The Rhetoric of Twitter in Terms of the Aristotelian Appeals (*Logos, Ethos, and Pathos*) in ESL/EFL Educational Settings

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Abstract

The article argues that the Aristotelian appeals (*logos, ethos,* and *pathos*) can be taught through the use of Twitter as an educational tool to build connections between everyday informal writing on social media and academic writing. It highlights the utilization of Twitter in English second/foreign language (ESL/EFL) educational settings for supporting learners' rhetorical awareness and understanding of different writing genres. The main purpose of this article is to provide pedagogical implications and future research potentials on the use of Twitter in ESL/EFL educational settings. The Aristotelian appeals are discussed as the framework for the analysis of Twitter's content in ESL/EFL educational contexts. In this regard, this research question is addressed: How can Twitter serve as a tool for teaching the fundamentals of writing competency in terms of the Aristotelian appeals (*logos, ethos,* and *pathos*) in ESL/EFL educational settings? To explore the current state of research and inform future studies, the researcher reviews selected academic articles on the use of Twitter in ESL/EFL language classes. All articles were accessed using Google Scholar, ERIC, and ProQuest databases. The researcher examines empirical studies published in peer-reviewed journals as well as non-empirical studies. This article addresses Twitter users' constructions of *logos, ethos,* and *pathos,* and presents some of the accessible characteristics of Twitter. Also, it briefly provides pedagogical implications of understanding the Aristotelian appeals through Twitter in ESL/EFL educational contexts that can support the teaching and learning processes. Lastly, the researcher proposes potential research directions for Twitter use in ESL/EFL educational settings.

Keywords: twitter, rhetoric, aristotelian appeals, logos, ethos, pathos

1. Introduction

The rapid expansion of technology and communication around the world offers an accessible and flexible way of interaction and participation in educational environments. Online communication brought with it the concept of flexible and far-reaching audiences (Marwick & Boyd, 2010). An individual could post a comment on a discussion board or social media and hear back from thousands of other individuals from all over the world. This development has made the microblogging website "Twitter" gain popularity. People from across the world are connected through Twitter and can interact and socialize with each other. New mobile technologies have helped in making social networks, like Twitter, a common part of our daily activities. People can log in conveniently using their mobile devices; computer access is not needed to write and respond whenever they want. Thus, mobile technologies have increased the use of microblogging via Twitter.

The educational implementations of Twitter and related research studies are still in their early stages. Although several publications investigate the use of Twitter in different educational settings (O'Reilly & Milstein, 2009; Morris, Counts, Roseway, Hoff, & Schwarz, 2012; Busch & Shepherd, 2014), there is still a gap between using Twitter as a means of advancing informal writing to connect it to formal academic writing. This article contributes to a discussion of how to bridge the gap between theory and practice concerning Twitter's content in ESL/EFL writing classes. It examines the rhetorical nature of Twitter's content through the Aristotelian appeals in writing educational settings, which leads to a more informed understanding of the role of microblogging in education and 21st century writing and communication practices.

This article argues that the understanding of the Aristotelian appeals (*logos, ethos,* and *pathos*) can be taught through utilizing Twitter as an educational tool to build connections between everyday informal writing on social media and academic writing. It emphasizes the use of Twitter in ESL/EFL educational settings for supporting learners' rhetorical awareness and understanding of different writing genres. Its main purpose is to provide

implications for future research on the use of Twitter in different ESL/EFL educational settings. The appeals are discussed here as the framework for the analysis of Twitter's role in educational settings, in general, and in ESL/EFL writing classrooms, in particularly. In this regard, this question is addressed: How can Twitter serve as a tool for teaching the fundamentals of writing competency in terms of the Aristotelian appeals (*logos, ethos,* and *pathos*) in ESL/EFL educational settings? This paper situates Twitter within learning environments, and presents some of Twitter's affordances, then addresses Twitter users' constructions of *logos, ethos,* and *pathos*. Also, it briefly explains how beneficial it is to comprehend each of these Aristotelian appeals in ESL/EFL writing classrooms by using Twitter. Lastly, it provides pedagogical implications and potential research directions for understanding the Aristotelian Appeals through Twitter in ESL/EFL educational environments.

