

DEVELOPING LANGUAGE COMPETENCIES THROUGH CORE LANGUAGE COURSES AT THE ENGLISH DEPARTMENT: THE FIRST HALF CENTURY

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Abstract. *The paper provides an overview of the development and major changes that marked the first fifty years of the English Department, Faculty of Philosophy, University of Niš, i.e. from its founding in 1971, to the present day. The focus is primarily on the core English language courses of the curriculum. The paper is divided into three sections. The first and longest one covers the first three decades of life and work at the Department. The second, shortest, covers the pre-Bologna period, and the third provides an overview of the current status of the core English language courses as taught today. We hope that this overview will provide a benchmark for future studies.*

Key words: *English Department, University of Niš, the Bologna Process*

1. INTRODUCTION

Since its foundation in 1971, the curriculum of the English Department of the Faculty of Philosophy, University of Niš has been based on multiple core courses. In this paper, we would like to focus on the English language courses (Modern or Contemporary English language courses). The aim of these courses has always been to develop and promote the development of key language competencies: reading, listening, writing and speaking. Although this goal has not changed over time, the means that the instructors working with the students at the Department had recourse to have. This paper will illustrate these changes against the backdrop of the times in which they were made.

The most notable changes that deserve special consideration ensued following the Bologna Declaration of 1999. The document voluntarily signed by ministers of 29 European countries was meant to introduce standardization into higher education programs all across Europe. One of its main goals was the creation of the European Higher Education Area

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(EHEA), whose implementation had been planned by the year 2010. The standardization included a unified standard number of years of study needed to finish a bachelor's, a master's and a doctoral degree.

In a more practical sense, the Bologna Declaration called for standardized credit hours which corresponded to a certain amount of coursework done by students at the tertiary level. Instruction was strongly focused on learning outcomes and on student-centered learning. If universities across Europe could achieve this standardization, it would in effect mean greater mobility for the student population.

In Serbia, the 'Bologna Process' had a top-down implementation, which means that changes made to the system of education began at the level of university and slowly made their way towards the lower educational levels. Serbia officially added its name to the list of countries which signed the Declaration in 2003, and passed a new Law on Universities that would include the necessary changes, along with the adoption of The European Credit Transfer system (ECTS) and National Qualification Frameworks (NQF).

In light of these macro changes that engulfed most of Europe, a part of this overview paper will focus on how the Bologna Process was adapted within the current context of the English Department at the Faculty of Philosophy, University of Niš, Serbia, and the period preceding it. The overview will include three different points in time, and will be told in three different voices, by three individuals with direct experience of studying and working in this particular academic environment.

2. PART ONE: HOW IT ALL BEGAN (1971 - EARLY 2000S)

Place: Faculty of Philosophy, Niš, English Department classroom

Time: spring semester, 1985

Main characters: trembling third-year students awaiting

Three years ago, twenty of them enrolled in the English Department. Now, there are only a dozen, clustered in the few front rows of a cavernous classroom, trembling with both fear and cold (it is the time of the economic depression of the eighties, impending wars, threatening sanctions, which means there is no heating at all). The cold is explained in the parentheses. But the fear, well, it is caused by the already checked rumors about the professor who is about to enter the classroom and deliver his first class of Methodology of the English Language – the notorious, the almighty, the what-not, the ... Đorđe Vidanović. The awaiting students have never met him before, some of them might have seen him in the faculty corridors or at Galijska, the most popular place to go out in the evening, yet, all of them have heard of him.

The door opens, the professor strides in. He is in his mid-thirties, with bristle, brown hair, face overgrown with a beard, round spectacles on his eyes, smiling, carrying a black, leather briefcase. He approaches the desk, puts the case on it, opens it without a word. The tension rises – what shall it be? Then, he takes out a wooden cutting board (the students are surprised), a chef's knife (the students, all girls because it is an 'all-girls school' at the time, are plainly shocked), and finally an onion (by that moment, the students are totally at a loss). He peels the onion, places it on the board and starts chopping it. Bewilderment is complete. He utters at last: "We're studying the Direct Method of teaching a foreign language today – you observe, you hear, you relate it to what you express in words." By George, so the professor is not going to kill his students but with the blade of his knowledge. A sigh of relief fills the room.

