

**COLLECTIONS OF PAPERS BY THE ENGLISH
DEPARTMENT, UNIVERSITY OF NIŠ:
A CELEBRATORY REVIEW**

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Abstract. *The purpose of this text is to make a review of the collections of papers published by the Faculty of Philosophy of Niš University on the occasion of the 50th anniversary of the establishment of the Department of English Studies as a unit of this higher education institution in Serbia. It presents an overview of the six volumes of paper collections that were published in the period between 1980 and 2007, and attempts to highlight the most significant contributions and authors that form part of this three-decade long tradition. The overview includes a reference to the papers published, their authors, as well as a discussion of the most prevalent traits and/or contributions of the individual papers, focusing on the most influential ones. This paper, written as a celebratory retrospective of one area of the activities of the department, is primarily meant to emphasise the place and role these publications have had in the transition of the department from a newly-established organisational section to a well-known scholarly collective with a half-century long tradition of noted scientific effort and quality education of sought-after professional Anglicists.*

Key words: *English Department, Faculty of Philosophy, Niš University, collection of papers.*

1. INTRODUCTION

The present review was composed in honour of the Department of English Studies of the Faculty of Philosophy in Niš on the occasion of the semicentennial jubilee of its establishment. The principal idea of the paper is to provide a condensed overview of the joint publications by the English Department of the University of Niš, made public in the

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form of collections of papers. In the development period from 1980 to 2007, the English Department produced 6 collections of papers, three of which are scholarly works published in collaboration with colleagues from other English Departments, mostly from universities in Serbia and Montenegro at that time.

Having reached a particular stage in the development of the department and the scholarly advancement of the staff after only eight years of its existence, once the ‘collegium ... ripened’, in the words of Vida E. Marković, the members of the small academic community of the English Department considered the possibility of initiating a publication which could act as a venue for the promotion and placement of the results of their research and professional work at the faculty. Being able to disseminate their work and scientific endeavour to the nation and the rest of the world must have been a powerful motivating factor at the time and solid inspiration for each and every member of the staff, experienced and new alike, by which they could fulfil at least one of the basic prerequisites of engagement at the university. Inasmuch as the collections, and the papers they contain, can demonstrate the prevalent fields of interest, topics and methods of research of the authors involved, they also represent precious documents of the stages in the development of the academic staff, of the most prolific and most authoritative members, as well as of the trends and directions in the progress of the department as a whole.

Even though this retrospective may simply serve as a brief reminder of the accomplishments of the department in this respect, it may also act as a strong incentive to the academic posterity of this institute to continue building upon the firm foundations that were laid out over the previous half century.

2. THE COLLECTIONS

2.1. The Collection of Papers by the English Department – Volume I

The first volume of papers (Marković 1980), written by the English Department staff members and certain invited contributors, was published by the Faculty of Philosophy of the University of Niš in 1980 and contains 222 pages of text and references. Although it does not include writings by all the members of the academic staff, the ones published feature in the book as clear examples to younger generations of researchers, which may be deemed to be an added value of the entire publication. The editor of the volume was the literature professor Vida E. Marković, while the academic assessors of the contributions were professors Gordana Opačić and Vida E. Marković. The volume was collected to pay homage to professor Ljiljana Mihailović, a university professor and author of a number of excellent textbooks, monographs and papers, the scholar most widely credited with working to ensure the foundation of the department in 1971.

Along with an inspired *Foreword* and *Bio-bibliography of Ljiljana Mihailović* written by professor Marković, the collection consists of 17 papers in total, distributed into two equal segments pertaining to the dominant fields of study. The first part, titled *Contributions to the study of language* encompasses 9 contributions by Z. Grdanički, D. Hadži-Jovančić, J. Johnson, M. Jovanović, M. Mihajlović, G. Opačić, D. Trandafilović, Đ. Vidanović and D. Zec, whereas the second, *Contributions to the study of literature*, includes 8 contributions, provided by Lj. Bogoeva, M. Frajnd, S. Janoski, R. Lainović, V. E. Marković, B. PaciĆ, R. Ristić and B. Žarić. Two of the papers were written in languages other than English, specifically French (R. Lainović) and German (B. Žarić).

The first annual publication by the newest English Department in the country at the time involves a line of quality texts trying to keep up with the current trends in transformational-generative approaches to linguistic theory, perceived here as the main 'tree trunk' which produces a number of interdisciplinary 'branching shoots' in the form of intertwined domains such as syntax, semantics, phonology, psycholinguistics, neurolinguistics, and even discourse analysis and sociolinguistics. The general interest in the ground-breaking approach to the study of language and the topics dealt with in this volume cannot but point to the ever-present, deeply-established avantgarde attitude of the entire department and a latent tendency to always aspire to the most progressive extant theories, a trait that would remain one of the defining qualities of the Niš English Department in general right up to the present day.

