SOCIAL AND EDUCATIONAL ENVIRONMENT

THE IMPORTANCE OF THE APPLICATION OF RHETORIC IN ENGLISH LANGUAGE TEACHING

Marijana VUKČEVIĆ

Abstract: Speech is a unique human trait that is extremely valuable. It reveals it on multiple levels. To a greater extent, speech identifies a person as a member of the human race. Speech is a sign of social solidarity at the meso level, because it identifies a person as a member of one nation. Speech impresses a person as an individual, his social, rank and profession at the micro level. The ability to speak and converse in a foreign language is an even more desirable personal trait because it demonstrates mastery of the cultural and linguistic aspects of the country. An individual must certainly have a certain degree of grammatical understanding and vocabulary in order to speak a foreign language. Knowledge of grammar rules and vocabulary, on the other hand, is not enough. The rhetoric of the twenty-first century is much more than the rules of speech and the basis of eloquence from ancient times - it is an extremely important component of all public appearances of modern times. This seminar paper deals with her role in the public appearance of English language teachers.
Keywords: speech, lecturer rhetoric, motivation, foreign language, rhetorical strategies

INTRODUCTION

English language teachers have long known that mastering speaking skills is important for many foreign language students; however, teaching this skill is problematic for many teachers due to the complexity of speech interaction and the lack of consensus on what principled approaches should be adopted for teaching speech. In recent years, however, the competence of oratory in teaching English has become more important in many educational systems. As the success of any activity largely depends on the readiness and will of the individual to make a certain degree of effort to achieve it, knowledge and mastery of a foreign language is in some way

conditioned by that determination, which is usually expressed in one word - motivation.

The level of motivation can be influenced by numerous factors, including the rhetorical abilities of the lecturer. Unfortunately, it often happens that despite the excellent knowledge of the language, lecturers do not know how to transfer knowledge to students in a good way. This is especially pronounced when teaching is focused on grammar, and less on conversation, especially in the traditional form of teaching. The lecturer is expected to encourage students to interact, especially in learning a foreign language, and teaching should not be one-way. In order to encourage students' motivation, the lecturer must take into account the way of teaching, and respect the individual characteristics of the student.

RHETORIC - THE ART OF SPEECH AND PUBLIC APPEARANCE

Oratory appeared with the emergence of social life and developed in step with it. Rhetoric can be defined as speaking skills, art and speech theory. It was created within the public life of ancient Greece, where competitions in speeches were regularly held in front of judicial, political and philosophical forums (Avramović, 1998: 183). The art of speech has certain points of contact with acting, because in both cases the use of the voice, the way of speaking affects the overall impression (Avramović, 2008: 323). There are also three types of oratory: political (advisory), judicial and occasional (epideictic). According to prof. Avramović, persuasiveness is achieved with a strong character, reputation, mood, prudence. There are three elements to which he attaches great importance: convincing and substantiated evidence, linguistic expression of evidence and the choice and order of words in speech (Avramović, 2008: 323).

He considers knowledge, wisdom and intelligence to be good qualities of a speaker. Rhetoric requires clarity, wit and appropriateness of purpose. The formation of a good conclusion is influenced by three factors concerning the speaker (Avramović, 1998: 183):

1. Ability to gain the listener's affection
2. The ability to increase or decrease the importance of the topic he is talking about
3. Ability to recapitulate a topic

Long ago, Aristotle expressed the opinion that persuading others can be achieved with the help of three methods, namely the use of the personality and character of the speaker (ethos), addressing reason with a sermon (logos), and the mood of the listeners, ie. addressing feelings

(pathos). Aristotle laid the foundations for all further studies on the effective organization and presentation of convincing arguments, after which his analyzes and Quintilian and Cicero used in dividing convincing discourse, and especially legal arguments, into logical arguments (logos), credibility (ethos) and emotional arguments (pathos) (Frost, 1994). He called this change of point of view persuasion. There are three different types of persuasion:

- Ethos (ethical) refers to the speaker and the character or reliability that results from it
- Pathos (emotional, pathetic) refers to the emotions of the audience and the possession of empathy
- Logos (logical) refers to selected words, quotes, facts.

At the core lies pathos or empathy. Empathy is the ability to recognize and understand the feelings, ideas and situations of other people (Bogdanić, 1996: 233). It is the ability to put oneself in the other person's position and the ability to empathize with what the other person is feeling a person. The original trust of Ethos refers to the sincerity of the individual (Bogdanić, 1996: 233). The most important thing is to instill trust in others. This will be achieved by showing how much we really care about people's feelings and by providing public support so that they can more easily reveal their thoughts, ideas and feelings to us. The basic material for successful persuasion is empathy and honesty.

EMPATHY + SINCERITY = BELIEF

Rhetorical speech unites will, reason and feelings, and its goal is to win a person over to an idea or action (Frost, 1994).

