ESL.
- You will find plenty of people to follow and you will probably recognize some names and organizations.

That would be enough to start a constant flow of material coming to your Twitter account. If it starts to get too much use the "Search" button at the top of the window to filter your tweets so that you only view content around a particular topic. For example, if you only want to see tweets about company Apple, then write that in the search bar and it will limit your tweets to just that topic.

Using the filter tool is a great way of finding materials you can use in class. For example if one day you need activities for teaching English for Academic Purposes, then you should simply write #EAP in the search bar and it will show you only tweets around that topic.

There are moments when you are pressed for time to read something but you like the tweet and would rather read it later. Just click on the "Favorite" button just underneath each tweet. When you want to find the tweets you have marked as favorite, click on "Profile" then "Favorites".

Of course don't forget to share your own comments or ideas as tweets or to retweet material that you enjoy reading. It is a good idea to add hashtags to your tweets as it helps people to filter and find your material more easily.

Keep your tweets short – remember you have just 140 characters. If people retweet your material, it is a nice touch just to send them a quick "direct message" to thank them. The quickest way is to click on the "Reply" button below the tweet.

As for privacy, any teacher had better use it for work and sharing content and that way never to worry. Don't be concerned if people who you don't know "follow" you. The whole idea of a community is that people link because of their interests. Remember they only receive the things you tweet or retweet.

But Twitter actually doesn't take on any shape until you follow and are followed by over 100 people. Once you reach that stage you will begin to connect and have fascinating and amusing communication.

There are some basic pros and cons of Twitter from a teacher perspective.

**The advantages of Twitter are as follows:**

- You can "meet and tweet" with hundreds, thousands of teachers or students from all walks of life (it's all about your appetite) from all over the world. In a nutshell, you can access the Wisdom of the Crowd extremely quickly when you need to find information.
- You can communicate with experts from various spheres: teacher training specialists, authors, publishers, etc.- and at a very personable level.
- As a result you can actually build and benefit from genuine relationships with people you meet on the Twitter network.

- You can stay very up-to-date with what is happening in the market all over the world at a rate that far exceeds anything you experienced through websites browsing or email correspondence.

- You get a plethora of links and recommendations for teaching ideas, new projects and reports.

- You gain a good audience for your blog posts and web-based materials - so long as you're not just in Twitter to relentlessly promote yourself, as Twitterers tend to have sensitive radar for that sort of thing.

- You can make timely announcements and have daily connections with your students without need for reliable Internet service. It hardly takes a second for a message to appear on Twitter.

**There are also some disadvantages to keep in mind:**

- There is a subtle "tweetiquette" which involves a lot of "mutual grooming" It can become quite tiring quickly, but you need to remember that this is important when someone admires your teaching idea to acknowledge who gave it to you in the first place.

- The amount of links and recommendations appearing on Twitter can be sometimes quite overwhelming.

- And finally, the steady flow of resources that can arrive via Twitter could make searching on Google redundant. The danger is that Twitter could become exciting and time consuming entertainment.

- Twitter can become very addictive very quickly, as the real-time nature of it feels so much like being in several conversations at once. [3]

As you can see advantages outweigh disadvantages and greatly.

Now comes the most significant point, namely, how teachers of business English can utilize Twitter, in the other words, **teaching with Twitter you can use:**

-‘**Twit Board**’ to notify students of changes to course content or other important information regarding upcoming projects, deadlines, and activities to stay engaged while on break from University (summer or winter holidays).

-‘**Summing Up**’ to ask students to read an article and then post their brief summary or précis of the key points, thus developing their analytical skills with only 140 characters at their disposal which is a real challenge.

-‘**Twit Links**’ to share a hyperlink – a directed task for students – each is required to regularly share one new hyperlink to a useful site they have found.

-‘**Twitter Stalking**’ to follow famous persons or events and document their progress.

-‘**Time Tweet**’ to choose a famous person from the past and create a twitter account for them – choose an image which represents the outstanding business figure and over a period of time write regular tweets in the role of that character, in a style and using the vocabulary you think they would have used (e.g. Steve Jobs).

-‘**Micro Meet**’ to hold discussions involving all the subscribing students. As long as everyone is following the whole group, no-one should miss out on the

Twitter stream. All students participate because a sequence of contributors is agreed beforehand.

-‘**Micro Write**’ for progressive collaborative writing on Twitter. Students agree to take it in turns to contribute to an account or ‘story’ over a period of time.

-‘**Twitter Pals**’ to encourage students to find a Twitter ‘penpal’ and regularly converse with them over a period of time to find out about their culture, hobbies, friends, family etc. It is ideal for developing cultural awareness.[2]

In conclusion it should be mentioned that Twitter may become the “coolest” communication and education instrument. But one should learn to play it properly to reach your professional heights.

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## ОСОБЕННОСТИ ОСВЕЩЕНИЯ МЕЖЭТНИЧЕСКИХ ОТНОШЕНИЙ СРЕДСТВАМИ МАССОВОЙ ИНФОРМАЦИИ (по материалам Красноярского края)

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В настоящее время многие социологические исследования, опросы показывают существенную роль средств массовой информации в формировании общественного и индивидуального мнения. Значительное влияние СМИ оказывают и на межэтнические отношения. В настоящее время по результатам многих опросов телевидение, пресса и литература стоят, соответственно, на первом и втором местах среди указанных источников, оказывающих влияние на дестабилизацию межэтнических отношений.

По итогам исследования, выявляющего отношение школьников к современным этническим процессам, проведённого в 2001 году, более 70% подростков информацию о разных народах получают из средств массовой информации [Щеренко 2001:161]. В 2006 году об источниках информации о межэтнических отношениях школьники ответили следующим образом: 86,0% - телевидение, 54,0% - газеты журналы [Этнотолерантность 2007:19].

В числе телевизионных средств массовой г. Красноярска и Красноярского края информации нами исследовались материалы таких