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Thematic issue:

*From tradition to the future
50 years of the Department of English
at the Faculty of Philosophy*



UNIVERSITY OF NIŠ

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Satterfield, Susan. 2016. "Livy and the Pax Deum." *Classical Philology* 111, no. 2 (April): 165–76.

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Series

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Vol. 19, N° 1, 2021

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Editorial

FROM TRADITION INTO THE FUTURE: ENGLISH DEPARTMENT

The Department of English Language and Literature came into being just a few years after the Faculty of Philosophy was created in 1965 as a constituent part of the newly founded University of Niš. In only six years since the University had started registering students in Niš, the demand for an English department was such that the authorities ratified its launching and the first happy generation enrolled. Now, fifty years after this beginning, the demand is still high and the enrolled are equally happy to be among the best ones who got a chance to become students at the Department of English. What has changed, since changes there must be, has been identified and recorded by the members of the Department involved in a small project aiming to celebrate the achievements of the Department in the past 50 years.

Though unassuming, the name of the project, “From tradition to the future – 50 years of the Department of English at the Faculty of Philosophy in Niš” (100/1-10-1-01), still indicates that we hoped to present our academic practices as tradition-forming, on which basis future generations of teachers and students could possibly continue building, developing, and performing always better than the preceding ones. In an attempt to paint a realistic picture of our complex activities, we envisioned a project comprising four core activities:

1. Writing review papers on the most important aspects of our teaching and research practices so far
2. Publishing a catalogue with 25 annotated titles to represent the Department’s academic output at the Faculty level
3. Refreshing the website of the Department by starting its YouTube channel and the Google site of its Alumni Club
4. Recording interviews with four different categories of participants: first generation students, eminent teachers, expatriates, and notable foreign visitors to the Department.

This volume of *Facta Universitatis* contains the results of the first core activity and offers twelve review papers:

- *Collections of Papers by the English Department, University of Niš : A Celebratory Review* by Vladimir Jovanović
- *Cognitive-linguistic Research at the English Department: Theoretical, Methodological and Applied Aspects in Niš* by Vladan Pavlović and Marta Veličković
- *A review of the Elective Linguistics Courses at the English Department* by Ljiljana Mihajlović and Milica Radulović
- *The Tradition of Literary Translation at the English Department* by Nataša Tučev and Dušica Ljubinković
- *From Problems of Language and Mind to Psycholinguistics: An Overview of Courses* by Vladimir Figar, Mladen Popović, and Dušan Stamenković

- *Developing Language Competencies Through Core Language Courses at the English Department: the First Half Century* by Ljiljana Janković, Marta Veličković, and Aleksandar Pejčić
- *The Development of Master and Doctoral Academic Studies in English Language and Literature since 1971 at the English Department, Faculty of Philosophy* by Danijela Petković and Milena Kaličanin
- *Teaching Anglo American Culture at the English Department: the Past, the Present and the Future* by Ana Kocić Stanković and Sanja Ignjatović
- *Language, Literature, Conference* by Biljana Mišić Ilić and Vesna Lopičić
- *Literary Studies at the English Department of the University of Niš: History and Practice* by Milica Živković
- *Extracurricular expression and Development of Students at English Department, University of Niš* by Ljiljana Marković
- *TEFL Methodology and Pre-service Teacher Education at the English Department, University of Niš* by Tatjana Paunović and Nina Lazarević.

The titles of these contributions are very indicative of our intention to make a survey of some significant changes in the activities of the Department: from outlining how the English language, Anglophone literatures and methodics have been taught in the 50 years of our existence, to showing how we were the first English department in the country to have introduced cultural studies courses, and then presenting some new trends such as literary translation or cognitive linguistics and psycholinguistics courses of which we are very proud – there was so much about the Department targeted by the project. No less important, structural changes implemented in the course of the last 50 years such as introduction of elective courses or master and doctoral academic studies as well as formalisation of student projects greatly improved the quality of studying at the Department. Finally, increased research activities are summarized in two articles which deal with our publishing efforts thus completing the image of the Department.

Definitely more could be said about the preceding 50 years. However, in combination with the other parts of the project, the picture becomes quite clear. The English Department at the University of Niš has meaningfully evolved in the course of its life and become an asset to the Faculty of Philosophy. Generations of older teachers are being replaced by younger ones, while ever new generations of students keep coming. Hopefully, we have established traditions which will last well into the future.

Dr. Vesna Lopičić

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

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Vladimir Ž. Jovanović

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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. Grđanički, 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 doyennes 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. Miliivojević 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 word 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 imaginariness 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 lecturers 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

Namena ovog teksta je sažeto predstavljanje svih zbornika radova koji su objavljeni u okviru Departmana za anglistiku Filozofskog fakulteta u Nišu, a povodom pedesete godišnjice od osnivanja odseka za engleski jezik i književnost kao organizacione jedinice ove visokoškolske ustanove. Pregled predstavlja prikaz svih šest svezaka sa više od 120 radova koji su publikovani u period između 1980. i 2007. godine i nastoji da istakne najznačajnije priloge i autore koji su na najbolji način doprineli stvaranju ove tridesetogodišnje tradicije. U okviru osvrta na zbirke radova pomenuti su objavljeni članci, njihovi autori, ali su akcentovane i najdominantnije karakteristike, obrađene teme, kao i doprinos pojedinih priloga, sa fokusom na one koji su izvršili najveći uticaj. Pisan kao retrospektiva jedne od oblasti delovanja departmana, ovaj prikaz ima pre svega za cilj da naglasi mesto i ulogu ovih publikacija na preko 1.300 strana teksta u procesu tranzicije departmana od novoosnovanog odseka Filozofskog fakulteta do jednog poznatog i priznatog nastavno-naučnog kolektiva sa jasnim identitetom i tradicijom od pola veka zapaženih naučno-istraživačkih rezultata i zavidnim uspehom u obrazovanju traženih profesionalaca na polju anglistike.

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

COGNITIVE-LINGUISTIC RESEARCH AT THE ENGLISH DEPARTMENT IN NIŠ: THEORETICAL, METHODOLOGICAL AND APPLIED ASPECTS

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Abstract. *The paper presents an overview of some of the most important research conducted by two members of the Department of English in Niš in the field of cognitive linguistics. It focuses on the variety of theoretical approaches and theoretical concepts relied on in the research, the various qualitative and quantitative methods used (including state-of-the-art strict statistical procedures), and possible applications of the results of such research in the areas of ELT and the study of language-culture interrelation. It also points to how some of those results have been applied in practical and theoretical linguistic courses at the English department in Niš. The paper is complementary to that of Figar et al. (this volume) in terms of focus on the research done in cognitive linguistics at the department.*

Key words: *ELT, cognitive grammar, applied cognitive linguistics, quantitative corpus linguistics, language-culture interrelation*

1. INTRODUCTION

From a theoretical point of view, the shift from the generative to the cognitive paradigm opened up a flurry of opportunities for more comprehensive studies of language. Free from the constraints of focusing solely on form, linguists and teachers alike were now able to consider the semantic component of meaning intertwined with the component of form. Researchers were given new tools to study the meaning of multi-word expressions (including idioms), metaphor, and also a more ‘neglected’ part of language: grammatical words and structures which had previously been considered to have ‘no meaning at all’. In terms of ELT and EFL, foreign language learners were given an alternative to memorizing ‘rules’ of language use whereby the *how* of their use was unaccompanied by the *why*.

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Answering this particular question led to the increasing prominence of certain concepts, approaches, topics, and methods which gained prevalence in the existing research. For example, some of the theoretical concepts of note included metaphor, semantic frames, prototype theory, mental space theory, figure/ground alignment (profiling), prominence, the principle of non-synonymy, image schemas, constructions as symbolic units, and the grammar-lexicon interface. When it comes to theoretical approaches, they included construction grammar, the recontextualizing approach to language (as opposed to generative and structuralist decontextualizing), as well as a cognitive-grammar based approach, among others. The topics that began to garner more attention included (but were not limited to) ELT in general, research in ELT addressing specific issues (such as the aforementioned study of grammatical words), syntactic constructions, and intralingual and interlingual lectal variability. The research methods of choice were questionnaires (including those with visual cues, for example those pertaining to figure/ground alignment), as well as (rigorous) statistical procedures applied to quantitative data from massive e-corpora and their qualitative evaluation in the CL framework.

With great pleasure we can note that the trends that marked these developments on a global level were closely followed by the researchers and instructors working at the Department of English. The research of two faculty members from this Department outlined in the paper is complementary to the work presented by Figar et al. also found in this volume.

2. RESEARCH PAPERS IN COGNITIVE LINGUISTICS – OVERVIEW AND DISCUSSION

This chapter is structured as follows: first it presents an overview of how cognitive linguistics has been or could possibly be incorporated into ELT at departments of English; then it focuses on article instruction in the cognitive-linguistic framework in particular; it ends with cognitively-informed quantitative corpus linguistics.

2.1. Cognitive linguistics and ELT at English departments – General considerations

Pavlović (2010) examines some of the ways the various theoretical insights of cognitive linguistics can practically be applied to language teaching at English departments. Thereby, the focus is primarily on the syntactic level, especially because the possible applications of the given linguistic framework to this level do not seem to have attracted researchers' interest to the degree the issue deserves. The ways in which such theoretical insights can be applied to the lexical level are also addressed.

When it comes to the application of cognitive linguistic insights at the former level, the paper makes several important points.

First, regarding periphrastic constructions, the paper points to the importance of directing EFL students' attention to the *Principle of no synonymy*, namely the standpoint that if two or more constructions are syntactically different (no matter how much related in meaning they may be), then they must also be semantically and/or pragmatically different. This is important as it goes against the classic generative view, also taught at English departments, of paraphrastic sentences as merely being interchangeable versions of one another. For example, the difference in meaning and use of the following sentences: *We found the children undernourished* and *We found the children to be undernourished*, *He declared the meeting official* and *He declared the meeting to be official* and the like, can be said to be based on the CLOSENESS IS STRENGTH OF EFFECT metaphor (Lakoff

and Johnson 1980, 130–131). In other words, depending on whether the direct object is closer to the adjective that refers to it (as is the case in the first sentence in each of the pairs) or further apart from it (as is the case in the second sentence in each of the pairs, where the two are separated by *to be*), the meaning changes. The first sentence in the first pair can thus be claimed to involve a more *direct* relationship between the subject and object referents and to mean something along these lines: *we encountered the children in that condition*. Conversely, the second sentence in the first pair implies a more *indirect* relationship between the subject and object referents and to be paraphrasable like this: *we carried out an examination, and that examination revealed the given children's condition*. The second pair of sentences can be approached in a similar way.

The same logic can be applied to the ditransitive (*She gave me her new book, I offered him a drink*) and the prepositional dative constructions (*We will definitely pass the queries to the authorities, Novartis supplied the drug to 5,000 additional patients under the compassionate-use provision*). Namely, the former one, where the predicator and the indirect object are closer together, mostly refers to literal or metaphorical transfer situations where the agent and the recipient are in close proximity to each other, as the first pair of examples shows. On the other hand, the latter version, in which the predicator and the indirect object are further apart, refers to transfer situations where the agent must overcome some distance or exert some effort – literal or metaphorical, in order to effect the transfer, as indicated by the second pair of examples.

Secondly, cognitive linguistics always seeks to find *motivation* for why it should be possible or natural for a particular form-meaning correspondence (i.e. a construction) to exist in a language. For example, there are several reasons for the existence of the so-called “deprofiled object construction” (Goldberg 2005, 28–32), namely the one in which no object is explicitly expressed: *Pat gave and gave but Chris just took and took, She could steal but she could not rob, Tigers only kill at night, Why would they give this creep a low prison term!? He murdered!* This is the case when such an object, which is recoverable from context, does not have a prominent discourse position or when that position is occupied by a particular action. A particular action, in turn, can gain a prominent discourse position through its repetitiveness (as in the first example), through contrastive focusing (as in the second example), through its being generic (as in the third example), or when it expresses a strong affective stance, as is the case in the fourth example, as well as under other similar conditions. This combination of discourse requirements and syntactic consideration, together with other factors such as grammaticalization principles and general categorization principles, can often provide viable explanations for the existence of various constructions.

Thirdly, some cognitive approaches, such as construction grammar, argue that sentence argument structure need not always be determined by the main verb but sometimes by the syntactic construction itself, and that all syntactic constructions are meaningful. This explains how a typical intransitive verb, such as *sleep*, can integrate into the so-called *time-away* construction, as in the following example: *He's slept the afternoon away*, in which it is used transitively. Namely, it can be argued that it is the given construction, rather than the verb *sleep*, that contributes the direct object argument, thus enabling this and similar verbs to integrate into it and express its main meaning – that of somebody frivolously doing something. In that sense, we consider it to be fruitful to discuss such points with students, and especially to have them compare this particular theoretical stance with those, for example, held by structuralism or generative grammar, as raising students' theoretical awareness of the various linguistic issues they come across in their studies, and equipping

them with the ability to discuss various theoretical models and compare those models in an informed way, can increase their linguistic competence.

Eventually, the paper also addresses possible applications of cognitive linguistics to the lexical level. It does so primarily by presenting an overview of the relevant practice reference books as well as textbooks in cognitive linguistics that contain useful practical exercises, in which various lexical items, as well as idioms and multi-word verbs, are approached in view of important cognitive linguistic concepts, such as metaphor.

In conclusion, Pavlović (2010) argues that reliance on cognitive linguistics in general can potentially serve various fruitful purposes in English language teaching at English departments. First, it can increase students' motivation for studying various language teaching materials through their organization into wholes structured on the basis of the insights of the given linguistic framework, with the added benefit that such organization can also be beneficial to retention. Secondly, it can provide a meaningful context for students' acquisition of specific construction types through discussions focusing on various syntactic, semantic and pragmatic aspects of the use of those constructions, the various metaphoric and other relations that exist between/among them, and the various communicative functions different types of constructions are used for. Thirdly, it can provide students with possible theoretically grounded explanations of the extension of meaning in (the English) language. Eventually, it can also help ELT professionals develop a critical and creative attitude towards the already existing teaching materials and towards the possible ways of the in-class presentation and use of those materials.

2.2. Article instruction in the cognitive-linguistic framework

There was a wide held belief that articles should be studied only from within the linguistic subfields of syntax and morphology, a stance taken for most grammatical words. If we were to add to that the fact that more than one of the existing 'traditional' accounts for article use could be referred to at the same time to explain the suppliance of a particular article, it is clear that the network of meaning being woven was one that exceeded, what was over time realized to be, the limited scope of a purely formal approach to language study. In that sense, in an attempt to combine the global shift in the theoretical approach to understanding language use into the field of all that was cognitive, and the need for instructions that would not only include some of the aforementioned concepts related to cognitive grammar into the methodological approach to ELT, but which would also be suited to the particular set of needs of Serbian L1 learners, the research of Veličković (2018, 2019) focused primarily on article instruction. These reasons echo the shortcomings of the previous, form-oriented era: the one-form and one-meaning correspondence, a feature not characteristic of lexical, or of grammatical words; the fact that a purely formal linguistics framework cannot account for all types of language use; and that context, among other things, needed to be taken into consideration.

Veličković (2018) attempted to illustrate the differences between the formal and the more cognitive approach by analyzing the anaphoric definite vs associative definite context. The former, at first glance, is more or less the standard, one of the most frequently used explanations of definite article suppliance which has even been documented to be the primary explanation in the Serbian linguistic environment (Veličković, 2021). It is a very formal context, one that guides ELLs to take into consideration repetition of the noun in question to the greatest extent. The 'rule' is that the definite article is used to introduce an NP, and it does so once the same NP has previously been introduced by the indefinite article in a certain body of text. That would

account for the *how*, and not at all for the *why* of it. The latter, on the other hand, makes ample use of the associative power of language, and is linked to the concept of semantic frames inter alia. It tells a different story: you need not simply look for repetition of the same form but look for associated elements as well.

Focusing on association allows us to not only include the concept of semantic frames in any instruction aimed at L2 article suppliance, but it also works in combination with a shift in focus/attention and discourse prominence to help convey the intended meaning more fully. Additionally, merely repeating the same N or NP does little for creating new mental spaces, a theoretical concept that helps us to understand speaker intent and contextualized meaning, akin to that of a discourse space. In order for referential relations to be established, mental contact needs to be established with the referent in question, a conclusion also echoed in the work of Langacker (1991) and a whole decade later by Epstein (2001). The mental contact in question provides the referent with special status within a particular space.

The data elicitation method in this research were think-aloud protocols (Bowles 2010). They were selected in an attempt to go beyond mere language production, as many of the processes of language learning are not readily observable. The respondents were asked to directly verbally recall their decision-making process regarding article suppliance, in an effort to obtain data on the respondents' cognitive processes underlying the performance of the task.¹ The respondents were recorded over a period of a few weeks completing a fill-in-the-blanks exercise. The results indicated that they did not perform better in anaphoric definite contexts than they did in associative definite contexts, which led the author to believe that this is a promising field for further study. Even in anaphoric definite contexts, the respondents resorted to association to explain their process, by linking referents through of-prepositional phrases to other referents either in the broader or immediate context: "the battery of my car, not any car" (respondent A09). The respondents also showed instances of relying on (discourse) prominence to account for definite article use as in "but it's not any money, but the money you found on the street" (respondent B06). The author also concluded that the elements needed to account for L2 article suppliance, or the definite article in particular, such as shifts in point of view as well as context, were understood by the respondents and could be incorporated into the EFL classroom by means of linguistically-informed instruction.

It seemed like a practical solution to consider whether Serbian L1 learners of English knew more about article use other than its use in the anaphoric context in order to be able to set the stage for introducing alternative, cognitive grammar-based means of instruction. The associative context relies on both the speaker and listener being able to, at the same time, have access to implicit or explicit knowledge of the world around them. It is this knowledge that by far exceeds any formal characteristics of phrases and clauses and enables the establishment of referential relations. It is even more suited to instruction because the associative context is mentioned in several volumes that this particular group of learners has recourse to. However, it is very rarely used in practice, and the opportunity presented itself for introducing, implementing, and verifying the potential that certain cognitive grammar-related concepts could have in practice, i.e. to take the first tentative steps towards including applied cognitive linguistics and the Department of English. The

¹ Think aloud protocols have a rich history of use in both SLA and non-SLA fields (including psychology) and are used to indicate what participants do (not) notice.

suitability of the associative context, to reiterate, lies in particular in its application as a possible means of introducing semantic frames, prototype theory, mental space theory inter alia into the EFL classroom.

Veličković (2019) also attempted to introduce figure/ground alignment into article instruction as part of EFL teaching at the tertiary level. It is interesting to note that prominence, as a related concept, dates back from the mid-twentieth century and was later, implicitly, molded into the concept of P-sets which relied on previous discourse, the immediate or physical context as well as on entities evoked through association. Thus, the foundations were laid for implementing figure/ground alignment or profiling (Langacker 1991).

Veličković (2019) decided on visual representations of contextualized situations wherein the figure would visibly be separated from the ground. This kind of visual representation was accompanied by textual information expounding upon it, or explaining it. Figure/ground alignment was used to present the content of short sentences containing definite noun phrases, which provided a suitable context within which to select the appropriate referent. This type of visual representation also required that the ELLs be made explicitly aware of the importance of determining a reference point, which is key to the process of grounding (identifying and recognizing, explicitly when it comes to language instruction, the perspective from which we view a particular scene). Ultimately the aim was to determine whether the instruction process whereby Serbian L1 learners are taught about article suppliance could in this way be facilitated.

To elicit data, Veličković resorted to using two questionnaires. One was meant to provide a benchmark for article suppliance in the studied population of Serbian L1 English L2 learners and consisted of a set of fill-in-the-blank exercises which required the use of the definite, indefinite or zero article. The examples included in the questionnaire were designed by the author herself and were based on the existing rules of article suppliance that could be found in the referent grammar books used by this particular population. Since the existing framework for teaching article suppliance relies heavily on the type of noun used to introduce the referent ([±count] inter alia), each rule for article suppliance was illustrated by at least three examples each of which included a countable singular, countable plural, or uncountable noun from the same or related semantic field (such as *shelf*, *chairs* and *furniture*). The second questionnaire was designed by the author herself and included the aforementioned visual representations of figure/ground alignments. It consisted of a set of illustrations prepared in the style of comic book illustrations. They consisted of five sets of illustrations, each of which when viewed together made up a brief narrative, and four individual illustrations depicting a particular scene. In the former, the figure/ground alignment was found in the final illustration, and was used to point out the referent that was being sought out. The desired effect was achieved through shading, in an attempt to use darker colors and larger size to attract and focus attention on a specific element/referent and achieve visual prominence that would be reflected in discourse prominence. The illustrations which included an element which in the visual representation was prominent both in terms of color and size were accompanied by sentences which described the particular illustration, and which needed to be translated from Serbian into English. The task was organized in such a way that the referent in question was always supposed to be presented by a definite noun phrase, in an attempt to establish a connection between the aforementioned visual prominence and discourse prominence. The research results were promising in that the two sub-groups of participants that took part in the research, of higher and lower English language proficiency, scored equally well on the

translation task that was accompanied by the visual presentation of figure/ground alignment, but showed marked differences on the fill-in-the-blank test.

2.3. Cognitively-informed quantitative corpus linguistics

The papers Pavlović (2019) and (2020) are in line with: 1) the recent quantitative turn in cognitive linguistics, 2) the use of (massive) electronic corpora (as opposed to reliance on introspection, as it is dominantly the case in generative grammar), 3) the insistence of cognitive-functional approaches on exploring intralingual and interlingual lectal variability, including those aspects of it that may be culturally conditioned, 4) the recontextualizing (as opposed to generative and structuralist decontextualizing) approach to language, and, naturally, 5) the reliance on some of the well-established cognitive linguistic concepts, such as image schemas, the above-mentioned metaphor and the principles related to the grammar-lexicon interface, such as the Principle of no-synonymy, which was also mentioned above.

Pavlović (2020) studies the English *too ADJ to V* construction (e.g., *He was still too shy to ask her out*). It is a scalar construction in which the presence of *too*, a booster-type degree modifier, specifies a high degree of the attribute that the *ADJ* element expresses. This is construed as having a *preventive* effect on the situation expressed by the *V*-element. More specifically, it implies a force-dynamic relation based on the image schema of blockage established between the attribute expressed by the *ADJ*-element and the event expressed by the *V*-element. That relation of prevention/blockage can be: (i) “natural”, when something can physically and objectively be, for example, *too big to fit into place* or *too small to be visible*, and (ii) culturally influenced, when the choice of the *ADJ-V* pair may be seen as culturally filtered or culturally based.

The paper thus aims to explore instances of what may be considered culturally influenced co-attracted collexemes in the *ADJ* and *V* slots in the given construction in three regional varieties of English (American, British, and Indian English). It does on the basis of distinctive collexeme analysis of the *ADJ-V* pairs in the three regional varieties of English, applied to the data from the relevant sections of the GloWbE corpus (Davies 2013). Distinctive collexeme analysis is one of the subtypes of collocation analysis – a family of quantitative (statistical) corpus-linguistic methods for analysing the relationships between words and the grammatical structures in which they occur. It helps establish the most distinctive and most strongly repelled *ADJ-V* pairs in the respective varieties. The thus obtained results are then interpreted in view of Hall’s, Lewis’s and Hofstede’s models of inter-cultural and cross-cultural communication styles.

The paper demonstrates that the most distinctive and the most repelled *ADJ-V* pairs do differ across the three varieties and that this may reflect subtle differences in the underlying cultural conceptualizations. For example, the paper shows that the *ADJ-V* pairs in which the *ADJ* element denotes lack of good judgement or intelligence (*stupid, dumb, ignorant, blind*, e.g. *They were too stupid to survive without the government bailouts*) are statistically more significant in American rather than British and Indian English. This is in keeping with the characterization of the dominant communication style in the United States presented in the above models as the one that is typically informal, open, direct, blunt, tough, pushy, immodest, and tending towards the exaggerated. Such a communication style is in contrast with British one, which is typically low key, modest, and restrained, and in which, when people criticize, disagree or even praise, they do this obliquely (using understatement and coded speech). It is also in contrast with the typical communication style in India, which is

also characterized by reluctance to criticize and by modesty and respect. The paper establishes many other similar correlations between the data obtained through the given statistical procedure, on the one hand, and the models of typical patterns of communication in the three societies, on the other hand.

This is important as it confirms the value of systematic empirical investigation of language-culture interrelation. More specifically, the results show that the employment of a rigorous statistical method applied to empirical data from a massive corpus, the results of which are interpreted qualitatively, may indeed produce a number of insights into culturally conditioned intralingual cross-cultural lectal variability that might otherwise have gone unnoticed.

A similar approach is taken in Pavlović (2019), some of the major differences between that paper and the previously discussed one being that the latter uses raw frequency data instead of rigorous statistics, two massive e-corpora instead of one, and four rather than three regional variants of English (the Hong Kong variety being the fourth one).

It makes several important points. First, it shows that reliance on massive e-corpora, such as the above-mentioned GloWbE corpus, as well as the COHA (Davies 2010) may help gain additional insight into synchronic and diachronic data related to the two construction variants which was not possible before with relatively limited e-corpora such as those used in cognitive(-functional) analyses of the given pair of constructions in previous research. Secondly, it provides evidence that a qualitative interpretation of the quantitative results obtained from the corpora by relying on a combination of linguistic and extralinguistic factors, such as: 1) the differences in the semantics of the two construction variants (based on combining relevant cognitive-linguistic insights, such as the above-mentioned concept of metaphor and the Principle of no synonymy), 2) the differences in the lexical semantics of the main verbs, and 3) extra-linguistic factors dealt with by the above-mentioned models of cross-cultural communication styles, may also yield fruitful results. Some of such results are as follows. Firstly, similarly to our treatment of the *V N2 (to be) ADJ* construction in Pavlović 2010, Pavlović 2019 puts forward the view that the *for* variant indicates a “weaker strength of effect” or a more “indirect” relation between the referents of those units (*We do not want for you to give him a hard time in any respect*) because of the greater physical distance between the *N1* and *N2* elements. In other words, this makes such examples more like pleas, in which there is attenuation of the “force” of a verb because of pragmatic reasons – the need to be more polite and not too obtrusive. This may also explain the absence of examples such as **I ordered for somebody to do something*, as direct ordering is incompatible with this variant. On the other hand, in the [-*for*] variant, the *N1* and the *N2* elements are closer to one another, which implies a “greater strength of effect” or a more “direct” relation between their referents, rendering such examples more like orders rather than pleas (*I want you to know what you should do when I push a given button*). And secondly, the paper shows that the latter variant is more frequent in American and British English than in Indian and Hong Kong English, with the verbs such as *expect* and *want* (rather than *ask*, for example), namely with the verbs that may be said to show directness and straightforwardness. This and similar conclusions also seem to support the generalized description of the communication styles in the four given regional varieties of English. Naturally, the question of whether such correlations are actually causal or not remains an exciting area of research. So do the issues related to lectal varieties in general and approaching those varieties in view of cognitive-linguistic insights and rigorous statistical procedures applied to the data from massive e-corpora.

3. CONCLUSIONS

The research outlined above is important for several reasons. Firstly, many of the theoretical and methodological insights presented above have been or will soon be applied in the courses the two authors give at all the three academic levels (MA, BA and PhD) at the Department of English in Niš. Secondly, that research has been published not only in a leading national scientific journal, but also in prominent international journals in the field. For example, Pavlović 2019 and Pavlović 2020 have been published in the *Review of Cognitive Linguistics* and the *International Journal of Corpus Linguistics*, respectively, both operating within John Benjamins Publishing Company. And thirdly, some of them, such as Pavlović 2010, have been cited multiple times by various authors at the global level (according to the data from Google Scholar). All this testifies to the fact that the theoretical research in the area, the reliance on state-of-the-art and other relevant methods, and the application of the results of such research primarily in ELT at the Department of English in Niš, are on the right track and may also have a promising future.

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KOGNITIVNO-LINGVISTIČKA ISTRAŽIVANJA NA DEPARTMANU ZA ANGLISTIKU U NIŠU – TEORIJSKI, METODOLOŠKI I PRIMENJENI ASPEKTI

U radu se daje pregled nekih od najznačajnijih istraživanja dva člana Departmana za anglistiku u Nišu u oblasti kognitivne lingvistike. Posebna pažnja poklanja se ukazivanju na raznolikost teorijskih pristupa i teorijskih koncepata na koje se autori oslanjaju u datim istraživanjima, upotrebi različitih kvalitativnih i kvantitativnih metoda u tim istraživanjima (uključujući i najnovije stroge statističke procedure), kao i mogućim oblicima primene tako dobijenih rezultata posebno u oblastima nastave engleskog kao stranog jezika i odnosu jezika i kulture. Pažnja se skreće i na načine na koje se rezultati datih istraživanja primenjuju u nastavi praktičnih i teorijskih lingvističkih predmeta na istom departmanu. Rad se može smatrati komplementarnim radu Štamenković i dr. u ovom broju ovog časopisa, u smislu da se oba rada bave pregledom istraživanja u oblasti kognitivne lingvistike na ovom departmanu.

Ključne reči: podučavanje engleskog kao stranog jezika, kognitivna gramatika, primenjena kognitivna lingvistika, kvantitativna korpusna lingvistika, odnos jezika i kulture

A REVIEW OF THE ELECTIVE LINGUISTICS COURSES AT THE ENGLISH DEPARTMENT

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Abstract. *The paper is a review of the undergraduate elective linguistics courses at the English Department of the Faculty of Philosophy, University of Niš. The review presents the elective linguistics courses offered in the Accreditations 2008, 2014 and 2021. The first aim is to show which theoretical and applied linguistics elective courses are offered in the three curricula. Another aim is to give a brief overview of the course descriptions, note the changes in them across the curricula and compare the ratio between the elective theoretical and applied linguistics courses in the curricula. It is evident that the numbers of both elective theoretical and applied linguistics courses rise in each subsequent accreditation. This increasing number of elective linguistics courses provides students with further opportunities to choose the courses that agree with their interests.*

Key words: *elective linguistics courses, curriculum, English Department, Faculty of Philosophy, University of Niš*

1. INTRODUCTION

This is a review of the elective linguistics courses which have been taught at the English Department of the Faculty of Philosophy in Niš. The introduction of elective courses in the curriculum is an important shift in the approach to teaching and learning in higher education in Serbia, aimed at encouraging student agency. Thus far, three accredited curricula at the Faculty of Philosophy in Niš have incorporated elective courses: the first

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curriculum was introduced in 2008¹, the second in 2014², and the latest in 2021³. The elective courses are organized into separate categories.

The paper addresses undergraduate elective linguistics courses at the English Department. For the purposes of this review, elective linguistics courses are classified into two groups: theoretical linguistics electives and applied linguistics electives⁴. The two-way classification is based on Crystal's (2008, 139–140; 206–207; 283–284) considerations and definitions of theoretical (or general) and applied linguistics⁵. Theoretical linguistics is the scientific study of general principles for all languages and the characteristics of human language, and it is closely related to descriptive linguistics, which examines particular language systems. As description cannot be separated from analysis, which is based on theory, it can be concluded that theoretical linguistics examines theoretical, descriptive and comparative aspects of the study of languages. Also, theoretical linguistics can be contrasted with fields of linguistics that have an interdisciplinary or applied adjustments. In applied linguistics, different theories and methods are used to discuss language issues. As regards theoretical linguistics, the courses at the English Department in Niš tackle topics in morphology, phonology, phonetics, syntax, semantics, and pragmatics. As for applied linguistics courses, they discuss issues in language teaching, methodology, and culture.

According to the requirements of each curriculum, in addition to the core courses, students take a certain number of elective courses in the majority of the semesters. It is important to note that there are restrictions on the number and type of elective courses students are required/allowed to take in a semester. Namely, since all elective courses are organized into categories, in every curriculum, students are instructed how many courses they are to take from each category. Depending on the curriculum and on the semester, the number of categories ranges from one to three. Many of these elective categories include courses other than linguistics ones: literature courses, culture-related courses, and courses offered by the other departments at the Faculty of Philosophy. Also, elective courses in other foreign languages are offered (in all three curricula: French, German, Russian, and Greek; in the Accreditation 2014, Italian courses were also on offer). Non-linguistics courses as well as courses in other foreign languages are not discussed in this paper.

2. THE ACCREDITATIONS 2008, 2014 AND 2021

This section gives a brief overview of all the elective linguistics courses in each of the three accredited curricula in chronological order. For each curriculum, a list of the courses offered is followed by short course descriptions.

2.1. The Accreditation 2008

In this curriculum, the English department offered only twelve linguistics electives, shown in Table 1. The course titles are given in both English and Serbian.

¹ <https://drive.google.com/drive/folders/12FbIi4ROJQgfMKLQxJfMIDaePDA1GGAB>

² <https://drive.google.com/drive/folders/1DNfC6OX8jSyLkZ03WY0CnPGdvobXrdU1> and https://drive.google.com/drive/folders/1j11NeHZxD_s-jiM-xBWusQr6iO2VDB47

³ <https://drive.google.com/drive/folders/1HZgRYMqfWkOcVj8GU5H4uvXSEkOzhits>

⁴ For an overview of different branches of linguistics, see Crystal (2008, 283–285).

⁵ For more definitions of applied linguistics, see Crystal (2015) and Grabe (2010).

Table 1 Elective linguistics courses in the Accreditation 2008

Semester	English course title	Serbian course title
3	Phonology and Spoken Language	Фонологија и говорни језик
	English through Debate	Енглески језик кроз дебат
4	Descriptive Grammar	Дескриптивна граматика
	The Fundamentals of Transformational-Generative Syntax	Основе трансформационо-генеративне синтаксе
5	Translation Studies 1	Наука о превођењу 1
	English in British Culture	Енглески у британској култури
6	Translation Studies 2	Наука о превођењу 2
	Lexicology	Лексикологија
7	The Form and the Content – Writing an Academic Paper	Форма и садржина – писање академског рада
	Linguistics in the Cognitive Sciences	Лингвистика у когнитивним наукама
8	Phonology in EFL Learning	Фонологија у учењу страног језика
	Computer-Assisted Language Learning	Учење језика уз помоћ рачунара

As the table shows, in the first two semesters, there were no linguistics electives, and in the subsequent semesters, the number of these electives varied from one (in semesters 4 and 7) to a maximum of three per semester (in semesters 5 and 6).

Short descriptions of linguistics elective courses from the 2008 curriculum are given below. The descriptions are our abridged English versions of the accredited course descriptions and syllabi in Serbian.

2.1.1. Course descriptions

Phonology and Spoken Language

The focus of this course is on the prosodic features of the English language: syllable structure, the phenomena of connected speech, linguistic prosodic features of speech (tempo, rhythm, pauses, register), contrastive focus, non-linguistic (paralinguistic) properties of speech, intonation, the types and structure of tone groups, dialect, accent (the accents of English, foreign accent, and the role of accent in the overall communicative competence). The course also deals with the phenomena typical of colloquial, informal speech, such as elision, assimilation, coalescence, and liaison.

English through Debate

In this course, students enhance their public speaking and debating skills. They are introduced to different debating strategies and types of debate (informal debate, debate in educational settings, art, science, and technology, debate in the media, political debate, and cross-examination). Students learn how to make, assess, organize, accept, critique, and refute arguments. They are also made aware of the importance of the tone, body language and facial expressions. Debating skills are practiced in both written and spoken formats, by engaging in simulated public speaking scenarios.

Descriptive Grammar

This is a course in inflectional morphology. The lexical and functional categories of English are characterized in terms of the relevant grammatical categories, the identification criteria, the relationship between form, function and meaning. The course includes the tasks

and exercises that check and practically apply the knowledge of the presented theoretical concepts and postulates.

Fundamentals of Transformational-Generative Syntax

The main topics addressed in this course include the basic tenets of TGG, the differences between the generative and structuralist approaches to syntactic analysis, deep structure (phrase structure rules, phrase structure trees, X-bar theory, the Merge operation, theta roles), the transformational component, subject-auxiliary inversion, do-insertion, Wh-movement, vacuous Wh-movement, pied piping. When it comes to complex sentences, the main issues discussed are conjoining and embedding (in both verb and noun phrases). Further topics include extraposition, it-insertion, there-insertion, cleft and pseudo-cleft constructions, and non-finite clauses (PRO-subject, subject and object control, raising).