Figure 1. Three types of persuasion: Ethos, Pathos and Logos
Source: Bogdanić, 1996

Today, as in ancient Greece, the focus is on rhetoric. In schools, more attention is paid to writing, while learning about speech puts speech in the background. We can look at a certain speech as a role, because we play the everyday roles of friends, neighbors, workers. Even for the best "product", regardless of quality, without quality advertising, it will be difficult to find a buyer (Bogdanić, 199: 235). Speaking skills can be important for a successful professional and private life.

Rhetoric is a theory, a set of rules about beautiful speech, and oratory is the practice in which those rules are applied. The sophists already tried to convince the listeners with their speech, and then to pass on their experiences of how to speak successfully to others. Almost every one of them revealed certain rules about how the listeners are most effectively won over by the spoken word. From this came the first manuals of rhetoric - rhetorike techne. Sophists were the first to build rhetoric as a system of rules thatthey make it easier for the sermon to be successfully composed and maintained, while the product of these applied rules was the speech itself, that is, the sermon. Historically, oratory precedes rhetoric. First, oratory practice was developed, and only later, based on it, oratory rules and instructions were formed and built, rhetoric (Avramović, 1998: 185).

Aristotle also distinguished between rhetoric and oratory. He believed that rhetoric was concerned with finding the best means of persuasion: its basic task was not to persuade, but to "be able to theoretically find persuasive in any given case." Thus, oratory is the very art of persuasion, while rhetoric has the task of finding the most suitable means of persuading listeners and giving advice on how to achieve it. Cicero also implies the difference between oratory and rhetoric, so he speaks of rhetoric as a science, while oratory implies oratorical practice, ie. practical vocabulary (eloquentia)(Avramović, 2008: 325). The author of the most famous Roman textbook of rhetoric, Quintilian unequivocally says that rhetoric is "the science of good speech" - bene dicendi scientia. Jovan Sterija Popović, our comedian, professor of law, but also the writer of the first rhetoric in modern Serbia, believes that rhetoric is "a science that exposes the rules of eloquence and includes the ability to present ideas and thoughts correctly, clearly and in accordance with the goal." Even before him, Dositej Obradović wrote that rhetoric is "science to speak nicely, to win the hearts of many people and to bring and bring the whole nation to all that is good, praiseworthy and generally useful". Branislav Nušić's famous Rhetoric has a subtitle entitled The Science of Oratory. Rhetoric, therefore, represents the science of oratory, theoretically shaped rules and principles that will help maintain a successful speech,

The rhetoric classifies speeches according to various criteria. From antiquity to the present day, they are classified into informative speech (in the Roman division: docere), speech that convinces and moves to action (Roman movere) and entertaining speech (delectare). Since ancient times, the division into three basic types of oratory has been established - judicial, political and occasional(Avramović, 2008:326). This classification, which was especially affirmed by Aristotle (although it existed before him), has been maintained to this day. According to him, judicial oratory is any in which "we meet the accusation and defense", political is the one in which "something is encouraged or discouraged from something", and occasionally that which "praises or criticizes something" (Avramović, 1998:192). For these types of oratory, the terms forensic oratory (judicial), deliberative oratory (political) and epideictic (appropriate, which is often called praiseworthy or solemn) are also used. The Greek equivalents were genos dikanikon for court speech, genos symbouleutikon (literally: advisory, persuasive) for political discourse and genos panegyrikon for occasional - praise speech (Avramović, 1998, p. 192).

RHETORIC IN ENGLISH LANGUAGE TEACHING

Speech is complex because speakers are involved in a fast and dynamic process that involves "a high element of doing different things at the same time" (Johnson, 1996: 55). To be competent, they must combine various skills, knowledge and processes that take into account the production context and result in speech that is culturally and socially relevant, appropriate and understandable to their interlocutors, as well as managing micro-level reactions and responses to what they say. Competent speakers must be at the same time listeners who can take into account the interactive and unpredictable dynamics of speech (Ellis, 2014). As Bigate (2001:16) comments, "it all happens very quickly, and success depends on automation." Goh and Burns (2012) suggest that speech competence can be considered "combinatorial," which involves the use of linguistic knowledge.