The structural framework of the clause appears to have been the most productive thematic unit for research as three papers approach the subject from the standpoint of assimilating particular simple and interrogative clause structure within subjective NPs (Z. Grdanički), the aspects of reducing relative clauses to prepositional phrases or adverbials (Đ. Vidanović), as well as pointing out that embedded interrogatives will be arguments of -emotive verbs, while free relative clauses accompany +emotive ones (D. Zec). Another inspiring area was that of conjunctions, problematised by G. Opačić, in a paper exploring the opposition between Osgood's (1963, 1971) cognitive take on conjunctions and that of logic in viewing clause ordering, and by M. Mihajlović in his contrastive paper on phrasal conjunction in English and Serbian, intent on showing that this kind of linking is lexically conditioned in the process of generating deep structure.

The interest of D. Hadži-Jovančić in the issue of bilingualism was exhibited in the paper on this subject approached from the promising psycholinguistic standpoint, which considers the relationship of the phenomenon to different language systems. As rightfully suggested in the paper, bilingualism could only be viewed in the synergy of cultural, linguistic and psycholinguistic factors, and as such could be of invaluable benefit to the domain of foreign language teaching. Among the other linguistic considerations, one particularly studious approach is seen in the paper by M. Jovanović, in which recent achievements in the study of discourse analysis were implemented to attain understandings of the ways text authors manipulate their communicative competence to achieve particular goals, offering an analytic and schematic break-down of the discourse structure inherent in newspaper reportage from the Serbian daily, *Politika* (Jovanović 1980).

When we turn to the discussions of literary topics, they are marked by a variety of approaches to the study of creative texts, as well as by a tendency to break away from more traditional interpretations and to be engaged in the treatment of novel areas, particularly on the part of the younger staff members. The dominant segment is that pertaining to the aspects of American literature, including Lj. Bogoeva's philosophical view on man in the works of R.W. Emerson, H. Melville and W. Stevens, with an emphasis on the self-identity quest in a more liberal context. The same or a very similar focal point related to human individualism and individuation was observed in the paper by B. Pacić, but from the historical perspective, and within the stern environment of Puritan America and Calvinistic ideology. Other chapters in the collection are concerned with the art of literary interpretation and practical criticism (R. Ristić), paying particular attention to the position of artists themselves in the entire activity, such as the famous poet T. S. Eliot, while M. Frajnd discussed the methodological problems that authors of literary work introductions face when asked to write texts for various editions, basing the

conclusions on her personal experience of writing the introduction to an edition of *Hamlet* for Serbian high-school readers.

Another notable contribution was made by S. Janoski, a scholar with a national reputation as the leading expert in medieval English literature, thanks to her study of the dual nature of the character of Unferð from *Beowulf*, founded upon positivist-linguistic principles on the one hand, and etymological-literary ones on the other (Janoski 1980). Finally, a rather exclusive chapter was presented by professor V. E. Marković in the form of a personal, almost intimate, interview-cum-reflection, devoid of any factography, with the US Nobel Prize winner W. Faulkner, entitled *What Faulkner told me*. In terms of its importance for the study of literature in the country, this piece may be regarded as the insightful and authentic pinnacle of the entire subsection.

2.2. The Collection of Papers by the English Department – Volume II

The second collection of papers (Dekanić Janoski and Jovanović 1981), the publication of which coincided with the tenth anniversary of the department, shows a remarkable advancement in comparison to the previous one, both in terms of scope and volume, but also notably in terms of the quality of the presented research. It presents a series of well-devised scholarly works of a high order which extends to 332 pages divided into 32 chapters, by Anglicists and philologists from the English Departments of the Universities of Niš and Belgrade, including a large section (comprising almost one third of the total) of works by foreign contributors from distinguished universities in the UK and the USA. The editors of this volume, compiled to honour professor Vida E. Marković, were jointly Sonja Dekanić Janoski and Mladen Jovanović, while the reviewers were Gordana Opačić and Sonja Dekanić Janoski.

Opening with the *Foreword* by the first editor and two homage biographies of professor V. E. Marković (provided by S. Dekanić Janoski and Lj. Bogoeva, respectively), the volume develops into a bipartite collection of papers, the first section of which, *Contributions to the study of literature*, consists of 21 contributions. Among the contributors, the most notable from abroad are A. E. Berthoff, W. Berthoff, R. Cohen, A. C. Kern, J. B. Kern, W. W. Robson and B. Toelken. The second, smaller section consists of 11 papers regarding the study of linguistics and is entitled *Contributions to the study of language*. Along with some of the most renowned names in Serbian linguistics, such as N. Dimitrijević and D. Jović, contributions were also made by prominent language study scholars such as E. P. Hamp, A. A. Hill, and A. McIntosh.