2. Methodology

This practical article focuses on understanding the utilization of Twitter, as an emerging educational technology tool in ESL/EFL language writing classes, to understand the Aristotelian appeals. Therefore, a number of academic and empirical research articles were selected for analysis. The researcher searched Google Scholar, ERIC, and ProQuest databases with keywords, such as Twitter, Aristotelian appeals, logos, ethos, pathos, language learning, and second/foreign language/writing classes. The researcher found a lot of related articles addressing the use of Twitter in language learning educational settings, including empirical studies and non-empirical studies. The researcher examined empirical studies published in peer-reviewed journals on using Twitter in ESL/EFL language writing classes. Besides, the researcher observed few non-empirical studies that have valuable instructional insights and/or pedagogical implications. In all, previous research has positively reported on using Twitter as an educational tool to enhance learners' writing learning and foster their understanding of the Aristotelian appeals.

Since the purpose of this article is to provide educational implications and future research directions on the use of Twitter in ESL/EFL language settings, the researcher is interested in empirical research about using Twitter in ESL/EFL language contexts, particularly, in writing classes. The researcher closely examined empirical studies published in peer-reviewed journals, such as *Computers and Composition, Language Learning and Technology, System, Journal of Second Language Teaching and Research, E-Learning and Digital Media, Journal of research on technology in education, Journal of Contemporary Rhetoric,* and *Active Learning in Higher Education.* However, this does not preclude the value of non-empirical studies, which provide theoretical insights and/or suggest pedagogical implications. This article evidences that the Aristotelian appeals illustrate techniques in which Twitter, as an educational tool, can enhance writing skills in ESL/EFL language educational settings.

3. Twitter Context

Twitter (http://www.twitter.com) can be defined as "a real-time information exchange network that offers social networking and microblogging services" (Lomicka & Lord, 2012, p. 49). Twitter acts not only as a social network but also as a news source; as it distributes substantive content such as breaking news and local emergencies (Bista, 2015; Morris et al., 2012). Twitter offers a search feature, which can be used to search for specific tweets, accounts, and ongoing conversations. By searching for topic keywords or "#hashtags," a user can follow ongoing conversations about breaking news or even personal interests. Twitter requires users to register; users are then connected by "following" each other. Through Twitter, registered users can read and generate short text messages "tweets," which are posts of up to 280 characters displayed on the user's profile page and delivered to the user's "followers." Users' tweets appear in Home timelines in reverse chronological order in a stream-like fashion. Following someone means subscribing to their tweets as a follower, and their updates will appear in the Home timeline. Usually, for a tweet to get users' attention and be "retweeted," it should be concise, targeted to a specific audience, and relate to a timely subject. These writing elements mirror the focus of the Aristotelian appeals. Thus, this article encourages language and writing instructors to use Twitter as an educational tool to reflect on the understanding of the Aristotelian appeals. For this purpose, it is important to first understand the general context of Twitter and its affordances. Then, understanding its utilization in ESL/EFL educational settings. Table 1 below (adapted from McCool, 2011) provides a brief depiction of basic Twitter terminologies.

Table 1. Twitter Terminologies

Term	Definition
Tweet	A single microblog post.
Following	Choosing to opt-in to see another users' Twitter messages.
Follower	A user who receives your tweets.
@Messages	Used conversationally to direct a message intended for a specific user.
Retweet (RT)	Used to repost someone else's Twitter post on your account.
#Hashtags	Categorizes tweets for easy searching and retrievability.

Note. Adapted from "*The pedagogical use of Twitter in the university classroom,*" by McCool (2011).

4. Twitter in Language Learning Educational Settings

The literature offers many empirical studies that overview what Twitter is, how educators can benefit from it, and its impact on academic endeavors (e.g. Antenos-Conforti, 2009; Hattem 2012; Perifanou, 2009). Previous research has empirically used Twitter as a pedagogical tool across different disciplines and settings (Luo, 2015, 2016; Selwyn & Stirling, 2016). Several studies indicate that Twitter can be incorporated into classrooms to facilitate the language learning process. Generally, Twitter can offer instructional benefits in ESL/EFL learning settings which include, enhancing social presence, promoting interaction, facilitating collaboration, supporting meaningful learning, creating knowledge, addressing issues in a timely fashion, building communities, and connecting classmates and instructors (Clarke & Nelson, 2012; Fox & Varadarajan, 2011; Lowe & Laffey, 2011). Also, Twitter can impact students' engagement and encourage them to be more active and participatory in the learning process (Prestridge, 2014).