Linguistic knowledge in foreign language teaching
Linguistic knowledge encompasses structure, meaning, and use (Canale & Swain, 1980; Canale, 1983) through four types of knowledge: phonological, grammatical, lexical, and discourse. Speakers must know how to produce language at the segmental (micro-consonants and vowels, accent) and supra-segment (macro-accent, rhythm, intonation) level of pronunciation and that the prices of communicative functions serve

characteristics such as prominence) and tone (fragmentation of sounds) (Burns & Seidlhofer, 2010). In recent years, attention has been drawn to the importance of raising students' awareness of suprasegmental characteristics in order to improve their abilities in global communication (Zhang, 2004). Grammatical knowledge is a basic condition for speaking any language. Speakers should have syntactic knowledge, for example,

Lexical knowledge refers to the number of words or the size of an individual vocabulary (estimated by Owens, 2001, to about 80,000 words for a native speaker by the end of high school) that the speaker knows. However, a distinction is usually made between productive (what students can produce) and receptive (what students can recognize but not produce) vocabulary. Learning fixed and idiomatic pronunciations - formulated "prefabricated" expressions (Wray, 2002:9) - are thought to improve students 'productive performance, especially in the early stages, as well as students' awareness of semantic relationships among lexical sets (words related to the same topic) , function or form) and collocations (words that are semantically related) (Webb , Boers, 2020); in this regard, Nation (2011) points to the value of knowledge of high-frequency groups of multiple words (Shin, 2007) in enabling the production of spoken language. Ways of expressing modalities (lexical phrases denoting attitude, attitudes and levels of security) are also an important area for the development of pragmatic competence in spoken language (Bardovi-Harlig, 2003). Finally, discourse knowledge refers to understanding the functional purpose of different types of conversations and how different contextual factors affect the type of language resources used to organize and structure a piece of speech (e.g., narrative, narrative, lectured, optional conversations). Speakers must also be aware of pragmatic norms (eg three-part exchange in short conversations; Carter, 1998) and sociocultural practices and expectations in different societies, especially in an era where English is widely used in the world and intercultural pragmatic knowledge is becoming increasingly important. Ways of expressing modalities (lexical phrases denoting attitude, attitudes and levels of security) are also an important area for the development of pragmatic competence in spoken language (Bardovi-Harlig, 2003). Finally, discourse knowledge refers to understanding the functional purpose of different types of conversations and how different contextual factors affect the type of language resources used to organize and structure a piece of speech (e.g., narrative, narrative, lectured, optional conversations). Speakers must also be aware of pragmatic norms (eg three-part exchange in short conversations; Carter, 1998) and sociocultural practices and expectations in different societies, especially in an era where

English is widely used in the world and intercultural pragmatic knowledge is becoming increasingly important. Ways of expressing modalities (lexical phrases denoting attitude, attitudes and levels of security) are also an important area for the development of pragmatic competence in spoken language (Bardovi-Harlig, 2003). Finally, discourse knowledge refers to understanding the functional purpose of different types of conversations and how different contextual factors affect the type of language resources used to organize and structure a piece of speech (e.g., narrative, narrative, lectured, optional conversations). Speakers must also be aware of pragmatic norms (eg three-part exchange in short conversations; Carter, 1998) and sociocultural practices and expectations in different societies, especially in an era where English is widely used in the world and intercultural pragmatic knowledge is becoming increasingly important.

Basic speech skills

In many traditional English language classes, the emphasis is on teaching pronunciation, grammar, vocabulary and discourse. However, as many students who have experienced this type of lecture have realized, such knowledge alone is not enough to enable them to become effective speakers. They must also learn how to process or "put into practice" such knowledge by using it in different contexts. Four broad categories of basic speech skills for proceduralization can be distinguished: pronunciation, speech function, interaction management (or discourse), and discourse organization skills. Pronunciation skills mean that students can articulate and incorporate the sounds of language, assign emphasis to words to create meaning, and use appropriate intonation patterns (Burns , Seidlhofer, 2010).

More recently, McKay and Brown (2015) argue that in light of the use of English as an international language, English teachers and students need to move away from native speaker norms and be sensitized to global and local standards of comprehensibility. Speech function skills (Cohen, 1996) enable students to perform a communicative function or speech act, such as seeking (permission), expressing (consenting), explaining (reasons), giving (instructions), offering (advice), or describing (adjusting) , while interaction management is related to the regulation of speech during interactions (e.g., starting a conversation or clarifying meaning). An important consideration regarding speech functions is that students must be aware of appropriate use in different cultural contexts.

In a spontaneous two-way process characterized by a lot of natural speech, interaction management is also an important skill. Although interaction skills overlap to some extent with speech function skills, they

have a specific regulatory purpose of enabling speakers to create, negotiate, and (re) direct interaction (Gass, Torres, 2005). These skills include recognizing what speakers are trying to achieve and reading nonverbal cues such as body language. Students need practice in skills such as acquiring, holding and offering turns, and managing topics to initiate, maintain, and negotiate interactions (Bygate, 1987). Discourse organization skills relate to the ability to manage the development of interaction, including the ability to predict how certain genres and subgenres are structured and shaped (Bygate, 1998) and knowledge of how to choose grammar and vocabulary to establish coherence and cohesion. Coherence (Gernsbacher, Givón, 1995) is created cognitively through domain-specific lexical knowledge, using devices such as noun-pronoun referencing, vocabulary repetition, and relexicalization by drawing related vocabulary and grammatical processing, both of which contribute to construction. local and global coherence. Cohesion (Halliday , Hasan, 1976/2013) refers to the construction of a text so that it 'hangs together'; speakers create cohesion through semantic resources that connect the text with what has passed before.