As nostalgic as this story may sound, it illustrates the creativity and individualism of the English Department teaching staff of the time. *Vivat academia, vivant professores!*

The Faculty of Philosophy Niš, as well as the English Department, was founded a long time before this anecdote – some fourteen years before, which means that this year marks its half-century anniversary. This paper reviews one of the most significant academic language courses taught from the very foundation of the English Department – English Language. Throughout this period of fifty years, the course has changed its official name, the form of its final examination, the number of semesters required, obligatory reading materials, prerequisites for attendance, number of classes per semester, etc. However, the core of the subject has never changed – the grammar and use of the English language at the advanced and proficiency level of studying.

The review of the legal documents pertaining to the foundation of the Faculty of Philosophy Niš¹ reveals that this university institution was established in the true spirit of the ancient meaning of the word ‘philosophy’ – the lover of wisdom. Namely, in ancient times, philosophy was related to any area of human life that required intelligence or skill, it implied a ‘wholeness’ approach to life. Therefore, the Faculty of Philosophy comprised the departments that encompassed the knowledge and skills necessary for the education of a true academic – sciences (mathematics, physics and chemistry), social sciences (sociology and psychology), humanities (English language and literature) and physical fitness (physical education).

The English Department was the only foreign language department at the moment the Faculty of Philosophy was founded. There were twenty academic courses taught to the bachelor students of the English Department during four academic years and eight semesters. According to the Faculty Statute from 1976, the studying rules prescribed were rather strict in comparison to the regulations practiced nowadays. *Autres temps, autres mœurs!* One of the prerequisites for the enrolment in the following year of the bachelor studies was that the students pass the examination in the academic subject of English Language up to the September examination term.² There were (alas!) only three examination terms for the major courses at the time: September, January and June.³ This proves that the subject of English Language has been the major academic course at the bachelor studies of English since the beginnings of the English Department. However, in those early days, it was taught and studied as a part of other language courses deemed essential for the bachelor students of English. Each academic year was focused on one segment of the English grammar, with one weekly lecture and tutorial, held in two classes each. Besides, there were added six classes of the grammar and use of English tutorials, defined as language exercises taught by English lecturers. Therefore, the bachelor students of English had 6 classes a week of English Language course as a part of the academic subjects of Morphology, Syntax, Phonetics and English Language Teaching Methodology, and Special Course in Grammar, taught in the first, second, third and fourth year of study respectively. As regards the content of the English Language tutorials, it was closely related to the theoretical language courses taught in a particular year of study. The significance of the English Language tutorials is further proved by the fact that, despite them not having the status of a true academic course with its own lectures, they constituted a part of the final or graduation exam. Namely, the English Language examination taken after the eighth semester of study was the final exam, together with the Anglo-American Literature examination. The complexity of the English Language examination is evident⁴ - it consisted of two parts: the written part and

¹ Faculty of Philosophy Niš Statutes from 1976 to 1988

² Statut Filozofskog Fakulteta u Nišu /prečišćen tekst/, Niš, 1976, p 55

³ Ibid, p 36

⁴ Ibid, p 39

the oral part. The four-hour-long written part comprised six tasks that tested the knowledge and competencies acquired during the four-year study of English as a foreign language at the tertiary level of education: dictation, English to Serbian translation, Serbian to English translation, essay writing, grammar and use of English test and written comprehension test. It was obligatory that students pass all six parts of the written exam in order to qualify for the oral examination, which in turn had several sections: reading of an unknown text, paraphrasing, vocabulary and structural questions, translation of the read text and free conversation on the text-related topic or on any other topic of the examiner's choice. In order to graduate, the candidates failing the oral part of the English Language examination had to retake the whole exam, regardless of the fact that they had already passed the written part. From the perspective of contemporary bachelor students, this might sound rather unacceptable, to say the least, but it was a good technique that prevented 'the sonorous rhythm of intake and graduation'⁵ from being shattered by any potential disruption.

The eighties of the previous century represented the major turning point in the evolvement of the English Language tutorials into the acclaimed academic course in its own right. The English Department curriculum from 1985⁶ prescribed the English Language tutorials as an independent academic course that was still held with 6 weekly classes of practice. In the first two years of bachelor studies, this course was termed English Language I, II, III and IV and was taught during one semester each. The students were allowed to take the examination in these courses in regular examination terms, i.e. in January, June and September (for the autumn semester courses) and in June, September and October (for the spring semester courses).