In composition, Twitter can impact students' writing development. Implementing Twitter in ESL/EFL writing activities can promote students' writing skills by developing rhetorical and genre awareness. It can help them to write concisely; briefly but comprehensively. Also, it can aid them to write for a specific audience and/or for the public. Most importantly, using Twitter can help to connect students' everyday writing in social media to academic writing in educational contexts. Using Twitter in educational contexts support students' engagement in writing and involvement in a cognitive process that eventually fosters their learning process (Wright, 2010). In addition, learning and understanding various writing genres can enhance the production in writing as a process and in collaborative writing, particularly when it occurs in online technologies (Dias, 2004; Hyland, 2004, 2007). Thus, considering teaching different writing genres offers language learners with meaningful learning experiences.

The importance of offering meaningful lifelong learning experiences for language learners is an essential instructional approach (Hanauer, 2012; Saaty 2015; 2019). Today, almost all students are accessing social networks whether from their mobile devices or computers. Therefore, utilizing Twitter in ESL/EFL educational settings make writing meaningful and interesting for them. Students then can apply what they have learned in the real world and this makes learning meaningful. Also, Twitter keeps students involved and up-to-date with various life aspects and worldwide news (Bista, 2015; Lowe & Laffey, 2011).

Moreover, a sense of community is necessary to sustain a dynamic and meaningful educational experience over time (Prestridge, 2014). Few studies have focused on how Twitter can be utilized for collaborative learning and community building (Lomicka and Lord, 2011), and as space where students can practice sociolinguistic competence (Borau, Ullrich, Feng, & Shen, 2009), which are important elements in language learning. Twitter can provides a sense of community for students and assists them to acculturate in an authentic environment, and therefore, play a critical role in the learning process (Clarke & Nelson, 2012; Prestridge, 2014).

Additionally, interaction is an essential ingredient in any learning process (Lowe & Laffey, 2011). The interactive social media environments have supported students' meaningful informal and formal learning by providing valuable lifelong learning experiences (Wan, Prain & Collet, 2014). Twitter can facilitate learning by increasing interactivity and active participation in an educational setting (Fox & Varadarajan, 2011; Kasseens-Noor, 2012). Twitter ease productive interaction between learners and instructors. In Twitter, students can practice persuasive and argumentative writing skills to interact with others. Hence, it is important to highlight the significance of social media as educational tools to enhance communication and interaction, which will better harness language learning (Godwin-Jones, 2008; 2018).

Furthermore, it is proven in many empirical studies that utilizing Twitter as an educational tool promotes students' writing skills by developing their rhetorical and genre awareness (Lomicka & Lord, 2012; Borau et al., 2009;

Hattem, 2012; 2014; Hattem & Lomicka, 2016; Newgraden, 2009). It also connects their everyday informal writing on social media to their academic writing (Dubisar & Palmeri, 2010; Lin et al., 2013). Since the use of social media is widespread, language and writing instructors should consider using it in activities to further enhance the learning experience by building bridges between informal writing in social media and formal academic writing. More specifically, they should consider using microblogging websites, like Twitter, as they have made their way into education with a positive impact on language learning.

All the aforementioned factors support language learners in developing their writing skills by understanding rhetorical concepts and raising genre awareness. Recent research indicates that Twitter is becoming increasingly popular in educational environments. Nonetheless, few empirical studies examined its pedagogical benefits in writing to create a connection between the real world and the academic world through understanding the Aristotelian appeals in its context, and to expand its use to be a lifelong learning experience (Bista, 2015; Carpenter & Krutka, 2014).

5. Twitter Users' Constructions of Logos, Ethos, and Pathos

This section addresses Twitter users' construction of *logos, ethos,* and *pathos*. It explains how each of these Aristotelian appeals could be taught when using Twitter, to understand how they can be used rhetorically in Twitter and elsewhere. This will help instructors to better direct their students when using Twitter in a learning setting, and in conducting class activities using Twitter. Also, students will understand how these appeals can be utilized in a real-life setting. Generally, the Aristotelian appeals are all reaching out to the audience, but doing so by drawing on different resources: the issue or message itself (*logos*), the writer's own credibility and fit with community values (*ethos*), and the audience's emotions and values (*pathos*) (Johnson, 2012). This article emphasizes that Twitter can develop an understanding of the Aristotelian appeals in online writing platforms. In this regard, brief definitions of the Aristotelian appeals are provided in Table 2 (adopted from Charland, Huang, Li, and Li, 2017). Then, a discussion of these appeals in relation to Twitter is presented in depth.