Communication strategies

Communication strategies (e.g. Dörnyei, Scott, 1997) allow speakers to cope with the limitations of cognitive processing in a situation where face-to-face interaction is rapid, spontaneous, and unpredictable. Since speakers often cannot afford the time to prepare what they say in advance, they need strategies to deal with "the mismatch of their communicative intentions and their linguistic resources" (Váradi, 199:437). Cognitive communication strategies fulfill two broad purposes to enable continued interaction. First, reduction strategies can help the speaker avoid continuing to speak; they are a form of face protection device, but they also limit the continuity of interaction, as they involve avoiding the topic (moving away from or shifting the focus of the topic), abandoning the message (inability to continue the message) or meaning substitution or semantic avoidance (becoming less specific or unclear). On the other hand, achievement strategies are psycholinguistic strategies (Kellerman , Bialystock, 1997) that allow speakers to communicate with any resources they have: such strategies include lexical substitution, generalization (e.g. president for director), exemplification (e.g. cat, dog), a horse for animals), periphrasis (e.g. with big ears and a tail like a horse for a donkey), word building (e.g. a high hill for a mountain) or a literal translation (e.g. going to my house to return home). In addition to this type of cognitive strategy, metacognitive

strategies - or strategies for managing thinking and speech production - can be used during speech production.

Speakers can prepare what to say by planning ahead, self-control, noticing how they create and negotiate meaning as they speak, or self-assessing how and what is produced after the interaction. Interactive strategies are the following type of communication strategy that allows speakers to manage meaning negotiation: these types of strategies include confirmation checks (ask listeners if they understood), comprehension tests (paraphrasing to confirm understanding), repetition (repeating all or part of what is said).) and requests for repetition (asking someone to repeat), clarification (asking for further explanation) or complaints for help (asking for help with difficult expressions).

MOTIVATION IN TEACHING SPEECH SKILLS IN A FOREIGN LANGUAGE

Understanding motivation is one of the key factors for learning a foreign language that was recognized in the late 1990s as an important issue in scientific research. Some of the important determinants of motivation are questions such as: what motivates a person to accomplish a certain task, action or to invest effort in performing certain tasks. So, motivation can give us answers to the questions why a person decided to do something, how long he will be persistent in it and how much effort he can put in to achieve a certain goal (Dörnyei,Ushioda, 2011). The key determinant in motivation according to Johnson (2000: 2) is in the phrase "do a good job", which is in contrast to "do a job". If we start from the etymological meaning of the term motivation, we can see that this word comes from the Latin verb movere, which means to move, so to motivate means to start.

From a psychological point of view, motivation can help us understand why people behave and think the way they do, while from a pedagogical point of view it can answer questions about how some students complete certain tasks despite obstacles while others give up at the first hurdle (Graham, Weiner, 1996:63).Within the study of motivation, three directions were singled out: behaviorist, cognitivist and constructivist.

Behavioral the approach is based on positive or negative support, ie on the expectation of a reward or punishment. In order to achieve positive empowerment, which is influenced by previous experiences in which there have been rewards for certain behaviors, it is necessary to act in accordance with the goal of re-rewards. According to this understanding, our behavior is driven by external factors (Brown, 2007:160). In order to understand the

motivation of students in different activities, it is necessary to carefully analyze the reinforcements and penalties that are applied, and in order to encourage students to a certain activity, external incentives, such as rewards, are applied. Applying consistent reinforcements and conditioning certain behaviors can create a habit or tendency toward appropriate behavior.

In school practice, it is shown that this approach is dominant, and that many findings and ideas from this approach are applicable in school practice, such as the effects of early conditioning, learning by conditioning, learning by trial and error and the like (Lalić-Vučetić, 2015:12).

Cognitivist the approach emphasizes the importance of the individual decision and refers to the choices the person will make, the experiences or goals they will choose or avoid, and the degree of effort they will make (Brown, 2007, p. 160). From this approach, six needs stand out that encourage motivation according to Osbel's (Ausbel, 1968:368) model:

(1) The need to explore the unknown;
(2) The need for motivation in the environment and causing change;
(3) The need for physical and metal activity, movement and exercise;
(4) The need for stimulation by the environment, other people or ideas, thoughts and feelings;
(5) The need for knowledge, for processing and internalizing research results, manipulation, activity and stimulation in order to resolve contradictions, finding solutions to problems and self-consistent knowledge systems;
(6) The need to improve the ego, self-acceptance and acceptance by others.