The third year of study was different in that English Language course was taught during two semesters and the students were allowed to enter the exam in June, September and October. The course was extremely complex and comprised various language exercises that tested and improved all foreign language competencies – listening, speaking, reading and writing. Part of the classes were taught by native English speakers, English lecturers, which only contributed to the high demands imposed upon students. The six classes of tutorials were comprehensive in nature, which means that they were not strictly divided into classes of grammar, translation, comprehension and speaking. This rather holistic concept of education is the evidence that the English Department has always endeavored to develop every student's intellectual, critical, creative and academic attributes. Just as the previous English Language examinations, the English Language V consisted of two parts: the written part and the oral part. Needless to say that it was mandatory to pass the written part in order to qualify for the orals. The written part lasted for about five hours and consisted of various language tests: dictation, listening comprehension, grammar and use of English test, English to Serbian translation, Serbian to English translation, a short, written composition and a long essay. The English Language tutorials taught in the fourth year of study were equally demanding, particularly regarding the fact that this language course prepared the students for the final examination whose form was identical to the one adopted when the English Department was founded.

The review of the Faculty of Philosophy Statute from 1987⁷ confirms that the academic courses taught at the English Department were divided into minor and major courses, and that the English Language tutorials with 6 weekly classes of practice belonged to the latter group of academic subjects. The English Department curriculum from 1987⁸ further

⁵ Harris, R.; *Enigma*, <http://library.lol/fiction/E7DFDFF1590A723ACCE7185F590B435E>, p 6

⁶ Statut Filozofskog fakulteta u Nišu, Niš, 1985, p 51

⁷ Statut Filozofskog fakulteta u Nišu, Planovi obrazovanja za VII/1 stepen stručne spreme, Niš, 1987, p 19

⁸ Program obrazovanja za VII/1 stepen stručne spreme za obrazovni profil diplomirani filolog za engleski jezik i književnost, Nastavno-naučna grupa za Anglistiku, Niš, 1987

established the significance of these classes. It stated that the English Language tutorials were organized in the same manner in all four years of study with the exception of the first semester of the first year. Namely, during that semester, these tutorials were designed as an intensive English course with the primary purpose of revising and coordinating the knowledge of English of the first-year students. The focus of the classes taught in the two semesters of the first year of study was on the practical use of English and understanding of basic communication. It was accomplished by means of three types of classes: grammar, practice of understanding, speaking and reading, and essay writing. The obligatory reading material included *Kernel Lessons Intermediate* by Robert O'Neill, *Exploring English* by Allan Rowe and Tom Harris, *Stories of Detection and Mystery* by Agatha Christie, *British and American Short Stories* by various authors, *Tales of Mystery and Imagination* by Edgar Allan Poe.⁹

The English Language tutorials taught in the second year of study represented a natural continuation of the language competencies development from the previous two semesters. The classes of grammar were particularly focused on the instruction in the English syntax, both structural grammar and transformational-generative grammar, practiced by means of the textbooks *Communicate What You Mean* by Jean Pollock and *AKL: Advanced* by Robert O'Neill. Contrastive analysis and translation were introduced with the purpose of enabling the students to recognize the differences and similarities between Serbian, as their mother tongue, and English, as a foreign language. Essay writing classes practiced three types of 300-to-500-word-long essays: argumentative, descriptive and reflective.¹⁰

The English Language tutorials taught in the third year of study included three aspects of foreign language competencies: expansion of vocabulary, translation as part of contrastive linguistics and essay writing. The curriculum assumed that the students had mastered the use of the English morphological forms and the English sentence structure in the previous four semesters, so that they could further their vocabulary, particularly those segments related to homonyms, synonyms, collocations and phrasal verbs. Translation assignments were analyzed and discussed with reference to contrastive analysis, whereas the organization of an English essay and the fundamentals of rhetorics were the main focus of essay writing classes.¹¹

Six weekly classes of the English Language tutorials in the fourth year of study were covered in the following aspects of language mastery: translation, practice of understanding, speaking and reading, and essay writing. Translation classes differed from those in the previous semesters – the students were assigned to translate both poetry and prose, as well as essays written in various scientific fields such as sociology, psychology, archeology, medicine, electrical engineering, etc. They were also instructed how to use reference materials, such as dictionaries, in the most appropriate way. Listening comprehension, speaking and reading were practiced by means of the interaction between teachers and students. In essay writing classes, the students were expected to state their arguments clearly and support them with adequate explanations and examples (argumentative essay), as well as to describe particular experiences (descriptive essay) or present their opinion on certain ideas or issues (reflective essay) in the proper form and at the proficient level of English. These tutorials prepared the students for the final or graduation exam mentioned earlier, which was the most complex and the most demanding examination at the bachelor studies of English.¹²

⁹ Ibid, p 8, 9

¹⁰ Ibid, p 22

¹¹ Ibid, p 30

¹² Ibid, p 41, 42

Finally, it should be emphasized that the examinations in English Language were cumulative. For instance, the students could not qualify for entering the English Language II exam unless they had already passed English Language I, and this rule applied to all English Language examinations in all four years of study.