Table 2. Aristotelian Appeals

Aristotelian Appeals	Definition
Logos (logic)	A discourse that presents logic, clarity, and integrity of the argument (Higgins and Walker, 2012).
Ethos (credibility)	A discourse that establishes credibility through expertise, respect, and trustworthiness (O'Quinn, 2009).
Pathos (emotions)	A discourse that apples to the passions and emotions of the audience (Demirdöğen, 2010).

Note. Adapted from "Ethos, pathos and logos—A typology for analyzing tweeting comments in scholarly articles" by Charland, Huang, Li, & Li, (2017).

5.1 Twitter Logos

Logos is the act of appealing to the audience through reasoning or logic. This means that *logos* uses facts and reasoning to get the reader's attention to think and feel a certain way. In *Rhetoric* (translated by Roberts, 2004), Aristotle defined *logos* as, "the proof, or apparent proof, provided by the words of the speech itself… by means of persuasive arguments" (p.7). In *Encyclopedia of Rhetoric*, Sloane (2001) stated, "In Aristotle's Rhetoric, logos is an element of persuasion, which is discovered or worked up, an artistic means of influencing in an audience-persuasion based on 'truth or apparent truth'" (p.458). From this quote, we can see that Aristotelian *logos* is a logical element of rhetoric, which is based on truth and persuasion. According to Aristotle, truth is for things that are always true, things that are not merely sometimes true, nor there any case of their being. Truth is used to mean being in accordance with reality or fact. His conception of persuasion is the attempt to move an audience to action. Universal truth, which is a statement that corresponds to reality regardless of time and space, makes the most effective argument; thus, a post can get the audiences' attention if it expresses a universal thought.

The focus of *logos* should be well-formed by a well-prepared writer so that it conducts a logical argument and evidence about it, which is applicable to a current situation. Evidence in Twitter could be like supporting a tweet with a link, a picture or a video that strengthens the logical argument. In microblogging, Twitter *logos* can be described as the driving force behind the persuasive presentations of truth. It is focused on immediate rhetorical transactions where the writer provides good arguments to get immediate responses from an audience in return. The writer's *logos* on Twitter is more connected to earning attention, convincing the audience and, of course, being retweeted. In other words, Twitter *logos* can be termed as making an argument where particular tweets deserve the

audience's attention. Tweeters are writing to persuade an audience to consider an argument: "read my tweet," but potentially also to accept the content of the tweet itself. Alternatively, writers on Twitter are writing an invitation: "follow my tweets." At the same time, Twitter is a public forum unless a user changes his or her privacy settings to be restricted to a certain audience. Thus, Twitter is accessible as long as the Internet is accessible; the audience has no limitations. The audience will be anyone with Internet access. For instance, writing a tweet in a certain #hashtag will give access to every user who is checking this #hashtag to read this tweet and to respond to it if they want. So, if a tweet applied to a current situation that a #hashtag is focusing on, it must conduct a logical argument with evidence to it to deserve the audience's attention and be retweeted.

5.2 Twitter Ethos

Ethos is appealing to the audience through the credibility of the writer's beliefs or authority. It is used to appeal to a person's ethics and morals. It means convincing by the character of the writer. It also can be an appeal to a sense of power to provoke the audience. Credibility could be enhanced by the interest of the audience. *Ethos* focuses on appealing to the belief system of the readers to convince them and change their way of thinking. *Ethos* can be defined as the character of the writer, "the tweeter." We can also say that *ethos* comes from a speech artifact itself, as Aristotle argued (Roberts, 2004). Further, other classical rhetoricians have explained that *ethos* is formed based on the person's character. In Twitter, we can state that tweeters gain credibility by identifying themselves to their audience; this could be done through situated or invented *ethos*. Twitter's *ethos* could be determined by the readers' credibility according to the context, or the field hosting the argument. Credibility is essential to tweeters; the number of followers is directly related to their credibility and believability. On the one hand, some tweeters' credibility is already established, because they are popular figures even before using Twitter, such as celebrities, politicians, and other well-known icons. Examples could be like Presidents' official accounts (e.g., @realDonaldTrump) and Kings' official accounts (e.g., @KingSalman). Here, we can see that credibility is combined with popularity.