Cognitivist the approach to learning refers to the notion of reinforcement, but also the degree to which the student will be motivated by a certain reinforcement. Support depends on the student's current plans, goals, expectations, values and attributions. According to this approach, students do not respond directly to external stimuli and pressures in the body, but their response to these stimuli depends on their interpretation of stimuli and pressures in relation to their own plans, goals, attributions, interests. Therefore, it follows that the student will continue to be active not because he or she was previously supported in his or her support, but because it is now estimated or expected to be supported, provided that his or her support is important. If he estimates that the result is not worth the effort, there will be no motivation for that student.

Constructivist the approach relies on the social context, but also on the personal choices of the individual. Each person's motivation is different, which means that each person is unique, and therefore each person's

activities are different, depending on their environment (Williams, Burden, 1997:120).

When it comes to the relationship between social and individual context, psychologists have adopted two perspectives: the individualistic and social approach (Dörnyei, Ushioda, 2011:7).

In the individualist perspective, the emphasis is on the theory of social cognition, which refers to how individuals process and store information about other people and how these mental processes affect their interaction with them, and the complexity of social context sporadically occurs only in individual beliefs and values, while the social context is observed through the eyes of individuals (Dörnyei, Ushioda, 2011:7).

The social perspective is focused on broad social processes and macro-contextual factors such as sociocultural norms, intergroup relations, the process of assimilation and interethnic conflicts. From this perspective, individual behavior is determined by some stronger forces (Dörnyei, Ushioda, 2011:8).

What all these perspectives have in common is the concept of "need" in motivation. Meeting these needs is accompanied by rewards, choices and in many cases meeting needs requires interpretation in a social context. This can be explained by the example of children's motivation to read. They are motivated because they can see the value (reward) of reading, meet the needs for research, stimulation, knowledge, self-esteem, autonomy, in different ways and in the context of a society that values literacy. On the contrary, learning a foreign language can be demotivated because we can associate learning with superficial needs and can lead us to not see the reward (Brown, 2007:161).

In terms of motivation, there is a generally accepted division into extrinsic and intrinsic motivation, ie motivation that comes from outside and inside (Harmer, 2007:98).

Extrinsic motivation, ie external motivation, refers to external factors, such as the need to pass an exam or the desire for a financial reward. Students who are guided by this type of motivation generally choose simpler tasks, because the desire to achieve a certain task is imposed from the outside, usually to meet the expectations of parents or teachers. On the other hand, intrinsic motivation lies within the individual. For example, excitement during the learning process itself or a better inner feeling are factors that can motivate a person to learn. The characteristics of internal motivation are typical for those students who have a tendency towards challenges, have interest and curiosity and who evaluate their successes and failures on the basis of internal criteria.

External and internal motivations were initially completely opposed, but later research showed that neither of them occurs separately, but that they intertwine (Harmer, 2007: 100). Therefore, it is realized that external and internal motivation cannot be viewed separately, but that they interact with each other. The basic assumption from which to start is that there is a continuum of self-regulationvactions. The consequence of this assumption is the introduction of the concept of self-determination or self-determination, which is defined as a sense of freedom in performing activities that are interesting and vital to the individual, based on traditional empirical methods and emphasizing the importance of developed internal resources for personal development and self-regulatory behavior. The main focus of research on self-determination is human inseparable growth tendencies and innate psychological needs that form the basis for motivation and integration of personality, as well as the conditions that encourage these positive processes. Relying on the results of empirical research, three types of needs are identified: the need for competition, the need for connectivity, and the need for autonomy (Ryan, Deci, 2000:67).

Although many studies have focused on whether motivation is a "cause" or a "consequence" of learning, it can be said that motivation in most people is much more complex than understanding the cause-and-effect relationship. Motivation is a gradual mental process that includes initial planning and setting goals and objectives, as well as controlling action and evaluating outcomes, which may be related to different motives. Therefore, sustainable long-term activities, such as learning a foreign language, mean that motivation varies, and thus changes depending on various external and internal influences (Dörnyei, Ushioda, 2011:6).

Lack of motivation or amotivation occurs as a consequence of the lack of initiative to initiate action. Amotivated persons either do not initiate actions or do not do so consciously, so their behavior takes place automatically, by inertia. In this case, it could be said that the motivated person does not value and attach importance to the action, and that there is a feeling of lack of competence to do or change something, or there may be no expectation that the action will lead to the desired result (Dörnyei, Ushioda, 2011: 6).