Translation Studies 1

The objective of this course is, first of all, to familiarize students with the historical development of translation as a scientific field as well as the major original and current theories and approaches in the study of the translation process and the evaluation of translation. The course also addresses more specific topics, such as types of translation (oral, written, machine), translation in EFL teaching, translation and other linguistic disciplines, register and style, literary and technical translation, language competence, and translation competence.

English in British Culture

This course offers students the opportunity to develop communicative, pragmatic, and intercultural competence by focusing primarily on British culture. The topics discussed are English varieties, British humour, cross-cultural communication, multiculturalism, pluriculturalism, and world Englishes. Students also learn about the everyday life, habits and customs of British people, British newspapers, magazines, comic books, film, and TV, as well as the most important British landmarks and London, the capital of the United Kingdom.

Translation Studies 2

Being the continuation of the course **Translation Studies 1**, this course will be of particular interest to students who want to enhance their knowledge in this field and master the relevant strategies and techniques, thus developing translation competence. The initial stages of the translation process entail an analysis of the original text and deciding on the equivalents at word level and above. The final stages concern the analysis and evaluation of translation.

Lexicology

Students will be introduced to the fundamentals of lexicology. More precisely, they will learn about the historical development of lexicology as a linguistic discipline and its links to other related disciplines: morphology, etymology, semantics, phraseology, contact linguistics, corpus linguistics, and lexicography. Furthermore, the course familiarizes students with the basic concepts and terminology in the field, such as lexemes, words, form and meaning, word structure, lexical fields, co-text and context, paradigmatic and syntagmatic relations.

The Form and the Content – Writing an Academic Paper

This course focuses on the process of writing for academic purposes, leading students through different stages of this process: selecting a topic, brainstorming for ideas, focusing the topic bearing in mind the audience and the purpose, devising a thesis statement, producing an outline, doing research, i.e. gathering materials, drafting, revising, and editing the paper for clarity of ideas, language, style, and correct referencing. Students gain knowledge and skills in effective

reading, critical thinking, quoting and paraphrasing, avoiding plagiarism, using different styles for listing references (MLA, Chicago, APA), organizing ideas and materials, and peer revision.

Linguistics in the Cognitive Sciences

The course has been designed to equip students with the knowledge and skills that will enable them to perform complex linguistic analyses of English and Serbian structures and use their knowledge of theoretical linguistics and the cognitive sciences in EFL teaching. The most relevant specific topics the course discusses include generative, conceptual and cognitive linguistics, the biological basis of language, the critical period hypothesis, neurolinguistics, and neurophysiological methods.

Phonology in EFL Learning

This course aims at acquainting students with the current challenges in learning and teaching EFL pronunciation as well as ways to overcome them. The main topics that are covered are world Englishes, global English, lingua franca English, international English, accents and intelligibility, linguistic and paralinguistic prosodic properties of speech. The course also addresses issues such as effectiveness of instruction and ways to integrate pronunciation practice in EFL teaching. Students, future EFL teachers, get practical training in identifying their learners' needs and designing pronunciation practice activities that fit their needs.

Computer-Assisted Language Learning (CALL)

In this course, students learn how to integrate modern ICT in language teaching and learning, primarily from the pedagogical and, to a lesser extent, from the technical perspective. The topics the course addresses include the history and pedagogy of CALL, using e-materials for teaching and learning EFL and the criteria for their selection, using reference e-materials (dictionaries, encyclopedias, CDs, ELT publishers' (companion) sites, consulting sites, sites that offer tests, lesson plans, and other types of interactive and downloadable materials, e-journals (ELT and CALL), newspapers, TV networks), computer-assisted assessment, using authoring tools, the pedagogical and technical aspects of e-learning (CMSs, LMSs, VLEs).

To sum up, as shown by the descriptions given above, five of the offered twelve elective linguistics courses were in theoretical linguistics or were oriented towards theoretical linguistics (*Descriptive Grammar, Fundamentals of Transformational-Generative Syntax, Translation Studies I, Lexicology, and Linguistics in Cognitive Sciences*), whereas the remaining seven were applied linguistics courses. Therefore, the ratio of theoretical to applied linguistics courses was 1:1.4.

2.2. The Accreditation 2014

In 2014, a new curriculum was introduced at the English department. It contained twenty-eight linguistics electives, whose titles in both English and Serbian are shown in Table 2.

Table 2 Elective linguistics courses in the Accreditation 2014

Semester	English course title	Serbian course title
2	Introduction to the Study of Language	Увод у студије језика
	Functional English	Енглески језик у употреби
3	Integrated Skills: Developing Oral Presentation Skills	Развијање говорних вештина: усмене презентације
	English through Debate	Енглески језик кроз дебату
	Integrated Skills: Reading and Listening Comprehension	Интегрисане вештине: разумевање писаног и говорног језика
4	Descriptive Grammar	Дескриптивна граматика
	Morphosyntax	Морфосинтакса
	Integrated Skills: Critical Reading	Интегрисане вештине: критичко читање
5	Integrated Skills: Developing Pragmatic Competence	Интегрисане вештине: развијање прагматичке компетенције
	Fundamentals of Transformational-Generative Syntax	Основе трансформационо-генеративне синтаксе
	Translation Studies	Теорија и техника превођења
	Intercultural Communicative Competence	Интеркултурна комуникативна компетенција
	Systemic Functional Grammar	Системско-функционална граматика
6	Lexical Elements in English	Лексички елементи енглеског језика
	Lexicology	Основи лексикологије
	The Form and the Content – Writing an Academic Paper	Форма и садржина – писање академског рада
7	Linguistics in the Cognitive Sciences	Лингвистика у когнитивним наукама
	Elements of Culture in English Language Teaching	Елементи културе у настави енглеског језика
	Language Exercises: Translating from English into Serbian	Језички огледи: превођење са енглеског на српски језик
	Grammar in Teaching English as a Foreign Language	Граматика у настави енглеског као страног језика
	Testing in Teaching English as a Foreign Language	Тестирање у настави енглеског као страног језика
	Consecutive Interpreting	Консекутивно превођење
8	Discourse Analysis	Анализа дискурса
	Pronunciation in Teaching English as a Foreign Language	Изговор у настави страног језика
	Computer-Assisted Language Learning	Учење језика уз помоћ рачунара
	Language Exercises: Translating from Serbian into English	Језички огледи: превођење са српског на енглески језик
	A Cognitive Grammar Approach to Teaching English as a Foreign Language	Когнитивно-граматичке методе у настави енглеског језика
Translating Anglophone Poetry	Превођење англофоне поезије	

From the above list it can be seen that elective linguistics courses were offered in all semesters except the first one. The numbers of linguistics electives offered per semester varied considerably – from two (in semesters 2 and 6) to seven (in semester 7).

The course descriptions given in section 2.2.1 are abridged combinations of our translations of the course descriptions in Serbian and the course descriptions in English

submitted by the course lecturers after the curriculum was accredited and included in the English version of the Faculty site. It is important to note that there were seven elective courses in this curriculum that had first been introduced in 2008. Those courses are: *English through Debate*, *Descriptive Grammar*, *Fundamentals of Transformational-Generative Syntax*, *The Form and the Content – Writing an Academic Paper*, *Linguistics in the Cognitive Sciences*, *Computer-Assisted Language Learning*, and the course whose name was changed from *Phonology in EFL Learning* into *Pronunciation in Teaching English as a Foreign Language*. Their descriptions will not be repeated in this section.

2.2.1. Course descriptions

Introduction to the Study of Language

This course builds on **Introduction to the Study of English**, an obligatory course taken in the first semester. Students will acquire further theoretical and practical knowledge as well as skills related to the understanding and use of the basic concepts in general linguistics. The topics covered include writing as a medium of language, popular ideas about language, languages of the world, types of language classification, language and identity, and the history of linguistics. The knowledge and skills gained in this course will serve as a sound foundation for the theoretical linguistics courses in later semesters.

Functional English

This course offers students the opportunity to develop their competence in using English in different contexts, for a variety of purposes. The communicative functions students will master include greeting, agreeing and disagreeing, refusing, speculating, enquiring, offering, expressing gratitude, asking permission, apologizing, congratulating, expressing likes and dislikes, stating preferences, persuading, etc. Students will get ample opportunities to put this knowledge into practice in both spoken and written formats.

Integrated Skills: Developing Oral Presentation Skills

Students interested in enhancing their speaking skills will have the opportunity to improve different aspects of their spoken English, such as pronunciation, accent, fluency, persuasiveness and self-confidence not just in oral presentations but also in speech in general. They will learn about the important prosodic features of the English language, i.e. prominence, stress, tempo, rhythm, pauses, pitch. Special emphasis is placed on intonation. Students will master intonational patterns and will focus on various discourse functions of intonation. Sound changes typical of connected speech will also be addressed (elision, assimilation, liaison).

Integrated Skills: Reading and Listening Comprehension

This course acquaints students with three standardized tests that check the English language skills of non-native English speakers who would like to study or work in an English-speaking country. These are the following: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) and Cambridge Certificate in Advanced English (CAE). The course concentrates on two skills: reading and listening comprehension. Students have an opportunity to test, learn, practice and improve their reading and listening comprehension skills.

Morphosyntax

This course helps students to master parts of speech in terms of their forms and syntactic functions. They will get an in-depth knowledge of verb, noun, adjective, and adverb phrases. More precisely, they will learn about verb forms (finite and non-finite), aspect (simple, progressive, perfective, and imperfective), modality, postmodification, and complementation (phrasal and clausal).

Integrated Skills: Critical Reading

This course deals with critical reading skills and strategies such as skimming, scanning, summarising, paraphrasing, etc. Students develop their understanding of communicative styles and text types. They also learn how to collect and connect information, identify communicative styles, increase their vocabulary and differentiate between facts and opinions. At the end of the course, students are expected to be able to analyse texts critically in oral and written forms.

Integrated Skills: Developing Pragmatic Competence

Students are provided with the knowledge, skills and strategies for developing pragmatic competence in both learning and teaching English as a foreign language. Some basic concepts and topics relative to the pragmatically competent use of English are presented: communicative competence, communicative domains, verbal and non-verbal communication, prosody, context, socio-cultural background, speech acts. The theoretical notions are practically elaborated with reference to the topic of speech acts. Students learn how to recognize, analyse and differentiate between pragmatically competent and incompetent language use. Also, methods for collecting data are presented, including both digital and non-digital sources.

Translation Studies

Although it includes many of the topics covered in **Translation Studies 1** and **Translation Studies 2** from the previous curriculum (2008), this course also encompasses the following topics: connotations, shifts, the degree of literalness, the style and genre of the original text, metaphor translation, poetry translation, the functions of a text (informative, poetic, aesthetic), and the naturalness of translation.

Intercultural Communicative Competence

This course is designed to raise students' awareness of the importance of intercultural competence in communication and to give them the opportunity to develop their own intercultural competence and positive attitudes towards cultures other than their own. The topics the course covers are: cultural models, subcultures, cultural stereotypes, prejudice, discrimination, British humour, ethnocentrism, multiculturalism, pluriculturalism, culture in the British media, newspapers, magazines, TV shows, series, and films.

Systemic Functional Grammar

The main aim of this course is to acquaint students with the basic concepts related to systemic functional grammar (system, function, metafunctions, lexicogrammar, types of processes, phrases, clauses, semantic roles configurations). Students will be able to analyze sentences in terms of the systemic functional grammar theory and to recognize and interpret the syntactic functions and semantic roles within a sentence.

Lexical Elements in English

In this course, students get acquainted with the fundamental properties of English vocabulary. These include the elements that constitute English lexical items, the morphological principles governing word formation, allomorphy (morphologically, phonologically, grammatically, and

lexically conditioned), doublets, rules such as assimilation, deletion, insertion, lenition, vocalization, and replacement. Students are also familiarized with Greek and Latin elements in the English lexicon.

Lexicology

In addition to discussing many of the topics covered in **Lexicology** from the 2008 curriculum, this course addresses further topics, such as mental lexicon, collocations, dialect, sociolect, chronolect, and stylistic variations. The course also discusses the ways in which the lexical level of language overlaps with, primarily, syntax and semantics.

Elements of Culture in English Language Teaching

The main goal of this course is to introduce students to different techniques for teaching culture (role play, critical incident, assimilator, etc.). The other topics discussed include culture in different approaches/theories, learning styles and cognitive, affective and behavioural domains, applying the techniques for teaching culture, analyzing teaching materials for different learner ages and levels of proficiency, adapting teaching materials and lesson planning. After completing the course, students will be able to integrate elements of culture into their lessons and tailor the techniques they employ to their learners' needs.

Language Exercises: Translating from English into Serbian

This course will be of particular interest to students who want to improve their translation skills. The course focuses on translation from English into Serbian. Students will enhance their theoretical and practical knowledge of grammar, vocabulary and English culture. The coursework includes work on proficiency-level texts characterized by complex syntax, lexical and metaphorical nuances, cultural elements, and the employment of different registers.

Grammar in Teaching English as a Foreign Language

The course addresses a number of issues regarding the place of grammar in EFL teaching in the light of contemporary grammar and EFL/ESL theories. The course discusses topics such as types of grammar, types of syllabi, grammar-based teaching, grammaring, the distinction between form, meaning and use, teaching grammar in context, strategies for addressing grammar errors, mistakes and giving feedback, techniques for grammar presentation, practice and evaluation. By the end of the course, students will be able to evaluate and develop teaching materials for EFL grammar instruction.

Testing in Teaching English as a Foreign Language

In this course, students learn about various language tests, common issues with testing, the criteria a good test should fulfil, the ways in which the validity and reliability of tests are analyzed, the analysis of standardized tests, grading skills and modes of communication, testing vocabulary, grammar, reading, listening, speaking, and writing, assessing translation and learners' projects. On successful completion of the course, students should be able to analyze language tests and to design different types of tests for their learners.

Consecutive Interpreting

This course offers students the opportunity to hone their interpreting skills in different contexts (courts, conferences, state, political, or business meetings, etc.). Students are familiarized with the differences between written and oral translation, and between consecutive and simultaneous interpretation. They also learn different consecutive translation techniques and get ample opportunities to practice consecutive interpreting from English into Serbian and vice versa.

Discourse Analysis

This is an introductory course in discourse analysis. Some of the topics included in the syllabus are the following: definitions of discourse analysis, functions of language, speech and writing, speech genres and speech acts, context, vocabulary and discourse, cohesion and coherence, discourse and knowledge, types of discourse. In addition, two methods/approaches to the analysis of language are presented: conversational analysis (CA) and critical discourse analysis (CDA). The roles of both the speaker and the listener in discourse processing are analyzed.

Language Exercises: Translating from Serbian into English

This is another course which is well-suited to students interested in advancing their translation skills. In this case, the focus is on translation from Serbian into English. Students get a better understanding of the recent theories, challenges, and pitfalls of translation into English. They enhance both their grammar and vocabulary skills primarily by working on their verb forms, synonyms, collocations, semantic fields, and their knowledge of metaphor.

A Cognitive Grammar Approach to Teaching English as a Foreign Language

This course aims to acquaint students with the ways in which the basic principles of cognitive grammar can be employed in EFL teaching in Serbia. The main topics discussed are oriented both to theoretical and practical issues and they include focus, attention, prominence and salience: using the figure/ground gestalt in teaching English, grammar rules as radial categories: prototype theory, metaphor, Langacker's cognitive grammar, and the theory of mental spaces. Students also learn how to apply cognitive grammar to the analysis of modal verbs, the sequence of tenses, prepositions, articles, dependent and independent clauses.

Translating Anglophone Poetry

The course aims at introducing students to the key concepts of literary translation theory and practice, focusing on translating English poetry. Students learn about the concept of equivalence in translation, challenges encountered in translating poetry, such as cultural references, register, tone, style, metre, and rhyme. Students will develop their translation competence through translating different types of poetry, such as early modern English poetry (Shakespeare's sonnets), rhymed poetry as well as free verse.

In this curriculum, twenty-one new courses were offered, along with seven courses from the previous curriculum. Ten of the offered twenty-eight elective linguistics courses were in theoretical linguistics or were oriented towards theoretical linguistics: *Introduction to the Study of Language*, *Descriptive Grammar*, *Morphosyntax*, *Fundamentals of Transformational-Generative Syntax*, *Translation Studies*, *Systemic Functional Grammar*, *Lexical Elements in English*, *Lexicology*, *Linguistics in the Cognitive Sciences*, and *Discourse Analysis*. Since the number of applied linguistics electives was 18, the ratio of the theoretical to applied linguistics courses was 1:1.8.

2.3. The Accreditation 2021

In 2021, another curriculum was approved. This time, the curriculum has thirty-three linguistics electives. The titles in both English and Serbian are given in Table 3:

Table 3 Elective linguistics courses in the Accreditation 2021

Semester	English course title	Serbian course title
3	Topics in General and English Linguistics	Теме из опште и англистичке лингвистике
	Reading and Listening Comprehension	Разумевање писаног и говорног језика
	English through Debate	Енглески језик кроз дебату
	English and Media Literacy	Енглески језик и медијска писменост
	Developing Speaking Skills: Oral Presentations	Развијање говорних вештина: усмене презентације
4	Applied Serbian and English in Contrast	Примењени српски језик у поређењу са енглеским језиком
	Lexical and Functional Categories in English	Лексичке и функционалне категорије енглеског језика
	Serbian as a Foreign Language	Српски језик као страни
5	English Language in Use	Енглески језик у употреби
	Serbian as a Foreign Language	Српски језик као страни
	Fundamentals of Transformational-Generative Syntax	Основе трансформационо-генеративне синтаксе
	Morphosyntax	Морфосинтакса
6	Discourse Analysis	Анализа дискурса
	A Contrastive Approach to Serbian and English Orthographies	Контрастивни приступ правопису српског и енглеског језика
7	Lexical Elements in English	Лексички елементи енглеског језика
	Lexicology	Основи лексикологије
8	Verbal Structures in Contrast	Глаголске структуре у контрасту
	Language Exercises: Translating from English into Serbian	Језички огледи: превођење са енглеског на српски језик
	Linguistics in the Cognitive Sciences	Лингвистика у когнитивним наукама
	Grammar in Teaching English as a Foreign Language	Граматика у настави енглеског као страног језика
	Developing Pragmatic Competence in Teaching English	Развијање прагматичке компетенције у настави енглеског језика
8	Cognitive Grammar Methods with Didactic Elements in Teaching English as a Foreign Language	Когнитивнограматичке методе са елементима дидактике у настави енглеског језика
	Language Exercises: Translating from Serbian into English	Језички огледи: превођење са српског на енглески језик
	An Introduction to Sociolinguistics	Увод у социолингвистику
	Second Language Acquisition: Cognitive and Teaching Aspects	Усвајање другог језика: когнитивни и наставни аспекти
	Translating Anglophone Poetry	Превођење англофоне поезије
	Consecutive Interpreting	Консекутивно превођење
	Testing in Teaching English as a Foreign Language	Тестирање у настави енглеског као страног језика
	Academic Writing	Академско писање
	Computer-Assisted Language Learning	Учење језика уз помоћ рачунара
	Pronunciation in Teaching English as a Foreign Language	Изговор у настави страног језика
8	Intercultural Communicative Competence	Интеркултурна комуникативна компетенција
	An Introduction to the Philosophy of Language	Увод у филозофију језика

Table 3 shows that elective linguistics courses are given in all but the first and the second semesters. The number of linguistics electives per semester ranges from one (semester 4) to eleven (semester 8).

The course descriptions that are given in section 2.3.1 do not include the courses that have already been described in sections 2.1.1 and 2.2.1, which deal with the Accreditations 2008 and 2014 respectively (compare Tables 1, 2 and 3). In addition to being updated, the following seven courses from the Accreditation 2014 have different titles in the Accreditation 2021: 1) *Integrated Skills: Reading and Listening Comprehension* changed into *Reading and Listening Comprehension*; 2) *Integrated Skills: Developing Oral Presentation Skills* changed into *Developing Speaking Skills: Oral Presentations*; 3) *Integrated Skills: Critical Reading*, changed into *English and Media Literacy* (the course now focuses on media communications); 4) *Descriptive Grammar* changed into *Lexical and Functional Categories in English*; 5) *Integrated Skills: Developing Pragmatic Competence* changed into *Developing Pragmatic Competence in Teaching English*; 6) *A Cognitive Grammar Approach to Teaching English as a Foreign Language* changed into *Cognitive Grammar Methods with Didactic Elements in Teaching English as a Foreign Language*, and 7) *The Form and the Content – Writing an Academic Paper* changed into *Academic Writing*.

2.3.1. Course descriptions

Topics in General and English Linguistics

The course deals with the issues relating to general and English linguistics, some of which include the following: the development, characteristics and standardisation of written language, the history of language and language change, language and identity, language and culture, language and thought. The course provides background knowledge on general and English linguistics, which can further be improved in other courses in the syllabi that examine similar topics.

Applied Serbian and English in Contrast

This is a course on the basics of Serbian morphosyntax in comparison with English morphosyntax. The interface of syntax with inflectional morphology is discussed in relation to the following topics: grammatical categories, phrases, clauses and sentences, negation, clitics, word order. Differences and similarities between the two languages as well as translation equivalents are elaborated.

Serbian as a Foreign Language

This course is open to students who do not speak Serbian. The aim is to reach the A1 level of *The Common European Framework of Reference for Languages*. Students learn how to read the Cyrillic and Latin alphabets, and differentiate between parts of speech. Then they learn about the semantics of the prepositions and cases, and practice using some basic vocabulary and phrases in spoken and written language. Also, they learn how to recognize different Serbian phonemes and basic elements of stress in speech. As for communicative competence, it is expected that students can ask basic questions and construct structurally less complex phrases and sentences in different settings. The course is given in semesters 3 and 4.

A Contrastive Approach to Serbian and English Orthographies

This elective course contrasts the orthographies in the Serbian and English languages. Students gain knowledge about the writing and spelling conventions and contrast and practice their appropriate use. Also, students learn how to recognize, analyze and correct

orthographic mistakes in both original and translated texts and learn how to relate the orthographic conventions to different functional styles.

Verbal Structures in Contrast

Students are provided with the theoretical and practical bases of contrastive analysis. Different approaches and methods are discussed in relation to their practical applications in translation and language teaching and learning. Specifically, this course focuses on the verb and the verb phrase, and the grammatical categories of tense, aspect, voice and mood in the (native) Serbian and (foreign) English languages. By examining the differences between the morphosemantics of Serbian and English verbal structures, students learn how to use English verbs and verb phrases more accurately in different linguistic and situational contexts.

An Introduction to Sociolinguistics

Students acquire knowledge of the basic postulates of sociolinguistics and its relation to other related disciplines. Traditional and contemporary sociolinguistic theories, approaches and methods are discussed. Students are equipped with the theoretical knowledge and practical skills to identify and discuss a variety of sociolinguistic topics, such as, for example, language contact, bilingualism, dialects, register, language policy and planning, etc.

Second Language Acquisition: Cognitive and Teaching Aspects

The course addresses issues in second language acquisition. Students examine the interaction between the native (L1) and second (L2) languages and the implications for second language teaching, as well as different methodological approaches in exploring these issues. Students develop awareness of the linguistic, psycholinguistic, social and discursive dimensions relevant for second language acquisition. In addition, students learn how to use the theoretical knowledge in their teaching practice and how to address problems and difficulties in second language acquisition.

An Introduction to the Philosophy of Language

This introductory elective course explores the basic topics in the philosophy of language. Students are acquainted with the central tenets of different theoretical approaches and the central topics in the philosophy of language. Students discuss the concepts and postulates and learn how to successfully compare and evaluate different conceptualisations of the issues presented in the course.

In the Accreditation 2021, eleven out of thirty-three elective courses are oriented towards theoretical linguistics: *Lexical and Functional Categories in English*, *Topics in General and English Linguistics*, *Fundamentals of Transformational-Generative Syntax*, *Morphosyntax*, *Discourse Analysis*, *Lexical Elements of English*, *Lexicology*, *Verbal Structures in Contrast*, *Linguistics in the Cognitive Sciences*, *An Introduction to Sociolinguistics*, and *An Introduction to the Philosophy of Language*. The ratio of the theoretical to applied courses is 1:2.

3. CONCLUSION

The review shows that the number of elective linguistics courses more than doubled in the Accreditation 2014, rising from 12 in the Accreditation 2008 to 28 in the Accreditation 2014. In the Accreditation 2021, another increase can be noticed, as 33 elective courses are open to students. The numbers of elective theoretical and applied linguistics courses have increased disproportionately, with the theoretical to applied electives ratio changing from

1:1.4 in the Accreditation 2008 to 1:1.8 in the Accreditation 2014 and to 1:2 in the Accreditation 2021.

As already mentioned, some courses are given in all three accreditations, e.g. *The Fundamentals of Transformational-Generative Syntax*, *English through Debate*, *Linguistics in the Cognitive Sciences*, and some of them have different names in different accreditations, for example, the course title *Descriptive Grammar* in 2008 and 2014 changed to *Functional and Lexical Elements in English* in 2021 or the title *The Form and the Content – Writing an Academic Paper* in 2008 and 2014 changed to *Academic Writing* in 2021. The syllabi (the topics covered as well as the obligatory literature and reading lists) of all the courses on offer in more than one accreditation were updated in the next accreditation in accordance with the recent trends and developments in theoretical and applied linguistics. It can be concluded that the increasing number of contemporary electives gives students more agency in their learning.

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PREGLED IZBORNIH LINGVISTIČKIH KURSEVA NA DEPARTMANU ZA ANGLISTIKU

U ovom radu dat je pregled izbornih lingvističkih kurseva na osnovnim akademskim studijama na Departmanu za anglistiku Filozofskog fakulteta Univerziteta u Nišu. Predstavljani su izborni lingvistički kursevi koji su ponuđeni u tri akreditaciona ciklusa: iz 2008, 2014. i 2021. godine. Prvi cilj rada je pokazati koji su izborni kursevi iz oblasti teorijske i primenjene lingvistike ponuđeni u ovim akreditacijama. Takođe, cilj rada je i dati pregled opisa kurseva, pokazati razlike između tri nastavna programa i uporediti odnos između teorjiskolingvističkih i primenjenolingvističkih izbornih kurseva u programima. Pokazalo se da je broj kako teorijskih tako i primenjeno-lingvističkih izbornih kurseva uvećan u svakoj sledećoj akreditaciji. Ovaj uvećani broj izbornih lingvističkih kurseva daje studentima mogućnost da biraju kurseve koji su u skladu sa njihovim interesovanjima.

Ključne reči: izborni lingvistički kursevi, osnovne akademske studije, nastavni program, Departman za anglistiku, Filozofski fakultet, Univerzitet u Nišu

THE TRADITION OF LITERARY TRANSLATION AT THE ENGLISH DEPARTMENT

UDC 821.111'255.2:378(497.11Niš)

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Abstract. *This paper provides a comprehensive list of all the literary texts translated by the members of the English Department at the Faculty of Philosophy, and then proceeds to discuss some of these translations in detail. Some of the circumstances related to the translators' choice of literary works, their stylistic features and the methods used in translating are presented. It is demonstrated that a significant tradition of literary translation has been established at the department, which has resulted in publishing some seminal works of Anglophone literature in the Serbian language.*

Key words: *English Department, literary translation, Anglophone literature in the Serbian language, English literature, American literature, Canadian literature.*

1. INTRODUCTION

A great number of literary works, ranging from short fiction, individual poems and essays to novels, have been translated by the members of the English Department at the Faculty of Philosophy. Inspired by their love of Anglophone literature, and drawing on their comprehensive scholarly knowledge in this area, the professors at the English Department have produced translations of some seminal works, introducing new Anglophone authors to the Serbian readers and thus contributing significantly to the strengthening of cultural ties.

In Table 1 below, all of the published literary translations by the members of the English Department are listed, with the names of the translators appearing in alphabetical order. It is important to point out that this list contains only literary translations. In many cases, the same authors have also translated works in the field of journalism, arts, cultural studies, philosophy or psychology, but they are not included in this overview. In the following sections, some of the notable literary translations are singled out and discussed in detail, with a view to illustrating the prolific and diverse output of the translators at the English Department.

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Table 1 The list of published literary translations by the members of the English Department**Mihailo Antović**

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2. LENA PETROVIĆ'S TRANSLATION OF *DUSKLANDS*

In the course of her extensive research into the oeuvre of the South African Nobel laureate J. M. Coetzee, Lena Petrović has published two book-length studies about Coetzee's writings and translated two of his novels, *Dusklands* (1974) and *Youth* (2002). Her translation of *Dusklands* was first published by Prosveta, a publishing house in Niš, in 1999, and then published again in 2005, as a part of Paideia's edition of Coetzee's collected works – on which occasion Paideia also published Petrović's translation of Coetzee's *Youth*.

Even though *Dusklands* was Coetzee's first novel, its complexity and the intricacies of the author's writing style make it perhaps one of his most difficult works to translate. It is generally considered that *Dusklands* introduced a new postmodernist strain in South African fiction, making it clear from the beginning that one of Coetzee's major preoccupations was going to be with textuality and with various narrative modes. In *Dusklands* in particular, this refers to two imperialist discourses – one related to the US aggression on Vietnam, and the other to the colonization of South Africa – both of which Coetzee's novel seeks to parody and deconstruct. A translator also has to bear in mind the complexity of linguistic means which Coetzee employs when presenting the gradual progress into insanity of his two protagonists, Eugene Dawn and Jacobus Coetzee, which is taking place under the surface of their pseudo-rational narration (Head 2009: 38). The following passage, showing both Jacobus Coetzee's sharp intellect and the solipsism, megalomania and destructiveness which would eventually lead him to madness, may serve well to demonstrate Petrović's translating skills:

Nothing is hidden from the eyes. As the other senses grow numb or dumb my eyes flex and extend themselves. I become a spherical reflecting eye moving through the wilderness and ingesting it. Destroyer of the wilderness, I move through the land cutting a devouring path from horizon to horizon. There is nothing from which my eye turns, I am all that I see. Such loneliness! Not a stone, not a bush, not a wretched provident ant that is not comprehended in this travelling sphere. What is there that is not me? I am a transparent sac with a black core full of images and a gun... The gun stands for the hope that there exists that which is other than oneself. The gun is our last defence against isolation within the travelling sphere. The gun is our mediator with the world and therefore our saviour. The tidings of the gun: such-and-such is outside, have no fear. The gun saves us from the fear that all life is within us. It does so by laying at our feet all the evidence we need of a dying and therefore a living world. I move through the wilderness with my gun at the shoulder of my eye and slay elephants, hippopotami, rhinoceroses, buffalo...; I leave behind me a mountain of skin, bones, inedible gristle, and excrement. All this is my dispersed pyramid to life. It is my life's work, my incessant proclamation of the otherness of the dead and therefore the otherness of life (Coetzee 1982, 76).

Ništa nije skriveno od očiju. Dok ostala čula utrnu ili otupe, očne jabučice mi se stežu i šire. Sav se pretvaram u sferično, misleće oko što se kreće kroz divljinu i guta je. Ja sam uništitelj divljine, krstarim ovom zemljom usecajući proždiruću stazu od horizonta do horizonta. Nema te stvari sa koje sklanjam pogled, sve što vidim, to sam ja. Kakva usamljenost! Nema kamena, ni žbuna, ni kukavnog, vrednog mrava, a da nisu obuhvaćeni tom putujućom kuglom. Ima li ičega što nisam ja? Ja sam providna opna sa crnim jezgrom punim slika, i puškom... Puška predstavlja nadu da postoji nešto što nisam ja. Puška je naša poslednja odbrana od usamljenosti unutar one putujuće kugle. Puška je naš posrednik u opštenju sa svetom i stoga naš spasilac. Puška poručuje: to i to je napolju, ne boj se.

Puška nas spasava od bojazni da je sav život u nama. Ona to čini stavljajući nam pred nose dokaze o umirućem, pa prema tome i o živom svetu. Krećem se kroz divljinu s okom na nišanu puške i ubijam slonove, nilske konje, nosoroge, divlje bivoje...; za sobom ostavljam brda koža, kostiju, nejestive hrskavice i izmeta. Rasuti na sve strane, ti su ostaci moja piramida u slavu životu. Oni su smisao mog života, kroz njih ja neumorno obznanjujem nesvodivu razliku koja odvaja smrt od života (Kuci 2005, 73–74).

3. DRAGANA MAŠOVIĆ'S TRANSLATION OF *NAKED LUNCH*

As a distinguished scholar of American Literature and American Studies, Dragana Mašović has translated a number of literary and critical texts in this field, many of them published in the literary journal *Gradina*, whose editorial board member she was for many years. In her other important area of research, that of Irish Studies, she has also produced some notable translations – including an anthology of Irish short stories, both translated and edited by Mašović, titled *Gosti našeg naroda* and published in 2003.

Mašović's translation of William S. Burroughs' *Naked Lunch* represents an extremely important contribution to the body of Anglophone literary translations. Burroughs' seminal novel was first published in 1959, whereas Mašović's translation first appeared in 1986. (Titled *Goli ručak* in Serbian, it was first published by Prosveta, and then published again by Algoritam in 2005.) This experimental work – whose author was closely connected to the representatives of the Beat Generation (Ginsberg, Kerouac, Cassidy), but still retained a distinct style and theoretical attitudes which set him somewhat apart from them – is also considered a successor of earlier experiments in modernist prose carried out by Joyce, Stein and Proust. As Mašović points out in her "Afterword", Burroughs' prose style is characterized by scathing, radical satire prompted by the author's sense of shock and disgust with the modern world. Mašović compares it with the works of Johnatan Swift, but also points to its extensive inclusion of the obscene and the ribald (Mašović 2005: 210). She also draws attention to Burroughs' theory of Factualist prose, expressing his conviction that a modern writer should discard rational, linear discourse and resort to a kind of storyline where the facts are presented without authorial comment. As Mašović explains, Burroughs urges the writer to use irrational forms of communication, dadaist collages in which the words would lose their fixed meanings: "For Burroughs, logical sentences are like bridges that the enemy (mass-media, technocracy, political parties) would use to occupy our territory, which is why they should all be demolished, replacing the realm of words with the realm of silence" (ibid., 213).

All of the above characteristics of Burroughs' prose make it extremely challenging for a translator, which makes Mašović's accomplishment even more admirable. Her translation is both true to the demands of Burroughs' poetics and consistent in conveying to the Serbian reader the author's extremely provocative message and satirized depiction of the modern world. The following passage, describing a marketplace in one of the imaginary dystopian states presented in the novel, is a good illustration of the complexity of task undertaken by the translator:

In the City Market is the Meet Café. Followers of obsolete, unthinkable trades doodling in Etruscan, addicts of drugs not yet synthesized, pushers of souped-up harmine, junk reduced to pure habit offering precarious vegetable serenity, liquids to induce Latah, Tithonian longevity serums, black marketeers of World War III, excusers of telepathic sensitivity, osteopaths of the spirit, investigators of infractions denounced by bland paranoid chess

players, servers of fragmentary warrants taken down in hebephrenic shorthand charging unspeakable mutilations of the spirit, bureaucrats of spectral departments, officials of unconstituted police states, a Lesbian dwarf who has perfected operation Bang-utot, the lung erection that strangles a sleeping enemy, sellers of orgone tanks and relaxing machines, brokers of exquisite dreams and memories tested on the sensitized cells of junk sickness and bartered for raw materials of the will... A place where the unknown past and the emergent future meet in a vibrating soundless hum (Burroughs 1966, 108).

Na Gradskoj Pijaci je kafić "Susret". Tu žagore na etrurskom poslenici drevnih, neshvatljivih zanata, narkosi navučeni na još nesintetizovane droge, dileri pojačanog "Škodilina", jedne nepouzdanе droge koja je ovde čista navika, i ona narkosu pruža opasnu tupost i spokojstvo, pa tečnosti za mamljenje Lataha, titonskih seruma za besmrtnost, crnoberzijanci trećeg svetskog rata, iznuđivači telepatske osetljivosti, osteopati duha, ispitivači prekršaja iscinkarenih od strane blago paranoičnih šahista, policijski pomoćnici sa delimičnim ovlašćenjima napisanim stenografijom mladalačkog ludila, odgovorni za nezreciva sakaćenja duha; birokrate sablasnih odseka, zvaničnici još nekonstituisanih policijskih država; patuljasta lezbejka koja je usavršila operaciju Beng-utot – erekciju pluća od koje se neprijatelj guši u snu; prodavci orgnoskih rezervoara i mašina za opuštanje; senzali izvanrednih snova i uspomena ispitanih na preosetljivim ćelijama narkosa, bolesnog bez droge, i trampljenih za sirovine volje... Mesto gde se nepoznata prošlost i započeta budućnost susreću u drhtavom nemom zujanju (Barouz 2005, 102).