The story goes on ...

3. PART TWO: THE INTERIM YEARS (2003 - 2007)

This point in time in the history of our Department is marked by new trends sweeping across Europe under the banner of the Bologna Declaration. Changes as extensive as the ones that were meant to be introduced by the new Bologna system were difficult to implement in a single, clean stroke. Expectations were high, but the job ahead required that a smooth transition be ensured both for the academic staff and for the expectant student population.

Serbia began its official journey along the Bologna tracks in 2003, but the first changes at the tertiary level education were documented two years earlier, in 2001. At our Department of English, attempts at standardization were recorded in 2002. These attempts first affected the means and methods of assessment (the introduction of midterms for example), and then the curricula as well (the introduction of elective courses). This was a time of adjustment and learning, for both the faculty staff and the student population, following a period of isolation that Serbia had gone through during the previous decade. The Bologna Process, as it was referred to in Serbia, was an attempt not only at reforming university education in the country, but an attempt at rejoining the European mainstream.

The Bologna Process required both changes in policies and practices. For example, in terms of the former, Serbia adopted its own National Qualification System or NQF in 2010 which referred to the outcomes of study programs. Another change that straddled both policies and practices were ECTS credits. The introduction of ECTS credits was a novel way of quantifying student work. Credits were awarded not based on the amount of time that students spent receiving instruction, but on the number of hours spent doing work, which shed a new light on student participation and engagement in the teaching/learning process.

The period from the early 2000s to 2007, which can best be referred to as the Bologna-adjacent or pre-Bologna era, was marked by the introduction of 'continued assessment' at our Department. The focus of the assessment however still remained the same. The key competencies lined out at the very outset did not undergo any changes (reading, listening, writing and speaking). In light of the new trends, the students were assigned ever more homework to develop these competences on their own, which was followed by relevant feedback (graded homework) provided by the instructors. Moreover, they were also required to take multiple exams during the semester. The constituent parts of these exams were at the time still unchanged, as described in the previous section of the paper. Truth be told, assigning graded homework as a method of evaluation had already been in place prior to these innovations, but it was mostly left up to a course instructor to decide how and when to implement it. Furthermore, the individual instructors had also opted to include class participation and attendance in the final grade. However, the assessment was given a final and 'official' form with the introduction of the credit and point system.

During the interim period, the main issue that needed to be resolved was how to calculate grades within the context of the reduced duration of the (core) courses at the Department, while also reducing the duration of the final exam itself. At the same time, the four key competencies were still to be assessed, as before. Grading was now meant to be

virtually ‘twice as frequent’, as some of the core courses which had up until the Bologna Process lasted for two full semesters were now single-semester courses. In practice, this meant that the existing trend of summative assessment (being graded at the end of the second semester for any of the English Language I – IV exams), formative assessment was now being introduced over the course of eight core courses: Contemporary English Language 1 – 8. And unlike the current formative assessment which mostly includes a midterm exam, at the time, assessments were carried out several times over the course of each semester, and the students were tested on their knowledge of English grammar and use of English and translation (both Serbian to English and vice versa), as well as writing. The results of these so-called modules were compiled in a single student portfolio for each individual student taking the course. The portfolio had the student’s name, ID and picture on it, and was used to help provide the final grade at the end of the summer semester, followed by the final oral exam.

Grading during this phase of the implementation of the Bologna Declaration was still dominated by exams, or the final exam in particular. The main parts of what are now Contemporary English Language exams had not changed compared to the previous English Language exams: they still consisted of a grammar and use of language test, a translation test, essay writing, and for all the ‘even-numbered’ CEL exams, an oral exam. However, the duration of the exams was quite affected by the changes: what had previously been a five-hour exam, now lasted three hours at the most. Some of the implemented changes that led to the decrease in exam duration had to do with the translation task and the essay writing exam. Specifically, for the ‘odd-numbered’ CEL exams, the midterm requirements included taking a Serbian to English translation exam, and for the ‘even-numbered’ ones, English to Serbian, and vice versa for the final exam. In practice, this meant that students only needed to take one translation exam as part of their midterm and their final exam. Furthermore, the number of words required for the completion of the essay part of the exam was reduced (from 300-400 to 300-200), effectively reducing the duration of the overall exam.