Bearing in mind that communication is necessary for successful mastering of a foreign language, and that the skill of communicative abilities of lecturers largely depends on motivation, as well as the end result of student achievement, this paper will be dedicated to rhetorical abilities of lecturers. While earlier foreign language learning was based mainly on the "grammar-translation" method, where the emphasis was on the structural

aspects of the language, ie the grammatical system, today the need for a communicative approach is increasingly emphasized. communication, where students practice real-life situations, with the aim of training for the needs of real life (Knežević, 2012). If we take into account the understanding that one of the most important branches of education is the art of communication, ie sharing one's views, feelings and opinions with others, whether through written or oral words, then it is clear that rhetoric has a special place in the classroom, especially in learning a foreign language. Considering the relationship between the speaker, the sermon and the audience through the prism of teacher, language and student, we can see that there is a similarity between these two triads, where the center of the teacher's (speaker's) interest must be the student (audience), where the speaker must take into account students, since there are different individuals in the student, each of whom has certain needs. The teacher must take into account the individual characteristics of all students, and in addition to positive and humanistically oriented general characteristics, he must possess certain competencies, such as language, social, pedagogical and didactic-methodological (Durbaba, 2011), either through written or oral words, then it is clear that rhetoric has a special place in the classroom, especially in learning a foreign language. Considering the relationship between the speaker, the sermon and the audience through the prism of teacher, language and student, we can see that there is a similarity between these two triads, where the center of the teacher's (speaker's) interest must be the student (audience), where the speaker must take into account students, since there are different individuals in the student, each of whom has certain needs.

Each sermon is defined by the speaker's style of speech or the way he expresses his ideas. If casual speech takes place in a professional environment, it will sound radically different. There are several styles and guidelines in oratory that can be used for the effectiveness of a professor's speech during class. To begin with, it should be borne in mind that the spoken and written styles of each language are very different. Due to variations in speech and writing styles, it is not recommended to memorize or compose previously written speech in front of an audience. Precisely because of the differences that will be mentioned, that speech will sound unnatural, exaggerated and artificial. However, many ancient theorists, including Quintilian, believed that the same rules applied in both spoken and written style of expression, e.g. clarity, stylistic figures and picturesqueness in expression (Avramović, 2008:330).

However, just as there are people who are great at writing, but struggle to talk, there are also great speakers who try to express themselves in

writing, they can't do it. Written speech is rigid and focused on intellect, but spoken language is more fluid, personal and focuses on emotions. Speech style has an advantage because, unlike writing, it is both listened to and watched, and sincerity and simplicity can be imbued through it, even jargon. The disadvantage of the written style of expression is the impossibility for the characteristics of the speaker to come to the fore and leave an impression, and we have already explained how important the personality of the speaker is in the overall impression of the speech or speech. Avramović (2008:331) points out that, unlike the written word that is there to stay, the spoken speech no longer exists tomorrow, thus giving the freedom to be interpreted differently. Today, however,

Speech must be as clear and simple as possible, otherwise the listener will try to understand the meaning of one thought and lose the flow of the rest of the speech, and if the practice is repeated, he will lose interest. Too many words uttered at once, as well as the use of foreign words to give an idea of eloquence, do not describe a good style of speech, because they create a counter-effect, not to mention the abuse or pronunciation of foreign words, which can reduce the effort and impression of the speaker. In English language teaching, this segment is very important, primarily because the professor is absolutely trusted and such errors in pronunciation or meaning of words are unacceptable, and clarity in a particular subject such as legal English that characterizes the required vocabulary, style and form is an absolute imperative. The professor's speech, like any other kind of speech, should be varied;

For successful teaching of any subject, and especially a foreign language, it is not enough for a lecturer to use the subject well, but he must also possess other talents and abilities, which will encourage student motivation. Unfortunately, very often teaching a foreign language is reduced to teaching grammar with exercises, and the communicative method is bypassed. On the other hand, the class can be well designed, but if the lecturer does not have rhetorical skills, if his way of communication is not enthusiastic and creative enough, the interest of students will decrease. This means that the lecturer cannot be just a mere transmitter of knowledge and information, but must possess the skills of interpersonal communication and his behavior must encourage students to be creative and develop a certain level of skills. Since interpersonal relationships are not based solely on verbal, but also on non-verbal communication, the efficiency of foreign language teaching will largely depend on the posture, color of the voice, diction of the lecturer. That is why the rhetorical abilities of lecturers are extremely important, with which they will motivate their students not only to

be listeners, but also to actively participate in teaching and later to be able to actively apply the acquired knowledge (Vlahović, 2019:48).

This would mean that foreign language teachers must have strategic competencies, which relate to the fact that not only language and communicative competencies are sufficient for mastering a foreign language, but also some kind of ability and resourcefulness in the process of mastering a foreign language.

CONCLUSION

The use of a foreign language is one of the most complex activities. The speech apparatus must be capable of producing voice and prosody, because it does not exist in the mother tongue of the one who is learning a foreign language. Such a student must have a certain knowledge at the linguistic and socio-cultural level, as well as a certain memory capacity. In speaking situations, the student faces stress and fear, emotional tolerance and interaction with the person he is addressing. Visual contact with the person he is talking to eases this situation and thus allows him to control the volume, pitch and length of his voice. Through such contact, he can use and interpret gestures, facial expressions and body position of the person he is talking to (Durbaba, 2011: 203-204). Language skills represent different ways of using language in communication through understanding and expression. These language skills are oral and written comprehension and expression. Listening, speaking, reading, writing, interacting and mediating are language activities that make up oral and written comprehension and expression.