On the other hand, other tweeters work on earning the audiences' credibility in order to be followed, retweeted, and popular. There are a lot of users who gained people's credibility and became popular figures on Twitter because of their followers' credibility, for instance, @ibhm, @MaherMosly, and @naifco (well-known accounts in Saudi Arabia). These users have thousands of followers who followed them because they like their tweets (the content they are sharing in Twitter), not because they are well-known icons. They are not celebrities, nor famous politicians, but they became popular figures on Twitter and media influencers through their followers. For example, one of Twitter's well-known icons, @ibhm, gained popularity for his sense of humor and for being sarcastic in his tweets, @MaherMosly for sharing useful information about technologies, and @naifco for his informative and sarcastic tweets. These tweeters were followed and their tweets were retweeted by many users, introduced by the reader and sent to the reader's followers. So, when many users like their tweets, they will retweet them and their tweets will spread quickly in no time. Further, all credible tweeters have power if they call for action on any subject. If they share their opinions, they will have their followers as their audience ready and willing to participate and support them.

5.3 Twitter Pathos

Pathos is the use of appealing to the emotions of the reader as a means of persuasion. The audience is one of the most important things for a writer to consider when writing. This is because writing is pointless and meaningless if someone is not trying to get a certain message across to the intended audience. Therefore, *pathos* is something that a writer uses when he or she wants to appeal to the audiences' emotions to put the audience into the right frame of mind to be receptive to a message. Language choice influences the audience's emotional response, and emotional appeals can effectively be used to enhance an argument. A writer, or a reader, discovers that sometimes a more powerful piece of writing is one that can evoke one's emotions. Further, *Pathos* can be defined as a powerful appeal based on emotions, which are raised in a specific audience by a skillful writer. In the *Encyclopedia of Rhetoric (2001)*, Lawrence Green stated, "Pathos is an appeal based on passion or emotion. Of the three appeals of logos, ethos, and pathos, it is the latter that impels an audience to act" (p.555). Also, it could be defined as Aristotle explained: "putting the audience into a certain frame of mind… persuasion may come through the hearers, when the speech stirs their emotion" (Roberts, 2004, p.7).

Moreover, *pathos* is often wielded in microblogging in general and Twitter in particular. On Twitter, a search of "#hashtag" will reveal current examples of arguments and hot topics that elicit the emotions and the passion of users. For instance, #BaltimoreUprising was once a popular #hashtag that a lot of users tweet about for several days. Tweets in this #hashtag might provoke readers' emotions to have empathy or to be annoyed about this topic. Tweeters can stimulate their followers' sympathy in any topic they post about since their followers are seeing them

as persuasive. Tweeters can also share their feelings through a post on a #hashtag and this will reflect on their followers as well. In addition, Twitter *pathos* is demonstrable if tweets make readers laugh, be annoyed, or feel any emotions at all. Some tweets can be full of emotions if the tweeter was able to touch the readers' empathy towards a topic or stimulate their anger. Tweets that provoke the reader's emotions can get retweeted. Besides that, readers might be enthusiastic to reply whether a tweet excited or annoyed them; they reply because a tweet touched their emotions.

6. Pedagogical Implications of Aristotelian Appeals through Twitter

This final section presents some pedagogical implications in ESL/EFL writing classrooms where learners can use Twitter to understand the Aristotelian appeals. The provided implications can also be applicable to university-level writing classrooms. The aim here is to make students comprehend how the Aristotelian appeals are presented in today's social media content, particularly on Twitter. All the instructional implications help pave a successful integration of Twitter in ESL/EFL educational settings as a tool to develop students' writing skills by promoting their rhetorical and genre awareness.

To implement a tool in education, such as social media, instructors need to do some adjustments to apply it in classrooms to meet students' needs as well as their educational level. It is essential to keep in mind Twitter's appropriateness for the targeted population, and the choice of its features. Therefore, before utilizing Twitter in ESL/EFL educational settings, instructors should provide a short Twitter briefing to introduce it to the students. Instructors should intentionally encourage students to create a Twitter account for class use only and should strongly suggest a separation of personal and educational accounts. Instructors should also carefully address Twitter's privacy settings. To help filter class-only information, instructors can create a class #hashtag in which students can follow (Lin et al., 2013). All these clarifications help pave a successful implication of Twitter in ESL/EFL educational contexts as a means to develop students' understanding of writing by promoting their rhetorical and genre knowledge.