The dominant portion of the volume is concerned with literature and criticism topics, introduced by a very creative view of I. A. Richards' New Criticism and interpretation provided by A. E. Berthoff (University of Massachusetts), directing the readers' attention to the crucial conclusion that reading/writing represents the mainstay of personal intellectual and moral development. The text is followed by the chapter *Life Upstate: Edmund Wilson's American Memoir* authored by W. Berthoff (Harvard University), a complex consideration of the last work of the American writer, written in the first half of the 20th century, which endeavors to bring the writer of this chronicle closer to the readers, familiarizing them with his character, as well as with the general importance of the work in question, which attained a form of universality by surpassing the boundaries of a mere memoir.

From the philosophic-aesthetic perspective, Lj. Bogoeva Sedlar in her essay highlights the relationship between R.W. Emerson and F. Nietzsche, two of the finest intellectuals

who managed to perceive art as a redeeming factor in man's condition where science and religion had failed. As such, art seems to be the only real force to champion the truth, not impeding free thought and experience, but allowing for permanent reinvention of the self through self-discovery in the reality that the self is immersed. This idea is somehow reflected again in the treatment of the subjective and objective world in Wordsworth's poetry by O. Humo. It is through poetry and art that new knowledge of life and the world can be gained, according to W. Stevens, an idea underlying the story of Penelope and Ulysses, around which A. C. Kern (University of Iowa) unfolds his interpretation of the poem *The World as Meditation* by this celebrated American Modernist poet.

A couple of papers in this section are concerned with the discipline of literary interpretation, discussing certain questions of fundamental import to the establishment of an interpretation theory (R. Ristić) and the potential offered by the liberal interpretation of literary art, on condition that the interpreter adheres to the relevant semantic constant and does not usurp the place of the author. In this lengthy but thorough essay by W.W. Robson (University of Edinburgh), the author underlines the necessity for a work of art to be context-adaptable, since a piece of writing with such pretensions should always be relevant to the given setting.

The perpetual and ever-provoking motif of roads, journeys and the personal development of both writers and their characters were dealt with in a variety of manners in the chapters examining R.W. Emerson (B. Pacić), the importance of travel in Elizabethan England as found in the textbooks and manuals of that time (V. Kostić), and the interrelatedness among primary and secondary characters, hierarchy and values in the picaresque novel *Joseph Andrews*, as viewed in the contribution by R. Cohen (University of Virginia).

Among the chapters with more specific subjects, those particularly worth mentioning appear to be the ones by S. Dekanić Janoski, a rather unique effort in 'literary archaeology' by which the author attempts at reconstructing a lost version of the story of the Battle of Camlan from three Welsh triads and other sources of the Arthurian cycle, and by J. B. Kern (University of Iowa) with her in-depth re-examination of the importance of three women novelists of independent spirit (primarily Mary Davys) for the rise of the English novel of manners as a literary genre in the early 18th century. Another exceptional addition to the volume was made by the American folklorist B. Toelken (University of Oregon) with a 'prolegomenon' for a potential critical history of Native American literature, which, according to his approach, is possible only if based on approaching the prerequisite Native American worldview. Other themes from 'more modern' English literature include J. Carry's philosophical, ethical and religious attitudes in his first trilogy (L. Petrović), V. Wolf's caricatural exaggeration in the semi-fictional biographical novel named after a cocker spaniel dog *Flush* (S. Vukobrat), and A. Wilson's social novel characters imbued with liberal humanism and rationalistic ideology, facing a divide between the dictates of society and their private lives (N. Vuković).

The part of the collection assigned to the study of language starts with an intriguing overview of neurolinguistics, where the chief idea offered by professor N. Dimitrijević was to point to the significance and capacity of this young discipline for both linguistics and neurology in Serbia (Dimitrijević 1981). As a case in point, Đ. Vidanović extended the topic by contributing an analysis of rhythmic (ictal) speech in sensory aphasia within the framework of the performative hypothesis of Ross (1970) and provides important findings with regard to the placement of neologisms within the sentence. Similarly, G. Opačić offered a thoughtful look at several experimental psycholinguistic papers that announced the rise of the 'cognitive' element in linguistics, strongly incited by Chomskyan generative grammar, while D. Trandafilović provided a clear outline and an affirmative re-assessment of the work of J. R. Firth and the

London School of Linguistics. One of the central linguistic concepts, that of the linguistic sign, was addressed in the Saussurian framework by professor D. Jović, in the sense that the motivation of linguistic signs must be considered not only a universal property, but also a property of a particular system and particular aspects of language use.