Elements of all teaching methods are used in the teaching process, from natural to communicative approach and action pedagogy. In order to learn a foreign language, our students go to the countries whose language they want to learn, in a natural environment, staying for a while in the families of native speakers, learning the language and attending language schools. Since native speakers work in these schools, our students are in a position to learn a foreign language according to the principles of one of the oldest methods of learning a foreign language, and that is the natural method. In the teaching process, we use all kinds of methods, but mostly methods of working with pictures and literary text. We believe that a literary text and an artistic image, due to prejudice as something abstract and incomprehensible, can be outside the interest of students.

Starting from the position that student motivation is one of the key tasks of teaching today, we believed that part of our research should be dedicated

to the role of motivation in achieving certain goals of the teaching process, primarily in the field of language education. Motivation in the school environment must be related to a special activity that is given in a certain context. To achieve that goal, we need to change the way we work, research, experiment, and choose what is good. Calculators believe that motivation is important, but not enough. They believe that one should be motivated to learn and be able to learn something, which means that it is necessary to have certain capacities in order to succeed in that process. Students learn in collaboration with their schoolmates and classroom teacher. That is why it is important that the curriculum concentrates on what is worth learning and that the teacher develops that content so that students will appreciate their importance and possibility of application. Some theorists believe that it is necessary to establish close cooperation relations between the families of the students, the students themselves and the school. According to their views, the school should be a place where students will feel comfortable, respected and safe. In that way, students establish positive emotional connections with teachers and friends, but also a positive attitude towards school in general. Students who are so motivated will also go to academic studies and upgrade their knowledge. Some theorists believe that it is necessary to establish close cooperation relations between the families of the students, the students themselves and the school. According to their views, the school should be a place where students will feel comfortable, respected and safe. In that way, students establish positive emotional connections with teachers and friends, but also a positive attitude towards school in general. Students who are so motivated will also go to academic studies and upgrade their knowledge. Some theorists believe that it is necessary to establish close cooperation relations between the families of the students, the students themselves and the school. According to their views, the school should be a place where students will feel comfortable, respected and safe. In that way, students establish positive emotional connections with teachers and friends, but also a positive attitude towards school in general. Students who are so motivated will also go to academic studies and upgrade their knowledge.

Rhetoric is not just empty words or fine political speeches. Rhetoric is the study and skill of good writing and public speaking, persuasiveness and knowledge of composing successful writing and presentations. Rhetoric teaches us the basic skills of advanced learning and higher education. In rhetoric classes, students learn to think logically, discover wrong or weak arguments, create a good case on a controversial topic, and overcome too frequent a fear of public speaking to be able to deliver sharp and well-

prepared speech. Rhetoric is a basic building block of good education, whether it is accompanied by studies of technical orientation, English or some other. Clear thinking, good argumentation and logical discussion are essential for the success of an academic student in any discipline and field.

Rhetoric is the art of persuasion. Used to describe persuasive writing or persuasive speech. It is not intended to deceive; it is used to present an argument in such a way that people can follow and logically come to the same conclusion as the speaker. Rhetoric does not rely on facts alone; it also relies on the speaker's attitude towards the audience. The speaker must at least sound credible in order to effectively convey the point of the speaker or writer. Because the facts are irrefutable, the best users of rhetoric also rely on the use of language in a way that will get an answer from the audience. This is best used by using language to make people react emotionally. Understanding the connotation is important because using another word can change the meaning of a sentence even though the words have a similar vocabulary definition. Rhetoric has always been important. Cicero and Aristotle were masters of rhetoric, and their works have been studied by law students for hundreds of years. Rhetoric is important to sway juries, as well as for politicians to get votes. Also, the role of rhetoric in teaching is very important, because all the rhetorical abilities of teachers come to the fore, and student motivation depends on it., As in foreign language teaching, in this case English.

REFERENCES

Ausubel, David Paul, Joseph Donald Novak, and Helen Hanesian. *Educational psychology: A cognitive view*. Vol. 6. New York: holt, rinehart and Winston, 1968.

Avramović, Sima. *Isejevo sudsko besedništvo i atinsko pravo*. Službeni list SRJ, 2000.

Avramović, Sima. *Rhetorike techne: veština besedništva i javni nastup*. Pravni fakultet Univerziteta, 2017.

Bardovi-Harlig, Kathleen. "Understanding the role of grammar in the acquisition of L2 pragmatics." *Pragmatic competence and foreign language teaching* (2003): 25-44.

Bogdanić, Aleksandar. *Communication: the leading paradigm*. Belgrade, Serbia: Whose press,1996.

Bojović, Milevica. "Significance and development of communicative language ability of students in learning English as a language of profession." *Doctoral dissertation*. Belgrade: University of Belgrade, Faculty of Philology, 2013.

Braun, D.H. *Principles of Language Learning and Teaching*. New York: Pearson Education Ltd, 2007.