4. VESNA LOPIČIĆ'S TRANSLATION OF *GOOD BONES*

Some notable literary translations were authored by Vesna Lopičić. As an eminent scholar in the field of Canadian literature, who has taught courses in Canadian Studies and Canadian Short Story for many years, Lopičić has also translated literary works by numerous Canadian authors writing in different genres. Among them, Margaret Atwood stands out as one of the most prominent. Atwood's novels and books of poetry have won a number of literary awards, including two Booker Prizes as well as the Franz Kafka Prize. She includes a variety of themes in her writing, such as gender, religion, myth and environmental activism. She has also postulated theories about the Canadian identity and Canadian literature as its expression by saying that both are founded on the symbol of survival, which she explores both in her fictional and non-fictional works.

The translation of Atwood's short story collection *Good Bones* was a joint effort of Vesna Lopičić and Velimir Kostov, which was published in 1993 by Coadi House Press. The collection was translated and published only a year after its original publication in English. Moreover, it was one of the first translations of Margaret Atwood's work into Serbian.

Since *Good Bones* is a collection of short stories, the sentences are generally short, with simple syntactic structure, which facilitates the translation process. Even though some of the culture-specific vocabulary items may lack exact equivalents in the Serbian language, the translators have dealt with them admirably. Some of them may be noticed, for instance, in Atwood's retelling of the popular English fable about a little red hen, titled "The Little Red Hen Tells All" (translated to Serbian as "Mala crvena koka priča svoju priču"):

You know my story. Probably you had it told to you as a shining example of how you yourself ought to behave. Sobriety and elbow-grease. Do it yourself. Then invest your capital. Then collect. I'm supposed to be an illustration of that? Don't make me laugh.

I found the grain of wheat, true. So what? There are lots of grains of wheat lying around. Keep your eyes to the grindstone and you could find a grain of wheat, too. I saw one and picked it up. Nothing wrong with that. Finders keepers. A grain of wheat saved is a grain of wheat earned. Opportunity is bald behind.

Who will help me plant this grain of wheat? I said. Who? Who? I felt like a goddamn owl (Atwood 1992, 9).

In this excerpt, we notice certain collocations such as “elbow-grease” and sayings such as that “opportunity is bald behind”, which may have been problematic to translate and which Lopičić and Kostov resolved in the following manner:

Moju priču već poznajete. Mora da su vam je pričali kao sjajan primer kako vi sami treba da se ponašate. Bistra glava i laktašenje. U se i u svoje kljuse. Zatim obrni kapital. Pa uberi profit. Smatraju me ilustracijom toga? Ne zasmejavajte me!

Našla sam zrno žita – to je tačno. Pa šta? Ima tušta i tma zrnevlja koje je razbacano unaokolo. Imajte konstantno biznis na umu pa ćete i vi pronaći zrno žita. Dakle, spazila sam to zrno i pokupila ga. Šta tu ima loše? Ko prvi devojci... Para na paru... Upravi čas...

Ko će mi pomoći da zasejem ovo zrno žita? Zapitala sam. Ko? Ko? Osećala sam se kao prokleta kvočka (Atwood 1993, 5).

The translators have used certain Serbian proverbs which might not be the exact translations, but which convey a similar meaning while making the story, which a Serbian reader is not familiar with, easier to understand. It may also be noticed that they have used shortened versions of the proverbs which are usually encountered in spoken Serbian. Additionally, they have dealt with the onomatopoeic sounds such as who (hoot) by finding their equivalents in the Serbian language. A similar appropriation can be noticed in the story “Stump Hunting” (“Lov na panjeve”) in which they find the equivalent to “barbecue sauce” in Serbian “začin C”, in order to make the story more relatable to Serbian readers.

5. MILICA ŽIVKOVIĆ'S TRANSLATION OF WALG

Milica Živković is credited with the translation of B. Wongar's novel *Walg* (1983) as well as with the translation of several stories from his short story collection *Flower in the Desert* (translated as *Cvet u pustinji*). B. Wongar (Sreten Božić) is an author who stands out among the translated Australian authors, not only in terms of the number of translated works, but also in terms of their outstanding critical reception. The period between 2005 and 2016 was marked by a considerable academic and critical interest in this author and his work in Serbia. Before the publication of Živković's translations, the only available Serbian translations of Wongar's works were those of *The Track to Bralgu* (1978) and *Babaru* (1982). The translations of *Walg* and *The Flower in the Desert* have therefore contributed significantly to making this author known to the Serbian audience. The short stories were translated at the initiative of Ratomir Ristić, with whom Živković collaborated on the Australian Studies course at the Faculty of Philosophy. Within this course, the oeuvre of B. Wongar, a prominent Australian author, was especially significant. What makes Wongar's art important is that, apart from being an author who has dedicated the

majority of his writings to the Australian Aborigines and their plight, he is also an immigrant who has been subjected to numerous controversies in Australia.

On the other hand, the novel *Walg* was translated by Živković at the initiative of Aleksandar Petrović after a series of lectures dedicated to Sreten Božić organized by the Serbian Academy of Sciences and Arts at the University of Kragujevac. These lectures yielded two valuable outcomes. One was an anthology titled *The Anthropology of Truth: The Second Life and Opus Primum of B. Wongar (Antropologija istine: Drugi život i OPUS PRIMUM B. Vongara)*. The other was the translation and publication of his most significant writings by Jasen Publishing House. Another scholar who has greatly contributed to Wongar's renown in Serbia is Ljiljana Bogoeva Sedlar, who lectured and wrote about him and supervised several doctoral dissertations about his work.

According to Živković, the translation of Wongar's works was not particularly demanding, since the author's syntax is quite clear and simple despite the presence of various genres in his work. His writings combine myths, Aboriginal folk tradition, Serbian epic tradition, realism and surrealist fantasy, among other things. The greatest challenge was to translate the vocabulary items from the ethnic lexicon of the Aboriginal culture. It was impossible to translate such lexemes since there were no appropriate equivalents in the Serbian language. Živković solved this issue by transcribing the ethnic vocabulary items from the original text whenever possible in order to preserve their local connotations. Further explanation of these terms was provided either in the footnotes or in the glossary at the end of the book. In the cases where the local connotation of a word was not of great importance, she would try to find the closest semantic equivalent in the Serbian language. We can notice this if we compare the original:

The sun is about to rise; it has already lit up the treetops. I'd better hide dugaruru; the whites could be around soon. A rod skirts the camp, passing along the long embankment and over a bridge across the ravine; it heads toward town, farther away. From up there you can see even a single footprint in the dusty ground. Whenever they are about, the whites like to stand on the embankment and stare down here. Wagudi thinks the balandas are counting how many of us are left. I have to go later and see Wagudi; the elder might tell me if mother is still about. He might chant and sound his didjeridu to beg her to visit us again; the spirits can easily be persuaded to come if you only know the right way (Wongar 1983, 7).

and the translation:

Sunce samo što nije izašlo; već je ogrejalo vrhove drveća. Biće bolje da sakrijem dugaruru. Belci se mogu pojaviti svakog trenutka. Put ide čitavom dužinom oko logora; prolazi preko dugačkog nasipa i preko mosta iznad jaruge, pa nastavlja sve do grada koji je daleko odavde. Odozgo, sa nasipa, može se videti čak i otisak stopala u prašnjoj zemlji. Kad god se nađu ovde, belci vole da stoje na nasipu i da otuda zure u nas. Vagudi misli da belci – balande – svaki put broje koliko nas je preostalo. Moram kasnije da odem da posetim Vagudija; možda će mi starac reći da li je majka još uvek ovde. A možda će zapevati i zasvirati didjeridu, da bi je zamolio da nas ponovo poseti. Duhovi se mogu lako nagovoriti da dođu, ukoliko znate pravi način da ih dozovete (Vongar 2012, 25).

We can notice that the translator has chosen to keep the italicized vocabulary items the same as they appear in the original, only transcribing them according to the transcription rules of the Serbian language. Only for the term *balandas* does she provide a one word definition within the text, while the explanations for the others can be found in the glossary.

6. NATAŠA TUČEV'S TRANSLATION OF *CHILDE HAROLD'S PILGRIMAGE*

Nataša Tučev's most notable literary translation is that of George Gordon Byron's *Childe Harold's Pilgrimage*, originally published between 1812 and 1818. Regarded as one of the most influential works of English and European Romanticism, this long narrative poem made Byron widely famous and established the cult of the wandering, melancholic Byronic hero as one of the staples of the Romantic poetics. The only translation of *Childe Harold* which existed in former Yugoslavia was by the Croatian poet Luko Paljetak, published in 1978. Tučev's translation, which appeared in 2004, was the first one in the Serbian language.

Childe Harold's Pilgrimage is written in Spenserian stanzas, which consist of eight iambic pentameter lines and one alexandrine, while the rhyme pattern is *ababbcbcc*. Occasionally, different kinds of stanzas are introduced in the poem – such as the well-known section in which Harold bids farewell to England, which consists of eight and six syllable iambic lines and has the rhyme pattern *ababcdcd*. The poem is challenging for a translator not only because of its complex rhymes, but also because of Byron's frequent and deliberate use of archaisms. This stylistic feature is to some degree also a homage to Spenser, but it is primarily used by Byron in an attempt to create a distance between the fictional hero and the author, because of the anxiety that the autobiographical elements in the poem were causing him. In addition, a translator has to take into account numerous toponyms and historical and mythical references which appear as the poem's protagonist reflects on the past during his travels through various European countries – such as Spain, Greece, Switzerland or Italy. These features have not only made the rhyming in translation more difficult, but also called for the inclusion of a great number of footnotes in the translation, clarifying the context of Byron's lines to the Serbian reader.

In Tučev's translation, each line of the poem is extended by two syllables, a method justified by the fact that polysyllabic words are much more frequent in the Serbian language than in English. Although this changed the original metric pattern, it enabled the translator to preserve most of the intricacies of Byron's intended meaning. The rhyme pattern *ababbcbcc* was preserved throughout the poem. During the period in which she was translating the poem, Tučev extensively read the works of the Serbian Romantic poets and applied some of their archaisms in the translation. The following stanzas, expressing the author's emotions during a stormy night in the Alps, may serve to illustrate both the technical and linguistic features of Tučev's translation:

*Sky, mountain, river, winds, lake, lightnings! ye!
 With night, and clouds, and thunder, and a soul
 To make these felt and feeling, well may be
 Things that have made me watchful; the far roll
 Of your departing voices, is the knoll
 Of what in me is sleepless – if I rest.
 But where of ye, oh tempests! is the goal?
 Are ye like those within the human breast?
 Or do ye find, at length, like eagles, some high nest?*

*Could I embody and unbosom now
 That which is most within me – could I wreak
 My thoughts upon expression, and thus throw*

*Soul, heart, mind, passions, feelings, strong or weak,
 All that I would have sought, and all I seek,
 Bear, know, feel, and yet breathe – into one word,
 And that one word were Lightning, I would speak;
 But as it is, I live and die unheard,
 With a most voiceless thought, sheathing it as a sword.*

(Canto III, stanzas 96–97)

*Vi, neba, planine, vetrovi, jezera!
 Sa oblakom, tminom, gromom što se čuje,
 I dušom što oseća – sve to mene tera
 Da ostanem budan kad svak drugi snuje;
 I kad u daljini vaši glasi bruje,
 U meni su odjeci koji od sna beže.
 Al' gde je vaš cilj, o silne oluje?
 Dal' ste kao ona što grud ljudsku žeže?
 Il' u gori s orlovima vaša gnezda leže?*

*Da nekako sada da iznedrim znam
 Suštinu svog bića – kad bih mog'o da
 Svim mislima svojim jedan izraz dam,
 I da srce, dušu, strasti, čuvstva sva,
 Sve za čime trgam, trpim, slutim, znam,
 Izlijem iz sebe u jednu reč samu,
 I ta reč da je Munja – zborio bih ja;
 Al' ovako trpim tišinu i čamu,
 I bezglasnu misao krijem kao kamu.*

(Treće pevanje, strofe 96–97)

7. CONCLUSION

In his study *Literary Translation* (2001), Clifford Landers points out that literary translators, apart from being proficient in the language from which they are translating, and familiar with the source language literature and culture, should also cultivate a poetic sensitivity; by which he means “an appreciation for nuance, sonority, metaphor and simile; the ability to read between and above the lines; flexibility; and ultimately, humility” (Landers 2001, 99). All of these qualities may be found in the literary translations authored by the members of the English Department at the Faculty of Philosophy. As the above examples illustrate, they have translated, and continue to translate, important works of Anglophone fiction. To the greatest possible extent, their literary translations convey to the Serbian reader the aesthetic experience of the original works. Their academic knowledge of the English language, literature and culture further contributes to the quality of these texts. The new generations of scholars and researchers at the English Department will hopefully be inspired by this established tradition and compelled to keep it alive by adding their own contributions.

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TRADICIJA KNJIŽEVNOG PREVOĐENJA NA DEPARTMANU ZA ANGLISTIKU

Ovaj rad sadrži sveobuhvatnu listu književnih prevoda članova Departmana za anglistiku na Filozofskom fakultetu u Nišu, kao i detaljne diskusije o pojedinim prevodima. U radu se takođe razmatraju i razlozi zbog kojih su dati književni tekstovi odabrani za prevođenje, određene stilske odlike prevoda, kao i metode korišćene u prevodilačkom postupku. Rad pokazuje kako je na Departmanu za anglistiku ustanovljena značajna prevodilačka tradicija iz koje su proizašli prevodi nekih od najuticajnijih dela anglofone književnosti na srpskom jeziku.

Ključne reči: Departman za anglistiku, književno prevođenje, anglofona književnost na srpskom jeziku, engleska književnost, američka književnost, kanadska književnost

FROM PROBLEMS OF LANGUAGE AND MIND TO PSYCHOLINGUISTICS: AN OVERVIEW OF COURSES

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Abstract. *The paper aims to provide an overview of the development and changes in the courses at the Department of English in Niš, at the BA and MA level, as well as at the PhD level (in philology, Faculty of Philosophy, Niš), related to different linguistic approaches to the study of meaning (construction) and human cognition. These courses included in the curricula were initially influenced by the ideas stemming from the philosophy of mind and cognitive linguistics, and later by psycholinguistic research. We begin the paper with the general overview of the courses and we emphasize the main contributions to their development. Then we address in more detail some of the most important theoretical concepts which include the following: meaning construction, categorization, context, and a general overview of the main ideas in cognitive linguistics and psycholinguistics. We also stress the benefits of such a comprehensive approach for the students, and the thereby presented possibilities for further investigation.*

Key words: *cognitive linguistics, psycholinguistics, philosophy of mind, semantics, English language curricula*

1. INTRODUCTION

The main aim of the paper is to describe the research-driven changes in the curricula of the BA and MA studies in the English language and literature and the PhD studies in philology at the Faculty of Philosophy, University of Niš. It is part of the broader effort to commemorate the fiftieth anniversary of both the Department of English and Faculty of Philosophy and the present approach is complementary with that of Pavlović and Veličković (this volume). The introductory part will deal with the beginnings of dealing with topics related to language and cognition marked by the publication of the book *Problems of Language and Mind* (Vidanović

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1989) and several related monographs that followed. This will be followed by five sections, each of which will reflect the teaching and research foci at the department in the domain of linguistics and semantics, ending with the concluding remarks.

As compared to other English departments in the region, studies related to the links between language and cognition in Niš emerged quite early. Namely, during the late 1970s and throughout the 1980s, Đorđe Vidanović trod the path that led towards developing a range of courses related to cognitive approaches to linguistics and psycholinguistics: *Introduction to Cognitive Linguistics*, *Linguistics in Cognitive Sciences*, *Cognitive Semantics*, *Contemporary Theories in Cognitive Linguistics*, *Multimodality and Discourse*, *Semantics of Naming*, *(Introduction to) Psycholinguistics*, *Language, Cognition, Multimodality*, *Psycholinguistics and Meaning*, *Semiotics*, *Language Cognition and Language Acquisition*, etc. The early research endeavours were published as several papers (Vidanović 1981, 1986, 1987, 1990), but the main landmark of this period is the book *Problems of Language and Mind* (Vidanović 1989, published in Serbian as *Problemi jezika i uma*), which summarized the work of the first decade of the cognitive approaches to language in Niš.

In the *Problems of Language and Mind*, Vidanović aimed at assessing the potential procedural and methodological flaws in the Chomskyan approach to language and the mind, with the intention of providing additional philosophical grounding to generative linguistics and contributing to its ontological status. Vidanović uses findings coming from various assessments of language abilities following neurological impairments to stress the primacy of certain syntactic structures. Besides this, he scrutinizes the methodological implications of three positions pertaining to language competence: those of Katz, Fodor and Chomsky. Among many other important issues, Vidanović discusses the status of semantics with regard to the generative movement in linguistics, offers a pacifying view on Chomsky's and Popper's ideas regarding language acquisition and provides an analysis of Putnam's and Fodor's positions on the relation between the mind and meaning making. The book provided a steady pathway towards understanding the key issues in contemporary linguistics. The three decades that followed this monograph were marked by several research directions triggered by Vidanović's work. First, Mihailo Antović worked towards establishing links between the study of language and the study of music, using several theoretical approaches in cognitive linguistics (see Antović 2004, 2007, 2017) and resulting in a novel theoretical framework of *multilevel grounded semantics* (Antović 2021). Second, Dušan Stamenković examined the relationship between language and motion (Stamenković 2017) and explored several other issues which will be discussed in section 6. Finally, Vladimir Figar's research bound to cognitive linguistics has been directed towards exploring the application of conceptual blending to conceptual metaphors (Figar 2014) and metaphor clusters (Figar and Antović 2015; Figar 2019).

All these have had their reflections on the curricula at the Department of English – namely, introductory courses in linguistics have started having a cognitivist overtone in the nineties, and this led towards developing a set of new courses which dealt with different issues in contemporary linguistics and cognitive science. The following sections will cover each of these topics in more detail.

Finally, it is also worth noting that the cognitive *turn* in the study of meaning and language in general at the Department of English has motivated the founding of two important *bodies*. The first, *Centre for Cognitive Sciences* at the University of Niš, founded

in 2013, brings together scholars¹ from various disciplines from the University of Niš in an effort to gain broader insight into the cognitive mechanisms that serve as the scaffolding for human cognition in general. The second one, motivated primarily by the interest in psycholinguistic research is the *Language Cognition Laboratory*, at the Department of English, Faculty of Philosophy in Niš, founded in 2017/18. Laboratory members include staff from the English Department, and so far several studies have been carried out, including research conducted by PhD candidates.

2. THE PROBLEM OF MEANING

Any text or course which aims to engage with linguistic meaning faces, by the virtue of its object of inquiry, many of the same problems that a student of semantics does, with the key problem being – where to begin? The choice of an opening theme, a theoretical issue or a practical demonstration of some key aspect of meaning is anything but simple, with the adopted angle strongly guiding the structure of the remaining exposition. One reason for this is found in the object of the study itself: semantics as a linguistic subdiscipline studies a material so contested it might as well be considered a battlefield – linguistics, semiotics and philosophy (both general and that of language) all lay claim to meaning, providing at times definitions that are contradictory at best.

Having this state of affairs in mind, it can be legitimately argued that the most truthful approach to both the subject matter of semantics and the field itself is one that captures the embattled positions of the various disciplines and schools of thought that study linguistic meaning. Semantics, as taught at the English Department at the Faculty of Philosophy, University of Niš, stays true to both the subject matter and the disciplines studying it by presenting, in the scope of a single course, the challenges of studying meaning and the ways in which these challenges have been answered so far. The choice of Frank Palmer's *Semantics: A New Outline* (1976) as primary course material was motivated by these concerns, with the course borrowing from the book the overview of major trends in the study of meaning as performed throughout the early- to mid-20th century.

It is only appropriate then that a course in semantics begins with a problematization of the very notion of *meaning*, illustrating by way of various examples the range of phenomena that are usually subsumed under the heading of meaning – word meaning (given as a definition), sentence meaning (divorced from context), utterance meaning (given as an example of how sentence meaning gets transformed by context), and, finally, referential meaning (as the connection between linguistic and extralinguistic entities). Building on the everyday language uses of the term *meaning*, the course then introduces the position of semantics as a subdiscipline within the field of structuralist linguistics, positioning it as a counterpart to phonology, morphology and syntax. The sense in which semantics is considered a counterpart is closely tied to the structuralist notion of the sign as understood by Saussure, in that just as the sign is composed of a signifier and a signified, a form and the message carried by the form, so too is linguistics divided into two groups of disciplines, with phonology, morphology and syntax devoted to the study of signifiers and semantics devoted to the study of the signified (Palmer 1976, 3–8; Culler 1988).

¹ The list of members is available at <http://www.cogsci.ni.ac.rs>.

Adopting the structuralist position, at least for the sake of argument, invites the question of what exactly it is that language signifies, which brings the course in contact with different theories of signification, of which C. K. Ogden's and I. A. Richard's *semiotic triangle* is a useful unification. As such, the semiotic triangle is a figure representing the possible ways in which a sign can obtain its meaning – either through a symbolization of some thought or concept, here to be understood as a private thought, or through a reference to some referent, an object in the external world. The meaning of language, then, is to be found either in the concepts inhabiting the minds of the speakers of a particular language, or in the objects to be found in the world. The latter of the two positions brings the course in contact with perhaps the most influential account of linguistic meaning produced by the 20th century – that of Gottlob Frege and the tradition that would follow in his footsteps. Although rejected as unsubstantial by Palmer, the more mind-oriented theories of semantic meaning will be making their appearance again, answering a fundamental problem for the world-oriented, objectivist tradition of analytic philosophy.

Returning once again to Gottlob Frege, students attending the course are introduced to the twin notions of *sense* and *reference*, as conceptualized by Gottlob Frege. The introduction, however, is not purely Fregean, as the course at the same time articulates many of the criticisms that arose since the establishment of the philosophy of language in the analytic tradition. The students then, at the end of the first couple of lectures, are left with the basics of semantic theory as given by the various traditions of the 20th century – on the one hand, with mentalistic theories which seek meaning in concepts stored in the speakers' minds, and, on the other, with world-oriented theories of meaning, which see meaning in the ability of language to be a picture of the facts that obtain in the world (Palmer 1976, 19–34).

The stage is thus set for further discussion concerning the ability of language to reference entities in the world, different types of meaning and how they play into the theories mentioned above (social, pragmatic and non-literal meaning being the most often discussed), the influence of context and the ability to separate sentence meaning from context and other important factors.

3. MEANING AND CONTEXT

As part of the course *Semantics of Naming*, which is included in the curriculum of the BA studies at the Department of English in Niš, one of the important topics is the relationship between meaning and context. Following the systematic overview of literature provided in Frank Palmer's *Semantics: A New Outline* (1976), the course familiarizes students with the following lines of investigation: (i) the early approaches that proposed the exclusion of context (Katz and Fodor 1963), (ii) the distinction between the linguistic and non-linguistic context (Katz and Fodor 1963, Palmer 1976), (iii) the treatment of context by Malinowski (1946), (iv) the notion of *context of situation* (Firth 1950, 1962), and (v) the behaviorist approach to the study of context (Bloomfield 1933).

Katz and Fodor (1963) attempted to provide a methodological framework for the development and evaluation of a semantic theory. The authors also made a distinction between the linguistic and the nonlinguistic *setting* (i.e., context), where the former includes sense-relations, while the latter refers to the extralinguistic world, and is related to the notion of reference (Palmer 1976). Recognizing the complexity of the nonlinguistic setting, insofar as it would be virtually impossible to capture all of its relevant components, Katz and Fodor

(1963) eventually opted for the exclusion of setting. This was justified by the hypothesis that each sentence in isolation should contain all of the relevant meanings which can be realized in specific settings.

Malinowski (1946) conducted his investigations in the Trobriand Islands, and he recognized the fact that the correct interpretation of some words required very specific contexts of use. In effect, he understood context as a social process, but he eventually failed to provide a comprehensive account of the phenomenon. John Rupert Firth, whose work is often associated with Malinowski (Palmer 1976), understood context as a distinct level of linguistic analysis, and he introduced the term *context of situation* (Firth 1950). In that sense, he stressed the importance of the social dimensions of a communicative situation, and proposed the following systematic, schematic account of the phenomenon:

- A. The relevant features of the participants: persons, personalities.
 - (i) The verbal action of the participants.
 - (ii) The non-verbal action of the participants.
- B. The relevant objects.
- C. The effects of the verbal action (Firth 1950, 43).

Consequently, for Firth, *context of situation* includes not only the utterance, but also the broader circumstances and participants and their backgrounds.

Finally, in the domain of behaviorism, Bloomfield (1933) understood meaning as the actual situation in which the utterance is contained, and the response that the utterance provokes with the listener (Palmer 1976, 52). Essentially, for Bloomfield meaning was captured within the context of the situation alone.

Such an approach to the study of the relationship between meaning and context adopted in the course *Semantics of Naming* is expected to offer students a comprehensive insight into the phenomena under investigation, and prepare them for the study of meaning construction in the domain of cognitive linguistics, cognitive semantics, and psycholinguistics, discussed in the following sections. Namely, unlike the more traditional approaches to the study of meaning, the enterprise of cognitive linguistics has a built-in *pragmatic module* which acknowledges the role of context in meaning construction as default. In the following section we turn to another important phenomenon in the course of the development of linguistic theory in general, as well as one of the essential cognitive tools in the human cognitive arsenal – categorization.

4. CATEGORIZATION

Truth-conditional and world-oriented theories of meaning must, by design, delineate language structures that are referential from those that are not. For the sake of example, nouns (in particular personal names) are held to be directly referential, with a name such as *Socrates* directly referencing the famous Greek philosopher while linguistic elements such as prepositions are held to be meaningful in a sentential context while lacking a direct referential link to the objective world. The distinction is not clear cut with certain types of nouns proving problematic for the calculation of truth-value in ways that ordinary names are not. This group includes nouns referring to non-existing objects, nouns with abstract referents and nouns that reference entire categories. Although a great deal can be said about all three classes (in fact, there are many more), category nouns deserve a special focus for the role they played in the emergence of a new approach to categorization which we

encounter in cognitive semantics. The course *Cognitive Semantics* opens with a discussion of categories and the switch from the old, feature-driven model to the prototype model of category membership.

Returning once again to world-oriented theories of meaning, categories are important because a precise semantic theory must accurately model how category nouns refer to categories in the real world. The problem arises in the fact that many categories do not seem to be present in reality in the same way objects are; moreover, the traditional approach to category membership, originally devised by Aristotle, depends on category members having in common bundles of distinctive features, which, in actuality, is hardly ever the case, with categories having members that possess unequal numbers of features. This discrepancy served as the starting point for a highly influential series of experiments performed by Rosch (1973; 1975), which effectively demonstrated that categories are defined with reference to a central prototype, defined as the category member with the most shared distinctive features (Rosch and Mervis 1975). Echoing earlier theoretical work done by Wittgenstein, in particular his notion of *family resemblance* (Wittgenstein 2001), Rosch's experiments undermined a view that was orthodox for truth-conditional semantics by illustrating that category membership is not a binary affair. Instead, it entails many levels of membership, ranging from central to peripheral.

This brings the course in contact with work done by George Lakoff, in particular his highly influential book *Women, Fire, and Dangerous Things: What Categories Reveal about the Mind* (Lakoff 1987) and the introduction of the main theoretical underpinnings of *Cognitive Semantics* as a distinct paradigm within the study of meaning. Building on the earlier distinctions introduced in the course *Semantics of Naming*, students are given an example of a *mind-oriented* theory of meaning and semantic structure. Moreover, the basic observations of Lakoff (1987) serve as a scaffold for later segments of the course, tying theoretical constructs such as image schemata, idealized cognitive models, semantic frames conceptual metaphor theory, mental spaces theory, conceptual blending theory, and cognitive grammar. As such, the segment of the course devoted to the issue of categorization offers students much more than an overview of categorization as a cognitive process – it also elucidates its importance for the wider field of semantics.

One of the research directions at the Department of English (e.g., Stamenković 2017; Stamenković, Tasić and Pavlović 2017) applied prototype theory within a contrastive methodology aimed at comparing and classifying meanings of translation equivalents of English and Serbian motion verbs, by calculating and using prototypicality scores obtained by various methods. A cognitivist approach to verb research at the Department of English was also extended towards studies dealing with fictive motion and metaphors in verb and abstract noun collocations in Serbian (e.g., Stojičić and Stamenković 2016; 2017).

5. COGNITIVE LINGUISTICS

The first course dealing with cognitive linguistics that the students are introduced to at the Department of English in Niš is *Introduction to Cognitive Linguistics*. The course was initially developed by Đorđe Vidanović, and later further adapted by Mihailo Antović and Dušan Stamenković. Today, it is predominantly based on Ray Jackendoff's *Patterns in The Mind: Language and Human Nature* (1995), which deals with the unconscious schemata (i.e., *patterns*) that license the process of language acquisition, on the one hand, and the

overall development of linguistic competence in general, on the other. Additionally, some of the main points that the course also deals with include the acquisition of sign language (specifically the American Sign Language, ASL), and language acquisition under unusual circumstances. One of the major takeaways for students is the realization that linguistic competence, as understood in the domain of *linguistics*, is first and foremost a mental capacity, contained in the various transformations between (at least) the phonetic and syntactic structures, all of which takes place in the human mind.

In the course *Cognitive Semantics*, developed and elaborated by the same team of professors, the students are further familiarized with, as understood today, the main tenets of cognitive linguistics, which include human categorization (e.g., Rosch and Mervis 1975), conceptual metaphor theory (Lakoff and Johnson 1980; Saeed 2003), image schemata and embodied cognition (Johnson 1987), mental spaces theory (Fauconnier 1994, 2007; Saeed 2003), and conceptual blending theory (Fauconnier and Turner 2002; Saeed 2003).

Conceptual metaphor theory (CMT) and the interest in metaphor research is typically understood as the onset of the cognitive linguistics enterprise as we know it today. Defined as representing one concept (the target, typically more abstract and less familiar) as a function of another concept (the source, typically more tangible and more familiar), conceptual metaphor has found its use in various contexts, ranging from everyday communication to scientific discourse (Lakoff and Johnson 1980). As a result, conceptual metaphor has received attention from scholars from various disciplines, ranging from discourse studies (e.g., Charteris-Black 2004; Figar and Antović 2015), psycholinguistics (e.g., Holyoak and Stamenković 2018; Stamenković, Milenković and Dinčić 2019), music cognition (e.g., Antović 2004, 2009), multimodal metaphor (e.g., Forceville and Urios-Aparisi 2009; Stamenković and Tasić 2014), and even metaphor and gesture (e.g., Cienki and Müller 2008).

Interest in metaphor research at the Department of English in Niš has been sparked by Đorđe Vidanović's 1995 paper *Metaphoring and Metaphor: A Research Proposal*, and later elaborated in the work of Mihailo Antović and Dušan Stamenković. In effect, the course *Cognitive Semantics* presents students with an opportunity to learn more about the cognitive mechanisms, structure, use, and the variety of areas in which conceptual metaphor has proven to be very prominent. The MA program in English Language and Literature and the PhD program in philology later offer opportunities for more advanced empirical research.

Another cornerstone construct in cognitive linguistics is that of image schemata, defined as "a condensed redescription of perceptual experience for the purpose of mapping spatial structure onto conceptual structure" (Oakley 2007, 215). They are also understood as embodied gestalts since they represent "coherent, meaningful, unified wholes within our experience and cognition" (Johnson 1987, 41). It is also important to note that image schemata can undergo metaphorical projections, thereby serving as the base for more complex cognitive operations. Their importance has also been recognized in the developmental context, and it has been argued that they afford the scaffolding for the development of higher-level cognition (Mandler 2012).

Fauconnier's mental spaces are understood as "very partial assemblies constructed as we think and talk for purposes of local understanding and action" (Fauconnier 2007, 351). They are different from linguistic structure and more akin to mental models, but they are constructed based on specific linguistic expressions (i.e., spacebuilders) which serve as triggers for the construction of the corresponding mental spaces. Consequently, the theory offers a link between linguistic structure and the mental representations constructed in the human mind. Conceptual blending (Fauconnier and Turner 2002) poses as a logical extension of mental spaces, inasmuch as it offers the possibility for interaction and integration of mental

spaces. In that sense, the most prominent mechanism proposed in this framework is *compression* which licenses the integration of multiple mental spaces into a single space with novel structure that affords new inferences (Saeed 2003). Additionally, conceptual blending can also be understood as a continuation of CMT. Namely, as an approach that proposes a more dynamic interaction between mental spaces and the construction of novel structures it appears to be more plausible compared to the former approach (i.e., CMT) which only allows for unidirectional cross-domain mappings, where all the changes occur in the target domain.

Concerning the research conducted by the staff from the English Department, interest in conceptual blending can be found in Vidanović's 2012 paper *Conceptual blending and Intentionality*. Also, Antović (2018a) applied the conceptual blending paradigm to the analysis of musical multimedia, Antović (2018b) applied it to the analyses in the religious context, Antović and Tasić (2011) applied the paradigm in the analysis of musical meaning construction, Stamenković (2015) explored the role of blending in riddle solving, while Figar and Antović (2015) applied the paradigm to the analysis of metaphor clusters in the political discourse of daily newspapers. Elements of conceptual blending have also found their application in Antović's (2021) *multilevel grounded semantics*.

Overall, the approach to the study of cognitive linguistics and cognitive semantics described in the present section enables students to more easily understand the interdisciplinary nature of the target phenomena, and to apply that knowledge in more specific contexts of use. Additionally, the MA and PhD programs provide opportunities for further development and empirical research.

6. PSYCHOLINGUISTICS

Psycholinguistics as a separate course was first introduced by Mihailo Antović within the BA and MA studies of psychology (and recently the BA studies in the German language and literature). This course covered elements contained within the courses of *Introduction to Cognitive Linguistics*, *English Morphology* and *Syntax* (existing in the BA curriculum in English), enriched by psycholinguistic material coming from two coursebooks in cognitive psychology (Kostić 2014 and Sternberg 2011) and the theoretical overviews from Antović's (2007) *Linguistics, Musicality, Cognition*. Recently, an *Introduction to Psycholinguistics* has been added to the BA curriculum in the English language and literature as well, and this course is largely based on two primers in psycholinguistics (Cowles 2011, Field 2003). Apart from serving as an introductory course, it also focuses on applications of psycholinguistics in studies related to first and second language acquisition. In the meantime, starting from early 2018, Dušan Stamenković has taught *Psycholinguistics and Meaning* (a PhD course in the philology doctoral programme). This course entails some general elements of psycholinguistics, based mostly on Lise Menn's (2015) and Matthew Traxler's (2012) introductions to psycholinguistics, and then shifts towards issues related to exploring meaning. Within this course, students get some experience with empirical work with hardware and software available in the Department's *Language Cognition Laboratory* (founded in 2017/18), and are expected to frame independent research proposals at the end of the course.

One part of the course is directed towards the psycholinguistic approaches to metaphor, as the linguistic study of metaphor has been one of the Department's focuses since Vidanović's 1995 research proposal named *Metaphoring and Metaphor*. Given that research directions directed towards figurative language are still quite abundant in open

questions and dilemmas (see Holyoak and Stamenković 2018), students are encouraged to get involved in this line of inquiry, especially having in mind that the initial empirical efforts in the realm of psycholinguistics of metaphor have already been made in the department (Stamenković, Ichien and Holyoak 2019, 2020). Right along these metaphorical lines, two doctoral dissertations with a clear psycholinguistic orientation have recently been submitted for defence at the University of Niš (Figar 2021, Milenković 2021). One of the most important frontiers is to get as many students as possible involved in experimentation with participants, on the one hand, and meta-analytic procedures and systematic reviews, on the other. The latter will likely be in line with the recent meta-analytic approaches pertaining to figurative language (e.g., Morsanyi, Stamenković and Holyoak 2020, Morsanyi and Stamenković 2021).