The overall picture of this particular period of the Bologna Process would be incomplete without an important addition to the curriculum: the introduction of elective courses. For a long time, the curriculum at the Department of English was based on core courses that were taken during prescribed and specific years of study. However, the proliferation of single-semester courses allowed for the introduction of numerous electives which allowed the students to participate in the creation of their curriculum, just as much as the instructors themselves, meeting the student-oriented learning goal of the Bologna Declaration.

4. PART THREE: 2007 TO THE PRESENT

The focus of ongoing changes at the English Department and the Faculty of Philosophy in Niš became adapting the existing curriculum to fit the principles associated with the Bologna System, introduced into Serbian higher education and the University in Niš in 2005 and 2007, respectively (Danas, 2008). As one of the main goals of introducing the Bologna Declaration was to shorten the study time and increase the passing rates from one year of study to another, the systemic, administrative changes were introduced faculty-wide in 2007, including the Evaluation Rulebook. It defined the number of points and ECTS credits awarded to students for active class participation, project participation, term papers and other course requirements, as well as midterms and exams. With this system in place, the students were expected to take a more active part in their studies, and be motivated by a more transparent system of assessment,

while the teaching staff got the opportunity to track their students' semester-long activity, as well as the obligation to ensure the students' increased class involvement.

One of the means by which these principles were introduced into the English Department curriculum was the restructuring of its core language courses, formerly known as English Language courses I - IV, which lasted two semesters and typically contained a mid-course midterm exam, and the final exam at the end of the second semester, as its main form of evaluation. In the interim period before the English Department's BA program was accredited in 2008 to be fully compliant with the Bologna Process, these courses acted as a kind of the Department pilot program and paved the way for further reorganization of its courses by carefully rearranging their course literature and adding more evaluation opportunities in the form of modules. Although still required to take the final exam at the end of the two-semester course, the students were able to reduce their study material for the final exam by participating in the new program, while being required to regularly attend lectures and tutorials. At the same time, the modules, which were offered to students as a substitute for the earlier midterm test, allowed the teachers to gauge the workload they assigned and continually monitor their students' performance and attitude towards the new system. This was especially important since most students taking such 'reformed' courses had already been enrolled in some of the older English Language classes and were expected to be accustomed to the evaluation system about to be replaced.

The insight gained from the previous year of working on curriculum reform was instrumental even in the years that followed, as the students who had enrolled in the Department's BA program during the pre-2007 Law on Higher Education continued to work their way towards graduation and attend courses which offered many of the Bologna-related amenities that proved to be beneficial to students during the period of reform. However, in the year 2008 the Faculty had fully adopted the Bologna Process in compliance with the new Law on Higher Education, and with the newly-accredited study program introduced for the first time to the current generation of first-year students, many of its courses went through further changes.

One such change was the rescheduling of some of the important linguistic courses. Phonetics, as a former third-year course, was now renamed as Phonetics and Phonology and implemented into the second semester of studies, while Morphology ceded its first-year slot to the Introduction to English Language Studies and was allocated to the third semester of studies. Changes like these were made so that the courses like first-semester Introduction to English Language Studies would prepare students for the upcoming linguistic courses with a syllabus that offered basic theoretical and methodological, scientific and professional knowledge in the major fields of English linguistics and allow the later courses fully devoted to the aforementioned fields to more easily review and build upon the students' existing knowledge.

Another reason for such a change was the emergence of elective courses. Introduced as a means of further engaging the students in classes better suited to their interests and desired professional orientation, such courses allowed the teaching staff not only to better distribute their course material and transform the old, two-semester courses, but also to explore new topics and approaches that would have previously overburdened the already cumbersome two-semester syllabi.

On the other hand, while the introduction of new courses extended the fields of interests the students were now able to explore during their studies, the key component of the Department's linguistic courses remained its suite of English Language compulsory courses. According to the newly-licensed program, they were transformed into eight semester-long Contemporary English Language courses (CEL) consisting of lecture classes taught by the professors, and

tutorials of different types - taught by the Department's teaching assistants. The CEL courses' main goal, as stated in the Department's study program, was to develop the students' language competencies in English as a foreign language up to the C1 / C2 level of the Common European Framework of Reference for Languages, by combining integrated language competencies (speaking, reading, listening and writing) with grammar, vocabulary and language use, while also improving students' pragmatic and communicative competence, as well as cultural competence in the broadest sense, through increased understanding of different language styles and varieties.