Finally, a sequence of papers in this section deals with the applied domain of linguistics, investigating issues such as adapting teaching EFL to individual learners through additional materials and tests (D. Hadži-Jovančić), and the use of sociolinguistic descriptions in TFL and the means of acquiring communicative competence through linguistic competence in a particular social context (M. Mihajlović). Other, more analytically oriented chapters include those engaged in analysing the features of discourse as considered by E. P. Hemp (University of Chicago) in his original studies of two Old English poetic texts: cohesion in Bede's deathbed poem and discourse structure in interpreting bee charms, and M. Jovanović who in the 'interface' of language and linguistics very cleverly tackled the diachronic dimension of word meaning in interpreting the prevailing tone of the novel *As I Lay Dying* by W. Faulkner. Further on, by confronting the notions of concrete and affective style, the author A. A. Hill (University of Texas) commits himself to an objective stylistic analysis, attempting the comparison of two famous short stories in order to assess their artistic value. The outcome quite justifiably favours R. L. Stevenson's story of Dr Jekyll and Mr Hyde (Hill 1981). On the other hand, in the chapter titled *The Myth of Stylistic Analysis*, A. McIntosh (University of Edinburgh) critically points out the paradoxes of descriptive stylistics, stressing the need for stylistic analysis to have educational value but also the fact that purely linguistic criteria cannot be set to establish literary value, as they seldom, if ever, pursue the analysis of the underlying motives of an art work.

2.3. The Collection of Papers by the English Department – Volume III

Published two years after the second volume, this collection (Dekanić Janoski and Jovanović 1983) marks an important moment in terms of continuity and establishing a trend, irrespective of its somewhat reduced capacity, as it contains only 129 pages. The collection is compiled of 13 papers, where the segment regarding linguistic papers, entitled *Contributions to the study of language* includes four contributions (D. A. Hill, M. Jovanović, B. Kitanović and T. Magner), while the part *Contributions to the study of literature* is comprised of nine chapters, mainly produced by members of staff of the department. The editors of the third collection were once again professors Sonja Dekanić Janoski and Mladen Jovanović. The reviewers of this book were the doyens of the department and of English Studies in Serbia, professors Vida E. Marković and Ljiljana Mihailović.

One of the best-loved and longest-serving native-speaker visiting lecturers of English at the department, Mr D. A. Hill, made a contribution to this volume with a discussion regarding the importance of drill exercises when teaching language in isolated circumstances. He duly suggested modes of improvement by introducing contextualised image-cues to reduce the interference of the teacher and enhance the effects of the then very admired communicative approach to foreign language learning (Canale and Swain 1980). In this manner, there is a connection to the chapter by B. Kitanović and his attempt to relate literature as a domain of mental imagery, so as to 'refresh' the roads to reaching the general objective in foreign language learning.

The other two linguistic chapters involve papers from the related fields of applied linguistics (stylistics) by M. Jovanović, who offered an overview of the linguistic approaches

to studying style in language, ranging from C. Bally and the word length studies by Mendenhall (1887) to the studies of the evocative power of words (Hill 1967), and sociolinguistics (sociolect) by T. F. Magner. The latter paper, authored by the Professor Emeritus of Slavic Languages from Pennsylvania State University, who was acclaimed for his book on South Slavic languages (Magner 1991), proffered an analysis of the urban dialect of Niš, with a special consideration of the methodology of studying urban and rural dialects.

As researchers largely remained true to their main areas of study (American literature and English Medieval literature), a particular novelty in the manner of topic and a real value in terms of contribution was offered by the paper by the guest author D. Johnson from Lafayette College, Easton, Pennsylvania. The text on Harold Frederic's own notes for the novel *The Damnation of Theron Ware* dealing with a more detailed interpretation of Ware's reaction to religious bigotry was based on unpublished material from the Library of Congress in Washington. This account must have been a doorway leading to a new corridor into American literature for the professionals and the academic audience in Serbia. Other essays, such as the one on *Voluntary obedience or willful defiance* (Lj. Bogoeva Sedlar) were concerned with the opposed views on man's position provided by such literary giants as R. W. Emerson and H. Melville, as well as with the concurring views on an American poet's democratising role of a far-sighted people's representative, manifest in the ideas, verse and language of W. Whitman and R. W. Emerson (B. Pacić). The treatments of the scientist myth in English and American fiction, from Classical times to Merlin and Faustus, and its impact on the issue of moral ambivalence in contemporary English fiction (S. Dekanić Janoski), as well as the convention of spring conceived as a reflection of an ordered universe in English medieval poetry (I. Ilić) seem to firmly establish the Chair of Medieval Studies at the department, but also express an inclination towards infusing medievalism with modernism.