7. CONCLUSION

The present paper has outlined some of the main changes and improvements in the curricula pertaining to courses dealing with semantics, cognitive linguistics, and cognitive semantics, at the BA and MA level at the Department of English, Faculty of Philosophy, University of Niš, as well as in the PhD program in philology at the Faculty of Philosophy, University of Niš. Starting from the initial efforts stemming primarily from the philosophy of mind and generative linguistics, both the range and the scope of courses have evolved following the main directions of research in the fields of cognitive sciences and psycholinguistics. As a result, the current curricula present students with an opportunity to gain a comprehensive insight into the interdisciplinary nature of the relationship between language and the human mind. Namely, after the initial introduction to the main aims and ideas that provide the *grounding* for the study of meaning construction in general, students can familiarize themselves further with experimental paradigms and methodologies, as well as with empirical research in the *Language Cognition Laboratory*.

As outlined above, some of the main topics covered in our courses include the general study of meaning (construction) in the domain of cognitive linguistics and cognitive semantics, the role of context in meaning construction, the importance of human categorization, and the main theories and paradigms within the domain of cognitive linguistics (conceptual metaphor theory, mental spaces theory, conceptual blending theory, and image schemata and embodied cognition). Additionally, the new curriculum also offers an *Introduction to Psycholinguistics* at the BA level, thereby adding an additional interdisciplinary dimension to the already present approaches to the study of the relationship between language and mind.

In conclusion, the early cognitive turn in the study of meaning construction and the relationship between language and the human mind at the Department of English in Niš, initiated by Đorđe Vidanović, has set the constant pace of improvement and adaptation of the curricula in accordance with the novel theoretical paradigms and current trends in contemporary research both in the domains of linguistics and the broader field of cognitive sciences.

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OD PROBLEMA ODNOSA JEZIKA I LJUDSKOG UMA DO PSIHOLINGVISTIKE: KRATAK PREGLED KURSEVA

Cilj rada jeste da pruži uvid u razvoj i izmene u predmetima na nivou osnovnih i master akademskih studija na Departmanu za anglistiku Filozofskog fakulteta u Nišu, kao i na programu doktorskih akademskih studija filologije na Filozofskom fakultetu u Nišu. Skoncentrisali smo se na grupu lingvističkih predmeta koji se bave odnosom jezika i ljudskog uma, problemom izgradnje značenja i ljudskom kognicijom. Ovakav pravac razvoja kurikuluma na Departmanu za anglistiku isprva je bio motivisan teorijskim postavkama koje potiču iz domena filozofije uma i kognitivne lingvistike, a kasnije i interdisciplinarnim istraživanjima iz domena psiholingvistike. U uvodnom delu rada najpre dajemo pregled najvažnijih predmeta iz ciljne grupe i navodimo članove nastavnog osoblja Departmana za anglistiku koji su svojim radom najviše uticali na razvoj kurikuluma. U narednim poglavljima dajemo kratak pregled najznačajnijih teorijskih pojmova i paradigmi sa kojima studenti imaju prilike da se upoznaju, a koji obuhvataju izgradnju značenja, kategorizaciju, kontekst, kao i opšti pregled najvažnijih ideja u oblasti kognitivne lingvistike i psiholingvistike. Takođe naglašavamo i činjenicu da ovako sveobuhvatan pristup izučavanju ciljnih fenomena i paradigmi pruža studentima Departmana za anglistiku odličnu osnovu za dalji rad, usavršavanje, i sprovođenje empirijskih istraživanja na nivou master akademskih studija anglistike i doktorskih akademskih studija filologije.

Ključne reči: kognitivna lingvistika, psiholingvistika, filozofija uma, semantika, kurikulumi nastave engleskog jezika

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 Galija, 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 lectors, 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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- Statut Filozofskog Fakulteta u Nišu, Niš, 1987

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*

THE DEVELOPMENT OF MASTER AND DOCTORAL ACADEMIC STUDIES IN ENGLISH LANGUAGE AND LITERATURE SINCE 1971 AT THE ENGLISH DEPARTMENT, FACULTY OF PHILOSOPHY

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Abstract. *Relying on the Faculty archives and online sources, the paper maps out the history of the development of master and doctoral academic studies at the Department of English, Faculty of Philosophy, Niš, from its earliest beginnings until the present day.*

Key words: *accreditation, development, history, doctoral academic studies, master academic studies*

1. MASTER ACADEMIC STUDIES OF ENGLISH LANGUAGE AND LITERATURE AT THE FACULTY OF PHILOSOPHY: GENERAL INTRODUCTION

Master Academic Studies of English Language and Literature at the Faculty of Philosophy, University of Niš, are second degree studies. Unlike their earliest form (2003–2008), they now last one year (two semesters) and grant the MA student 60 ECTS points, as well as the academic title of Master in Philology. Studies are conducted in both English and Serbian; the dominant language of the majority of the courses, though, has always been English.

Students who have completed Bachelor Academic Studies of English Language and Literature, or an equivalent study program which has equipped them with the knowledge and skills necessary for following the offered master courses, are eligible for enrollment in Master Academic Studies of English Language and Literature at the Faculty of Philosophy. Candidates who have not finished Bachelor Academic Studies of English Language and Literature, however, need to pass the English language test, thus proving that their knowledge of the English language is at C1 level of CEFR (Common European Framework of Reference for Languages). The number of students accepted is up to fifty, but it is

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important to emphasize that the number of the candidates (which can be lower than fifty) is determined each year by University of Niš.¹

The studies, as already stated, last two semesters, or one academic year; students take one obligatory course and select at least four courses from the growing list of the elective ones, thus exercising the right to formulate their own studies in keeping with their professional and/or scientific preferences and interests. The crowning achievement of the studies is the master thesis, written under the guidance of a chosen mentor, and publicly defended before a committee of university professors.

As for the more specific goals and outcomes of the Master Academic Studies of English Language and Literature, their primary objective is to equip the student with adequate knowledge and the skills necessary for high-quality, successful professional work, as well as further academic education and scientific research. The objective of the study program thus encompasses the following:

1) the enlargement and deepening of the student's theoretical, methodological, scientific and vocational knowledge in areas such as English Linguistics, Literary Studies, Cultural Studies, and Methodology of Teaching;

2) further development of the student's awareness of the complexity of learning and teaching a foreign language, and enabling the student for independent work in the field of education;

3) preparing the student for independent research on a higher academic level, by further developing critical thinking, analytical and synthetic skills, and an active attitude towards oneself and others in the educational process, both in academic and professional contexts, as well as by further developing those individual skills and abilities which may contribute to higher-quality professional work and further improvement in the academic and scientific research environment;

4) the student's mastering of the technical aspects of the planning and writing a scientific paper, in addition to enabling the student to critically evaluate the scientific and vocational literature in at least one of the areas covered by the study program – that area being the one the student has chosen in accordance with his/her academic and/or professional interest, choosing specific elective courses from the fields such as Methodology of English Language Teaching, Translation Studies, English Linguistics or Anglophone Literary and Cultural Studies.

5) directing the student towards the development of the abilities of self-evaluation and self-reflection, as well as the further development of the student's awareness of the necessity of lifelong learning.²

Upon the completion of studies, the student, now a Master in Philology, is qualified for work in education (as an English teacher in primary and secondary schools); translation; publishing; marketing (as a copywriter or content writer); human resources; public relations, tourism, and all the areas that require the professional profile of the expert in English language and culture. It is worth emphasizing that the study program equips the students with the skills and knowledge necessary for the continuation of an academic, scientific career as well.³

¹ Source: Faculty of Philosophy Homepage, accessed 7/13/2021.

² Source: accreditation material, Faculty of Philosophy archive.

³ Source: Faculty of Philosophy Homepage, accessed 7/13/2021.

2, EARLY MASTER ACADEMIC STUDIES OF ENGLISH LANGUAGE AND LITERATURE (2003–2008)

Master Academic Studies of English Language and Literature were established at the Faculty of Philosophy in the academic year 2003/2004. They were divided into two specialized areas, one focusing on the study of language (Anglophone linguistics), and the other on literary studies. The resulting title, upon the completion of a two-year period, was the same in both cases: Master of Philological Sciences.

These studies, as already stated, lasted two years. The first year was organized in a similar manner as the undergraduate studies, i.e., the student was required to take certain obligatory courses and pass them in order to qualify for the second year of the master studies. The second year gave the student the freedom to choose specific courses from the list of the ones that were offered. The student would take the courses in the third semester, and then write term papers in the fourth semester, while also beginning the work on the MA thesis. The studies were organized in such a way, moreover, that the student could begin the official procedure for the approval of the master thesis as soon as they passed two exams.

Regarding the curricula for these specialized areas, they were uniform in the sense that the first year (the first and the second semester) contained obligatory courses, whereas the second year (the third and the fourth semester) consisted of the two courses the student was obliged to select from the list of elective courses. As for the specific courses, the first year of the Anglophone linguistics area included the following: The technique of scientific work with the use of the computer; The Methodology of Research (in the social and humanistic sciences) 1; The Methodology of Research (in linguistics); Foreign Language; General Linguistics 1, and General Linguistics 2. In the second year, the student was required to choose two courses from the following list: The Grammar of the English Language (Morphology and Syntax); Phonetics; Phonology; Morphology; Contrastive Linguistics (Linguistics and Memetics); Pragmatics; Sociolinguistics; Psycholinguistics; Applied linguistics; Contrastive Analysis; Theories of Learning and Adopting the Second or Foreign Language; Cultural Studies; Learning and Teaching Integrated Language Skills; Translation, and Grammar Plus (Lexicology, Semantics).

The first year of Literary Studies contained the following obligatory courses: The Technique of Scientific Work with the Methodology of Research; Literary Epochs; The Development of the Literary-Theoretical Thought, and Foreign Language Seminar. The second year contained only the courses the student would choose from the following list: Modern Australian Literature (post-WW2); Anglo-American Criticism of the 20th century; American Short Story; Contemporary Anglo-American Drama; Canadian Short Story, and Utopia and Dystopia.

Upon the completion of the studies, the student achieved the right to publicly defend their master thesis, which was written under the guidance of the chosen mentor, i.e., one of the teachers of the English Department holding a PhD degree.⁴

⁴ Source: Faculty of Philosophy archive, specifically *Odluka o usvajanju nastavnog plana magistarskih studija na studijskoj grupi za anglistiku Filozofskog fakulteta Univerziteta u Nišu, broj 454-1-11, od 14.januara 2004. godine.*

3. MASTER ACADEMIC STUDIES, ACCREDITED IN 2008

From 2008 until the present day, Master Academic Studies of English Language and Literature at the Faculty of Philosophy have lasted two semesters, or one academic year. They carried, and continue to carry, 60 ECTS credits. In the first accredited study program, in 2008, the only obligatory course was Techniques of Scientific Work. As with the previous and the following versions of Master Academic Studies of English Language and Literature, the students were given the freedom to formulate their own academic orientation by being offered a variety of elective courses in the ninth semester, from which they chose the ones most in keeping with their future career or research interests. The students could choose from the following list of courses: Acoustic Speech Analysis; Anglo-Serbian Studies; 20th century literary theory and criticism; Literature of Serbian diaspora in Canada; Contrastive Analysis; Pragmatics; Contemporary Anglophone Drama; Contemporary Anglophone prose; Semiotics; Systemic Functional Grammar; Techniques of scientific work, Oral Translation, Utopia and dystopia. All the courses, including the obligatory one, carried 6 ECTS credits.

The students were required to choose four courses in the ninth semester, and to do guided research in the tenth, on the basis of which they would write their MA thesis. There was an additional requirement: the student had to write their MA thesis from one of the four courses they chose, excluding Techniques of Scientific Work and Oral Translation. The MA thesis was accorded 30 ECTS credits, which will remain the same for all the other accredited study programs.⁵

4. MASTER ACADEMIC STUDIES, ACCREDITED IN 2014

As with the study program accredited in 2008, the students were enabled to pursue their own academic interests by being offered numerous elective courses in the ninth semester (the first MA semester), out of which they could select the ones in accordance with their professional or scientific interests. The only exception, again, was the obligatory Techniques of Scientific Work. The students were required to choose at least four elective courses, thus collecting 24 ECTS credits.

Apart from the only obligatory course (Techniques of scientific work), the MA students in this study program were offered a greater variety of courses: Pragmatics, Acoustics, Anglo-Serbian Studies, Contemporary Anglophone prose, Literature of Serbian diaspora in Canada, Utopia and science fiction, Lexicology, Methodology of language teaching, Contemporary theories in cognitive linguistics, Gradience in grammar categories, Material design in language teaching, The short story, theory and its Anglophone and other varieties, Fantasy – Literature and film, Multimodality and discourse, Scottish short fiction, Images of the Other in American literature and culture, and Pragma-dialectics. As in previous study programs, however, each of these carried 6 ESCT credits.

The second MA semester was devoted to the obligatory Master thesis research (accorded 10 ESCT credits), and the writing of Master thesis under the guidance of a mentor, which was then publicly defended.

⁵ Source: Source: Faculty of Philosophy Homepage, accessed 7/15/2021.

5. MASTER ACADEMIC STUDIES, ACCREDITED IN 2021

The latest MA study program to be accredited is characterized by an even greater variety of elective courses, due to the much-welcome number of new teachers at the English Department. There is also a new emphasis on the pedagogical aspects of second-degree studies, which was not as pronounced in previous versions. Methodology of scientific work remains the core course, with Pedagogical Practice 1 and 2 which have the dual core/elective status. As for the properly elective courses the students can choose from, each of them carrying 6 ESCT credits, they are the following: Acoustic Analysis of Speech; Text Analysis – A Cognitive-narratological Approach; Empirical Investigations of Textual Content in Digital Environment; Languages in Contact; The Literature of Serbian Diaspora in Canada; Literary Text in TEFL; Contrastive Lexicology: Applications in Teaching and Translation; Material design in TEFL; Multimodality and Discourse; Teaching English to Young Learners; Pragmatics; Pragma-dialectics; Literary Translation; Translation of Non-Literary Texts; Applied Cognitive Linguistics; Contemporary Anglophone Fiction; Contemporary Theories in Cognitive Linguistics; The Other in American Literature and Culture; Oral Translation from English to Serbian and Serbian to English; Fantasy: Literature and Film; Phraseology, and The Scottish Short Story.

Everything else regarding the organization of studies – the number of courses the student is required to choose, the work on the master thesis, the rules and regulations regarding the public defense of the thesis, the number of classes per week (20) and ESCT credits (60) – has remained the same.

6. THE LIST OF MASTER THESES DEFENDED AT THE FACULTY OF PHILOSOPHY SINCE 2011

According to the Faculty archives, 484 students have been enrolled in Master Academic Studies of English Language and Literature, and 231 master theses have been defended so far. What follows is the list of candidates who have successfully finished their master studies; the titles of their theses, and the names of the mentors. In addition to testifying to the hard work and enthusiasm of both students and teachers, the wide variety of topics and subjects the MA students have been selecting for their theses is proof enough that all the objectives of Master Academic Studies of English Language and Literature have been fulfilled.

1. Pantić Zvonimir Marija, *Applying the Communicative Approach in EFL Teaching in Serbia – the Teachers' View*, mentor: Tatjana Paunović
2. Kopunović Borivoje Jovana, *Violence in Contemporary Anglo-American Drama*, mentor: Lena Petrović
3. Aleksić Slavoljub Ana, *Nature and Identity in the Ecotopian Novels by Ernest Callenbach and Ursula K Leguin*, mentor: Milica Živković
4. Tasić Slavoljub Gordana, *Man, Robot and Android in Posthuman Society: The Dystopian Novels by Borislav Pekić and Philip K. Dick*, mentor: Milica Živković
5. Stanković Gojko Danijel, *A Contrastive Analysis of Compound Nouns Created from Phrasal Verbs through the Process of Conversion in English and their Serbian Equivalents*, mentor: Vladimir Jovanović
6. Jelena Dragan Cvetković, *A Contrastive Analysis of Onomatopoeic Words in English and Serbian*, mentor: Vladimir Jovanović

7. Pejčić Nebojša Aleksandar, *What do we believe? Prosodic correlates of persuasive speech in Serbian and English political discourse*, mentor: Tatjana Paunović
8. Milošević Ljubiša Dragana, *Fantasies of patricide in modern Anglo-American literature*, mentor: Lena Petrović
9. Kostić Miodrag Miloš, *The Outsiders in Tennessee Williams' Plays*, mentor: Dragana Mašović
10. Zagorac Zvonko Milica, *A Pyrrhic victory: War metaphors in the target area of sport and business in English and Serbian Internet media – a contrastive study*, mentor: Vladimir Jovanović
11. Antonijević Nebojša Milena, *Contrastive analysis of metaphors in presidential speeches of American and Serbian politicians*, mentor: Vladimir Jovanović
12. Trenčić Slobodan Saša, *Constructing linguistic and cultural identity in an L2 environment: First-generation Serbs in English-Speaking Canada*, mentor: Tatjana Paunović
13. Kitić Jovan Dalibor, *Cultural Interaction in World War I – British “small grey quails” in Serbia*, mentor: Vesna Lopičić
14. Krstić Dragiša Tamara, *'An Immigrant's Burden is too heavy' – Immigrant Experience in the Works of Nebojša Knežić*, mentor: Vesna Lopičić
15. Jovanović Siniša Ivana, *The Aborigine in Australian colonial literature*, mentor: Milica Živković
16. Dimitrijević Milovan Miloš, *Heroes and heroism in the dystopian novels of Kurt Vonnegut and Ray Bradbury*, mentor: Milica Živković
17. Milenković Siniša Milica, *Culture in EFL teaching in Serbia: Do textbooks promote intercultural communicative competence?* Mentor: Tatjana Paunović
18. Stanislavljević Zoran Jovana, *The Role of Range in Semantic Specification of Delexical Verbs and its Relevance in the EFL Teaching*, mentor: Violeta Stojičić
19. Stanković Predrag Emilija, *Degrees of Countability of English Nouns*, mentor: Violeta Stojičić
20. Stojković Bratimir Jovana, *The Concept of Androgyny in the Works of Virginia Woolf, Adrienne Rich and J. Winterson*, mentor: Lena Petrović
21. Stojanović Dragutin Vera, *Patriarchy, Madness and Sanity in the works of S. Plath, S. Kane and C. Churchill*, mentor: Lena Petrović
22. Mičić Zoran Aleksandra, *The Influence of Music on Meaning: The Conceptual Integration Theory Approach*, mentor: Mihailo Antović
23. Petrović Radivoje Tamara, *Identity and Cultural Difference in Contemporary Aboriginal Autobiographical Narratives in Canada and Australia*, mentor: Milica Živković
24. Petrović Dragan Bojan, *Power play: Criticism of the patriarchal power principle in Shakespeare's plays and Orwell's novels 1984*, mentor: Ljiljana Bogojeva Sedlar
25. Stamenković Milivoje Ivan, *An analysis of impoliteness discourse moves and strategies in the Serbian and English language – a contrastive study*, mentor: Biljana Mišić Ilić
26. Mihajlović Zoran Milena, *“Who Am I Now?” Identity of Serbian Immigrants to Canada*, mentor: Vesna Lopičić
27. Simić Dobrivoje Milena, *The treatment of unactualized process participants in English-Serbian translation – corpus analysis*, mentor: Violeta Stojičić

28. Krstić Nebojša Andrea, *Plays about schools: education and democracy in modern Anglo-American drama*, mentor: Ljiljana Bogoeva Sedlar
29. Pršić Živorad Biljana, *Speaking Anxiety among High-School EFL Students: Effects and Possible Remedies*, mentor: Tatjana Paunović
30. Ilić Mile Katarina, *The Influence of the American Western on the Partisan Film*, mentor: Dragana Mašović
31. Vitorović Zoran Marija, *Personified Inanimate Participant in Mental Clauses in English*, mentor: Violeta Stojičić
32. Engelman, Željko, Milica, *Discourse on colonialism: Aime Cesaire, Frantz Fanon and Harold Pinter*, mentor: Ljiljana Bogoeva Sedlar
33. Stojanović Goran Miloš, *Metaphorical Expressions and Idioms Based on the Human Body and its Parts –A Dictionary-Based Contrastive Study of Serbian and English*, mentor: Vladimir Jovanović
34. Figar Drago Vladimir, *Analysis of Conceptual Metaphors in the Political Discourse of Daily Newspapers: Structure, Function and Emotional Appeal*, mentor: Mihailo Antović
35. Paunović Radomir Nenad, *Applying the communicative approach in EFL grammar and vocabulary testing*, mentor: Tatjana Paunović
36. Momčilović Milan Jelena, *Phonological acquisition in EFL at the tertiary level: Phonemic dictation as an awareness raising technique*, mentor: Tatjana Paunović
37. Živić Brane Branka, *Particles as aspectual markers in semi-idiomatic phrasal verbs in English*, mentor: Violeta Stojičić
38. Sazdović Predrag Tamara, *Semantic roles of the indirect object in passive English clauses* mentor: Violeta Stojičić
39. Kovačević Jovan Sanja, *Unsettling otherness of women in Canadian and Australian postcolonial Gothic*, mentor: Milica Živković
40. Savanović Dragan Vesna, *Using computer technology in EFL high school teaching*, mentor: Biljana Mišić Ilić
41. Đorđević Saša Aleksandra, *Errors Occurring in English-Serbian Translation of Proverbs with Animals*, mentor: Vladimir Jovanović
42. Vasiljević Miroljub Marija, *Errors Occurring in Translating Passive Constructions in English and Serbian: A Contrastive Approach*, mentor: Vladimir Jovanović
43. Jovanović Saša Sanja, *Comparing Requests used by Native Speakers of English and Serbian EFL Learners*, mentor: Biljana Mišić Ilić
44. Nikolić Ivica Sanja, *Contrastive Analysis of Conceptual Metaphors of Happiness and Sadness in Serbian and English*, mentor: Vladimir Jovanović
45. Petrović Ivica Ivana, *Analysing EFL Coursebooks in the Light of Gardner's theory of Multiple Intelligences*, mentor: Tatjana Paunović
46. Spasić Krunislav Dušan, *Eugenics and transhumanism in Isaac Asimov's "Robot" series and Nancy Kress's Novel Beggars in Spain*, mentor: Milica Živković
47. Trajković Milan Jovana, *The Acquisition of the Phonetic Feature of Aspiration in Studying English as a Foreign Language*, mentor: Tatjana Paunović
48. Stanković Goran Aleksandra, *Inflexible complement patterns with ditransitive verbs in English*, mentor: Violeta Stojičić
49. Mitrović Budimir Milica, *English Copular Verbs and their Complements in EFL Teaching*, mentor: Violeta Stojičić

50. Novotin Dragoljub Rajna, *High intensification of attributes in English clauses*, mentor: Violeta Stojičić
51. Milošević Tihomir Irena, *Cognitive Aspects of Synesthesia: An experiment*, mentor: Đorđe Vidanović
52. Nikolić Branislav Dragana, "The end of history": *Globalization in the works of M. Ravenhill, A. Roy and K. Ishiguro*, mentor: Lena Petrović
53. Milovanović Ljubiša Jelena, *Phrasal verbs in English and their translation equivalents in Serbian*, mentor: Vladimir Jovanović
54. Trailović Gordana Aleksandar, *Semantic Analysis of English and Serbian phonaesthemes: A Contrastive Overview*, mentor: Đorđe Vidanović
55. Živković Dragoljub Emilija, *Acoustic Analysis of Quality and Quantity of Monophthongs in EFL Students*, mentor: Tatjana Paunović
56. Pavlović Miroslav Miloš, "Reality" *Television Program and the Myth of the American Dream in Stephen King's Novel The Running Man and Peter Weir's Film The Truman Show*, mentor: Milica Živković
57. Jocić Predrag Milena, *Conceptual Metaphors of Love and Hate in English and Serbian – A Contrastive Approach*, mentor: Vladimir Jovanović
58. Petković Đurica Aleksandra, *Light Verb Constructions in English and their Translation Equivalents in Serbian*, mentor: Vladimir Jovanović
59. Nikolić Branimir Vladimir, *Pseudo-Intransitives in TEFL (Teaching English as a Foreign Language)*, mentor: Tatjana Paunović
60. Stojičić Ivan Marija, *Christopher Hampton and Eduardo Galeano: Two artistic Responses to (Neo) Colonialism*, mentor: Lena Petrović
61. Aleksić Slobodan Slađana, *Pragmatic Analysis of the Verbal Irony in the Social Context of Jane Austen's Pride and Prejudice*, mentor: Biljana Mišić Ilić
62. Milošević Bratimir Jasmina, *Elements of the Middle Gradation of Attributes in an English Sentence*, mentor: Violeta Stojičić
63. Tašić Srđan Ivana, *Art and Activism: Truth in the Works of Harold Pinter and Ariel Dorfman*, mentor: Lena Petrović
64. Milosavljević Ljubiša Marija, *Serbian TEFL Students' interpretation of English animal similes*, mentor: Dušan Stamenković
65. Tomić Dragan Kristina, *Temporal Parameters of Spontaneous Speech in Forensic Speaker Identification in Case of Language Mismatch: Serbian as L1 and English as L2*, mentor: Tatjana Paunović
66. Janković Zoran Nikola, *Metaphor in Advertisements – A Relevance Theory Approach*, mentor: Biljana Mišić Ilić
67. Stanković Petković Vlastimir Danka, *Marking of the Feminine Agent noun in English and Serbian – Synchrony and Diachrony*, mentor: Vladimir Jovanović
68. Džinčić Milorad Marija, *Teaching English grammar to young learners*, mentor: Tatjana Paunović
69. Gerov Zoran Katja, *Verbs of Immediate Visual Perception in English, Bulgarian and Serbian: A Translation Corpus Analysis*, mentor: Dušan Stamenković
70. Stošić Živko Jelena, *The Relationship of the English Particle OFF and Serbian Affixes with the Categories of Aspect and Aktionsart*, mentor: Vladan Pavlović
71. Manasijević Mirjana Miljana, *Applying the Communicative Approach in EFL Vocabulary Teaching to High School Students*, mentor: Tatjana Paunović

72. Spasov Branko Marina, *“Everything that lives is Holy”*: The Significance of William Blake for the works of Adrian Mitchell and Peter Brook, mentor: Milica Živković
73. Pešić Dragan Marija, *Interpersonal Adjuncts in the English Language*, mentor: Violeta Stojičić
74. Đurić Milija Snežana, *Family is Where It All Begins: A Contrastive Analysis of Kinship Terms in English and Serbian*, mentor: Vladimir Jovanović
75. Mitić Borko Nikola, *Comparing Apologies used by Native Speakers of English and Serbian EFL Learners*, mentor: Biljana Mišić Ilić
76. Nikolić Dragan Dušan, *Non-finite Clause as Complementation in the English Sentence*, mentor: Violeta Stojičić
77. Veličković Dragan Marina, *An Image of Africa: Heart of Darkness and its (mis)interpretations*, mentor: Lena Petrović
78. Karadžov Vladan Marija, *Technology as a (non-) Liberating Space: Feminist Cyberpunk of Lisa Mason and Marge Piercy*, mentor: Milica Živković
79. Stojiljković Zoran Zorana, *Milton Bennett's Developmental Model of Intercultural Sensitivity in Learning English as a Foreign Language*, mentor: Tatjana Paunović
80. Jelenković Ivica Nikola, *Analysis of Errors Occurring in Serbian-to-English Translation of the Present and the Perfect Tense with Serbian Secondary School Students*, mentor: Vladan Pavlović
81. Cvetković Žaklina Đorđe, *A Cognitive Semantic Approach to Prepositions in, out, and trough: A Corpus Analysis*, mentor: Dušan Stamenković
82. Veselinović Goran Milica, *Verb Complementation by Infinitive Clauses in the English Sentence*, mentor: Violeta Stojičić
83. Milojević Slaviša Dušan, *Stative and Dynamic uses of English and Verbs*, mentor: Violeta Stojičić
84. Đokić Dragan Željko, *The Vampire in Anglophone fiction: From Polidori to Stephenie Meyer*, mentor: Milica Živković
85. Spasić Dragoslav Vladica, *Transitive and intransitive use of verbs in English*, mentor: Violeta Stojičić
86. Komlenac Zoran Saška, *The Nature of Social Criticism in Charlotte Brontë's Novels*, mentor: Milica Živković
87. Miladinović Vladica Aleksandra, *Writing Back with Humour: Thomas King as a Post-Colonial Canadian Author*, mentor: Vesna Lopičić
88. Stojićević Miodrag Iva, *Meeting the Other – Versions of Identity in Dorris Lessing's The Grass is Singing, Arundhati Roy's The God of Small Things and Wongar's Walg*, mentor: Lena Petrović
89. Veljović Radoš Suzana, *The use of Shakespeare: Othello in the works of Anglo-American literature of the twentieth century (Virginia Woolf, Aldous Huxley and Toni Morrison)*, mentor: Lena Petrović
90. Stojanović Svetislav Milica, *Pragmatics in English as a second language teaching: speech acts in teaching materials*, mentor: Biljana Mišić Ilić
91. Ristić Predrag Marija, *The Cult of the Father: Patriarchal Authorities in Shakespeare's King Lear and its Modern Versions (Bond's Lear and Barker's Seven Lears)*, mentor: Milena Kaličanin
92. Mitov Dimitar Jelena, *Interactive relationship of socialization agents and their impact on the social behavior of elementary school pupils*, mentor: Violeta Stojičić

93. Ignjatović Jovan Sanja, *Narratives in Alice Munro's Short Story Collections Something I've Been Meaning to Tell You and Dear Life – Beyond Realist Fiction*, mentor: Milena Kaličanin
94. Bogdanović Slađan Milica, *Miscegenation in William Faulkner's Novel Light in August*, mentor: Dragana Mašović
95. Petrović Nikola Julija, *Second Language Interference in Third Language Acquisition: A Study of Language Transfer From English as L2 to French as L3*, mentor: Mihailo Antović
96. Pešić Mijajlović Rade Maja, *Cultural Differences Based on Animal Treatment: Canadian and Serbian cultures*, mentor: Tatjana Paunović
97. Petrović Bojan Aleksandar, *Connotative meanings of the notions of infinity and eternity in the works of William Blake and H.P. Lovecraft as seen in the framework of cognitive semantics*, mentor: Đorđe Vidanović
98. Đorđević Ljubiša Ksenija, *Verbs of Facial Expression in English and Serbian: A Translation Corpus Analysis*, mentor: Dušan Stamenković
99. Stanković Bratislav Jasmina, *Examining Victorian Femininity in Charlotte Bronte's Jane Eyre, John Fowles's French Lieutenant's Woman and A.S.Byatt's Possession: A Romance*, mentor: Danijela Petković
100. Stanković Zoran Teodora, *ICC Elements in Skill-Based Activities: The Analyses of EFL Textbooks*, mentor: Nina Lazarević
101. Mladenović Nebojša Maša, *Spatial prepositions used for expressing time relations: translation analysis from English to Serbian*, mentor: Dušan Stamenković
102. Đorđević Novica Kristina, *From Pastoral Arcadia to Urban Hopelessness: Spiritual Transformation in Shakespeare's As You Like It and Beckett's Waiting for Godot and Endgame*, mentor: Milena Kaličanin
103. Aleksov Svetozar Mila, *The Influence of Foreign Language Knowledge and Visual Perception on the Process of Categorization*, mentor: Dušan Stamenković
104. Nikolić Ljubiša Emilija, *Bob Dylan – American Pop-culture Icon*, mentor: Dragana Mašović
105. Telesković Zoran Jovana, *Metaphors and Emotions in Cancer-related Texts in English and Serbian*, mentor: Dušan Stamenković
106. Milenković Slaviša Katarina, *Serbian Grammar School and EFL Students' Recognition of Conceptual Metaphor*, mentor: Dušan Stamenković
107. Kerković Milan Ana, *Survival of Culture in Cormac McCarthy's Post-Apocalyptic Work The Road*, mentor: Dragana Mašović
108. Mladenović Miomir Andrijana, *Idioms expressing negative personal traits in English and Serbian*, mentor: Dušan Stamenković
109. Cvetković Slaviša Slavica, *Types and morphological structure of frequent Anglicisms in the Serbian language*, mentor: Vladimir Jovanović
110. Đurđanović Srđan Kristina, *Application of different CALL-related techniques in EFL revision classes*, mentor: Biljana Mišić Ilić
111. Todorović Lazar Tijana, *Objects of Worship: Love and War in the Works of David Rabe, Jeanette Winterson and Peter Shaffer*, mentor: Lena Petrović
112. Dinić Ivica Jelena, *Betrayal of/by Women in Shakespeare's Othello and The Winter's Tale and Pinter's The Homecoming and Ashes to Ashes*, mentor: Milena Kaličanin
113. Blagojević Ljubinko Ana, *Verbs of Ingestion in English and Serbian and their Metaphorical Uses – A Translation Corpus Analysis*, mentor: Dušan Stamenković

114. Radenković Vukoica Suzana, *Idiomatic Ways of Expressing Death in English and Serbian*, mentor: Dušan Stamenković
115. Stanković Saša Jelena, *English Phrasal Verbs with the Particle 'out' and Their Serbian Translation Equivalents*, mentor: Dušan Stamenković
116. Jordanova Ratko Jelena, *Written Car Advertisements in English and Serbian – A Contrastive Pragmatic Approach*, mentor: Biljana Mišić Ilić
117. Ristić Zoran Maja, *Idiomatic Colour Expressions in English*, mentor: Dušan Stamenković
118. Jovanović Dragoljub Milica, *Translating Slang from English to Serbian – The Example of the Novel Trainspotting*, mentor: Dušan Stamenković
119. Miladinović Srba Ana, *Madness in Shakespeare's Othello and Hamlet*, mentor: Milena Kaličanin
120. Stepanović Dragica Marija, *Sound Symbolism in Japanese and English*, mentor: Đorđe Vidanović
121. Bogdanović Goran Sonja, *Serbian and Arabic Preschool Children's Comprehension of Unfamiliar English Idioms*, mentor: Dušan Stamenković
122. Stojanović, Jovica Đorđe, *Abjection, Monstrosity and Cultural Anxieties in Contemporary Young Adult Fiction*, mentor: Danijela Petković
123. Timić Zoran Tatjana, *Pronunciation teaching with young EFL learners: Focused vowel practice*, mentor: Tatjana Paunović
124. Lepojević Goran Tatjana, *Error Analysis of the Noun Forms Grammatical Congruency with Other Parts of Speech in Serbian to English Translations by Secondary School Pupils*, mentor: Vladan Pavlović
125. Zdravković Miroslav Jovana, *Love as a Threat to Social Stability in Shakespeare's Romeo and Juliet, Anouilh's Romeo and Jeannette and Orwell's 1984*, mentor: Milena Kaličanin
126. Nešić Bratislav Darko, *Commodification of Life in Gibson's 'Sprawl' Trilogy*, mentor: Danijela Petković
127. Miloševska Blagoje Tamara, *Demanding the Impossible in the Postmodern Age: The Utopian Impulse in Contemporary Feminist Dystopias*, mentor: Milica Živković
128. Ćirić Časlav Brankica, *Intercultural Communicative Competence in the EFL Classroom: Analysing Popular Literature via Theoretical Models of Culture*, mentor: Tatjana Paunović
129. Vuković Goran Sanja, *Desiderative Processes in the English Clause*, mentor: Violeta Stojičić
130. Mihajlović Aleksandar Marko, *Metaphoric Expressions Based on Plant Parts – A Dictionary-Based Contrastive Study of English and Serbian*, mentor: Vladan Pavlović
131. Gavrilović Ljubiša Jelena, *The symbolism of the raven in Anglo-American and Serbian Literature and Culture*, mentor: Dragana Mašović
132. Džunić Jovica Jovana, *Stroop effect in Serbian learners of the English language as the foreign language: Interference as the function of the English language knowledge level*, mentor: Mihailo Antović
133. Stanojević Gordan Emilija, *Development of students' intercultural identity during living and studying abroad: from ethnocentrism to ethnorelativism*, mentor: Nina Lazarević
134. Filipović Miodrag Milena, *Analysis of Errors Occurring in English-to-Serbian and Serbian-to-English Translation of Adjective-Noun Collocations with Serbian Secondary School Students*, mentor: Vladan Pavlović