Many scholars present social media as venues for students to gain rhetorical awareness and as a way to shape connections between their everyday informal writing on social media and their academic writing (Dubisar & Palmeri, 2010; Lin, Hoffman, & Borengasser, 2013). By connecting today's social media to Aristotle's appeals, students can understand how these appeals are present in real life aspects as in social media's content where some posts compete for attention by being sensible (*logos*), credible (*ethos*), and/or emotional (*pathos*) (Harrell, 2016). Whether the content provides political, personal, or celebrities' opinions, posts on social media have been designed to be persuasive to convince readers through their claims of reason, virtue, and/or empathy. Thus, awareness of the Aristotelian appeals can help ESL/EFL students to better write effective persuasive posts.

Instructors may draw students' attention on different writing genres contained in today's social media (Harrell, 2016), by examining what makes a text persuasive and memorable, and what makes the expressed ideas persuasive to be passed from one person to another. Linking that to Twitter, writing instructors can clarify arguments and persuasion competencies through class discussions about Twitter's content (Johnson, 2012; Johnson & Kaye, 2014). Class discussions can be driven by such questions: What is the main idea in this tweet? How does the user support his/her point? How does this tweet reflect on *ethos, pathos*, and/or *logos*? What makes a tweet persuasive and memorable that it receives a reply or a retweet? What techniques drive Twitter users to retweet one idea from one person to another? Such class discussion questions can shed light on how the Aristotelian appeals are present in today's social media content and foster ESL/EFL students' understanding of these rhetorical principals, in the classroom and beyond.

Furthermore, ESL/EFL students can experience critical thinking skills and different argument strategies through social media, such as Twitter (Kassens-Noor, 2012; Reid, 2011). In this regard, Harrell (2016) suggests, "Social media can be used as an academic tool to guide students in critical thinking especially since many students are already experts at using social media. By using the tools students already have in their tool belt, we are setting them up for greater success" (p.48). Thus, utilizing tools that students are already using in their daily life in the classroom can be a starting point for their academic development. Teaching students how to analyze social media feeds for *ethos*, *logos*, and *pathos* will help them better understand the effectiveness of these appeals in making an argument in everyday communication as well as in academic writing.

Additionally, ESL/EFL students need to understand that for an argument to be effective, it would contain all three Aristotelian appeals (Auger, 2014; Johnson, 2012; Johnson & Kaye, 2014). Instructors can use some posts of Twitter to illustrate *logos*. Students should be aware that *logos* as a rhetorical strategy is less frequent as a solo principal in a post on social media platforms, and is often combined with *ethos* and *pathos*. Instructors can also use examples of some tweets to demonstrate *ethos* through Twitter. Students can be asked to find posts on Twitter that

reveal the writer's values and preferences (*ethos*). Also, some tweets can be used by instructors as examples to illustrate *pathos* in the classroom. These kinds of tweets are particularly effective as persuasive arguments, in a debate for example, because any audience has emotions as well as intellect. However, students must understand that using an emotional appeal solely is not as effective as when it is used in combination with logical and/or ethical appeals. Therefore, students must recognize the importance of the Aristotelian appeals in today's social media to use them properly in both academic and everyday writing.

Using Twitter in ESL/EFL classrooms can develop formal and informal writing skills, creating essays and arguments that are well-thought-out, and syntactically varied (Lomicka & Load, 2012; Kassens-Noor, 2012). For instance, instructors can require students to effectively use persuasive writing strategies to defend a claim or a point of view. A key to strong persuasive writing is the ability to dissect and validate other arguments, which requires a basic working knowledge of the Aristotelian appeals. Thus, a great way to enhance students' understanding of effective arguments is to teach the Aristotelian concepts of *ethos*, *pathos*, and *logos*. This teaching approach encourages students' participation and promotes their interaction in the learning process (Borau et al., 2009; Fox & Varadarajan, 2011). It also allows students to become active learners, which strengthens their knowledge creation, application, and retention (Kassens-Noor, 2012).

Moreover, one way of understanding the Aristotelian appeals via Twitter can be through identifying and analyzing the effectiveness of these strategies in a work of literature, a speech, or a letter. For example, instructors can select a certain speech, such as Martin Luther King Junior's "I have a dream" speech, and make students choose quotes from that speech that represent the appeals and post the quotes as tweets. Then, they reply to each other's tweets and explain the Aristotelian concepts in each tweet. Another example instructors can incorporate is analyzing tweets of public figures where students can look in their tweets for the appeals and examine how these appeals are applied. Also, a great way to introduce and teach a basic understanding of these appeals in the ESL/EFL classroom is to have students select some tweets that show examples of *ethos*, *pathos*, and *logos*. Then, have students talk about their chosen tweets with two or three examples of each of the Aristotelian appeals in small groups.