2.4. The Collection of Papers by the English Department – Volume IV

The fourth in the series of publications by the Department of English (Opačić and Pacić 1986) appeared after another three years, and it differs from the previous collections in one significant aspect. The collection is not merely a sum of papers produced by various staff members, but also includes the contributions presented at the IX Interdepartmental Conference of English Studies in Yugoslavia (held May 24 - May 26, 1984 in Niš), as the subtitle of the volume suggests. The first interdepartmental meeting was organised in Belgrade 1960, which, to echo the words of V. Marković, marked the beginning of a decade of considerable advancement for English Studies in Yugoslavia. This volume, amounting to 89 pages of text written in Serbian, with the exception of the paper by D. A. Hill, consists of the printed forms of 12 discussions, reports and papers presented at the conference, with the addition of the final segment which provides the general conclusions of the conference. Professors Gordana Opačić and Brankica Pacić are registered as the editors of this volume which seems to have been a watershed in the practice of publishing paper collections by the department with the wider involvement of other English departments in the country.

As stated in the foreword to the collection written by the editors, members of nine separate departments participated at the interdepartmental conference; there were representatives from the Universities of Belgrade, Niš, Novi Sad, Osijek, Priština, Sarajevo, Skopje, Zadar and Zagreb, demonstrating a full array of the benefits of the multinational character of the country. However, representatives of only three departments submitted papers to be published in the

proceedings, including contributions by a number of professors and academics, including V. E. Marković (two texts, on the history of Interdepartmental Meetings on English Studies in Yugoslavia and on the establishment of the English Department in Niš, respectively), R. Bugarski and Lj. Mihailović (Belgrade), Mladen Engelsfeld (Zagreb) and M. Jovanović, Lj. Bogoeva Sedlar, R. Ristić, S. Dekanić Janoski, B. Pacić, R. Lainović and D. A. Hill (Niš). By contrast to the previous volumes, the papers in this collection seem to gravitate more toward certain aspects of the teaching process (in relation to language and literature topics) at the tertiary level of education.

In the first paper, professor Lj. Mihailović rather observantly considers the relationship between semantic description and grammatical category, concluding this succinct discussion with the idea that the choices made in selecting descriptive procedures may be those of economy, adequacy and explicitness or else those specific to semantic analysis, such as relevancy and categorial levels. The two subsequent contributions deal with the role of semantics (M. Jovanović) and sociolinguistics (R. Bugarski) in the study of English. The first advocates a particular position in relation to a foreign language curriculum for the study of meaning as the most complex level of linguistic analysis (appending a syllabus for a two-term course in semantics), which entails engaging with the interests of other scientific disciplines, such as psychology, philosophy and logic. In the paper, professor Jovanović rather insightfully establishes a connection between understanding semantics and a piece of information as “the basic unit of measure” for success, progress and standard in general. The second chapter assesses the pedagogical impact of sociolinguistics by considering language-externally, in view of the history, civilisation, literature and culture of the language in question, and language-internally, recalling all the manifestations of the language as a social product. The greatest value of the paper is in the approach presented through four points, by which the sociolinguistic awareness of the students can be increased without a separate course (Bugarski 1986, 34–37).

The remaining contributions offer alternative approaches to teaching literature courses within English Studies, whether based on a close analysis in comparison with other corresponding literary works (M. Engelsfeld), or a ‘restricted’ role for the teacher in supplying the material required for poetry interpretation and appreciation, or else aimed at enhancing critical appreciation of their own culture through studying that of the Anglo-American world (Lj. Bogoeva). The purpose of such an approach, as professor Bogoeva appropriately notes, could be to ensure the adequate representation of our national heritage and the critical reception of any undesired influences from abroad. The next two discussions, submitted in written form after the conference, concern teaching literature in close correlation between lecture and seminar type classes within the Theory of genres (S. Dekanić Janoski) and an evaluative comparison between New Criticism and Traditional Criticism in studying literature, in an attempt to reinstate the extrinsic methods of the latter (B. Pacić).