135. Milošević Bojan Jovana, *Individualization in Second Language Teaching*, mentor: Tatjana Paunović
136. Vidojković Gruja Aleksandra, *Pronunciation in EFL teaching at the secondary level: teachers' and students' perspective*, mentor: Tatjana Paunović
137. Babić Nebojša Katarina, *Development of students' intercultural identity during living and studying abroad: from ethnocentrism to ethnorelativism*, mentor: Nina Lazarević
138. Milošević Vene Bobana, *Child Abuse in Charles Dickens's Great Expectations, Oliver Twist and David Copperfield*, mentor: Danijela Petković
139. Marković Zoran Andrea, *Gender and Class in Charles Dickens's Hard Times and Charlotte Brontë's Shirley*, mentor: Danijela Petković
140. Stevanović Goran Aleksandar, *Efficacy of online individual English language teaching – vocabulary acquisition*, mentor: Nina Lazarević
141. Stanisavljević Bratislav Vladimir, *Collocational patterns of verbs of movement in English*, mentor: Violeta Stojičić
142. Blagojević Predrag Irena, *A Contrastive View on English and Serbian Metaphorical and Metonymical Expressions Including Human Body Parts*, mentor: Vladimir Jovanović
143. Jovanović Goran Sandra, *EFL teaching in small rural primary schools in Serbia: The challenges of multigrade settings*, mentor: Tatjana Paunović
144. Mikić Miodrag Tamara, *Vocabulary Learning Strategies*, mentor: Nina Lazarević
145. Kostić Dragiša Aleksandra, *Hidden Pragmatic Anglicisms in Young People's Speech*, mentor: Biljana Mišić Ilić
146. Stevanović Saša Natalija, *A critical consideration of the concept of cruelty in the dramatic works of Edward Albee*, mentor: Dragana Mašović
147. Jocić Darko Irena, *How We Perceive Crime: The Role of Metaphorical Framing*, mentor: Mihailo Antović
148. Tošić Zoran Jovana, *Collocational patterns of English nouns 'man' and 'woman'*, mentor: Violeta Stojičić
149. Kostić Novica Dušica, *Homonymy and Polysemy in Monosyllabic Nouns in Monolingual English Dictionaries*, mentor: Violeta Stojičić
150. Nikolić Milorad Dušan, *Pronunciation Activities in EFL Middle School Textbooks*, mentor: Nina Lazarević
151. Trajković Milan Miljana, *Verb Complementation in Serbian and English – Analysis of Errors Occurring in Serbian to English Translation in ESL High School and University Students*, mentor: Vladan Pavlović
152. Živković Nenad Ema, *The at-issue status of non-restrictive relative clauses: A contrastive analysis of English and Serbian*, mentor: Biljana Mišić Ilić
153. Cvetanović Zoran Anica, *Diphthong acquisition with Serbian EFL learners*, mentor: Tatjana Paunović
154. Petrović Ivica Milica, *Modern technologies in second language learning and teaching*, mentor: Tatjana Paunović
155. Aleksić Branislav Tatjana, *The Scottish Question: Historical, Cultural and Literary Insights*, mentor: Milena Kaličanin
156. Veljković Branislav Bojana, *Representations of Women in Angela Carter's Postmodern Gothic Novels*, mentor: Milica Živković
157. Golubović Jovica Jovana, *Adjective + Abstract Noun' Collocations in English: Ranges and restriction*, mentor: Violeta Stojičić

158. Mladenović Goran Milena, *Feminist ideas in the works of Virginia Woolf: "A Room of One's Own", "To the Lighthouse" and "Orlando: A Biography"*, mentor: Lena Petrović
159. Ilić Dragan Predrag, *Types and structure of Anglicisms in the Serbian language of gamers*, mentor: Vladimir Jovanović
160. Đorđević Dragan Milica, *The concept of a woman sinner in the novels Farewell to Arms by Ernest Hemingway and The Scarlet Letter by Nathaniel Hawthorne*, mentor: Dragana Mašović
161. Radovanović Goran Nataša, *Humour as an element of intercultural competence in EFL*, mentor: Nina Lazarević
162. Todorović Goran Emilija, *Anxiety of upper elementary school students when using English in class*, mentor: Nina Lazarević
163. Nikolić Slaviša Miljana, *Using Games in Teaching English Language to Elementary and High School Students*, mentor: Nina Lazarević
164. Antić Momčilo Milica, *Elements of Utopia and Dystopia in H. G. Wells' Novels The Time Machine, The Sleeper Awakes and Men Like Gods*, mentor: Milica Živković
165. Stefanović Radosav Mihajlo, *Puns: Their Pathways and Cognitive Basis*, mentor: Đorđe Vidanović
166. Petrović Zoran Aleksandar, *Idiomatic expressions linked with time in English*, mentor: Dušan Stamenković
167. Stojanović Dragan Nenad, *Idiomatic expressions relating to visual perception in the English language*, mentor: Dušan Stamenković
168. Stevanović Saša Vlastimir, *Memory in the Works of Federico Fellini, Ingmar Bergman and Samuel Beckett*, mentor: Lena Petrović
169. Mitrović Saša Marijana, *Conceptual Integration in Editorial Cartoons: The Comparison of American and Serbian Political Cartoons*, mentor: Dušan Stamenković
170. Smiljković Prvoslav Aleksandra, *Death of Affect: The Atrophy of Emotion in Mark Ravenhill's Shopping and Fucking and Faust (Faust is Dead)*, mentor: Milena Kaličanin
171. Miladinović Aleksandar Nina, *Moral corruption in Shakespeare's tragedies Richard III and Macbeth*, mentor: Milena Kaličanin
172. Petrović Miodrag Jovana, *The acquisition of intonation contours in WH and Yes/No questions with primary and secondary school EFL students*, mentor: Tatjana Paunović
173. Stojković Predrag Stefana, *Female Education in Charlotte Bronte's Jane Eyre and Michel Faber's The Crimson Petal and the White*, mentor: Danijela Petković
174. Lilić Saša Marija, *Munro's Rendering of Shakespearean Patterns in "Runaway" and "Tricks"*, mentor: Vesna Lopičić
175. Živković Radovan Jovana, *Features of core adjectives in the English language*, mentor: Violeta Stojičić
176. Stančić, Srđan, Maja, *Motivation as a factor in EFL elementary students' learning*, mentor: Nina Lazarević
177. Đokić Zoran Marija, *Politeness of refusals in English and Serbian*, mentor: Biljana Mišić Ilić
178. Živković Ivan Marko, *The Efficiency of Various Methods in Teaching English Pronunciation to Japanese Students*, mentor: Tatjana Paunović
179. Arsić Milorad Miloš, *Formal and Semantic Features of Idioms in English: A Sample Analysis*, mentor: Violeta Stojičić

180. Jovanović Blagoje Danijela, *Like + Noun Phrase Comparisons: A Translation Corpus Analysis*, mentor: Dušan Stamenković
181. Moncka-Betinger Tomas Kelsi, *Semantic motivation and cognitive pragmatic analysis of hashtagged constructions on social networks*, mentor: Dušan Stamenković
182. Radoičić Zoran Aleksandar, *Suggestions in teacher-student interaction*, mentor: Biljana Mišić Ilić
183. Kirkov Mila Tijana, *Relationship between ambiguity recognition and individual differences in verbal and visual modalities: The case of ambiguous sentences and figures*, mentor: Dušan Stamenković
184. Spasić Dejan Marija, *The Degree of Receptiveness of English Basketball, Tennis and Football Terms in Serbian, German and French*, mentor: Vladimir Jovanović
185. Popović Milan Mladen, *Critical discourse analysis and the representation of war in video games*, mentor: Dušan Stamenković
186. Milanov Vanča Vladimir, *Expressives in sports broadcasting in English and Serbian*, mentor: Biljana Mišić Ilić
187. Mitrović Miroslav Biljana, *“Prospero can acquire a conscience”: violent and non-violent resistance to colonialism in the plays of Aime Cesaire and Caryl Churchill*, mentor: Nataša Tučev
188. Paunović Ljubiša Jelena, *Speech Acts of Compliments and Compliment Responses in Newspaper Interviews in Britain and India*, mentor: Biljana Mišić Ilić
189. Krstić Bratimir Mihajlo, *The role of context in understanding onomatopoeia – an experimental study*, mentor: Mihailo Antović
190. Đorđević Berislav Filip, *The Motif of Personal Loyalty in the Novels Darkness at Noon and Nineteen Eighty-Four*, mentor: Nataša Tučev
191. Došić Radovan Ana, *Gender Roles in Classic Fairy Tales (“Snow White”, “Sleeping Beauty” and “Rapunzel”) and Disney Film Adaptations (“Snow White and the Seven Dwarfs”, “Sleeping Beauty” and “Tangled”)*, mentor: Danijela Petković
192. Popović Vlada Jovana, *Tradition and Transgression: Masculinity and Femininity in the Selected Novels by Gaskell and Hardy*, mentor: Danijela Petković
193. Ziljkić Huzejir Nermina, *Multimodal Analysis of Visual Elements in the English Language Learning Coursebooks*, mentor: Dušan Stamenković
194. Stojanović Radomir Marija, *English Phrasal Verbs with the Particle off and their Serbian Translation Equivalents – A Translation Corpus Analysis*, mentor: Dušan Stamenković
195. Tošić Vladan Anđela, *The EFL Students’ Perception of Banter*, mentor: Biljana Mišić Ilić
196. Mitić Dragan Ana, *Metaphors and gestures in political speeches of Donald Trump – A multimodal approach*, mentor: Dušan Stamenković
197. Petrović Goran Andrea, *Odd and the Frost Giants and American Gods – Neil Gaiman’s Adaptation of Norse Mythology*, mentor: Danijela Petković
198. Najdanović Vlastimir Lazar, *The use of multimodality in the discourse of commercials targeting male audience*, mentor: Dušan Stamenković
199. Carević Zlatko Emilija, *The American South in Harper Lee’s Novels*, mentor: Ana Kocić Stanković
200. Mladenović Vesna Jovana, *The Didactic Novel in 18th Century England: Moll Flanders, Clarissa, Joseph Andrews*, mentor: Milica Živković
201. Ivanović Saša Jelena, *The Motif of the Double in the Works of Robert Louis Stevenson and Daphne du Maurier*, mentor: Milica Živković

202. Veljković Danijela Jovana, *Vocabulary in EFL Textbooks: Theoretical and Methodological Aspects*, mentor: Violeta Stojičić
203. Sudimac Tomislav Milica, *'Degree Adverb + Adjective' Collocations in English*, mentor: Violeta Stojičić
204. Smiljković Branko Andrijana, *Classification and Analysis of Errors in Translating Cartoons from English into Serbian*, mentor: Dušan Stamenković
205. Krstić Goran Ana, *The Fate of the Gothic Heroine in Ann Radcliffe's The Italian and The Mysteries of Udolpho*, mentor: Milica Živković
206. Spasić Nebojša Anđela, *The practices and goals of utopian communities in the twenty-first century*, mentor: Milica Živković
207. Živković Dragan Marija, *The writing skills in teaching English as a foreign language in elementary school*, mentor: Tatjana Paunović
208. Srećković Goran Julija, *Antisemitism in Marlowe's The Jew of Malta and Shakespeare's The Merchant of Venice*, mentor: Milena Kaličanin
209. Đorđević Zoran Valentina, *Analysis of Errors Occurring in English to Serbian Translation of Light Verb Constructions with Secondary School Students*, mentor: Vladan Pavlović
210. Žmukić Nenad Marija, *Developing the skill of speaking in EFL, at the primary-school level*, mentor: Tatjana Paunović
211. Hristić Voja Maja, *Translation Errors in the Serbian Translation of the Novel "Generation A"*, mentor: Vladan Pavlović
212. Mitić Goran Milanka, *Business English Core Verbs*, mentor: Violeta Stojičić
213. Vidaković Miodrag Iva, *The development of reading skills in Serbian EFL students at pre-intermediate and intermediate levels of proficiency*, mentor: Tatjana Paunović
214. Ljubinković Branko Dušica, *Ecological vision in the novels of Margaret Atwood and J. M. Coetzee*, mentor: Nataša Tučev
215. Janić Marina Ivana, *Social Criticism in Harry Potter and the Prisoner of Azkaban and Harry Potter and the Order of Phoenix*, mentor: Danijela Petković
216. Petrović Goran Dušan, *Multimodal and Discourse Analysis of Independent Comics and Mainstream Superhero Comics: Habibi and Batman*, mentor: Dušan Stamenković
217. Jovanović Boban Miloš, *Acoustic Properties of the Approximant [ɹ] and the Perception of Foreign Accent in L1 Slavic EFL speakers*, mentor: Tatjana Paunović
218. Milisavljević Branislav Miloš, *Analysis of the Rhetorical Structure of Clickbait News Titles*, mentor: Dušan Stamenković
219. Golubović Milena Miroslava, *Losers or Gangsters: Pursuit of the American Dream in the Films of the Coen Brothers and Martin Scorsese*, mentor: Dragana Mašović
220. Mitić Miroslav Marko, *Ernest Hemingway's Literary Works in the Context of American Film Noir*, mentor: Dragana Mašović
221. Petrović Slobodan Nikola, *Violence as a means of resistance in Richard Wright's Native Son and Chuck Palahniuk's Fight Club*, mentor: Ana Kocić Stanković
222. Dekić Slavko Slađana, *Adjective Complementation by Prepositional Phrases in Serbian and English – Analysis of High School Students' Translation Errors*, mentor: Vladan Pavlović
223. Filipović Dragoljub Ana, *The Understanding of Conceptual Metaphors among the Congenitally Blind*, mentor: Dušan Stamenković

224. Ilić Ivan Kristina, *Development of Intercultural Communicative Competence: The Effects of Student Exchange Programs on Students' Ethnorelative Attitudes*, mentor: Tatjana Paunović
225. Tošić Saša Anja, *Dyslexia from the Perspective of Cognitive Linguistics*, mentor: Dušan Stamenković
226. Cvetanović Dragan Jovana, *Conceptual metaphors in horror movies – A multimodal approach*, mentor: Dušan Stamenković
227. Todorović Sveta Ivan, *Gender Roles and Identity in the Novels of Ian McEwan*, mentor: Nataša Tučev
228. Vasić Srba Milica, *Humanist conceptions of education in dystopian novels: Brave New World, Never Let Me Go and Fahrenheit 451*, mentor: Milica Živković
229. Ivković Nebojša Gordana, *A relevance-theoretic analysis of the potential sources and effects of misunderstandings in Serbian and English languages*, mentor: Milica Radulović
230. Damjanić Miodrag Katarina, *Vagueness and Dissociation in English Political News Discourse*, mentor: Milica Radulović
231. Nikolić Zoran Aleksandra, *A search for meaning as a motif in the novels of Arthur Koestler and Ian McEwan*, mentor: Nataša Tučev

7. DOCTORAL ACADEMIC STUDIES, 1980–2015

The Department of English was founded in 1971 as one of the first educational units established at the Faculty of Philosophy in Niš. The first record of the defended doctoral thesis at our department dates back to 1980, when msr Mladen Jovanović, then a teaching assistant, and later a long-term professor at our department, defended his doctoral dissertation. The first stage of doctoral academic studies at the Department of English marked the period from 1980 to 2015. Doctoral students, who previously obtained their master degree, had to focus on the research related to the topic of their doctoral dissertation, write it and defend it in front of an academic committee comprised of university professors from our department, universities in Serbia and abroad. What follows is the list of candidates who obtained their doctoral degree in this period, the titles of their theses, the dates of doctoral defenses and the names of the mentors. Since the first phase of the development of doctoral studies coincided with the initial stage in the development of the Department of English, the first doctoral students were, just as in the case of prof. Jovanović, teaching assistants that later became professors at our department and were directly responsible for the improvement and promotion of the English language and literature in the south of Serbia.

1. Msr Mladen Jovanović, *Linguistic Analysis of William Faulkner's Style in As I Lay Dying*, mentor: Vida Marković, November 11, 1980.
2. Msr Ratomir Ristić, *T.S. Eliot and Interpretation in Critical Essays and Teaching Poetry*, mentor: Vida Marković, April 14, 1981.
3. Msr Ljiljana Bogojeva, *Metaphysical Image of Man in the Work of R.W. Emerson, H. Melville and W. Stevens*, mentor: Vida Marković, May 5, 1981.
4. Msr Brankica Pacić, *Individualism in the Work of R. W. Emerson*, mentor: Vida Marković, June 18, 1981.
5. Msr Milica Vuletić, *Noun Group in the English and Serbo-Croatian Language as an Element in the Translation Theory*, mentor: Mladen Jovanović, February 18, 1987.

6. Msr Lena Petrović, *The Paradise Lost Myth in the Work of D.M. Thomas, H. M. Coetzee and B. Pekić*, mentor: Ljiljana Bogoeva, December 12, 1993.
7. Msr Svetozar Popović, *The First Steps in Foreign Language Teaching with the Students Teach Students Method*, mentor: Svenka Savić, November 6, 1995.
8. Msr Dragica Brajović, *The Interdependence of Mother Tongue and Foreign Language on The Verbal Production of Future Teachers*, mentor: Đorđe Vidanović, July 8, 1996.
9. Msr Radmila Nastić, *Drama between the Absurd and Deconstruction: Harold Pinter and Edward Albee within the Postmodern Ethos*, mentor: Ljiljana Bogoeva, September 23, 1996.
10. Msr Vesna Lopičić, *Human Nature and The Possibility for Survival in the Work of W. Golding and M. Atwood*, mentor: Ratimir Ristić, July 14, 1998.
11. Msr Nada Kvačanović, *The Functions of the ING Participle in Modern English and Its Equivalents in the Serbian Translation*, mentor: Ljubomir Mihajlović, July 16, 1998.
12. Msr Dragana Spasić, *Personal Verb Forms Supplemented by Impersonal Verb Form in English*, mentor: Ljubomir Mihajlović, June 16, 2000.
13. Msr Milica Živković, *The Motif of the Double in Nineteenth Century Fiction*, mentor: Ratimir Ristić, November 1, 2000.
14. Msr Tatjana Paunović, *Interference in Vowel Perception and Production with EFL Students-Native Speakers of the Urban Niš Dialect of Serbian*, mentor: Mladen Jovanović, May 15, 2003.
15. Msr Vladimir Jovanović, *Adjectival compounds in English and Serbian*, mentor: Đorđe Vidanović, June 6, 2004.
16. Msr Tanja Cvetković, *Myth as a Fragment in Out West Triptych of R. Kroetsch*, mentor: Ljiljana Bogoeva, April 25, 2006.
17. Msr Mihailo Antović, *Optimality and Metaphor Theory in Music and Language Cognition*, mentor: Đorđe Vidanović, November 24, 2007.
18. Msr Jasmina Đorđević, *The Possibility of Using Web 2.0 Technology in the Teaching of English Grammar*, mentor: Biljana Mišić Ilić, October 18, 2013.
19. Msr Danijela Petković, *Fantasy and its Didactic Aspects in English Young Adult Novel*, mentor: Milica Živković, March 27, 2014.
20. Msr Slobodanka Subašić, *Cultural Models in the Business English and Serbian Language: Contrastive Analysis*, mentor: Vladimir Jovanović, April 24, 2014.
21. Msr Petra Mitić, *Language, Gender, Difference: The Construction/Deconstruction of Identity in (Post)Feminist Theory*, mentor: Lena Petrović, June 13, 2014.
22. Msr Igor Petrović, *Art and Truth: Strategies of Social Criticism in the Plays of Harold Pinter and David Hare*, mentor: Lena Petrović, November 8, 2014.
23. Msr Milica Radulović, *Euphemisms in English and Serbian Public Discourse*, mentor: Biljana Mišić Ilić, August 30, 2016.
24. Msr Marta Veličković, *The Use of the Definite Article in the Framework of Mental Spaces Theory: Possible Application in the English Foreign Language Classroom*, mentor: Mihailo Antović, February 2, 2017.
25. Msr Ljiljana Janković, *Error Analysis of the Use of Nonfinite Clauses by EFL University Students*, mentor: Biljana Mišić Ilić, February 7, 2017.
26. Msr Ana Kocić, *The Collective Representations of Minority Groups in the Culture and Literature of Colonial America*, mentor: Dragana Mašović, February 8, 2017.

8. DOCTORAL ACADEMIC STUDIES – PHILOLOGY, 2015–2021

The second phase in the development of doctoral academic studies at our department began in 2015, when the doctoral study program obtained its accreditation. Initially, this program was depicted as the doctoral study program in national philology, but gradually the professors from our department (as well as from other philology departments of the Faculty of Philosophy in Niš) have joined in its realization and offered their courses. The languages used at this level of study are Serbian, English, French and Russian. From 2015 onwards, 90 students (encompassing students of national and foreign philologies) have enrolled at this level of studies. The teaching staff comprises the teachers from the following departments of the Faculty of Philosophy:

- Centre for Foreign Languages
- Department of English
- Department of French
- Department of German
- Department of Russian
- Department of the Serbian and Comparative Literature
- Department of the Serbian Language

These are the third-degree studies lasting at least three years (six semesters) and granting, upon their completion, 180 ECTS points (30 ECTS points per semester). The student who completes the doctoral academic studies of the third degree acquires the scientific title Doctor of Philosophy in Philology.

8.1. Structure of Doctoral Academic Studies of Philology

The main condition for acquiring the status of a doctoral student is 300 ECTS points from previous levels of study. All the courses offered are elective which means that students choose the courses based on their personal preferences. This means that by the end of the second semester the elected courses with the research that students practice independently grant them at least 60 ECTS and by the end of the fourth semester, the minimum of 120 ECTS should be obtained. Doctoral students are thematically directed towards a specific research area through the combination of elected courses, writing term papers and their publication, participation at specific conferences. The aim of these activities is to enable students to gather all the relevant research material, as well as to obtain certain academic techniques and methods necessary for the writing of the doctoral thesis.

The doctoral thesis represents the last part of the Doctoral Academic Studies in Philology. The work on the dissertation carries 60 ECTS points. The scientific title Doctor of Philosophy in Philology is obtained once the doctoral thesis is defended in front of the mentor and the members of the academic committee.

8.2. Objectives of Doctoral Academic Studies in Philology

The objectives of this study program are:

- development of philology, particularly its literature and language aspects
- development of critical thinking
- education of young researchers enabled to conduct original and scientifically relevant research in philology

- application and development of new methodologies in philology, as well as their promotion
- critical assessment of current scientific research in Serbia and abroad.

8.3. Goals and Outcomes of Doctoral Academic Studies in Philology

This study program represents the highest level of university academic studies and aims to enable doctoral students to achieve the following outcomes:

- development and application of scientific achievements in philology, particularly its literature and language aspects
- thorough knowledge of relevant academic literature in philology (including national and foreign sources)
- independent theoretical analysis and critical judgement of relevant philological academic literature
- critical evaluation of other researchers in this area
- complex methodological research in philology disciplines and competent interpretation of given results
- writing academic papers
- obtaining the highest academic level of study with the ultimate goal to write and defend a doctoral dissertation in philology.

Doctoral academic studies in Philology offer a high specialization in a specific scientific area of philology and enable a doctoral student for independent academic achievements.

A very important goal of doctoral studies is to create, guide and enable young researchers to conduct educational activities at the university level.

8.4. Student Competences

Once doctoral studies are completed and the doctoral thesis defended, doctoral students obtain general and specific competences for a high quality of academic, scientific and educational achievements. This study program enables doctoral students for:

- inclusion into domestic and international projects as independent researchers
- independent organization and achievement of fundamental scientific research in philology
- independent solving of practical and theoretical problems in philology
- critical judgement, offering creative and independent solutions to diverse scientific issues
- respect for ethical code principles involving good scientific practice
- professional level of communication in reporting on scientific results, presenting research results on national and international conferences, their publication in scientific journals
- contribution to the development of philology and science in general
- primary qualification for the post of Assistant Professor at the university level.

Specific competences doctoral students acquire are the following:

- thorough knowledge and understanding of philology
- ability to follow the latest scientific achievements in the given area
- ability to solve academically specific problems with the help of scientific methodology.

8.5. PhD Studies – Philology, accredited in 2015 – Course Schedule⁶

					Active classes		ECTS
Code	Course Name	Sem.	Status O= Obligatory E= Elective	Lect.	Res.		
FIRST YEAR							
1	31FIL01	Elective group 1	1	E	3		8
2	31FIL02	Elective group 2	1	E	6 (2x3)		16 (2x8)
3	31FIL03	Elective group 3	2	E	3		8
4	31FIL04	Elective group 4	2	E	6 (2x3)		16 (2x8)
5	31FILSIR1 31FILSIR2	Doctoral dissertation draft proposal	1,2			11+11	12
Total classes per year = 20 classes a week							
SECOND YEAR							
6	32FIL05	Elective group 5	3	E	9 (3x3)		24 (3x8)
7	32FIL06	Elective group 6	4	E	9 (3x3)		24 (3x8)
8	32FILSIR3 32FILSIR4	Doctoral dissertation research 1	3,4			11+11	12
Total classes per year = 20 classes a week							
THIRD YEAR							
9	33FILSIR5 33FILSIR6	Doctoral dissertation research 2	5,6			20+20	20
10	33ФИЛЗАР	Doctoral dissertation composition					40
Total classes per year = 20 classes a week							

Elective Group 1

1	31FILIB01	Overview of literary theories	1	E	3		8
2	31FILIB02	Overview of contemporary linguistic research	1	E	3		8

Elective Group 2 (students have to choose 2 courses from this group)

1	31FILIB03	Overview of aesthetic theories	1	E	3		8
2	31FILIB04	Introduction to genre theory	1	E	3		8
3	31FILIB05	Sociolinguistic research – attitudes towards language	1	E	3		8
4	31FILIB06	Serbian dialects in the light of language interference	1	E	3		8
5	31FILIB07	Applied linguistics	1	E	3		8
6	31FILIB08	Linguistics and interdisciplinarity	1	E	3		8

⁶ Source: Faculty of Philosophy Homepage, accessed 7/25/2021.

Elective Group 3

1	31FILIB09	Overview of contemporary literary theory	2	E	3		8
2	31FILIB10	Empirical foundations of linguistic research	2	E	3		8

Elective Group 4 (students have to choose 2 courses from this group)

1	31FILIB11	20 th century aesthetics	2	E	3		8
2	31FILIB12	Serbian literature historiography history	2	E	3		8
3	31FILIB13	Philosophy of mind and language	2	E	3		8
4	31FILIB14	Contrastive analysis	2	E	3		8
5	31FILIB50	Sociolinguistic research in Serbian dialectology	2	E	3		8
6	31FILIB16	Baroque sentence of Serbian language in the pre-standard epoch	2	E	3		8
7	31FILIB47	Psycholinguistics and meaning	2	E	3		8
8	31FILIB48	Marlowe, Shakespeare and Renaissance heritage	2	E	3		8

Elective Group 5 (students have to choose 3 courses from this group)

1	32FILIB17	The mythical and historical content in oral epic biographies of the Balkan Slavs	3	E	3		8
2	32FILIB18	Poetics and theology of creativity	3	E	3		8
3	32FILIB19	Baroque epic in the literature of old Dubrovnik	3	E	3		8
4	32FILIB20	Serbian realistic story	3	E	3		8
5	32FILIB21	Structural semantics of the Serbian 20 th century poetry	3	E	3		8
6	32FILIB22	Postcolonial fiction in English	3	E	3		8
7	32FILIB23	Travelogue in literature	3	E	3		8
8	32FILIB24	Literature and private life	3	E	3		8
9	32FILIB25	Experimental phonetics	3	E	3		8
10	32FILIB26	Syntax of noncanonical constructions	3	E	3		8
11	32FILIB27	Pronoun system in French and Serbian	3	E	3		8
12	32FILIB51	Forensic phonetics	3	E	3		8
13	32FILIB29	Systemic-functional linguistics	3	E	3		8
14	32FILIB30	Contrastive linguistic research	3	E	3		8

Elective Group 6 (students have to choose 3 courses from this group)

1	32FILIB31	Essay in cultural context	4	E	3		8
2	32FILIB32	Recent Dubrovnik literature	4	E	3		8
3	32FILIB33	Myth in literature and movies	4	E	3		8
4	32FILIB34	Medieval poetry genres and virgin Mary in Serbian 20 th century poetry	4	E	3		8
5	32FILIB35	20 th century poetry	4	E	3		8
6	32FILIB36	The problem of female identity in Canadian short fiction	4	E	3		8
7	32FILIB37	Literature and politics	4	E	3		8
8	32FILIB38	Ivo Andrić's novels	4	E	3		8
9	32FILIB39	Mediterranean in modern Serbian literature	4	E	3		8
10	32FILIB40	The technique of narrative linking in Cervantes, Sterne and Diderot's work	4	E	3		8
11	32FILIB41	Pragmatics and discourse	4	E	3		8
12	32FILIB42	Roman substrate in highly balkanized Serbian speech	4	E	3		8
13	32FILIB43	Language, cognition, multimodality	4	E	3		8
14	32FILIB44	Diglossia in old Serbian literacy	4	E	3		8
15	32FILIB45	Contrastive research of academic discourse	4	E	3		8
16	32FILIB46	Cognitive, functional and formal grammar aspects	4	E	3		8
17	32FILIB49	Foucauldian themes in Neo-Victorian fiction	4	E	3		8

At the moment, there is only one student from the Department of English who obtained a doctoral degree according to the accredited program of Doctoral Studies in Philology in 2015: Msr Sanja Ignjatović, *Postmodern Interpretations of the Contemporary Canadian Short Story*, mentor: Milena Kaličanin, November 6, 2020.

9. DOCTORAL ACADEMIC STUDIES – FOREIGN PHILOGIES, (RE)ACCREDITED IN 2021

The latest PhD study program was successfully accredited in July 2021. It is characterized by an even greater variety of elective courses, due to the fact that the focus of the new program is on foreign philologies (and not on the national philology as it has been the case so far). Thus, apart from new teachers at the English Department that offered their courses, doctoral students can now choose from a variety of elective courses offered by the teachers from the Departments of French, German, Russian and the Centre for Foreign Languages. The courses offered demonstrate the latest academic, scientific and educational trends in the domain of foreign philologies. This is just an arbitrary choice of new elective courses offered: Feminist

literary criticism and theory, Contemporary Scottish drama, Poetics of Contemporary Theatre, Ecocriticism, Esthetics of Tragedy, Applied Linguistics, Psycholinguistics and Meaning, Sociolinguistic Research: Attitudes towards Language, Language and Argumentation, Theory of Cultural Linguistics in Translational Science, etc. It is also important to note that students can choose between the courses offering an overview of current literature or linguistic theories based on their personal preferences. The same goes for the methodology courses in literature/linguistics. Everything else regarding the studies – objectives, goals, outcomes, student competences, duration of studies (3 years, 180 ECTS points with a minimum of 60 ECTS points per every year of study) has remained the same. The Department of English is looking forward to enrolling a new generation of doctoral students in the winter semester of 2021/2022.

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RAZVOJ MAGISTARSKIH, MASTER I DOKTORSKIH AKADEMSKIH STUDIJA ENGLESKOG JEZIKA I KNJIŽEVNOSTI I FILOLOGIJE NA DEPARTMANU ZA ANGLISTIKU FILOZOFSKOG FAKULTETA, 1971–DANAS

Oslanjajući se na arhivu Filozofskog fakulteta i podatke sa zvanične veb-stranice, rad mapira istoriju razvoja magistarskih, master i doktorskih akademskih studija na Departmanu za anglistiku Filozofskog fakulteta Univerziteta u Nišu.

Ključne reči: *doktorske studije, istorijat, magistarske studije, master studije, razvoj.*

TEACHING ANGLO-AMERICAN CULTURE AT THE ENGLISH DEPARTMENT: THE PAST, THE PRESENT AND THE FUTURE

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Abstract. *Following the example of the European and American universities in the last three decades, the English Department of the Faculty of Philosophy in Niš has introduced seven courses dealing with the particulars of foreign cultures - British, American, Canadian, Australian, Irish, Scottish and African American studies - all evolving over the years to encompass both the historical and the contemporary socio-political contexts necessary for educating language and literature students - future teachers - and provide them with the background knowledge indispensable for teaching language and literature in context. At the English Department, the mandatory introductory courses in cultural studies are complemented by electives that provide a deeper understanding of both the theoretical concepts and theories pertaining to cultural studies, and the specifics of individual Anglo-American nations and their cultures.*

Key words: *humanities, cultural studies, university education, Anglo-American literature and culture*

I. INTRODUCTION

Cultural studies have taken an important place in higher education all over the world, despite the fact that its inception as a scholarly discipline was met with some hostility in academic circles. It is now an almost universally uncontested truth that the awareness and the knowledge of the cultural and historical context, of both “high” and popular culture, is an indispensable part of education in humanities. Universities outside Great Britain and the United States teaching English at the tertiary level usually apply a combination of teaching linguistics, literature and foreign culture (Bredlid *et al.* 2008, 1). This approach has proven

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to be particularly popular and effective, and has been implemented in the curriculum of the English Department of the Faculty of Philosophy in Niš for three decades.

Teaching cultural studies at this Department is inextricably connected with the now classical approach established by The Birmingham Center for Cultural Studies and the so-called “Founding Fathers” of cultural studies: Richard Hoggart, Raymond Williams, Stuart Hall, to name but a few. Hall (1990, 12) locates the beginnings of cultural studies in the post-WWII debate about the changes in the British society and notes that many scholars back then saw the establishment of the Birmingham Center as a sort of an academic impostor, based on the leftist ideas and approaches from the margins of the academic sphere. Soon, however, cultural studies took the academic world by storm and gained popularity in America, as well as all across Europe and the rest of the world. As Raymond Williams put it, cultural studies is about “the desire to make learning part of the process of social change itself” (qtd. in Grossberg *et al.* 1992, 201). This political dimension pertaining to the active involvement and participation of the intellectuals in the analysis and the functioning of the social world around them has marked cultural studies from its beginnings. It is no wonder, then, that one of the leading English Departments in the country (or, rather, to be more precise, the countries of former Yugoslavia, Serbia and Montenegro and Serbia) recognized the importance of such academic discipline for the overall education of the tertiary-level students of English.

If one is to identify key features of cultural studies, interdisciplinarity and a holistic approach to culture come to mind first. Cultural studies can be defined as “an interdisciplinary, transdisciplinary, and sometimes counter-disciplinary field that operates in the tension between its tendencies to embrace both a broad, anthropological and a more narrowly humanistic conception of culture” (Grossberg *et al.* 1992, 4). The fact that cultural studies draw on many other related disciplines and fields within the framework of humanities, including history, sociology, cultural anthropology, literature studies, studies of feminism, racism and alterity, post-colonial studies, semiotics and many other has made them an especially convenient subject area for the study at the English Department in Niš. Therefore, since the 1990s, cultural studies have been an important part of the curriculum and individual syllabi. A particularly close connection has always been maintained between the courses in cultural studies and the courses in Anglo-American Literature at the English Department. This is not surprising, especially bearing in mind that one of the basic premises of the cultural studies is that any cultural item can be read and interpreted as a text (Longhurst *et al.* 2008, 26). Almost all professors of cultural studies at the English Department (have) also taught one or more courses in English or American Literature.

2. BRITISH STUDIES AT THE ENGLISH DEPARTMENT

British Studies, the mandatory introductory freshman course encompassing the socio-political and cultural evolution of the nations settling the British Isles, was first introduced at the Department of English by Professor Ljiljana Bogoeva Sedlar as English Studies.