Burns, Anne, and Joseph Siegel. "Teaching the four language skills: Themes and issues." In *International perspectives on teaching the four skills in ELT*, pp. 1-17. Palgrave Macmillan, Cham, 2018.

Bygate, Martin. *Speaking*. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other language*s (pp. 14–20). Cambridge: Cambridge University Press, 2009.

Canale, Michael, and Merrill Swain. "Theoretical bases of communicative approaches to second language teaching and testing." *Applied linguistics* 1, no. 1 (1980): 1-47.

Cohen, Andrew D. "Developing the ability to perform speech acts." *Studies in second language acquisition* 18, no. 2 (1996): 253-267.

Ushioda, Ema. "Teaching and researching motivation." *Pearson Education Limited. Edinburgh Gate, UK* (2011).

Dörnyei, Zoltán, and Mary Lee Scott. "Communication strategies in a second language: Definitions and taxonomies." *Language learning* 47, no. 1 (1997): 173-210.

Durbaba, Olivera. *Theory and practice of foreign language learning*. Belgrade: Zuns, 2011.

Đurović Tatjana, Silaški, Nadežda. "Motivation of economics students in teaching English", in: B. Radić-Bojanić (ed.), "Affective dimension in English language teaching". *Thematic collection of papers*. Novi Sad: Faculty of Philosophy, 2011.

Katz, Anne, M. Celce-Murcia, and D. Brinton. "Assessment in second language classrooms." *Teaching English as a second or foreign language* (2014): 320-337.

Frost, Michael. "Ethos, Pathos & (and) Legal Audience." *Dick. L. Rev.* 99 (1994): 85.

Gajić, Tatjana. "Attitudes of students of non-mathematical faculties towards learning English and their impact on language learning success." *Philologist - Journal of Language, Literature and Culture, XVII*: 410–425, 2018.

Goh, Christine CM, and Anne Burns. *Teaching speaking: A holistic approach*. Cambridge University Press, 2012.

Graham, Sandra, and Bernard Weiner. "Theories and principles of motivation." *Handbook of educational psychology* 4, no. 1 (1996): 63-84.

Hahn, Laura D. "Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals." *TESOL quarterly* 38, no. 2 (2004): 201-223.

Halliday, Michael Alexander Kirkwood, and Ruqaiya Hasan. *Cohesion in english*. Routledge, 2014.

Harmer, Jeremy. *The practice of English language teaching*. Pearson longman, 2007.

Johnson, Karen E. "Innovations in TESOL teacher education: A quiet revolution." *Teacher education* (2000): 1-7.

Johnson, Keith. "Language teaching and skill development." (1996).

Lalić-Vučetić, Nataša. "Teachers strategies in developing students motivation for learning." (2015).

McCarthy, Michael, and Anne O'Keeffe. "2. Research in the teaching of speaking." *Annual review of applied linguistics* 24 (2004): 26-43.

Petković, Ana. "Motivation as one of the factors in the quality of foreign language learning in non-native departments." *Language, Literature and Culture, IV,* Nis: University of Nis, (2014), 206–220.

Ryan, Richard M., and Edward L. Deci. "Intrinsic and extrinsic motivations: Classic definitions and new directions." *Contemporary educational psychology* 25, no. 1 (2000): 54-67.

Rost, Jan M. "Listening". In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 7–13). Cambridge: Cambridge University Press, 2001.

Uccelli, Paola, and Catherine Elizabeth Snow. "A research agenda for educational linguistics." *The handbook of educational linguistics* (2008).

Williams, Marion, and Robert L. Burden. *Psychology for language teachers: A social constructivist approach*. Vol. 5. Cambridge: Cambridge university press, 1997.

Vlahović, Dubravka. "Primena retoričkih strategija u nastavi pravnog engleskog jezika." *Универзитет у Београду* (2019).

Vujović, Aleksandra. "Interculturality in foreign language teaching", *Heritage, VII (15-1),* (2010): 207–215.

Boers, Frank, and Stuart Webb. "Teaching and learning collocation in adult second and foreign language learning." *Language Teaching* 51, no. 1 (2018): 77-89.

Ortega, Belén Alvarado. "Wray, Alison (2002): Formulaic Language And The Lexicón. Cambridge, Cambridge University Press, 332 Págs." *ELUA: Estudios de Lingüística. Universidad de Alicante* 18 (2004): 349.

Zhang, Lawrence. "Awareness-raising in the TEFL phonology classroom: Student voices and sociocultural and psychological considerations." *ITL-International Journal of Applied Linguistics* 145, no. 1 (2004): 219-268.

NOTES ON THE AUTHOR

Marijana VUKCEVIC MA, is an English language teacher at the Faculty of Applied Management, Economics and Finance, University Business Academy in Novi Sad, Serbia. marijana.vukcevic@mef.edu.rs.