2.5. The Collection of Papers – *The Interdepartmental Conference of English Departments in Yugoslavia – Volume V*

The next volume (Lopičić, Mišić Ilić and Paunović 2003) continues the trend of publications which emerge as products of Interdepartmental meetings of Anglicists in the country, at that point in history officially the Federal Republic of Yugoslavia (which consisted of Serbia and Montenegro). The conference in question was held in Niš in June 2000, while the collection of papers itself was published three years later. The editorial team was composed of professors

Vesna Lopičić, Biljana Mišić Ilić and Tatjana Paunović, and the publication was meant to pay tribute to professor Veselin Ilić, the late Dean of the Faculty of Philosophy in Niš, the parent institution. According to the foreword by V. Lopičić, the meeting was attended by representatives from all the existing departments in the country, except for the English Department of Belgrade University. The supplied list of participants and contributors includes the names of guest scholars from Bosnia Herzegovina and the Universities of East Sarajevo and Banja Luka. Unlike the previous collections, this one also contains the transcripts of the speeches by the Dean, the Vice-dean and the Head of the department which organised the event.

The collection of papers is composed of 13 contributions, predominantly written in Serbian, divided into two parts, nine of which pertain to the study of language, language teaching and linguistics (the papers by R. Šević, P. Novakov, V. Ž. Jovanović, S. Nikolić, B. Mišić Ilić, S. Bilbija, R. Vukčević, R. Sokić and A. Bogdanić). Four papers of the entire volume which contains 105 pages of text refer to topics related to literature and cultural studies (specifically the works by V. Lopičić, R. Nastić, M. Kostić and J. Andrijašević).

The first section of the book, dedicated to linguistics and teaching EFL topics, starts with a chapter which tackles the issue of the prominent role which historic linguistics can have at all the three levels of university education, that is within the Undergraduate, Masters and PhD curricula (R. Šević). The author, one of the most distinguished professors at English departments in Serbia, decidedly supports the idea of three separate single-term courses, or at least one two-term course, drawing particular attention to the convergent efforts and effects of different linguistic disciplines in building the status of the history of English within the curriculum of English Studies, a position she firmly believes it deserves. Based on the assumption of the great importance of translation practice for the study of any foreign language, P. Novakov develops his contribution based on a number of examples from problematic published translations as a pretext for the discussion and application of various kinds of linguistic knowledge in an attempt to advance the lecturing process. Related to the previous two works on the grounds of using translation in EFL teaching, but somewhat more theoretical in approach, the contrastive paper on deverbal English nouns and their Serbian equivalents by V. Jovanović is one of the few studies of the phenomenon of conversion in Serbia. It offers an empirically corroborated overview of eight different modalities of translating deverbal nouns from English into Serbian, making a strong statement about where, why and how over 40% of the corpus examples would not be nouns in translation (Jovanović 2003, 40).

Further on, in a complementary manner, two prominent scholars, professor B. Mišić Ilić from Niš and professor S. Bilbija from Sarajevo University, offer their standpoints on the modalities of organising the content of theoretical linguistic subjects taught at English Departments. In the chapter, entitled *Teaching Theoretical Linguistic Courses at English Departments*, Mišić Ilić paves the way for the introduction of courses in pragmatics, discourse analysis, text linguistics, or sociolinguistics, either as elective or obligatory subjects, backing the proposal to launch these previously missing subjects with solid argumentation. Similarly, in a much shorter discussion, Bilbija reiterates the need for the above-mentioned courses (putting forward the suggestion for a course on the semantics of grammar) within specific modules, which entails reducing face-to-face learning and increasing individual written work. It is writing, too, that is the topic of the chapter by R. Sokić who promoted the development of writing skills in EFL students, due to their significant role in foreign language teaching at the University, while R. Vukčević analysed the effects of science fiction and literary texts in teaching ESP, elaborating creatively on a

potential course based on SF texts. The organization of the EFL teaching and learning process at the English Department of Banja Luka, in Bosnia and Herzegovina, accompanied by an overview of the curriculum and the teaching staff was provided by A. Bogdanić, who was Head of Department at the time.

The second section, which deals with the domains of ‘teaching literature in the context of the new bearings within literary criticism’ and ‘teaching culture studies between history and literature’, encompasses the chapter by V. Lopičić, which shows her attempt to delineate, both conceptually and methodologically, the notions of interdisciplinarity and culture studies, and the chapter by M. Kostić, who considers the pedagogical aspects of Bill Bissett’s poetry and its intellectual benefit for first year students of English literature. On the other hand, R. Nastić’s lengthier contribution is based on demonstrating how literary criticism can be put to proper use in teaching narratives. Using the specific examples of Marxist Criticism and the works of T. Dreiser, on the one hand, and the Psychoanalytic and Feminist Criticism of A. Munro on the other, the author makes a case for literary appreciation through the prism of particular schools of critical thought, notably those of Marcuse, Fromm and Ferguson, Felman, and Mitchell, respectively. The book concludes with a brief account by J. Andrijašević of the techniques used to deal with adverse tendencies among students in Early English Literature tutorials.