The form that the British Studies course has today is owed to Professor Vesna Lopičić, who gave it shape in her *British Studies Course Book* (2005) - a guide through the historical circumstances that defined the nation and culture that we today know as the British, but also their political and cultural involvement at the global level. Professor Lopičić started teaching this course in 1999, and authored the already mentioned coursebook in the early

2000s, as well as edited two anthologies as course supplements: *British Studies Anthology I: From the Iberians to the Angevins* and *British Studies Anthology II: From the Plantagenets to the House of Windsor* (2005), both providing historical and critical insight into the given periods and historical events encompassed by the course. As an introductory course, British Studies is designed to provide students not only with the brief historical account of the culture whose language Serbian students about to study in-depth, but also insight into the peculiarities of the historical, social and political circumstances that have contributed to its present state. Moreover, as the first introductory course into the history of the English speaking world, the course chronologically covers the major historical periods and events that have marked, impacted or changed the course of history within and outside this seemingly isolated island-nation. Throughout the course, the students are, therefore, acquainted with the circumstances that impacted European and world history, created the momentum for the major undertaking of colonization and thus British colonial history, but also its aftermath, as well as the contemporary state of affairs. However, even though emphasis is placed on the historical perspective, the variety of topics throughout British history offer insight into the evolution of the religious matters in today's UK - a persistent issue with serious political consequences even in recent history, the origins of the ongoing political and military conflicts between the nations of the British Isles, the philosophical and political thought, the socio-economic circumstances and, to an extent, the role of the United Kingdom in contemporary foreign politics. The main objective of the British Studies Course is to contextualize the students' notions about the culture and language they have started studying, and provide a historical background against which these can be assessed critically. As Professor Lopičić notices in the Introduction to *British Studies Course Book*, "[a] society unaware of its history is as unable to make responsible decisions as a person suffering from amnesia" (2005, 7), and in the case of the English Language and Literature students and the English Department in Niš, this extends to the vast field of cultural studies which require a solid grasp, as well as appreciation, of the different historical events and perspectives. In fact, the British Studies Course represents only a part of the cultural mosaic taught at the English Department, and introduces along with the brief historical accounts the basis for a critical approach to both history and culture, all with the goal of raising the students' cultural awareness.

The course has undergone its own evolution being taught by several professors at the Department of English over the years, each providing their unique critical outlook - the already mentioned Professor Ljiljana Bogoeva Sedlar who first introduced it, but also Professor Ratomir Ristić, Professor Dragana Mašović, Professor Vesna Lopičić, Professor Milena Kaličanin, and lastly, starting from the fall semester in 2021, Assistant Professor Sanja Ignjatović who will be teaching British Studies in the 2021 accredited program. Undoubtedly, British Studies has inspired several other courses combining cultural, literary and linguistic studies, both mandatory and elective, such as American Studies - a mandatory course currently taught by Assistant Professor Ana Kocić Stanković, British Studies - Visual Approach, an elective taught by Professor Milena Kaličanin until spring semester 2021 and Assistant Professor Sanja Ignjatović starting from 2021, Irish Studies - an elective taught by retired Professor Dragana Mašović until 2020, Canadian Studies - a mandatory course taught by Professor Vesna Lopičić, Scottish Studies - an elective taught by Professor Milena Kaličanin, Australian Studies - a mandatory course taught by Professor Milica Živković and African-American Studies - an elective course taught by Assistant Professor Ana Kocić Stanković.

2.1. Canadian Studies at the English Department

Originally introduced as part of the Canadian and Australian Studies course by Professor Ratimir Ristić, Canadian Studies is now taught separately at the Department of English by Professor Vesna Lopičić as a course integrating Canadian history, culture and literature, with the emphasis on literary works as illustrations of the developments in Canadian history, national identity, but also a testament to the historical, economic and socio-political circumstances that created the Canadian nation as we know it today. The lectures, as well as the appreciation classes taught by Assistant Professor Sanja Ignjatović, cover a range of topics starting from the most important historical events, the geographical features of Canada, literary works dealing with the prominent motif of the Canadian landscape and animal and plant life, the early settlers' experience, the emergence of the notions of Canadianness and the process of arriving at an idea of a nation, but also the historical issues involving women's rights and minorities, First Nation Peoples and their struggles, as well as contemporary issues in multicultural Canada.

The course currently includes some of the most notable literary works of the Canadian canon, and a number of contemporary authors whose works have gained international recognition, such as the Nobel Prize awarded Alice Munro (one of stories from the 1972-collection), Margaret Atwood (a selection of poetry), Thomas King and Yann Martel (with their internationally acclaimed novels respectively), to name a few. However, the syllabus not only includes, but also endorses Canadian literary authors who have not yet been translated into Serbian and whose works are often inaccessible to the Serbian public and students, but authors who brilliantly represent the Canadian storytelling craft, and particularly so when it comes to short fiction - Margaret Laurence and Rudy Wiebe, among others. It is through the appreciation of these works, their close reading and discussion classes that the fragmentedness of the notion of Canadian identity is explored, as well as postmodern trends in Canadian literature.

Taking notice of the growing interest in Canadian short fiction as a particularly proliferate genre and Canadian export, Professor Vesna Lopičić introduced an elective course by the name of Canadian Short Story - Canadian Female Authors in early 2000s. Exploring the genre itself as a specific form of expression, and particularly so with Canadian female authors, the course includes a number of contemporary female authors - Canadian in different modalities of what Canadianness might imply: indigenous, naturalized, immigrants, etc. With the focus on contemporaneity, the selection of short stories contextualizes the challenges faced by women in Canada, or Canadian women, simultaneously exploring the concept of personal against national identity, gender and politics. The syllabus covers short story fiction by authors such as E. Pauline Johnson, L. M. Montgomery, Emma Lee Warrior, Beth Grant, Sandra Birdsell, Janette Turner Hospital, Isabel Hogan, Cynthia Flood, Himani Bannerji, P. K. Page and Janice Kulyk Keefer.

Apart from making significant contribution to the promotion of Canadian studies in Serbia, Professor Vesna Lopičić and Professor Milena Kaličanin have also, among others, participated in numerous conferences, activities and events organized by the Serbian Association for Canadian Studies - a part of the Central European Association for Canadian Studies and a full member of the International Council for Canadian Studies. Because of the European engagement in promoting Canadian studies, the students at the Department of English have had numerous opportunities to attend guest lectures and live-streamed lectures by eminent Canadian scholars and speakers, as well as participate in academic

events organized by the Faculty of Philosophy, University of Niš, Faculty of Philology, University of Belgrade, and the Canadian Embassy. Moreover, doctoral students as members of the CEACS have had the opportunity to use various resources offered by the Canadian government through the CEACS funded programs, such as scholarships for short-term research stays at the Brno Center. Assistant Professor Sanja Ignjatović, who completed both her master thesis (2015) and doctoral dissertation in the field of Canadian studies (*Postmodern Interpretations of the Contemporary Canadian Short Story*, defended in November 2020), was granted this research scholarship in 2019, which was invaluable for the successful completion of the dissertation. The mentioned MA thesis is but one of many completed over the years the course has been introduced, and the interest in Canadian culture and literature persists among students at all levels. The interest in Canadian culture and contemporary Canadian authors among more recently employed teaching staff ensures that the Canadian Studies course, as well as the elective, remain updated.

2.2. Australian Studies at the English Department

The Australian Studies Course has been taught by Professor Milica Živković as a separate course, and much like Canadian and Scottish studies, it focuses on culture and literature rather than the purely historical overview of the development of Australian nation and culture. The course familiarizes the students with what can be considered Australian culture against the backdrop of what they have already learned through their British and American Studies courses, and introduces the basic notions of postcolonial theory, the postcolonial identity, nation, cultural differences, discrimination and the colonial experience through an overview of British-Australian history, as well as Indigenous history. Whereas for the purposes of the historical overview Professor Ratomir Ristić's coursebook, *An Introduction to Australian Studies* (2003) is used, the required literature provides the students with additional resources - historical and theoretical, granting them the opportunity to master cultural concepts relevant to contemporary culture in general, the knowledge to recognize the cultural phenomena in literary and other discourses - historical and contemporary, as well as enable them to critically analyse what may be termed 'Australian topics'. Australian Studies tackle the issue of multiculturalism from yet another perspective allowing students at the Department of English to comprehend the modalities of this socio-political phenomenon in different cultures. Professor Danijela Petković was engaged on the course for a number of years as a Teaching Assistant, and the TA on the course is currently one of the newest staff members, Dušica Ljubinković, a doctoral student and research assistant.

2.3. Scottish Studies at the English Department

The Scottish Studies course, introduced as an elective by Professor Milena Kaličanin, complements the multidisciplinary character of English Language and Literature studies at the Department of English by approaching the specificities of the Scottish as part of British culture, as well as a culture in its own right. The historical overview provides the methodical basis for the understanding of how the particulars of the Scottish culture evolved and in what socio-political contexts throughout centuries. Moreover, it serves to enable students to competently understand the background of the cultural and linguistic variety that Scottish represents. The syllabus includes critical works on Scottish culture and history, but also the literary works that enable discussions on what can be deemed culturally specific or singular in terms of myths, religion and art in general with an emphasis on literature. However, the course is designed in

such a manner that focuses predominantly on the contemporary context, and one of the main objectives is to enable the students to confidently observe the differences and similarities between cultures and critically assess the basis for their conclusions. The literary works included in the syllabus serve to illustrate the varied aspects and modalities of the Scottish experience and, therefore, the complex relationships between British and Scottish cultures and, by extension, the issues in the contemporary United Kingdom. For this reason, Professor Kaličanin deals with ScotLit and poetry on history and nationalism, the Scottish Renaissance and their language through literary works by Scottish authors who themselves explore the constructs of their own culture in everyday contexts. Professor Kaličanin published *Uncovering Caledonia: An Introduction to Scottish Studies* in 2018 - a study serving as a guide to Scottish history and culture.

3. AMERICAN STUDIES AT THE ENGLISH DEPARTMENT

American Studies transformed from a field dedicated predominantly to the celebration and examination of American exceptionalism to an area widely taught all over the world encompassing the variety of American themes and voices (Campbell&Kean 2016, 2-6). In accordance with Emerson's ideals for an American Scholar, who would be "an intellectual fully engaged politically and philosophically aware" and "distill all the systems" (Tate 1973, 3), or Whitman's poetic self who would "contain multitudes" (Bradbury&Temperley 1981, 14), American Studies employ a holistic approach including history, geography, politics, sociology, gender, ethnic and race studies as well as studies in popular culture.

When it comes to the beginnings of teaching American Studies at the English Department of the Faculty of Philosophy in Niš, the key figure has been Professor Dragana R. Mašović. By introducing the mandatory course in American Studies at the second year of studies, Professor Mašović has both offered an opportunity for our students to participate in a contemporary educational process and has paved the way for many of her younger colleagues in the same field. American Studies (sometimes under the name Introduction to American Studies) has been a part of the English Department curriculum since the 1990s. As Professor Mašović states in her book, a seminal introduction to this area written in Serbian and in English, introducing a somewhat controversial subject at a university at the time of a major political, economic, and we may add, cultural and educational crisis was not an easy task (Mašović 2002, 2). However, the position of this subject became "cemented" when the course book *Sudbinski snovi: Uvod u američke studije (The Fateful Dreams: An Introduction to American Studies)* written by Professor Mašović was published in 2002 (the second edition was issued in 2010). According to its author, one of the goals of the book was to inspire students to learn more about the American, but about their own culture as well (Mašović 2002, 3), as this is also listed as one of the major goals and contributions of cultural studies in general.

The mandatory course in American Studies has been fashioned to include several major areas pertaining to American history, politics, regions, religion, mythology and the issues of race and gender. Besides acquainting students with the most important events of American history, the goal of the course is also to develop the knowledge and awareness of the most important tenets of the U.S.A. as we know it today. Starting from the idealistic and mythological dimension of America that has been its mark since the Age of Discovery, the students learn about the first important colonies and their legacy. A particularly

important aspect of the course is American political history, its election and government system and the legal and political basis of the U.S. Constitution, the Declaration of Independence, its political system and institutions. Furthermore, as many critics believe that the studies of America should include “views from those excluded and marginalised by mainstream, dominant American culture” (Campbell&Kean 2016, 13) an important part of the course is dedicated to ‘American Others’ – Native Americans, African Americans, women and immigrants. Besides lectures and class discussions, the course offers a reading list which includes some of the most important texts about the American society from its beginnings to the present day. Students read the texts, discuss their various meanings and interpretations and analyze various accompanying video contents. As previously mentioned, contemporary cultural studies are about popular culture as well, so feature films, cartoons and YouTube content is also occasionally used in class discussions. Student presentations are also a common means of inspiring students’ interest for some of the important American themes and they represent an opportunity for the further development of students’ critical thinking and foreign culture appreciation skills. Many students continue to pursue their individual interests in various areas of American Studies outside the university environment as well: e.g. the cooperation with the American Corner in Niš where students’ presentations on various aspects of America are rather frequent. As stated in the course objectives, the goals are to enable students to individually interpret the American and other foreign cultures, by raising their critical awareness of cultural phenomena and their further political, social and other implications. Since 2017, the course in American Studies is taught by Assistant Professor Ana Kocić Stanković, while MA and PhD candidate Marko Mitić has been in charge of the discussion classes since 2019. There have been several Fulbright ETAs as guest lecturers in American Studies so far. Students especially benefit from such contacts as they have an opportunity to discuss various aspects of American everyday life with native speakers and get information firsthand. Judging by students’ response so far and the number of those who elect other courses related to the American culture, American Studies remains one of the most popular and beloved courses at the English Department.

The course in American Studies has been instrumental in the introduction of several other elective courses related to American Studies. First of all, since the 2006-2008 accreditation until 2020, the elective course in American Film was conducted by Professor Mašović. Using the multidisciplinary approach, the course was aimed at further developing students’ skills of critical interpretation of various cultural phenomena, especially of American cinema and its connection to the society and culture of contemporary America. Various course themes, including immigration, the American Other, American youth culture(s) and subculture(s), American road movies, etc. as visually represented in Hollywood and independent movies were discussed and analyzed by students. The course was very popular among the second-year students of the English Department and has resulted in numerous individual essays and term papers dealing with various topics pertaining to American culture. Another highly popular elective course was introduced by the aforementioned Professor in the fourth year of studies – Irish Studies. Although Irish Studies are only tangentially related to American studies (when it comes to American-Irish immigration), it had been a very popular elective course for many years. Students organized class and public presentations, concerts and public recitals dedicated to the celebration of the Irish culture as extracurricular activities. A large volume of literature dedicated to Irish Studies has been produced by Professor Mašović, including a collection of essays in Serbian (*Divlja Harfa*, 1996) and two volumes of Irish Literature reviews from its beginnings to the present day (*Irska književnost*, vols. I and II, 2013).

Another popular elective course at the English Department can also be considered an “intellectual offspring” and an extension of the American Studies course. Since 2017, as a part of the program accredited in 2014, the English Department offers an elective course in African American studies. Similar to its predecessors, the course is centered around the idea of a multidisciplinary and holistic approach to a foreign culture and is a combination of historical, literary, cultural, political and audio-visual contents. Students are encouraged to pursue their own interests regarding various elements of African American culture and literature and the course offers an extensive reading list along with the video materials and lecture notes. The course was designed by Professor Ana Kocić Stanković, and, since 2021, it is accompanied by a course book published by the Faculty of Philosophy in Niš. Professor Kocić Stanković is the author of the book *The African American Experience: An Introduction* which covers the syllabus of the course, including a brief historical overview, excerpts from some of the most notable texts mostly by African American authors and various subjects and questions for discussions which encourage students to critically consider the complex (cultural) history of African Americans. Lectures, class discussions, readings and student presentations constitute this course aimed at representing the most important figures of African American culture and literature to Serbian students. Another elective course introduced by Professor Kocić Stanković on the MA level of studies at the English Department is called ‘Images of Others in American Literature and Culture’. The purpose of the course is to complement the BA studies in English Language and Literature by drawing students’ attention to the issues of alterity and various criteria for the status of Others in American culture. In line with the contemporary trends in cultural and literary studies, this course aims at developing and advancing students’ awareness of the importance of Others for the culture and literature in America. The extensive reading list comprises excerpts from some of the most important academic books and essays about alterity, stereotypes, representation, feminist and postcolonial, as well as the studies of racism and ethnicity. What is more, students are encouraged to read novels, plays, short stories and poems by American authors who are not a part of the “canon” typically taught at universities in order to define and develop their own criteria and critical thinking skills. As the primary objective of the MA studies at the English Department is to enable individual and independent academic effort, one of the goals of the course is for the MA students to be able to produce an original term paper considering various aspects of alterity in American literature and culture. Several students have already defended their MA theses in this subject area, which, hopefully, proves that there is a continued interest for the area of American culture in the students of the English Department in Niš.

4. CONCLUSION

Over the course of the previous 50 years, the English Department in Niš and its BA, MA and PhD curricula have evolved in line with contemporary trends in tertiary education. The place of cultural studies has become strengthened and secured with a number of mandatory and elective courses introduced by the experts in the area of Anglo-American literature and culture, many of whom acquired their PhDs at the English Department in Niš. One can only reflect with pride on the scientific production in this area. Considering the students’ steady interest in cultural studies reflected in their engagement in individual research assignments and MA theses topics, the current selection of cultural studies courses

has potential for branching in the direction of very specific explorations in the area of literary and artistic practices. Moreover, in the light of a well-established synergy between the literature and cultural studies courses at the English Department, this branching, both at the BA, MA and PhD levels, may in the future imply the introduction of such courses as Canadian Contemporary Drama and Theatre, Contemporary Canadian Short Fiction (as a course encompassing a greater number of emerging Canadian short fiction authors), African American Literature, the reintroduction of courses dealing with Irish literary production, etc. It seems that the future of teaching cultural studies at the English Department, based on the well-established practices and traditions, will continue to ride on the crest of the wave of the innovative spirit of the most recent scholarship.

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PROŠLOST, SADAŠNJOST I BUDUĆNOST STUDIJA ANGLO-AMERIČKE KULTURE NA DEPARTMANU ZA ANGLISTIKU

U poslednjih trideset godina, Departman za anglistiku Filozofskog fakulteta u Nišu je, sledeći primer evropskih i američkih univerziteta, u svoj program uvrstio sedam predmeta koji se bave pojedinostima britanske, američke, kanadske, australijske, irske, škotske i afroameričke kulture. Ovi predmeti razvijali su se tokom godina tako da svojim sadržajem obuhvate istorijske i društveno-političke kontekste specifične za pojedinačne kulture, i pruže studentima jezika i književnosti, budućim nastavnicima, znanja koja su u nastavi jezika i drugim srodnim zanimanjima neophodna. Na Departmanu za anglistiku, obavezne predmete iz oblasti studija kulture prate i izborni predmeti koji pružaju bolji uvid u pojedinosti teorija i konceptata potrebnih za uspešno kritičko sagledavanje kultura, kao i specifičnosti pojedinačnih anglo-američkih nacija i njihovih kultura.

Ključne reči: društvene nauke, studije kulture, univerzitetsko obrazovanje, Angloamerička književnost i kultura

LANGUAGE, LITERATURE AND OTHER IMPORTANT ISSUES

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Abstract. *The article presents an overview of twenty-one thematic proceedings from the international conferences with the general title **Language, Literature, ...** where the third segment in the title is changed every year and covers a scientifically relevant and challenging notion. All the volumes are devoted to the language and literature studies, in relation to one of the relevant social and scientific phenomena significant for humanities and social sciences, such as politics, globalization, identity, changes, communication, values, marginalization, discourse, meaning, time, space, theory and context.*

Key words: *21 thematic volumes, language and literature studies, interdisciplinary, annual*

I. INTRODUCTION

A series of thematic volumes of papers presented at international conferences with the general title **Language, Literature, ...**, and the third segment in the title that is changed every year to cover some scientifically relevant and challenging notion, is one of the most recognizable publications of the Department of English. From the first one, in 2007, to the most recent one in 2020, many researchers from Serbia, the region and abroad, devoted to the study of language and literature, contributed their papers in relation to one of the relevant social and scientific phenomena significant for humanities and social sciences.

The very concept of these thematic volumes makes them open not only for all philological disciplines and various languages and literatures, but also for the related social sciences and humanities, promoting multidisciplinary, closely connected with interdisciplinarity, in order to maintain the contact and dialogue among disciplines, which probes more deeply into some essential questions. The articles in the volumes are carefully grouped into thematic segments, and each volume contains an introductory review article that introduces the specific topic of

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each volume. The articles themselves always reflect the most varied responses to the broadly understood conference topic, in the theoretical, methodological and thematic sense.

2. LANGUAGE, LITERATURE, POLITICS (2007)

The first conference and the first in the series of thematic volumes (Lopičić and Mišić Ilić 2007) was devoted to politics. In his Nobel Prize speech, Harold Pinter (2005) considered it important to address the topics of art, truth and politics. Criticizing the politics of world powers, he pointed to the frequently present language manipulation, which dulls human intelligence and critical thinking. He said: "I believe that despite the enormous odds which exist, unflinching, unswerving, fierce intellectual determination, as citizens, to define the real truth of our lives and our societies is a crucial obligation which devolves upon us all." This heated speech, whose final aim is to encourage us to think about human dignity, reminds us of the unbreakable connectedness between language, literature and politics, in all combinations of these terms.

Adhering to the thematic specificity, the 40 articles in this volume are grouped into four segments. The first one, *Language and politics*, includes articles that deal with various aspects of language and politics in the theoretical frameworks of Critical Discourse Analysis (CDA), sociolinguistics, and the media and communication theory. The second segment, *Language and literature*, includes articles that directly address the issue of the essential connectedness of language and literature in the context of contemporary events in the spheres of politics and cultural politics. The third segment, *The politics of foreign language teaching*, is devoted to the topic that is always relevant for the professors and researchers at faculties of arts and languages. Here, it is addressed from the novel perspective of politics, language politics and foreign/second language teaching policies. The fourth segment, *Language and identity*, contains four articles that most directly deal with the issue of the relationship between language and identity.

3. LANGUAGE, LITERATURE, GLOBALIZATION (2008)

Globalization, as the topic of the second conference and the second thematic volume (Lopičić and Mišić Ilić 2008), was chosen as particularly relevant, both at that time and now. Since we live in the globalization era, the conference set out to explore how it is reflected first in language, then in literature, and finally in all other spheres of life. Harsh economic globalization based on the exploitation of natural resources, labour force, and national economies, for many may look more acceptable if it is represented as the globalization of culture. Lauren Movius (2010) challenges this idea: "Cultural globalisation refers to 'the emergence of a specific set of values and beliefs that are largely shared around the planet' (Castells 2009:117). The source of most global informational flows is mass media. Traditionally this entails a flow of information in a single direction, a dispersion from one to many. Throughout the developed world the globalisation of media is often argued to be tantamount to the globalisation of culture. Indeed, cultural globalisation is familiar to almost everyone; prominent icons of popular culture, like Coca-Cola and McDonalds, are common examples that can be found 'everywhere'. Looking at global cities where a consistent brand-name consumerism exists, cultural globalisation can appear to act as a

solvent, dissolving cultural differences to create homogeneity across the globe. Is culture becoming increasingly homogenous? For the most part, no.”

The articles published in this volume are thematically grouped into five segments that deal with particular aspects of globalization. The first segment, *The phenomenon of globalization and languages of Europe*, consists of articles that deal with the effects and consequences of globalization on the languages of Europe, with the special focus on Serbian and English. The second segment, *Globalization in various discourses*, includes articles that examine the language of particular discourses in the circumstances when they are affected by globalization processes. The third segment, *Linguistic analyses in the globalization context*, includes several articles which, using different linguistic approaches, deal with particular language phenomena and problems. The fourth segment, entitled *Globalization controversies*, contains six articles that point to the more than evident controversies in the very phenomenon of globalization, from the literary perspective. The final segment is entitled *Literature as the mirror of globalization* and contains thirteen articles that most closely address this particular subtopic.

4. LANGUAGE, LITERATURE, IDENTITY (2009)

The relevance of the issue of identity seems to have never been more important than now, at the beginning of the 21st century, when the general globalization trends combine with the general decline of value systems. Therefore, the third conference and the third thematic volume were devoted to it. Due to the great interest the topic had provoked and many high-quality articles, the thematic volume was published in two parts. Regardless of whether it is a personal, group, ethnic, religious, national, professional or some other identity, it appears that the initial problem is how to define one's identity, which once used to be felt as given, and then, how to sustain and maintain it in a vortex of conflicting views and confusing attitudes. Modern confusing times could also have an opposite effect; this could lead to the strengthening of either individual or collective identity, as it happens when national identity is endangered by force. Numerous studies in various fields have been written in the attempt to examine the phenomenon of identity in all its aspects, with various approaches and original insights.

The volume *Language, Literature, Identity: Literary Explorations* (Lopičić and Mišić Ilić 2009) offers insight into the topic of identity primarily from the literature point of view. Literature essentially deals with identity in a particular social and historical context regardless of genre limitations or the period when a particular literary piece was written. It always exposes human nature to external and internal challenges and searches for the indestructible constant aspects of humanity. Every literary work is a study of identity, even when it deals with androids, monsters, or robots from some fictional future. And since identity is a process of constant formation, literature will continue to follow and register it, despite everything. The articles in this volume are grouped into four thematic sections: *Identity in Serbian literature*, *The issues of diaspora identity*, *Identity in foreign literatures*, and *We and them: interaction of cultures*.

The volume *Language, Literature, Identity: Language Explorations* (Mišić Ilić and Lopičić 2009) groups the articles into two large segments. In the first one, *Language and identity*, the relationship between language and identity is viewed mostly as a sociolinguistic phenomenon, where the authors examine the identity of the language itself, but also various linguistic devices (phonological, lexical) which are used to express someone's individuality

and construct a particular social identity (national, subnational, generational, professional), through a particular use of language as a reflection of identity in various discourses (spoken vernacular, dialects, literature, translation, foreign languages). In the second segment, *Linguistic explorations*, there are articles that deal with the identity from a broad perspective of philology, lexicology, grammar, cognitive linguistics and applied linguistics.

Along with these two volumes with articles both in Serbian and English, there is also the third one, entitled *Identity Issues: Literary and Linguistic Landscapes* (Lopičić and Mišić Ilić 2010b), with highly topical articles, published entirely in English by Cambridge Scholars Publishing.

5. LANGUAGE, LITERATURE, CHANGES (2010)

The guiding idea of the fourth conference and the fourth thematic volume was that in our times of great changes, the only constant is the change itself. Every cultural equation has to include this constant that makes the result of any such equation absurdly uncertain. That is why the fate of our dizzyingly accelerated civilization enterprise is also questionable. What is the goal of the modern man's need to redefine, to make revisions, to deconstruct and reconstruct previous theories, history, morality, and social relationships, to critically consider and re-examine the language and the new media he uses – these are some of the questions that are examined in the two volumes of *Language, Literature, Changes*.

Contemporary theorists are generally in favour of the need to change. In his introduction to the book *Intervention Architecture: Building for Change*, Homi Bhabha (2007) stresses the omnipresent need to change: “We live in the midst of difficult transitions in custom and belief, and complicated translations of value and identity. *Transition* and *translation* are complex states of being that constitute the culture of everyday life in a global world. In a state of transition – or translation – you are caught *ambivalently* between identifying with an *establishing community* of ‘origins’ and ‘traditions’, while, *at the same time*, relating to an *empowering community* of revisionary values. ‘Establishing’ and ‘Empowering’ are only approximate, unfixed, terms of personal and social reference. I have named them thus, in order to reflect the commonly held view that, for instance, ‘tradition’ imparts a sense of the continuity of identity, while ‘empowerment’ is an invitation to experiment with newer self-identifications and emergent experimental beliefs and collective values. This dynamic is as true of diasporic condition as it is of the transformations in the indigenous lives of those who stay at home.” Homi Bhabha stresses the omnipresence of changes and their inherent tensions. Customs, beliefs, the view of the world, the system of values, identity, culture – they are all in the ambivalent state in this transition process characterized by transformations; therefore, the permanent tension between the old and the new, tradition and modernity, those who are for and those who are against changes. These phenomena stimulate intellectual curiosity in all scientific disciplines and inspire the critical consideration of the present moment, with a view to the past and the look into the future.

This is the very sentiment of the articles in the volume *Language, Literature, Changes: Literary Explorations* (Lopičić and Mišić Ilić 2010a), which covers the topics in literature, culture studies, sociology, history and neighbouring disciplines. All the articles view and examine various aspects of changes and in a way touch upon literature, either by analysing particular literary works or by following particular stylistic, thematic or genre changes through literary history. The first segment, *Changes in language, literature and culture*, deals with

changes in a broader cultural context. The second segment, *Historical reflections in literature*, contains ten articles that deal with literary works starting from the English late renaissance, then the Romanticism, the Victorian period and the Aestheticism, followed by the American Romanticism and Modernism, to the 19th century Montenegrin travel writings and Romanian poetry of the 2000s. The third segment, *Changes and the problem of national identity*, contains articles that deal with the issue of national identity in five cultures in different historical periods, examining the main elements of national identity such as language, religion and culture, both as mutually interrelated and related to historical circumstances. The final segment, *Mythical and archetypal patterns in literature*, contains articles that analyse the literary works in different genres (fairy tale, folk poetry, ballad, drama, and novel) and demonstrate that mythical patterns, no matter how unrecognizable, continue into the contemporary literature as well.

With regard to language, changes and variations are an inevitable fact. Language itself, both as a formal system and the system of use, carries in itself the seeds of changes, and social and cultural circumstances provide fertile soil for these seeds to develop and spread. It is possible to identify at least three complex factors that constantly affect the changes in language, its use and the attitudes towards language varieties and the study of language. These are the complexity of the social and cultural context where language communication takes place, the contact with other languages and cultures, and, finally, the conflict that may exist between language varieties, between various forms in the language system, the attitudes towards language, and the language users themselves. The articles in the volume *Language, Literature, Changes: Language Explorations* (Mišić Ilić and Lopičić 2010) recognize, explore, analyse and interpret these factors, in the light of various linguistic and related disciplines, and deal with the relationship between changes and language from various angles. Most articles belong to the first segment, *Changes in the language use: public discourse, academic discourse, professional discourse, and language teaching*. Several articles, in the segment *Social and philosophical aspects of the variations in language communication*, deal with sociolinguistic and pragmatic-philosophical aspects of the relationship between language and society, as well as some recent philosophical theories which have language as their focus. The final, large segment, *Changes and variations in the language structure and language system*, comprises the articles of chiefly linguistic orientation, which from the perspective of linguistic disciplines such as lexicology, lexicography, syntax, semantics and phonology examine the identified changes at various levels of the language system, both in Serbian and in several foreign languages.

Along with these two volumes with articles both in Serbian and English, there is also the third one, entitled *Challenging Change: Literary and Linguistic Responses* (Lopičić and Mišić Ilić 2012b), with highly topical articles, published entirely in English by Cambridge Scholars Publishing.

6. LANGUAGE, LITERATURE, COMMUNICATION (2012)

The central topic of the fifth conference and two-part thematic volume was communication as an essential and omnipresent determinant of human communion and almost all forms of human action. It is a permanently relevant phenomenon, which can be illustrated by the words of Confucius, who pointed to the importance of precise communication: "If language is not correct, then what is said is not what is meant; if what

is said is not what is meant, then what must be done remains undone; if this remains undone, morals and art will deteriorate; if justice goes astray, the people will stand about in helpless confusion. Hence there must be no arbitrariness in what is said. This matters above everything.” In accordance with his principles of the importance of individual morality as well as of the morality of the government structures, Confucius starts from the very communication act viewing it as the harmony of thoughts and works in relation to the individual, and then views communication in a practical social context as actions that follow words and the effects of these actions in the spheres of art and morality. Poor communication results in confusion, as he says, which unfortunately is manifested in a myriad of destructive forms through social relationships, in all spheres.

The articles in the volume *Language, Literature, Communication: Language Explorations* (Mišić Ilić and Lopičić 2012) deal with various topics that map the issues of communication and language, language devices, cognition, contemporary society and context in the broadest sense through various (applied) linguistic and related disciplines. Such a diversity of topics and approaches influenced the grouping of the articles into five segments. The first segment, *Theoretical aspects of language communication studies*, brings some of the philosophical, sociological and psychological theories and theoretical constructs relevant for the examining of certain general aspects of human language communication. The second segment, *Communicative value of language devices*, includes articles that deal with minute analyses of particular syntactic and lexical devices and their contribution to language communication. The third segment is devoted to communication and contemporary media, while the fourth one, entitled *Discourse specificities and contextual influences in communication*, is thematically most varied, and the articles deal with communication in particular spheres of public discourse, dialect and sociolect specificities, stylistic and stylogenic specificities, particular social and historical effects and parameters important for language and communication, as well as the forms of non-verbal communication. The final, fifth segment entitled *Communication in practice – foreign language teaching, translation, language for special purposes, bilingualism*, is the largest and contains articles dealing with theoretical and practical questions related to communication in multilingual and multicultural contexts.

The articles in the volume *Language, Literature, Communication: Literary Explorations* (Lopičić and Mišić Ilić 2012a), grouped in four sections, are united by the general question of how to communicate via literature. The first segment is devoted to the theoretical considerations of communication in literature and enables the readers to approach communication from the stance of contemporary theoretical insights. In the second segment, *The reach of communication in literature*, thematically very diverse articles are gathered in order to demonstrate a variety of types of communication in literature. The third segment is entitled *The im/possibility of communication and a literary work*, and several articles in it elaborate communication from the aspects of form, intertextuality, adaptation, truth, trauma, and absence, while the other group of articles is more concerned with communication and identity issues within particular literary works. The final fourth segment, entitled *Literary communication between cultures*, groups the authors who analyse literary works whose focus is the contact and communication between different cultures.

7. LANGUAGE, LITERATURE, VALUES (2013)

In the cynical times of neoliberal capitalism, when due to globalization and global/local politics, both personal and national identities undergo numerous changes, the conference and the thematic volume devoted to values seemed very appropriate. It unified all the previous topics and was logically derived from them (the significance of language and literature and their relationship with the notions of politics, globalization, identity, changes and communication). The guiding idea of the sixth conference and the corresponding thematic volume was the search for values. It aimed at exploring the construction, dissemination, deconstruction and/or questioning of personal, familial, national, class, social, institutional, political, cultural, aesthetic and ethical values from the perspectives of literary and linguistic studies.

It is a fact that values are, principally, expressed by language, that they are in a way 'stored' in language in the meanings of words and their combinations, so the linguistic perspective provided some interesting insights. The articles in the volume *Language, Literature, Values: Language Explorations* (Mišić Ilić and Lopičić 2013) deal with the notion of values understood in a relatively narrow linguistic sense, but also with a more universal, general view of values as something to be strived for not only because it is functional and pragmatically desirable, but also because it is ethically and culturally proper. Combining these two understandings of values and the concept of language as a system, as a cognitive mechanism, as a means of communication, and as discourse in social practice, the authors of the articles in this publication responded to the task in the framework of various linguistics, applied linguistics and related disciplines. The first segment, *Value relations in the language system and the values of the elements of the language system*, deals with values from the perspective of various linguistic disciplines (semantics, lexicology, syntax, phonology, stylistics, discourse analysis), viewing values as functional, formal, normative, stylistic and stylogenic parameters in language. It could be said that the authors of these articles, viewing language as a system, understand values in an almost De Saussurean sense as something that does not exist per se, but is established and determined in the interrelationship with other elements in the system, not only as the opposition but also as interconnectedness and coordination. The second segment, *Language, values, society*, includes articles whose common ground is that they primarily deal with various spheres and aspects of social reality and values in specific social contexts, which can be manifested through language, or are related to language – such as various forms of public discourse (written regulations, political discourse, film), cultural values, and how language, both the foreign one and some special registers of the mother tongue functions as the carrier of or the intermediary between cultural values and value judgements about or related to language, including a group of pedagogically-oriented articles.

The articles in the volume *Language, Literature, Values: Literary Explorations* (Lopičić and Mišić Ilić 2013) cover the topic of values through particular literary works and interpret it in really diverse ways. The first segment includes literary theoretical articles, which introduce several important topics: the problem of women's place in literature, ontological and narratological explorations of values, the relationship between the antiquity and tradition on the one hand and the modernity and avant-garde on the other, the development of the notion of a child and related concepts, immigration in literature, etc. In the second segment, *The East reads the West: the reading of literatures in English*, the authors from Serbia and Romania analyse literatures in English, encompassing a very broad range from

the 15th to the 21st century in the cultures of Great Britain, United States, and Canada. In the third segment, *Interpretation of values through international literature*, the articles deal with values expressed in particular works of Serbian, Japanese, Portuguese, Chinese and Greek literature.