Achieving such a goal meant that the design of such courses could not be uniform through all eight semesters of study, and the goals and contents of each CEL course were designed to reflect the students' increasing level of linguistic competence and experience in various linguistic sciences taught as separate courses, both compulsory and elective. At the same time, the same linguistic courses - their design, goals and selection of course literature - reflected the students' level of language competencies being developed through the CEL courses. As the goals of CEL 1 and CEL 2 became to strengthen the students' four essential language competencies (reading, writing, speaking and listening) at the B2 and the then FCE (First Certificate of English) levels respectively, the design of both courses relied on lectures and three types of practical classes (Use of English 1 and 2 and Grammar) designed so as to develop the four skill through active classes promoting student participation and peer interaction. In this context CEL1 lectures focused mostly on the practice of the four language competencies, while CEL 2 concentrated more on grammar and the preparation of students for the second year of studies which would bring more demanding challenges.

For the students to meet the added challenge successfully, the next two CEL courses raised the bar as well, by preparing students for B2+ level of CEFR and turning their focus towards academic and future professional skills through practical classes now dealing with more advanced grammar, paragraph (CEL 3) and essay writing (CEL 4) and the basics of translation. To ensure that spoken language skills, both production and comprehension, were not only practiced through both lectures and tutorials, but actively tested as well, all eight CEL courses were also designed to test at least one of the two spoken language skills. Consequently, starting with CEL 1, every other course would contain a dictation as part of the final exam, to test spoken language comprehension, whereas CEL 2 and every other course would contain an oral exam, comprising both reading and speaking tasks.

Even though CEL tutorials were not designed to test these essential oral skills prior to the final exam, both lectures and tutorials were designed to continually involve students in various speaking activities, offering both peer-to-peer and student-teacher interaction through group class activities, presentations, class discussions and debates, whereas speech comprehension remained an integral part of all CEL courses as the classes are taught in English. However, apart from oral production and comprehension skills being an essential component of the set of language competencies integrated into the Department's BA program, CEL tutorials also continued to develop some of the essential professional skills, with translation being one of the key areas of employment of English language graduates. Their importance can be seen in the additional elective courses that emerged as a means of offering additional opportunities, through different methods and approaches, for the students to develop the already mentioned competencies.

As potential future language teachers and role models to new generations of learners, our students had to develop all four key language competencies at the beginning of their professional school practice, which needed to be at C1CEFR level, which means that the

students needed to be adept at using complex constructions, have an extensive vocabulary, and be able to navigate through different professional and everyday topics with ease, which was achieved through CEL 5 and CEL 6 courses. The newly set goals were also achieved in the final two CEL courses, i.e. CEL7 and 8 (as part of the students' final year at university). The competencies that were developed remained the same, as did the key components of the exams, while the work done with the students and the material selected for in-class study was congruent with C2 level.

5. CONCLUSION

The first fifty years of our Department have been a time of awe-inspiring and learned individuals and a time that has not been exempt from the strong winds of change that have swept throughout Europe. It is a privilege to have worked with the former and to have been part of the latter. Our Department has never shied away from change and has successfully kept abreast of them.

This paper sets a benchmark for generations to come, which need to know how our goals were shaped in order to shape their own. The first fifty years have been a time of challenges and a time of growth. We hope that the seeds we have planted will allow rewards to be reaped by our successors over the next fifty.

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RAZVOJ JEZIČKIH KOMPETENCIJA KROZ NASTAVU GLAVNOG JEZIČKOG PREDMETA NA DEPARTMANU ZA ANGLISTIKU TOKOM PRVIH PEDESET GODINA

Ovaj rad predstavlja pregled osnovnih promena koje su obeležile razvoj Departmana za anglistiku na Filozofskom Fakultetu, Univerziteta u Nišu tokom pedeset godina postojanja, tačnije od 1971. pa do danas. Rad se posebno bavi opisom programa glavnog predmeta na osnovnim studijama Anglistike, Engleski jezik, te je podeljen na tri dela. Prvi deo rada analizira razvoj ovog predmeta tokom prve tri decenije postojanja Departmana za anglistiku, drugi deo je posvećen promenama u okviru ovog predmeta koje su nastale u predbolonjskom periodu, dok se treći deo fokusira na opis trenutnog programa koji se primenjuje u nastavi ovog predmeta. Autori se nadaju da ovaj pregledni rad može poslužiti kao osnova za dalja istraživanja u ovoj oblasti.

Ključne reči: *Departman za anglistiku, Univerzitet u Nišu, Bolonjski proces*