2.6. The Collection of Papers – *The Interdepartmental Conference of English Departments in Niš 2006 – Volume VI*

The last volume to appear in the series of collections published by the Department (Lopičić and Mišić Ilić 2007) came out four years after the previous, only a year after the conference held once again in Niš, this time to mark the 35th Anniversary of the Faculty of Philosophy and its English Department. This bulky, 445-page long collection was edited by Vesna Lopičić, the then Chief of staff at the department and Biljana Mišić Ilić. The reviewers, professors Đorđe Vidanović (language and linguistics) and Dragana Mašović (literature and culture), each addressed a portion of the 35 contributions pertinent to their respective fields of expertise. In both its quantity and quality of contributions, this volume could be regarded as the crown of the endeavours at the department to prepare valuable publications for the academic public and the generations of Anglicists and philologists to come.

Although they are not very clearly labelled, four thematic sections are identifiable in the collection: I The Study of Language, II Teaching English, III The Study of Literature and IV Challenges and Reforms. Particularly noteworthy authors of the papers in this collection include professors R. Bugarski, M. Antović, V. Gordić Petković, B. Mišić Ilić, M. Mišković Luković, P. Novakov, T. Prčić, K. Rasulić and I. Trbojević. Naturally, other authors also deserve a mention, being professionals from all the English Departments in Serbia and Anglicists from other institutions, such as M. D. Djurić, E. Nikolić and J. Vujić (Belgrade); B. Dilparić and D. Kulić (K. Mitrovica); A. B. Nedeljković (Kragujevac); Z. Antić, S. Blagojević, J. Djordjević, V. Ž. Jovanović, S. Kitić, M. Kostić, N. Lazarević, V. Lopičić, Lj. Marković, T. Paunović, V. Pavlović, L. Petrović, M. Savić and N. Tučev (Niš); S. Halupka Rešetar, S. Krimer Gaborović, N. Milivojević and B. Radić Bojanić (Novi Sad), with the addition of guest writers from Montenegro (B. Milatović, M. Mrdak Mićović, M. Mumin and S. Simović).

The first section begins with the printed version of the plenary presentation *What English means to us* by professor Bugarski, a determined assertion in favour of the idea that English might be regarded not only as a communication tool in the modern world, but

also as an identity marker for younger generation speakers across languages, thus qualifying the language for the proposed status of 'an additional language' in the classification of languages, alongside mother tongues, second and foreign languages, and so on. Continuing the theme, B. Radić-Bojanić discusses the rationale for introducing a course regarding the numerous varieties of English, based on an empirical study of student needs. A rather remarkable sequence of five papers on English word-formation follows, where in the first, the leading Serbian morphologist proposes in an economical but quite observant fashion a new typology of world building elements established upon several criteria and the prototype-based categorisation (Prčić 2007), while the issues of the productivity and restrictions of adjective-compound formation in English and Serbian are considered in an analysis based on empirical research, predominantly involving morphophonological and semantic factors (Jovanović 2007, 77). The relevant matters in the study of neologisms, initialisms and blends in English were addressed in the chapters authored by J. Vujić, S. Krimer Gaborović and E. Nikolić, respectively. Treating the point of meaning expansion, in his thought-provoking musicolinguistic contribution, M. Antović compares and contrasts the ways metaphorisations in English, Serbian and music can be interpreted in terms of cognitive (G. Lakoff) and conceptual (R. Jackendoff) semantics (Antović 2007). Subsequently, and within the scope of their particular interests, N. Milivojević (on conceptual semantics) and B. Dilparić (on cognitive semantics) provided analyses of the tenets of the respective theoretical frameworks in attaining specific objectives. By contrast, M. Mišković Luković and M. Đurić attempted to put relevance theory into practice in studying problems from syntax and electrical engineering discourse. A group of varied papers dedicated to different aspects of teaching English at university level concludes this first section of the linguistic chapters. The application of various linguistic models is considered by B. Mišić Ilić and V. Pavlović, with the contrasting of linguistic models in pedagogical grammars of English and Serbian being examined by P. Novakov, the pragmatic character of contrastive rhetoric (in terms of English vs. Slavic languages) is considered by S. Blagojević, while the relationship between sentence structure and communicative purposes is explored in the opposition between the Prague School and Generative Linguistics, as suggested in the work by S. Halupka Rešetar.