Along with these two volumes with articles both in Serbian and English, there is also the third one, entitled *Values Across Cultures and Times* (Lopičić and Mišić Ilić 2014b), with all the articles in English, published by Cambridge Scholars Publishing.

8. LANGUAGE, LITERATURE, MARGINALIZATION (2013)

After exploring the concept of values in the previous thematic volume, the seventh conference and the corresponding thematic volume focused on the notion of marginalization. In our post-postmodern times, it seems important to address, one more time, the social process of becoming or being relegated to the fringe of society in search of new values that would transcend marginalisation and lead to inclusion and integration. However, the concept of marginalization allowed for a much broader interpretation. The authors explored not only various forms of marginalization (social, political, ethnic, religious, educational, linguistic, economic, intellectual, etc.) from the perspectives of cultural, linguistic and literary studies, but they also found it important to critically examine what is considered central or generally accepted and what marginal in terms of theories, methods and phenomena in linguistic and literary disciplines.

The volume *Language, Literature, Marginalization: Literary Explorations* (Lopičić and Mišić Ilić 2014a) contains three thematic segments. The first one, entitled *Literary theory: from the margins towards the centre of social relevance*, includes the articles focused on examining chiefly the place/crisis of literature in the contemporary society/popular culture, the interrelationship of different literary genres, the influence of literary theories and trends, various marginalized phenomena, as well as the representations of marginalization in literature. The second segment, entitled *Cultures at the margin: literary representations*, is focused primarily on the cultural environment in which a particular literary work is created. The third segment, simply entitled *The marginalization of women and literature*, addresses the permanently relevant topic of the inadequate position of women in European civilization and its manifestations in all periods and epochs. Regardless of whether the adopted approach is a purely theoretical one, or social, political, sociological, genre-related, or some other, a great number of literary works deal with the problem of subordination of women and inspire the authors to address it from their various perspectives.

The articles in the volume *Language, Literature, Marginalization: Language Explorations* (Mišić Ilić and Lopičić 2014) reflect various ways in which the topic of marginalization was examined from the perspective of linguistic disciplines. From the primary, sociological understanding of marginalization and its manifestations in discourse, via what can be considered relatively marginal language phenomena, to the applied linguistics focus on the partly marginalized aspects in foreign language teaching, the authors treated marginalization through various disciplines and theoretical models belonging to the fields of linguistics, sociolinguistics, applied linguistics and related areas. The first segment, entitled *Language marginalization in public discourse and society* contains articles dealing with the phenomenon of marginalization from the language use perspective. How do different social groups, phenomena, ideas, attitudes and behaviours get marginalized in

society through the use, lack of use or abuse of particular language devices, in public discourse and especially in the media? Are there ways to reveal and overcome this? – these are some of the basic questions addressed in this segment from the point of view of various theories such as Critical Discourse Analysis, cognitive linguistics, media theory, sociolinguistics. The second segment, *At the margins of the language system*, brings articles with a narrower linguistic focus. They deal with some aspects of the language system or language use that in a way can be considered marginalized, because they are not often in the focus of the dominant research lines in lexicology, morphology, syntax, stylistics, lexicography, and cognitive linguistics. The third, shortest segment, entitled *(Non)marginal aspects of foreign language teaching* contains articles devoted to this particular area of applied linguistics.

9. LANGUAGE, LITERATURE, DISCOURSE (2015)

In the past fifty years, the terms ‘discourse’ and ‘discourse analysis’ have been firmly established as key notions in many academic disciplines, including linguistics, literary studies, communication studies, and various social sciences, reflecting the growing interest in studying language above the sentence level, in actual use, and in a variety of linguistic as well as non-linguistic contexts (situational, socio-historical, intertextual). However, despite the extent and range of research, the terms, paradoxically, remain somewhat vague and imprecise, perhaps because each discipline and subdiscipline approaches discourse analysis from the point of view of its primary focus of inquiry.

Therefore, the eighth conference and the two-part thematic volume were devoted to the study of discourses as structured bodies of spoken or written texts intended to communicate information, knowledge, views and ideas, focusing on internal relations within a given discourse as well as on external relations among discourses, and aspects of interdiscursivity. From the perspective of linguistic, literary and cultural studies, with a critical and humanistic point of view in mind, the authors explored the underlying social, cultural, cross-cultural and cross-linguistic structures, which may be assumed or played out within particular texts. In the widest perspective, we all share the belief that: “...discourse analysis is one way to engage in a very important human task. The task is this: to think more deeply about the meanings we give people's words so as to make ourselves better, more humane people and the world a better, more humane place.” (Gee 2005, xii)

The articles in the volume *Language, Literature, Discourse: Literary Explorations* (Lopičić and Mišić Ilić 2015) are grouped into four segments. The first one, entitled *Discourse in literature and culture*, contains thematically different articles, which, nevertheless, have discourse as their focus: from the philosophically-oriented articles to the ones examining the discourse of love, and the ones dealing with various types of discourses in particular cultures. The second segment, *Discourse in the feminist literature*, is ideologically clearly specified, and the authors are women, which in itself is an interesting fact, worth examining. The third segment contains articles that deal with two types of discourse: youth literature and investigative discourse. The fourth segment is entitled *The writer and individual discourse* since each of the articles there is focused on one particular writer.

The articles in the volume *Language, Literature, Discourse: Language Explorations* (Mišić Ilić and Lopičić 2015) deal with discourse in very different ways, understanding it as either language, cultural or social context, or as a functional style (register), or as a

form of communicative social practice, and analyse it through various theoretical models and disciplines such as linguistics, applied linguistics and related disciplines. Such a diversity of topics and approaches influenced the grouping of articles into four thematic sections. The first one, entitled *Specific discourses – text, style, register*, contains articles where the authors deal with very specific and concrete discourse, such as poetic discourse, scientific and academic discourse, gastronomic, advertising, legal, informational, instructional, narrative, media, humorous, and multimodal. The second segment, entitled *Discourse, politics, communication*, includes articles where the authors deal with public discourse in a broad sense, and through theoretical models of cognitive linguistics, Critical Discourse Analysis, pragmatics, sociolinguistics, and communication theory examine discourse as a form of social practice and language devices used to realize it. The third segment is entitled *Discourse value of the elements of the language system* and it contains articles that deal with linguistic research of morphological, lexical, syntactic and phonological units, constructions and language phenomena in a particular language or contrastively. Despite the different theoretical models that are applied, what is common for these articles is a discourse perspective, i.e. the analysis of a particular language segment in the linguistic context and the broader context of use, that is, discourse. The fourth, final segment is of applied linguistic orientation and is entitled *Discourse perspective in foreign language teaching*.

10. LANGUAGE, LITERATURE, MEANING (2016)

It has been almost a century since C. K. Ogden, a linguist, and I. A. Richards, a literary critic, published the provocatively titled book *The Meaning of Meaning* (1923/1989), which set the foundations of modern approaches to the ever-intriguing and elusive phenomenon of meaning. Instead of the simplistic straightforward connection between the sign and the referent, their famous triangle as the model of meaning was a step forward in relation to De Saussure's, by placing more emphasis on the thought, our mind as the locus of meaning construction and meaning interpretation. This widely opened the door for various disciplines which view meaning as something that does not reside with words but with people. After dealing with various significant social phenomena in the previous issues, the ninth conference and two-part volume turn to one of the fundamental philosophical questions – meaning, as something that is actually expressed, or intended to be expressed, indicated and significant. Following the footsteps of Ogden and Richards and many linguists, literary critics and philosophers inspired by them, the authors in this volume, from the perspective of literary studies, various linguistic disciplines as well as interdisciplinary approaches with cognitive sciences, philosophy of language, and other social sciences, try to increase the understanding of how meaning is constructed and (mis)interpreted, taking into consideration various contextual and cultural factors.

The articles in the volume *Language, Literature, Meaning: Language Explorations* (Mišić Ilić and Lopičić 2016), grouped into two segments, address the phenomenon of meaning in language in very different ways. The first one, entitled *Meaning: from lexis to grammar* contains articles that are primarily focused on the meaning components of the elements of language system, covering the topics in lexicology, morphology, syntax, and contrastive studies, in the theoretical models ranging from structuralism to generative, cognitive, construction and functional linguistics. The second segment, entitled *Meaning in context*, contains articles whose authors view the phenomenon of meaning not as something that is

given but what emerges through particular use, in discourse and contextualized situations, and depends on the linguistic, extralinguistic, situational, and social contexts. Through the theoretical models ranging from semiotics, cognitive linguistics, discourse analysis and critical discourse analysis, pragmatics and sociolinguistics, to media theory, applied linguistics, translation theory and methodology of foreign language teaching, the authors cover a broad range of topics that share the examination of meaning in language use in particular contexts.

The meaning and significance of literature is a general theme that unites the articles in the volume *Language, Literature, Meaning: Literary Explorations* (Lopičić and Mišić Ilić 2016), grouped in three segments. The first one is entitled *In search of meaning in different cultures*, and is primarily culturally-oriented, although some articles have references to particular literary works. The firm foundation in literary texts is the orientation of the articles in the second segment, conveniently entitled *In search of meaning through a literary text*. The third segment, *In search of meaning through time*, includes articles that in a way share the leitmotif of time, in a synchronic or diachronic perspective, along with many other literary theoretical aspects the authors highlight.

11. LANGUAGE, LITERATURE, TIME (2017)

Ten years in the life of a conference can be considered a noteworthy timespan and ten special thematic volumes an equally noteworthy edition. After dealing with various relevant social and humanistic topics covered in the thematic volumes described above, the theme of the 10th-anniversary conference and the thematic volume was *time*, as one of the fundamental domains of human experience. Language, literature and time are related in many ways. Most basically, both language and literature are the achievements of the human mind which are situated in time, and are used and developed in time, as historically and culturally determined. Further, one of the most fascinating mental feats is that human beings use language to situate and arrange events in time, that is, they use language as a means to structure, represent and conceptualize time. Finally, literature expands our understanding of time and the expression of our intellectual perception and emotional reactions to the temporal, atemporal and omnitemporal, through the interplay of various stylistic devices, chronology, temporal distortion, fragmentation and non-linearity.

The articles included in both volumes of *Language, Literature, Time* address the phenomenon of time and the temporal perspective from the point of view of literary and linguistic disciplines, not only through historical, literary and linguistic research, but also through any other which is focused on formal, structural and genre devices for conceptualizing and expressing time, temporal relations and the development of language forms, functions and approaches to literary and linguistic studies.

The volume *Language, Literature, Time: Literary Explorations* (Lopičić and Mišić Ilić 2017) is characterized by very different approaches to the notion of time. The authors, from the perspective of their areas of research, individual interests, expertise and academic curiosity, managed to find original ways to approach the notion of time, while focusing on various literary texts. The notion of time thus proved to be equally challenging and fruitful in literary studies as it is in natural sciences. Based on the primary focus, the articles are grouped into four segments. The first one is devoted to *Theoretical considerations*, comprising twelve articles which examine topics such as periodization in literature, or diachronically examine some important themes and motifs in literature (women, growing up, fairy tales, media genres,

etc.). The second segment is entitled *Chronotope*. Bakhtin probably could not have imagined what favour he had done to the literary critics when he took over the term chronotope from the theory of relativity and started using it to describe how literature deals with the relationship between space and time. The change of the manner of representing these two fundamentally and inseparably connected phenomena corresponds also to the genre changes in the development of literature, and Bakhtin claims that chronotope as a constitutive category determines the image of people in literature as well. There are innumerable various ways in which chronotope is viewed in the analyses of literary genres, approaches and particular works. The third segment, *Classical studies and culture studies*, contains relatively few articles, but these areas are a valuable contribution to the volume whose aim is to showcase various current interests of the researchers from all areas of philology, social sciences and humanities. The fourth segment has a broad range title *Time, history, literature*, with the aim to encompass a great variety of articles that seem to have only one thing in common – starting from the literary texts of various genres, forms, or historical epochs, they deal with how the phenomenon of time is used to express meaning in a literary text. The authors examined the genres of novels, poetry and short stories, and viewed time as work hours, social time, time of the absurd, certain or uncertain, anachronous or traumatic, distortive or subjective, chronological or rhetorical, ambiguous or oneiric, the time present, past or future, or all at once.

The articles in the volume *Language, Literature, Time: Language Explorations* (Mišić Ilić and Lopičić 2017) also address the phenomenon of time in very different ways, and are grouped into three large thematic segments. The first one, entitled *Time in grammar and semantics*, contains articles of the chiefly linguistic orientation that examine grammaticalization, lexicalization and conceptualization of the concept of time. They deal with it either from the perspectives of general linguistic theory and historical considerations, or by analysing the examples from Serbian, English, French, Czech, Spanish, and the Amerindian language Nahuatl, individually or contrastively, covering the disciplines such as history of linguistics, theoretical grammar, morphosyntax, word formation, semantics, phraseology, and cognitive semantics. The second segment, entitled *Time as a linguistic and extralinguistic category in discourse and society*, contains articles whose authors opt for contextual levels of analysis. Using interdisciplinary methods of discourse analysis, critical discourse analysis, pragmatics, anthropological linguistics and multimodal analysis, the authors focus on the public, political or media discourse, but also on personal narratives and the language of comics, and in such discourses examine time as a grammatical, chronological, or even spatial determinant, relevant for meaning interpretation in particular discourses. In the final, third segment, entitled *Time in applied linguistics research*, there are articles that start from the general topic of time, understood as the chronological time, and deal with it in the light of examining foreign language teaching, lexicography, and sociolinguistics.

12. LANGUAGE, LITERATURE, SPACE (2018)

The phenomenon of space is one of the most significant modes in the totality of human experience. Historically, the investigation into this concept started in ancient Babylon and Greece, and reached Europe through Euclid's geometry, irretrievably grasping the attention of such eminent philosophers as Aristotle, Descartes or Kant. Space and spatiality are the fundamental categories of human existence, individually, from the first sensory information

grasped by the mind of a new-born, to the comprehensive understanding of the world and the course of human life by the mind of an adult. The volume *Language, Literature, Space* (Lopičić and Mišić Ilić 2018) deals with the problem of understanding space from the point of view of literary theory and linguistics through varied approaches which examine the formal, structural, conceptual, narrative and genre-typical means of understanding and expressing space and the different spatial relations, in the broadest sense. The first three segments are devoted to literary studies and the fourth one to linguistics.

Back in 1984, Michelle Foucault predicted that literature would take a turn towards the dimension of space, after having dealt with time, i.e. the chronological approach to the plot and characters in the previous periods. Whether under the influence of globalization or not, towards the end of the 20th century, literature started to turn from time towards space, so literature can no longer be considered a solely temporal form of art, but spatiotemporal, which is now the subject matter of both literary theory and literary criticism. This change of focus resulted in the formation of several broad areas for contemporary literary studies. Bakhtin's Theory of the Literary Chronotope paved the way for a whole range of variations on a theme of the particularly strong interrelationship between time and space. The representation of space is certainly influenced by the way time is represented and vice versa. Furthermore, the representation of landscapes, topography and geography in a literary work can be related to the dominant value system, power structures and ideologies. Moreover, meta(con)textualization of space opens vast options for analysing literary texts within possible world theories, story worlds, fictional worlds, textual worlds, parallel worlds, etc. Among the many approaches to the notion of space in literature, arranging of a living space is also getting more important, because it can also affect the formation of a character or the development of the storyline. It is obvious that the choice of whether to position/reveal a space either in the centre or at the margins of a literary work can inspire literary theory and criticism and result in interesting studies and articles.

This is the case with the articles in the three literary segments of the thematic volume *Language, Literature, Space*. It is more than obvious that literary studies are often related to the concept of space – from the mythical space of human imagination, the specific cultural space whose values are in constant interaction with literature, to the modern concepts such as liminal, limited or transgressive space, the imaginary space of utopias and dystopias, futuristic spaces, the relation between place and space, space as a territory in the context of nations/nationalism, globalization and colonization, ecological space, gender space, urban space or oneiric and narrative space in the literary work; all to the negation of the space itself and the concept of void. These spaces are conquered, desired, dreamed of, forbidden, subordinated, used, created, saved, destroyed, observed and described. Due to this enormous diversity of approaches to the topic of space in a literary work, the articles are grouped into three segments, according to the language and the culture a particular literature belongs to. The first segment includes articles in English, dealing with Anglophone literatures, the second one contains articles dealing with Serbian literature, and the third one articles in Serbian, which analyse numerous works and writers belonging to world literature.

The fourth, final segment of the volume is devoted to the relationship between language and space and is entitled *Space as a physical, metaphorical, and discourse domain in linguistic research*. The relationship between language and space has been the source of fascination of numerous researchers in the fields of linguistics, psychology, anthropology and neuroscience, and the questions which they strive to answer range from those regarding

the manner in which space is encoded in language, the nature of spatial representations in the human mind, the processes via which one learns to speak of space, to the dilemmas concerning the extent to which this process is universal or determined by culture. From the lexical and grammatical devices for expressing spatial relations to the models of metaphors based on spatial relations in semantics and discourse analysis, there does not seem to exist any linguistic tradition that does not deal with this phenomenon.

Taking into consideration the relevance and dominance of the cognitive perspective in the research on the relationship between space and language, the linguistic segment of the volume starts with a group of articles dealing with various aspects of space conceptualization, as well as of some other, more abstract domains that are conceptualized via space. Another large group of articles deals with various structural language devices (lexical, morphological, syntagmatic and syntactic) used to express the semantics of space and spatial relationships in various contexts. The articles in the third group share the view of space as a discourse phenomenon and discourse-cognitive phenomenon. After many articles with microlinguistic analysis, at the very end of the volume, there are articles that examine language at the text level and space as a phenomenon that integrates and, partly, determines the way we perceive the world around us and the relationships in it, and how we use language to express it.

13. LANGUAGE, LITERATURE, THEORY (2019)

The focus of the twelfth volume is *theory*, the term that can be regarded to subsume all the topics discussed in the previous years as it is deeply intrinsic to all domains of research. In that sense, both language and literature are associated with theory. Language can be studied from different theoretical perspectives; linguistic theories and hypotheses are tested in theoretical and empirical research, validated or refuted, yet always aimed at accumulating knowledge and generating new ideas about how language works. Furthermore, literature and theory pursue the same goals: they both explore and make sense of the complexities of our life and phenomena we barely or do not understand. Literature faces the most difficult questions we can ask and invites us to reflect and re-examine the questions it addresses, suggesting its openness to critical evaluation. Compared to the theoretical approaches of natural and technical, and even some social sciences, it is important to stress that in humanistic sciences the theoretical approaches by their very nature are more interpretative and less exact, but that does not make them less scientific.

In this regard, the volume *Language, Literature, Theory* (Lopičić and Mišić Ilić 2019) reflects and examines the relationship between theory, language and literature in an open way. This means focusing on various topics, such as examining theoretical approaches to linguistics and literary studies, studying the relationship between literary theory and criticism, empirical testing of theories, critical evaluation of both theory and empirical research, and meta-theoretical considerations.

The articles are grouped into five segments, with self-explanatory titles. The first two are devoted to linguistic and the last three to literary studies. The first segment, entitled *(Re)examination of theoretical approaches in linguistics* includes theoretically-oriented articles that examine the descriptive, analytical and explanatory potential of several different theoretical-methodological approaches, from general and ethnolinguistics, and core linguistic disciplines such as lexicology, semantics, syntax and semantics, to linguistic stylistics. The second, larger segment is entitled *Theoretical grounding of empirical research: foundations,*

verifiability, validity. The articles contained in it deal with particular research topics, which establish a direct connection between the appropriate theoretical approach and empirical research, covering a wide range of disciplines from phonology to multimodal discourse analysis and more recent approaches in the methodology of foreign language teaching. Although according to the principles of good science every article should be based on firm theoretical postulates, the explicit requirement of this thematic volume whose focus is theory inspired the authors to consider more deeply the connection between their specific research topics and theoretical foundations underlying them. It is evident in these articles that most of the authors provided explicit explanations of the significance of the particular chosen theoretical model for their research.

In the literary section of the volume, the third segment consists of articles whose common topic can be subsumed in the segment's title *Ideological-hermeneutic literary theories*. Whether it is Marxist approaches to literature, posthermeneutic theories, new criticism, gynocriticism, narrative theory, ecocriticism, historical metafiction theory, or identity theories in literature, the authors examine them in the context of various cultures and various corpora. The fourth segment moves on to include articles that try to investigate more recent, somewhat nonconventional theories that can be used to interpret literary works. As demonstrated in its title *The post- in contemporary fiction: time travel, futures, mysteries, vorticism, the body, ageism, trauma*, this segment tries to unite a great variety of theoretical approaches that sometimes significantly deviate from the canonical literary interpretation apparatus. The last segment contains articles grouped under the title *Literary reflexions through the theoretical prism*, where the authors examine various aspects of literature and connect them with some dominant theories applicable to literary creation.

14. LANGUAGE, LITERATURE, CONTEXT (2020)

In the past decades, in linguistics, literary criticism, cultural studies, and interdisciplinary fields that include sociology, psychology, and media studies, the proliferation of the term *context* as well as the related ones *contextual*, *(de)contextualization*, *context-(in)dependent*, etc. might be considered a sort of a "contextual turn", as opposed to various formalist paradigms that focus on autonomous phenomena. The notion of context, from its distant Latin etymology of weaving something together, and the traditional philological use to denote simply a text that surrounds or is directly connected with some other part referred to, in the work of Malinowski, Firth and Halliday was expanded to include not only the linguistic context, but more importantly, the situational and cultural ones as well. In the most recent cognitivist models, the notion of cognitive context also includes the background knowledge, assumptions and beliefs of the participants in the communicative event. All these can dynamically influence the formation and interpretation of utterances, texts and discourses.

In their still very influential volume *Rethinking Context: Language as an Interactive Phenomenon* (1992: 32), Goodwin and Duranti stated: "The notion of context stands at the cutting edge of much contemporary research into the relationship between language, culture and social organization". With this in mind, the volume *Language, Literature, Context* (Lopičić and Mišić Ilić 2020) examines context as a dynamic and relational notion, from the perspective of literary theory and linguistics. In particular, the authors explore how language is formed, used and understood depending on various linguistic

and non-linguistic contextual parameters, and how literary and non-literary texts can influence and be influenced by historical, cultural, and intellectual framework, temporal, spatial and social settings, discourse elements, interpersonal and cognitive factors.

The articles in the volume are grouped into six segments. The first three are devoted to linguistic studies. The first one, entitled *Language, thought, society, context – philosophical and historical perspectives* features five articles that deal with the context in a very broad sense and with the significance of such broadly understood context for human thought and action, as well as the language development and language use. The second segment is entitled *The meaning and use of language units in relation to language, genre and social context*. Unlike the articles in the first segment, the ones in the second deal with more specific linguistic topics, and thorough empirical studies, examine particular linguistic units (at the levels of phonology, morphology, lexis, phraseology, syntax, semantics and pragmatics), from the perspective of various linguistic disciplines, with a special focus on the significance of structure, function and dynamic interaction of various types of linguistic and extralinguistic contexts (cognitive, affective social, cultural, interactive, etc.). The third segment, entitled *The context of language and literature teaching* is grounded in applied linguistics and language pedagogy.

Literary articles, grouped in the following three segments of this volume, are classified simply according to the language in which they were written, and then whether they deal with foreign or Serbian literature. So, the fourth segment shows four different cultures closely interwoven in the texts of various genres and historical periods, in the theoretical and multimedia context, socio-cultural or newly-historical context, in the context of postmodern theories, and even in the context of natural sciences. The fifth segment is comprised of articles that share the focus on Serbian literature and the concept of context through which novels, poetry, short stories, and dramas are interpreted, chronologically starting from contemporary writers and going back to earlier works of Serbian literature. The sixth segment, *Context in literary studies*, includes articles written in English, which cover the concept of context from the perspectives of philosophy, trauma studies, gender policy, culture studies and classical studies.

At the end of the overview of the thematic volumes from thirteen *Language, Literature, ...* conferences, it should be emphasized that thanks to the high quality of published articles, both in Serbian and English, the great dedication of the editors, and the excellent technical editing, these volumes were formally recognized by the Scientific Board for language and literature of the Ministry of Education, Science, and Technical Development of Serbia as significant and high-quality editions in the fields of linguistics, literature and related disciplines in Serbia and the region.

All volumes available at <https://conference.filfak.ni.ac.rs/thematic-volumes>

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JEZIK, KNJIŽEVNOST I DRUGE BITNE TEME

*Rad daje pregled dvadeset jednog tematskog zbornika sa međunarodnih naučnih konferencija održanih pod opštim nazivom **Jezik, književnost, ...**, gde se treći segment u naslovu menja svake godine i pokriva neki naučno relevantan i izazovan pojam. Svi tomovi su posvećeni proučavanju jezika i književnosti, u odnosu na neki od relevantnih društvenih i naučnih fenomena, značajnih za društveno-humanističke nauke, kao što su politika, globalizacija, identitet, promene, komunikacija, vrednosti, marginalizacija, diskurs, značenje, vreme, prostor, teorija, kontekst.*

Ključne reči: 21 tematski zbornik, proučavanje jezika i književnosti, interdisciplinaran, godišnji

LITERARY STUDIES AT THE ENGLISH DEPARTMENT OF THE UNIVERSITY OF NIŠ: HISTORY AND PRACTICES

UDC 821.111:378.14(497.11Niš)

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Abstract. *The article is a short history of the academic study of English literature(s) at the English Department of the Faculty of Philosophy, the University of Niš from the moment of their institutionalisation to the present. Rather than attempting to give an exhaustive list of and a commentary on all the courses taught in the past fifty years, the article identifies some key moments in the history of academic literary studies and characteristic positions and approaches within the established literature programmes. By examining the content and goals of past and current literature courses, this paper also aims at raising a question of the pedagogical and intellectual value assigned to literature by the literature teaching staff of the Department. A historical perspective on the discourses that have shaped the position of literary studies within the English studies curriculum could provide a lens for understanding both past and present, and for considering their future shape.*

Key words: *academic literary studies, Niš English Department, historical perspective, formative discourses*

1. INTRODUCTION

The academic study of English literature(s) in Serbia begins with the formation of English language and literature departments. It was fifty years ago when the Faculty of Philosophy was founded at the University of Niš, with the Department of English language and literature as one of its seven original departments.¹ The very name of the department, which was changed into the Department of Anglistics in 1972, suggests a pairing and correlation between literary and linguistic studies as one of the essential premises upon which the English Studies curriculum was constructed. This article deals with the emergence of professional academic literary studies,

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¹ The relevant material for the article was found in university regulations, in introductory course books, the Faculty archives, interviews with colleagues and my personal knowledge of literary studies in English.

the origins of the discipline and diverse discourses surrounding the position and role of literature(s) in English within the English Studies curriculum over the period of fifty years. Rather than giving a comprehensive commentary on all the courses taught, the article foregrounds the shaping power of the past - it identifies and comments on the characteristic positions and approaches within the literature programmes at different moments in the history of academic literary studies. By examining the content and goals of past and current literature courses, the article also aims at raising a question about the goals of literary studies and about the underlying conceptions of literature and the value assigned to its study. A historical perspective on English literary studies is a means of exploring the ways in which literature, as an enduring element of the study of English, has shaped the English Studies curriculum in different contexts and times. As Catherine Beavis puts it, “[c]ritical and historical perspectives on the discourses and culture of English teaching therefore can play an important role in providing a broader context in which to locate contemporary pressures and debates, and from which we might re-appraise what is being asked from us” (Beavis 2009, 6)

2. LITERARY STUDIES AND/IN ENGLISH STUDIES

The study of literature(s) in English is an integral part of the English Studies curriculum at the Niš English Department. Not surprisingly, I hasten to say, if we know that from the earliest times, in English-speaking countries, the study of English comprises both literacy and literature. The English approach to higher education certainly influences the way the discipline is institutionalised and practiced in a department dealing with English-speaking cultures. Doing English as a foreign language always includes the English perspective as well, not only because most of the material used is written from an English-speaking perspective, but also because the scholarly community is dominated by Anglo-American voices. However, in different contexts, times and with different teachers, the balance between these core elements of the study of English will vary – between literature (text) and literacy (grammar), between literature, literacy and writing, or between literature, literacy and culture.² So, although literature has always been one of the central elements of the English Studies curriculum at the Department, the ways in which language teaching and literature teaching compound, the function of literature within the study of English and what we understand literature to be have been differently constructed over the past fifty years.

To understand the position and the function of literary studies in the study of English, it is important to know how English Studies are presently organised at the Department. On the whole, English Studies take multiple forms in countries where English is a foreign language. At the University of Niš, “English Studies” is a vast field which includes linguistics, applied linguistics, language learning, literary and cultural studies. Literary studies are one of the two disciplinary categories/affiliations for teachers and researchers at the Department - Anglo-American literature and culture and English linguistics – with a variety of subfields. The most striking aspect of the current academic literary studies at the Department is a variety of content, methodologies, ideologies and practices. With a great number of mandatory and elective courses at both the bachelors’ and masters’ levels, the study of English literature(s)

² As Beavis points out, different authors understand and describe these core elements differently. Many authors see the study of English as primarily concerned with the study of aesthetics, rhetoric and ethics – “a careful mix of aesthetics (critical reflection on literary texts), rhetoric (the study and use of language, generally for the purposes of persuasion) and ethics (personal development towards proper conduct)” (Beavis 2009: 12)

appear to be organized as self-standing university programmes, but they actually exist as part of the set programmes (Bachelors', Masters' and PhD Academic Studies of English language and literature) and a subpart of a larger degree in English Studies.³ Although Serbian institutional structures centralise the organisation of teaching and research, in reality there is considerable room for autonomy in the creation of the higher education curriculum which is not prescribed in terms of its content. It is largely up to English departments themselves to decide which disciplinary question or what topics to address, which provides an opportunity for curricular development in English Studies in general and literary studies in particular.

The organisation of English Studies at the Department and the agreement about the longstanding core components of the study of English attest to a certain kind of commonality within diversity. In identifying three key moments in the history of English literary studies, my intent is not to stress any paradigm shifts but elements working towards the stability and long-term development of the discipline, those which have been perceived and shared as central, and as part of tradition and continuity. The three key moments in the history of English literary studies - the moment of institutionalisation in the 1970s, the cultural turn of the 1990s and the Bologna reform of the 2000s - seem to have had a continuing and formative influence on the state of literary studies in the present.

3. THE 1970S AND THE 1980S – INSTITUTIONALISATION AND CONSOLIDATION

The moment of institutionalisation is of particular interest because it is then “that both the scholarly and external factors are most influential and most clearly visible” and “it is then that certain practices are established that determine the manner in which new issues, arising later on, can be addressed” (Engler 2000, 5).

The beginnings of literary studies in Niš depended on the individual initiative and hard pioneering work of dedicated professors, which is so characteristic of the development of particular disciplines/field in overseas universities. The first university courses devoted to English literary studies were introduced in 1971. Credit goes to Professor Vida E. Marković, a Professor of English and American literature at the University of Belgrade, who was the first Head of the newly formed English Department in Niš. With a group of enthusiastic colleagues, among whom some were her former students - Sonja Dekanić Janoski, Ratimir Ristić, Ljiljana Bogoeva Sedlar, Brankica Pacić and Lena Petrović - Professor Marković created the necessary conditions for the emergence of the continuing discipline - stable courses and “sufficient students and lecturers being recruited to study and teach it” (Moran 2003, 12). It is worth noting that these founders, working in a traditional and seemingly less flexible educational system than ours today, had the courage and perceptiveness to introduce theoretically new ideas and apply them in practice. In the words of Professor Ratimir Ristić, Professor Marković taught literature “as an exploration of human experience ... according to the most recent teaching methods based on the assumptions derived from the approaches of renowned critics such as I.A. Richards, F.R.

³ In part, the absence of narrow specialisation and degrees in literature is the result of the centralisation of the Serbian university system; in part, it reflects the strong connection between university degrees and primary and secondary school teaching in the human sciences, which goes back to the moment of the institutionalization of English Studies in Niš. One of the main external factors behind it in 1971 was a need to train professionals, especially foreign language teachers at an advanced level.

Leavis and E. Wilson” (Ristić 2000, 202). This trait, on which we pride ourselves, has characterised teaching English literature(s) at the Department up to the present time. The Niš English Department was the only department in Serbia in 1971 in which all the literature courses were conducted in English and all the literary texts were studied in their original form. We have continued to practice it up until now. Looking back at the 1970s and the 1980s, a perfect partnership and coordination seems to have existed among institutions working for the improvement of English literary studies - the Niš English Department, the Faculty of Philosophy, the Serbian Ministry of Education, the British Council, and the American Embassy, etc. This collaboration resulted in a number of scholarships for promising teachers and students, the engagement of internationally renowned experts to deliver lectures, donations of books and journals which contributed to the quality of teaching English, and book fairs which created the possibility for students to purchase up-to-date and high quality anthologies and books in English. All of the teaching assistants in the 1970s and the 1980s won grants for shorter or longer stays at various universities in the UK and the USA which resulted in their obtaining MA and PhD degrees. By 1981 they had become fully qualified members of the staff, thus providing a stable basis from which to conduct research and teaching and creating the conditions for the maintenance and the development of the discipline.

On the whole, the 1970s and the 1980s could be seen as a period of expansion of the discipline. The Department had a sufficient number of students enrolled, the permanent staff and full-time appointments, and a new generation of teaching assistants on their way to obtaining MA and PhDs in the literary subjects they were teaching. The major ambition was to justify the centrality of literary studies within the English Studies curriculum by strengthening the research aspect of the lecturers’ work and building links with broader research community.

4. THE 1990S: THE CULTURAL TURN

Contrary to the 1970s and 1980s, the 1990s can be seen as a period of stagnation and stasis. It was the time of a violent break-up of the SFRY and international economic and cultural sanctions against the Republic of Serbia, which resulted in the dissolution of many productive links between national and international disciplinary communities. The generous financial support provided by national and international institutions and agencies dwindled - book donations and scholarships were few, and there was very little direct funding of research for English Studies.

However, it was also the period of curricular innovation and significant expansion of English Studies at the Department: the postgraduate programme was introduced in 1993; the journal *Facta Universitatis* (Literature and Linguistics Series) was launched in 1996, and all of the core literary and language courses were changed into one semester courses by the end of the 1990s. Most significantly, unlike other English departments in the former Yugoslavia, our Department introduced a number of cultural studies courses in the 1990s - *British Studies* were introduced in 1988, *American Studies* and *Culture and Civilisation of the Commonwealth Studies* in 1991.⁴ These are stable and continuous courses which have been fully integrated into the English Studies bachelors’ programme as mandatory courses up to now. Despite its inclusive title, *Culture and Civilisation of the Commonwealth Studies* was dedicated to the study of cultures, histories and literatures of only two postcolonial nations – Canada and

⁴ In Serbia, “Commonwealth” as a term refers to countries that have been/are part of the Commonwealth of Nations as well as any country from the former British Empire with English as an official language.

Australia - and its original goal was an attempt to “expand the teaching of English and American literatures by including Canada and Australia” (Ristić 2003, Author’s Note). It was an important innovation which resulted in the opening of the traditional literary canon to new/postcolonial literatures. Two years later, in 1993, the course was split into two courses – *Introduction to Canadian Studies* and *Introduction to Australian Studies*. So, the history of cultural studies in the Niš English Department corresponds to the evolution and development of cultural studies in other European countries, which Chris Wallace-Crabbe describes as having sprung “from the diversified offerings of English departments”, which “first moved beyond the traditional canon into twentieth-century literature, then into American, and then into Commonwealth literature” (Wallace-Crabbe 1992, 38).