Further, language and writing instructors can explain to their students that they probably see the Aristotelian concepts in different venues, such as social media, many times throughout the day. Since Twitter is used as a real-time communication tool where users can follow breaking news, and search for topic keywords or "#hashtags" to follow ongoing conversations (Morris et al., 2012), it can aid instructors when teaching rhetorical writing concepts. After introducing the students to the ideas behind *ethos*, *pathos*, and *logos*, students can develop a better understanding of the concepts by finding real-world examples of each. Instructors can choose a controversial topic to search on Twitter for tweets about this particular topic to find different examples of each type of the appeals on Twitter. This can be an activity completed in class or independently at home. After choosing tweets, students can write a short paragraph about why they think the tweets they selected are examples of the appeals. Further, as a class activity, instructors can encourage group discussion by having students talk about their experience and understanding of the Aristotelian appeals through Twitter. As a follow-up activity, instructors can ask students to write a reflective paragraph or essay that explains their experience working with their group on analyzing a persuasive tweet for its use of *ethos*, *pathos*, and *logos*.

By designing pedagogical techniques around technologies that students are currently using outside the classroom, language and writing instructors build bridges between classrooms and real life. Although it is challenging to create connections between the real world and the academic world, using Twitter to teach writing skills and concepts can introduce students to the world of academic writing (Harrell, 2016). Using Twitter in ESL/EFL educational settings can help students to understand and develop *logos*, *ethos*, and *pathos* in writing. Twitter provides educators with the ability to bring real-world topics to the class in a timely fashion and establishes an authentic, rich learning environment for students in and beyond the classroom. It also supports teaching and learning various writing genres across different disciplines and settings. Overall, using Twitter in ESL/EFL educational environments is limited only by an educator's imagination.

7. Conclusion and Further Research

This article sheds light on Twitter utilization in ESL/EFL educational environments. It supports using Twitter in educational contexts to improve students' writing skills by developing their rhetorical and genre awareness. It indicates that the foundation for understanding the Aristotelian appeals can be taught using Twitter. Pedagogically, Twitter can be used as a viable tool besides traditional activities. Nevertheless, educators should first provide students with a brief workshop to introduce Twitter, its affordances and privacy settings, and model its use. Educators should also do some adjustments before using Twitter in their classrooms to meet students' needs as well as their educational level.

Moreover, educators can integrate Twitter in educational settings in numerous ways depending on the learning context and the involved students. It is worth to note that twitter may be used differently in online teaching than in traditional classroom settings. Some important elements are significant to consider while implementing Twitter in educational environments, such as students' background (e.g., age, gender, nationality), students' technological knowledge, field of study, number of students, course duration, nature of the classroom setting and course information. It is essential to keep in mind Twitter's appropriateness and choice of its features for the targeted students across different disciplines and settings.

For research implications, it is necessary to examine Twitter's effectiveness as an educational tool in ESL/EFL writing classes. Further research studies are needed to conduct a better understanding of the rhetorical use of Twitter in ESL/EFL educational settings, such as research in investigating Twitter's effectiveness in writing concisely, in summarizing and synthesizing skills, and/or in understanding Twitter's impact on communicative behaviors and rhetoric. Additionally, researchers could investigate the influence of the used device that students have used to read and write tweets (a computer, a smartphone, a tablet computer). This may produce interesting insights for the field of mobile vs computer language learning and merit additional research to reveal some of their educational potentials. Also, future research could study if the prior experience of using Twitter affects students' participation and writing skills. Students who are active Twitter users may differ in participation and writing skills compared to the novice users who are unfamiliar with its affordances.

To conclude, educators must embrace the latest technologies to provide students with better opportunities to communicate in social environments. Besides, educators must give more attention to utilizing technologies in classrooms to build connections between students' informal writing and academic writing. Offering students with these opportunities, whether through the use of Twitter or other social media platforms, help students to become socially adept communicators in the 21st century and better writers. Finally, this article hopes to enlighten educators and researchers to reflect on Twitter and its presence in language learning and teaching pedagogies and to consider its future research suggestions.

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