The second section of the volume, dealing with TEFL and TESL, includes a number of articles investigating topics regarding teaching areas, the participants in the process, as well as a sequence of methodological questions. Among the titles we find *Teaching foreign language at elementary school level* (B. Milatović, M. Mrdak Mićović), *Oral test specifications: the construct specifications of an oral test* (Lj. Marković), *The strategies of overcoming the resistance to drama techniques* (D. Kulić), *How do we develop reading skills in the second language classroom?* (M. Mumin), *Sociolinguistic elements and functional language in ELT* (N. Lazarević), and *Cultural background determines the level of motivation among English language learners* (J. Đorđević). The paper by T. Paunović regarding language and identity is also indirectly related to this area, in that it addresses such issues as self-image and identity within foreign language acquisition and usage, but is inadvertently located in the first part of the book.

Section Three contains a limited number of varied papers on literary topics, covering a range of authors and topics. The sensual, Victorian-age novels by S. Waters were carefully reflected on in V. Gordić's report on the narrative strategies the writer used to deal with the problems of female identity and sexual politics. The notions of revolution and spirituality represented by the main characters in the novel *Black Dogs* by Ian McEwan were examined in parallel in the paper by N. Tučev, discussing issues such as irreconcilable

world-views, manifested evil and human cruelty. In the chapters submitted by L. Petrović and jointly M. Kostić and V. Lopičić, the central figures are Canadian critics, poets and writers of Yugoslav descent. In the first, the humanistic thought of D. Suvin is regarded as instrumental in solving the art vs. politics dilemma, arguably Suvin's greatest contribution to literary and cultural theory, while G. Simic's *Yesterday's people* was aptly used in the second as material for exploring the failure of love as a liberating agent and curative power in the context of personal and national identity endangered through violence. Further on, placing an accent on the features of N. Hawthorne's romance novels, S. Simović investigates how the famous American author managed to achieve an atmosphere of dreaminess and imaginarieness through symbols, Gothic elements and mystery. The section closes with a brief and quite distinctive attempt on the part of A. B. Nedeljković to help shed light on the allegedly violent death of an illustrious English poet in *Let us investigate the murder of Percy Bysshe Shelley*.

The last segment of the book consists of three texts written by S. Kitić, K. Rasulić and I. Trbojević, and N. Lazarević, M. Savić and Lj. Marković, each concerning an important aspect of reforming English language and literature university curricula, encompassing the challenges of the Bologna process, the innovations required to meet the needs of the labour market and the position of lectors as teaching staff at English Departments in Serbia.

3. FINAL REMARKS

At the end of this special review, it might be difficult to establish an overall evaluative qualification of the total of 122 papers and more than 1,300 pages in the six collections published. Moreover, it would be equally challenging to assess the extent to which the contributions, taken either individually or jointly, have influenced the academic community or consider what it is that the individual papers might have contributed to the corresponding scientific disciplines. However, without any implications as to the currency and impact of the papers from the present perspective, it can be stated that their value in terms of being cornerstones in the growth and ascending maturity of the English Department of the Faculty of Philosophy and the University of Niš is indubitably immeasurable. Even though the staff naturally expressed interest in offering their research to important journals and publishing their own monographs and textbooks even with certain of the most respected publishers in the world, the collections can still be appraised as the mainstay in building and preserving the academic identity of the department. In the years to come, they will stand also as potent witnesses to the perennial inclination of the authors, both the members of the English Department at the University of Niš and their associates, toward the pursuit of salient but innovative scientific facts and adherence to the values of authentic and perceptive scholarly thought. For these reasons, when it comes to this particular field of research and kind of engagement in the process of education, the English Department of the University of Niš will undoubtedly remain one of the most prestigious and reputable institutions in the country.

At this point, it has to be noted with due humility that the collections, taken in their totality, as well as the Department of English, for that matter, were honoured by the contributions made by almost all of the most eminent scholars and Anglicists in the country of the period, including names of international renown, as well as by the works provided by prominent researchers from abroad. This fact may be interpreted as an indirect acknowledgment of the high status and the

lasting achievements of the English Department, as much as it can be construed as a benevolent and generous act on the part of the contributors to the promotion and advancement of the department as a whole and its global benefit.

To conclude, it may be stated that the volumes presented here quite convincingly show how the solid foundations of the department have supported the continued growth and sustained enhancement of the quality of the educational and scholarly work of the staff and how tradition can be quite favourably intertwined with modernism to produce a favourable synergetic effect. Hopefully, the generations of scholars and individual staff members to come will find these texts inspirational in driving their own efforts in further accumulation on the precious heritage of their predecessors, and thus render the future of the English Department at the Faculty of Philosophy of the University of Niš bright and auspicious.

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ZBORNICI RADOVA DEPARTMANA ZA ANGLISTIKU UNIVERZITETA U NIŠU: PRIKAZ POVODOM JUBILEJA

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Ključne reči: *Departman za anglistiku, Filozofski fakultet, Univerzitet u Nišu, zbornik radova.*