The establishment of cultural studies was a result of the growing interest in what was called ‘new literatures’ on the one hand - the study of literatures in English emerging from the former British colonies - and the application of new, interdisciplinary, cultural studies approaches on the other. This newly born discipline is a hybrid field begotten from the crossroads of history, sociology and literature. The content, methods and objectives of the cultural studies courses at the Department suggest that they aim to prepare the student of English for further exploration of the studied cultures by giving them an example of a syncretic approach to the study of cultures. These courses foreground new theoretical and methodological approaches to the text in which the focus is on the understanding of the connections between the text and the larger cultural and socio-political contexts in which it is produced. The most important goal of cultural studies is to help the student develop a critical understanding of English-speaking societies and cultures, which is best achieved if the knowledge about a particular culture is presented “in cross-cultural, comparative ways” (Bennet 1992, 30). Although Wallace-Crabbe calls for cultural studies to be a “transdiscipline” that involves “a dizzily diverse array of practices and priorities” (Wallace-Crabbe 1992, 35), our cultural studies courses have been always characterised by the centrality of literature in most of them. Literature is regarded as providing unique insights into the cultural mentalities of Britain, the USA, Australia and Canada and into a large number of social, political, ethical and intellectual matters, thus assisting the teaching of culture to language students unfamiliar with these societies. For the past three decades, older and newer English fiction has been increasingly used in tandem with other media manifestations of culture in both cultural and literary studies, with the aim to illustrate and critique cultural beliefs and ideologies. This orientation, it may be assumed, broadens up English students’ understanding of the domains of literary studies and of critical modes of reading.

5. THE 2000S – THE BOLOGNA REFORM

For many departments in Serbia, the Bologna reform was the beginning of a difficult process of cultural and academic modernisation. Yet, our Department was in a much better position than many other departments in Serbia, because it was organised on the modern British and American models and the staff was open to theoretically new ideas and their application in practice. The adoption of the Bologna system in 2004 with its three cycles of BA, MA, PhD studies gave the institution enormous flexibility in assimilating new ideas, subjects and methods, but it did not essentially change the structure and the organisation of literary studies within the English Studies curriculum. The most significant innovations of the 2008 accredited programmes of bachelors’ and masters’ English Studies was the inclusive, more broadly defined list of courses (mandatory and elective) and the increased

functional independence of lecturers in carrying out their tasks. The literary studies curriculum⁵ today is an aggregate arranged to cover an array of historical and generic literary fields, with a scattering of themes and special topics. Generally, at the BA level, American and English literature is taught from a traditional, historical perspective and a thematic approach - the literary corpus is divided into periods, but predominantly organised thematically. The MA and PhD programmes try to incorporate more recent directions and subjects – they tend to include a grouping on genres and periods and they are open to new humanistic disciplines and new critical theories (such as Marxism, Postcolonialism, Critical Sociology, Poststructuralism, Feminism etc.). I return to this matter below.

6. THE CONTENT AND FUNCTION OF ENGLISH LITERARY STUDIES

The continuing presence and even privileging of literature as an object of study over the fifty-year period raises the question of what Dodou calls “the pedagogical and intellectual value” assigned to literature by the disciplinary and teaching community, which “is understood in terms of the rationale and objectives formulated for the study of English literature” (2020: 259).⁶ The right place to look for the evidence are literature course syllabi, past and current, which are important records of the knowledge and conceptions of literature that the literature teaching staff deem to be worthwhile imparting. Unfortunately, there is scarce, mostly indirect and experiential knowledge on which I must rely for my conclusions about the function and significance attributed to literary studies in the 1970s, 80s and 90s of the twentieth century. The most recent academic literature programmes (Accredited Bachelors’ and Masters’ Academic Programmes of English Studies in 2021), identify, more explicitly, the educational goals, course content and intended learning outcomes of the curriculum offered by the Department, thus representing more reliable evidence about the function of literature and its study. Unfortunately, the nature of this article is such that I must focus only on certain patterns and points of convergence, instead of going into a detailed analysis of the current literature courses.

In the 1970s *English and American literature* was the name of two-semester mandatory literary courses taught in six weekly classes in each term, during the four years of bachelors’ studies. Actually, it comprised a number of survey courses in literary history which covered literature from the medieval period through to the early-to-mid 20th century, with the focus on the Anglo-American literary canon and Shakespeare as its gravitation centre.⁷ In an interview given in 2000, Professor Marković discussed her views on literature and its study: “literature is an exploration of lived and imagined experience, a powerful promoter of creativity, social skills, and the ability to think critically. It develops young people’s independent spirit, their thinking skills to make decisions autonomously and have courage to speak their mind; in short, to produce rather than reproduce knowledge” (You Tube, Part 7, my translation). These words indicate that the founders of academic literary studies subscribed to Matthew Arnold’s ideal of broad general culture and the view of literature as a coherent criticism of life. One of the major goals of teaching literature in the 1970s was to promote active classroom

⁵ Curriculum here refers to the sum of literature course syllabi that comprise the course of study in the subject

⁶ I wish to acknowledge my debt to Katherina Dodou for her review of English in higher education in Sweden and her insightful mapping of “the main objectives linked to literary studies and also the subject matters, theoretical orientations, and conceptions of literature that are foregrounded in the curriculum nationally” which gave me an idea how to organise and systematise the researched material in this part of the article (Dodou 2020, 260)

⁷ I would also like to express my gratitude to Professor Slobodanka Kitić, who generously responded to my questions about the organisation of literary studies at the Department in the 1970s.

participation and stimulate the student's imaginative and critical potential by exposing her to "the best that is known and thought in the world" (Arnold 1973:1018). The very organisation of the 1971 curriculum reveals the belief that literature "teaches itself" in a way, and "that exposure to a more or less balanced array of periods, genres, and themes would add up in the mind of the student to an appreciation of humanism and the cultural tradition" (Graff 2007, 7). The Arnoldian humanism had a lasting impact on the organisation of literary studies at the Department. Even though not immune to strain and contradictions, Arnoldian humanism is "an effective umbrella concept that has gradually opened academic literary studies to a variety of competing views of literature, scholarship, and culture", incorporating novelties such as New Criticism, Marxism, feminism, black studies, deconstruction and contemporary literature (Graff 2007, 6). Back then, I assume, literary studies were nothing but academic and English literature teaching must have been seen as belonging to its unique, specific pedagogical domain and yet serving as an aid to language teaching and learning; language and literature teaching did not just "occasionally co-occur but they actually compounded", to borrow Widdowson's words (Widdowson 1985, 180).

The 1983 English Studies curriculum offers a more complete overview of literature courses and a more explicit formulation of the content and educational goals of literary studies. These are the names of all the literary courses and their instructors in the 1980s and the 1990s: *Medieval English Literature* (Sonja Dekanić Janoski), *16th and 17th Century English Literature* (Sonja Dekanić Janoski), *18th and 19th Century English Literature* (Ratomir Ristić), *19th Century British Literature – Victorian Literature* (Ratomir Ristić), *19th Century American Literature* (Brankica Pacić, Dragana Mašović), *20th Century American Literature* (Brankica Pacić, Dragana Mašović), *Special Course in Shakespeare* (Vida Marković, Ljiljana Bogoeva Sedlar), and *20th Century English Literature* (Vida Marković, Ljiljana Bogoeva Sedlar). It is worth noting that most of the literature courses were one-semester courses in 1983 – an exception is the two-semester course on 20th century English literature in the final year of bachelor's study - the fact that significantly facilitated the Bologna reform in the 2000s.

The focus in literary studies is on survey courses and literary periods, reaching back to Anglo-Saxon and early medieval English literature and the colonial and early national period of American literature. As regards the core knowledge of English literary history imparted to students in the 1980s and 1990s, attention was paid to both the literary-textual and aesthetic and the social, intellectual and ethical aspects of literary works. In other words, the organisation of literary material and the "progression" of courses were chronological, but the emphasis was not on philological and historical literary scholarship but on wide reading, thematic approaches to literature, the skills of close reading and literary analysis and the fostering of humanising values through literature rather than studying the literary text as a mine for teaching grammar or verse techniques. The major curricular ambition was to teach the student a form of literary competence - "the ability to read and critically analyse a literary text, whereas interpretative acts lead to the appreciation of literary and aesthetic values and the development of the student's ethical judgments." (Program nastave engleske i američke književnosti na odeljenju za Anglistiku OOUR-a Filozofski odsek za školsku 1983/4, my translation). In the Preface to the course book on Medieval English literature, Professor Lena Petrović makes some explicit assumptions about the nature of literature and the function of literary studies. She defines literature as "an equipment for living authentically in the present" and the teacher's task as stimulating "the student's imaginative and critical potential" (Petrović 1999, 7) in "a critical reinterpretation of a culture" (Petrović 1999, 8). Literature is seen as not only representing human experience and social reality, but also inquiring into, even intervening

in societal practices, and offering alternative existential models. Literature as providing an insight into a host of social, ethical and intellectual matters, past and present, and as simultaneously being an instrument of social and political critique is just another formulation of Matthew Arnold's concept of literature as "a criticism of life" and a powerful instrument of personal moral development (Arnold 1975, 1021).

The 2021 BA literature curriculum does not significantly deviate from the previous ones in terms of the content and objectives of the core literature subjects. The names and content of the courses, their methodologies and lecturers change, but these courses represent the core of the bachelors' literature curriculum at the Department. Here are the names of the mandatory courses in the 2021 curriculum, and the names of the instructors who have taught them since the 2000s: *Medieval English Literature* (Lena Petrović, Milena Kaličanin, Danijela Petković), *English Renaissance Literature* (Lena Petrović, Milena Kaličanin), *English Poetry of the Romantic Period* (Ratomir Ristić, Milica Živković), *Victorian Literature* (Ratomir Ristić, Milica Živković, Danijela Petković), *American Literature-Classics* (Dragana Mašović, Ana Kocić Stanković), *American Literature-Drama and Short Stories* (Dragana Mašović, Ana Kocić Stanković), *Special Course in Shakespeare* (Ljiljana Bogoeva Sedlar, Milena Kaličanin); *20th Century Anglophone Literature* (Lena Petrović, Nataša Tučev), *English Modernism* (Lena Petrović, Natasa Tučev). As mentioned earlier, cultural studies courses have been a part of the English Studies curriculum since the 1990s. Here are their present names and the names of the teaching instructors for the past three decades: *British Studies* (Dragana Mašović, Ljiljana Bogoeva Sedlar, Vesna Lopičić, Milena Kaličanin, Sanja Ignjatović) *American Studies* (Dragana Mašović, Ana Kocić Stanković), *Canadian Studies* (Ratomir Ristić, Vesna Lopičić) and *Australian Studies* (Ratomir Ristić, Milica Živković).

Like the previous curricula, the most recent also privileges the literary canon and periodisation, with two courses on Shakespeare (a mandatory course and an elective one) and a number of courses dealing with older literature (medieval English literature, Renaissance, Romantic and Victorian literature, American literature-Classics). A few elective courses on genre fiction, such as children's literature, gothic literature, speculative fiction and Canadian short stories, represent an exception. On the other hand, the MA and PhD programmes are characterised by a plurality of literary subject matters, approaches and objectives; on the whole, they have a more modern profile focused on 20th and 21st century literature and they are oriented toward the study of narratives across genres and media. What is particularly worth noting is the absence of theory courses either on the BA or MA levels (an exception is the PhD level at which the priority is given to modern critical and cultural theories). Moreover, many syllabi announce that literature is read alongside modern theory and recognise the importance of theorised approaches to literature as an educational goal, but they do not specify these theories or are vague about the perspectives taught and literary and cultural knowledge imparted. So, it is hard to discern whether the literary courses represent complementary or conflicting theoretical ideas about literature and its study. What also seems to be missing in the current literature curriculum is the earlier emphasis on fostering humanising values through love of literature as one of the central educational goals. Similarly, although many syllabi describe literary studies as an occasion to train and improve the student's language skills in oral and written production, there seems to be no direct linking between literary/cultural studies and language subjects. The cultural studies courses on offer, on the other hand, are more explicit in formulating their theoretical perspectives - they foreground modern critical and cultural theories and

the study of the function of narratives across genres and media, thus revealing their dependence on what is known as the narrative turn in literary and cultural studies and “historicist/contextualist cultural analysis” (Dodou 2020, 283).

The major goals of literary studies in the 2021 curriculum are basically the same as those in the past curricula - to develop the student’s literary competence with the focus on close reading, critical thinking and contextualising aspects of interpretation. As Dodou states, “the recurring thematisation of literary-textual properties and of literary history attests to a desire to develop students’ literary competence and to familiarise them with traditions and ways of thinking about various representational and intellectual problems” (Dodou 2021, 288). The foregrounding of the student’s mastery of literary reading abilities and critical-analytical skills rests on the belief in the intellectual and socialising functions of literature and its study and the transferability of these skills and abilities to a range of other cultural narratives. As Scholes suggests in *Textual Practice*, literary education is a useful means of training of future citizens for communication skills and critical thinking and interpretation of the wider “cultural text” of institutions, politics, the popular media (Scholes 1985, 33). There seems to be no better way to sum up the relevance of literary studies about which there is a basic consensus at the Niš English Department. At the same time, this conceptual concord about the relevance of literary studies attests to the teaching staff’s commitment to cultivating “the best that was taught in the past”.

7. CONCLUSION

By way of concluding, I want to return to where the article started. The study of literature(s) in English has always been an integral part of the English Studies curriculum in the Niš English Department, although our understanding of what literature is and how and why it should be studied have been differently configured across times and contexts. The three phases in the development of English literary studies are intended as emblematic rather than definitive in indicating characteristic discourses that have shaped and continue to shape them. A historical perspective on English literary studies has provided us with a basis for identifying the elements working towards the stability, continuity and long-term development of the discipline and the underlying conceptions of literature and the value we assign to its study. It can also provide us with an opportunity to think about the future shape of literary studies and kinds of curriculum which would be most useful in moving English Studies forward in the context of the globalised, technologically advanced world of the 21st century – “what Kress (2000) calls ‘the changed communications landscape of the present day’” (Beavis 2009, 1). If literary studies are to continue to play an important part in the English studies curriculum in a world characterised by change and instability, we cannot stop exploring why students of English should study literature.

Acknowledgement: *I would like to use this opportunity to acknowledge my debt and express my gratitude to the late Professor Ratimir Ristić, whose knowledge, time and generosity were indispensable and from whom, apart from all the invaluable knowledge and guidance I received, I also learned much about the evolution of literary studies at the Department.*

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STUDIJE KNJIŽEVNOSTI NA DEPARTMANU ZA ENGLESKI JEZIK U NIŠU: ISTORIJAT I PRAKSE

Rad daje kratki istorijski pregled akademskih studija anglofonih književnosti na Departmanu za anglistiku Filozofskog fakulteta Univerziteta u Nišu, od momenta njihove institucionalizacije do danas. Umesto sveobuhvatnog pregleda svih književnih predmeta u proteklih pedeset godina, u radu se identifikuju ključni momenti u istoriji akademskih književnih studija i karakteristični pristupi u utvrđenim nastavnim programima. Razmatranje sadržaja i ciljeva književnih predmeta, aktuelnih kao i onih iz prošlosti, nameće pitanje pedagoške i sazajne vrednosti koje profesori književnosti na Departmanu pripisuju književnim studijama. Istorijsko sagledavanje diskursa koji su oblikovali i nastavljaju da oblikuju akademske književne studije u okviru programa studija Engleskog jezika i književnosti je je način za bolje razumevanje njihovog nekadašnjeg, sadašnjeg, kao i budućeg izgleda.

Ključne reči: *akademske studije književnosti, Departman za anglistiku u Nišu, istorijska perspektiva, formativni diskursi*

EXTRACURRICULAR EXPRESSION AND DEVELOPMENT OF STUDENTS AT ENGLISH DEPARTMENT, UNIVERSITY OF NIŠ

UDC 811.111'243:378.147(497.11Niš)

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Abstract. *During the fifty years of the Niš English Department (1971-2021) a great number of extracurricular activities (ECAs) have been organized. These planned, systematic activities resulting from regular coursework usually present volunteering students with authentic, real-life tasks where they should integrate the knowledge acquired in academic work with other aspects of their personality for the sake of 'deeper learning'. This engagement, which often requires the investment of additional time and energy, has been an opportunity for students to express their creativity and imagination as well as develop problem-solving, communication skills, job-related and transferrable general skills.*

This paper presents a review of ECAs organized at the Niš English Department over the fifty years, their range, forms and the influence they may have had on the development of participating students.

Key words: *extracurricular activities (ECAs), Niš English Department, student engagement*

Since the Niš English Department was founded in 1971, its staff has devoted a lot of energy and time in the teaching/learning process, believing that only “passive learning, or the consumption of knowledge, is [not] at all possible within the arts and humanities” (Martin 2009, 300). This can be evidenced in regular classes but even more in extracurricular activities¹ (ECAs) which offer ‘learning spaces’ (Barnett 2010, 1) different from traditional ones, and include creativity and various talents. Research shows that students who participate in ECAs value the benefits of the participation regardless of “[whether] they directly or indirectly affect academic performance” (Buckley and Lee 2021, 45). Participating in ECAs provides “a host of opportunities for mutually beneficial engagement with other communal

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¹ Though in literature a variety of terms is used (project-based learning, experiential learning, practice-based learning), we have decided to use ‘extracurricular activities’ as the umbrella term, although some of the ‘extra’-curricular work is done in regular classes, either complementary or compensatory to academic work.

and societal stakeholders and [offers] new challenges and opportunities for personal growth” (Buckley and Lee 2021, 45).

In this paper ECAs done at our Department will be defined as systematic, planned activities, optional and voluntary for students², “which are sometimes defined as co-curricular, as they are closely related to but are not part of academic study” (Thompson et al. 2013, 136). These are authentic tasks relying on the academic work (translation, literature, writing courses), done for real audience and with a real purpose. They are process-oriented since they are to provoke participating students’ emotional, social and cognitive development – particularly building confidence, autonomy, independence; cooperation with other participants; (self)reflection (Clark et al. 2015; Thompson et al. 2013) and creativity and imagination as an essential addition to learning (Freeman 2006). In most cases there is a final product which evidences students’ achievement and presents it to the public (a theater performance, a publication and the like). The fact that foreign lecturers have initiated many of the ECAs has greatly contributed to the range and quality of ECAs. Another indirect benefit of organizing ECAs is that the students who participated in the ECAs have themselves initiated ECAs once they have joined the Department as instructors.

What follows is a brief description and analysis of the ECAs organized by the Niš English Department. They are grouped according to the field of activities: theater performances, creative writing, translation projects, newspaper clubs, etc. while a separate section is dedicated to the projects conducted in cooperation of our Department with the US Embassy in Belgrade and other US institutions. The review finishes with a project where students could directly test and develop their job-related competences. Unfortunately, there is scarce and mostly anecdotal evidence of ECAs up to 2000 so only a few will be mentioned here, while those organized since 2000 will be presented in greater detail.

1. THEATER PERFORMANCES

Drama clubs and theater performances in arts and humanities help students connect ‘knowledge’ and ‘experience, personal intervention and wisdom’ (Anderson 2010), achieving in that way “an alternative view of imaginative intelligence which would enable students to benefit from a more meaningful intellectual engagement with their material and from a fuller participation in the disciplinary field” (Anderson 2010, 206). Anderson (2010) stresses that by engaging students’ emotions, individual experience and judgement, “the link between learner and knowledge can be strengthened in the desired direction” (210) and thinks that these should be encouraged in arts and humanities programs.

At our department this line of ECAs has been inevitably related to the academic work in Anglophone Literature courses and performed both in regular classes (for example, poetry reading with Prof. Dragana Mašović; performance of *Hercules and Antaeus* with Prof. Lena Petrović; literary workshop marking St Patrick’s Day with Nataša Tučev in 1995-96) and as extracurricular activities. The earliest example is connected with the first generation of students enrolled in 1971, who did the dramatization of Shakespeare’s *Merchant of Venice*.

² Students who do not want to participate in these non-traditional activities are always offered alternate assignments.

Most theatre performances are connected with the work of Prof. Dragana Mašović. In the mid-1990s, Prof. Mašović and our students in collaboration with Tatjana Paunović put on two productions: *Much Ado About Nothing* by W. Shakespeare and *Waste Land* by T. S. Eliot. These productions drew attention of a wider community and were performed at the Niš National Theatre and the Niš Puppet Theatre respectively, the Priština National Theatre, Students' Cultural Center in Belgrade, and "Filozofijada"³ in Budva (Montenegro).

Another line of Prof. Mašović's theater work was related to the literature and cultural studies courses newly-introduced in the reformed curriculum accredited in 2008. Prof. Mašović and forth-year students attending the elective course *Irish studies* organized public events which varied in content and activities on St Patrick's Day - March 17th. The biggest event was organized in 2010 and consisted of a theater performance and rock concert of our students' band "The people who stare at goats". Within the third-year obligatory course *American Literature: American Drama*, Prof. Mašović, Ana Kocić Stanković and third-year students would prepare a production of a play by an American playwright (for example, *A Streetcar Named Desire* by Tennessee Williams in 2011-12).

In recent years, the theatre performances were connected with *NELTA Theatre Fest*. This is a festival of theater performances in English and other foreign languages prepared by primary school, secondary school and English Department students and instructors. The festival is organized annually in May by the Niš English Language Teachers' Association (NELTA) and the Faculty of Philosophy. In 2016, to mark the 400th anniversary of the death of William Shakespeare, instructors Milena Kaličanin, Danijela Petković and Sanja Ignjatović and first- and second-year students prepared *Shakespeare and Love*, recital consisting of Shakespeare's sonnets, while in 2017 a group of fourth-year students and Danijela Petković prepared a scene from *The Importance of Being Earnest* by Oscar Wilde.

Engaging students in acting and drama was also part of English Language courses. In 2008, as one of three student projects within the third-year two-semester course *English Language 3*, our British lector Sonja Stojanović and a group of students prepared *That Amateur Show*, a production consisting of three episodes: a scene from the film *Pride and Prejudice* based on the Jane Austin novel; a scene from the Serbian comedy *Tesna koža* presenting a humorous account from a high-school English class; and a sketch from our students' life.

These theater performances show that there are students at the Niš English Department with great talents who are ready to step outside of the expected and merge into new creative experiences. Recognizing their talents and willingness to experiment, our instructors have gladly created opportunities where these students can show their talents but also enrich their learning process.

2. CREATIVE WRITING AND TRANSLATION PROJECTS

Another line of ECAs related to Anglophone Literature courses is creative writing. The interest of students and instructors for this kind of activity witnesses that philology studies can make a connection between literary theoretical considerations and students' creativity, thus integrating their knowledge into a more personal learning experience. Our instructors seem to agree with Freeman (2006) that "[c]reative, project-driven and tutor-supported investigations are as well suited to the ideals of higher education as they are to subject-

³ This is the annual meeting of students of faculties of philology and philosophy.

specific enquiry” (Freeman 2006, 101). For Freeman (2006), “creative activity is not antithetical to analytical engagement, and neither is it necessarily mystical” (93); it is a crucial part of studying: studying is

at its strongest when it includes intuitive, subjective and creative enquiry, alongside dedicated space for reflective evaluation. And through acknowledging that students learn best when they address knowledge in ways that they can trust, and realizing that we trust best what we have tested most thoroughly and personally. (Freeman 2006, 101)

Creative writing activities at our Department have become particularly prominent since the introduction of elective courses in 2008. Our foreign lectors have also been helpful in organizing students and compiling students’ works of creative writing.

Some of creative writing pieces were written within the course Shakespeare taught by Prof. Ljiljana Bogoeva: for their final project, students could write a modern version of a Shakespeare play. Former student Milan Jovanović informed us of his play *The War is Over* based on Shakespeare’s *Othello*.

In 2014-2015 editors Sonja Stojanović, British lector, and Cleyera Martin, English language fellow, with the help of students Đorđe Stojanović, Aleksandra Miladinović and Sanja Ignjatović compiled the anthology *The Brevity, A Collection of Stories, Essays and Poems* (2015). As the editors say in the introduction, their aim of this publication was “to publicly recognize the ability and hard work of our students and [offer them] one of the essential features of writing – that of having an audience” (Stojanović and Martin 2015, 9).

In 2020 instructor Danijela Petković and forth-year students attending the elective course *Modern Anglophone Literature for Children and Young Adults* prepared and published the collection *The Harper and Other Tales: English Students’ Short Stories for Children and Young Adults* (Petković 2020). As the editor herself says, this student project was “an experiment, an exercise, and a didactic instrument [which resulted in] the outpouring of creativity, imagination, sentimentality” (Petković 2020, 4).

Student translation projects at the Niš English Department are conducted as a step beyond regular work in translation classes. Their aim is to put students into the professional translator’s shoes and confront them with the challenges and issues that one faces in an authentic translation task. These projects should show that, contrary to the general belief, a translation task is not solitary work, but rather that it is “always undertaken within a particular physical and social setting and interactional framework, with the translator working together with other actors, and with cultural, technical, documentary and linguistic tools and resources to design and create a text” (Kiraly 2005, 1102). Viewed in this way, translation is seen as a ‘dynamic’ and ‘situationally embedded’ activity “focusing on social, physical and emotional phenomena that extend far beyond the macro- and micro- strategies of the individual mind” (Kiraly 2005, 1101).

The translation student projects at our department seem to have achieved that aim: the student-translators worked for an audience other than their instructors with the purpose of presenting a new artwork to the general public, doing research into the artist’s life and work and into the socio-cultural circumstances, searching for linguistic and socio-cultural equivalents to the author’s style, dialect, humor, puns in order to precisely render the message(s) of the original.

One of the first student translation projects after 2000 was the translation of ten newspaper short stories by J. D. Selinger, previously never translated in Serbia. The publication

*Studentski prevod 10 novinskih priča Selindžera*⁴ (2008) (*Student translation of 10 newspaper stories by Selinger*) was financially supported by the Bureau of Educational and Cultural Affairs, Department of State, USA, and the American Councils for International Education: ACTR/ACCELS. The project coordinators were: Nina Lazarević, Milica Savić, Slobodanka Kitić, Tatjana Paunović and Ljiljana Marković. As students themselves say, this translation task significantly changed students' perspective on translation. During the project they focused more on 'success' than on grades (Nataša, *Studentski prevod* 2008, 9); they realized that it takes 'a lot of will and determination' to do a translation "accurate and faithful to the writer's style and the Serbian language" (Aleksandar, *Studentski prevod* 2008, 11); and that translating is a never-ending process (Marija, *Studentski prevod* 2008, 12).

Individual students have also taken up some important translation tasks which they performed under the supervision of their instructors. Thus, in 2013 the MA student Vesna Savanović with the help of Nataša Tučev translated the play *Seven Lears* by Howard Barker: *Sedam Lirova (Potraga za dobrim)* (Barker 2013), which was published in the theater arts review *Scena*.

In 2017-18, a group of BA and MA students under the supervision of Nina Lazarević, Nikola Tatar and Ljiljana Marković translated a collection of short stories for young adults *Prostor za mokrog psa* (Spasić et al. 2012) and published it as *The Place for the Wet Dog, A Collection of Stories for Young Adults - Student Translation* (2018). This task was particularly challenging because the students not only faced a real-life translation task for the first time but also had to do it by translating from Serbian, Croatian, Bosnian and Montenegrin and their respective dialects (as the authors of the short stories come from the region) (Marković and Lazarević 2020). Luckily, their first proofreading audience were former American lecturers and students of the University of Alabama in Tuscaloosa (USA), then visiting our Faculty, who helped our student-translators with their comments.

A recently conducted student project combined two kinds of student work: creative writing and translation performed in two elective courses. It started with the Gothic stories written in English by third-year students within the elective course *Gothic Imagination* taught by Milica Živković. Then, students attending the fourth-year course *Language Exercises: Translation from English to Serbian* taught by Ljiljana Janković (some of whom were the authors of the originals) translated these stories into Serbian. The publication which resulted from this work *Društvo živih prevodilaca/ Living Translators' Society* (forthcoming) contains both the originals in English and their Serbian translations.

Niš English Department students have also been engaged in translating more 'applied' genres of writing. Thus, in 2007-08 third-year students and their instructor Nina Lazarević compiled and translated into English and Serbian respectively *The Survival Guide for Freshmen*. This was one of three extracurricular activities conducted within the two-semester course *English Language 3* (Marković and Lazarević 2010). *The Survival Guide* is an interesting project because its aim was to compile a brochure to introduce newly enrolled students (freshmen) to studying and university life. A particularly valuable section of the brochure was "A Glossary of Newer Academic Terms" (English-Serbian translation), defining the terms (credit transfer, elective course, diploma supplement) newly introduced into our academic life as part of a major curriculum reform. The brochure was ready for the 2008 class enrolment, and was available on the then official site of the Faculty of Philosophy <http://www.filfak.ni.ac.yu>.

⁴ The publication title will be shortened to *Studentski prevod* (2008) in the text.

Another project of the more ‘applied’ kind was conducted by forth-year students and instructor Dušan Stamenković at the elective course *Consecutive Interpreting* in 2018-19. These students translated a selection of material on the Faculty of Philosophy web site into English, thus significantly contributing to the international visibility of our institution. The project team also included Nikola Jović and Saša Trenčić. The translations are available at <https://intl.filfak.ni.ac.rs/en>.

The ECAs presented in this section start from the belief that creativity should not be expelled from university, especially not from philological departments, and that it is instructors’ task to recognize and encourage students’ talents and creativity. The success of the regular and extracurricular activities evidence that it is possible to achieve “implementing an appropriate balance of knowledge, imagination and evaluative reflection” (Freeman 2006, 101) - at least at philological departments, thus “produc[ing] graduates who can go on to become the creative and imaginative mainstay of our future” (Freeman 2006, 101).

3. NEWSPAPERS AND OTHER PROJECTS

Newspaper projects are quite popular in English courses at all levels because students are familiar with the genre and they can write about any topic of interest while stepping outside the classroom, writing for an audience other than the instructor, and at the same time learning to set their style and tone to that audience (Marković and Lazarević 2010).

The earliest newspaper project that could be tracked comes from the mid-1980s: it is the unnamed magazine initiated and completely compiled by the students (Snežana Milošević, Kaća i Bilja S. with Suzana Ilijev and Mlađan Živković) and supported by the instructors Mladen Jovanović, David A. Hill and Ivona Ilić. The magazine consisted of: a news flash for English students; an anecdote from the Faculty halls; a talk with an American lecturer; information for students who wanted to spend a summer in the UK as au pairs; the lyrics of the song “Sacrifice” by our students’ band “Jugendstil”; “English by Wolf” and the invitation to classmates to send their contributions.

Another newspaper project was ENGZINE, one of three projects within the two-semester *English Language 3* courses in 2007-08. It covered a range of topics: from a section about studying (the ‘Bologne-oriented’ reform; top US universities; interviews with instructors who spent a semester at US universities) through the (then) new possibilities of the Internet (e-learning, e-shopping, e-cheating in the exam) to the recommendations of the latest books, films, sports events, cars and fashion (Marković and Lazarević 2010). ENGZINE was presented on the then official web site of the Faculty of Philosophy <http://www.filfak.ni.ac.yu>.

A unique writing endeavor was the project of third-year students and their instructor Sonja Stojanović within third-year *Essay Writing* courses done in 2011-12. They compiled a tourist brochure of Niš, which presented important historical and cultural sites of Niš and other places to visit. The guide was published and used as intended: as help to the visitors of the Faculty of Philosophy, such as participants of the biannual international conference *Teaching Languages and Cultures*.

The introduction of elective courses in the reformed curriculum accredited in 2008, as shown above, created new opportunities for instructors and students to present students’ work. One of the ways was compiling students’ coursework into publications with two purposes in mind: first, to recognize and acknowledge the work of students who achieved high proficiency and present it to the public, thus providing personal satisfaction to the

students; second, to provide useful, practical guidelines to future students of the course requirements and possible ways to meet them.

One of these publications contains the work of students in the third-year elective course on writing an academic paper. The collection *FORM & CONTENT: Writing an Academic Paper, Student essays* (Paunović et al. 2014) consists of ten students' papers. While the essays make Part I of the publication, the other part "Bric-a-brac" is intended for future students. It presents the students' view of this often painstaking but also gratifying process (*Through student-writers' eyes*), Power Point outlines of the essays (*What do you think? Essay outlines and presentations*) and guidelines for writing an academic essay (*Asking the right questions: A guide to critical thinking*).

Another publication *TRY IT! Using Information and Communication Technology in an English Classroom* (Mišić Ilić and Mihajlović 2012) consists of students' final projects done in the fourth-year elective course *Computer-Assisted Language Learning*. Section I presents the theoretical and practical issues of using digital technologies in the EFL classroom, while Section II contains three samples of final projects provided by the editors and the final projects of eleven students 'show[ing] mastery of utilizing IT in class preparation' (Mišić Ilić and Mihajlović 2012: 8).

The Niš English Department staff have also engaged students as contributors in their own research. One such project was *Translating Canada* (2010-2012) conducted by Milena Kaličanin and supported by the Central European Association for Canadian Studies (CEACS). A group of BA and MA students helped their instructor in making a database of Serbian translations of the works by Canadian authors.

4. US-SERBIA STUDENT PROJECTS

The Faculty of Philosophy in Niš and the US Embassy in Belgrade have had a successful cooperation since the foundation of the English Department. Since 2000, their cooperation has resulted in a number of successful student projects.

One of the regular activities of these partner institutions is that the State Department through its programs sends a young US scholar to the Niš English Department. As an English Language Fellow (ELF) or English Teaching Assistant (ETA), this scholar helps in teaching different courses and conducts programs for students and citizens of Niš. Part of their activities is directed at organizing student extracurricular work which enables our students to have a more personal and immediate contact with the US culture, and work on developing intercultural competences. Some of these will be presented here.

4.1. *Spelling Bee*

The first ELF/ETA at our Department was Brooke Ricker in 2011-12. Among other projects and workshops, she initiated the annual competition of Niš English Department students *Spelling Bee*, based on *SCRIPPS National Spelling Bee* (www.spellingbee.com). The purpose behind the project was two-fold: to introduce and popularize this aspect of US academic life, and to contribute to developing our students' vocabulary acquisition. Thanks to the support of the US Embassy and enthusiasm of other ELFs/ETAs: Cleyera Martin, Kelsey Montzka, Jessica Collins, Jasmine Passa and Danbi Lee, as well as our junior staff and exceptional English Department spellers, this project turned into a traditional event which ran until 2018.

There was another project related to Spelling Bee that Brooke Ricker and Ljiljana Marković conducted. It was making a film about the 2011 competition, inspired by the documentary *Spellbound* (2002) directed by Jeffrey Blitz, “follow[ing] eight teenagers on their quest to win the 1999 National Spelling Bee” (*Spellbound* n.d.). Vlastimir Stevanović, English Department student with great experience in film-making, was the director, while the participants of the First Spelling Bee were its main characters. The film was supported by the US Embassy in Belgrade and Faculty of Philosophy. It premiered in 2012.

4.2. Academic Writing Project

Another academic writing project was conducted by Jessica Collins, graduate of Clemson University, in 2016-17. It was a project consisting of writing academic papers on important issues in both the US and Serbia. It included students from our department and from Clemson University in South Carolina who attended a semester at the Faculty of Political Sciences in Belgrade at the time. An interesting twist in the project was that the US students researched and wrote about the situation in Serbia, while our students wrote essays on the US situation. Thus, the aim of the project was not only to lead students through researching a topic and writing an academic paper on a social issue but also to ‘decenter’ students by taking a critical stance toward the issue from the perspective of the other country. While most of the activities were conducted online under Jessica Collins’ supervision, the students also spent two weekends together (one in Belgrade and one in Niš), doing workshops but also spending more personal time together and getting to know one another.

4.3. The Serbia Fellowship Experience

The project between the Niš English Department and the University of Alabama was not one directly supported by the US Embassy; yet, it also illustrates good cooperation between our and US institutions. The project *The Serbia Fellowship Experience* (SFE) of the University of Alabama in Tuscaloosa was an entirely student-led international student project consisting of a visit of a group of Alabama students and instructors to Serbia. The aim of the project was “[to] build bridges between US American youth and Balkan youth through cultural immersion, fulfilling service, mutual respect, and active research with hopes to foster sustained dialogue on political, social, and economic issues” (*The Serbia Fellowship Experience*).

Although the project was originally conducted with the Municipality of Blace, thanks to our alumna Sanja Smiljković Savić, English teacher in Blace, the Niš English Department staff Tatjana Paunović, Ljiljana Marković and Nina Lazarević and project coordinators Aaron Brazelton, Al Gilani and Prof. Mary Mears made contact in 2013 and agreed to extend the project activities to the two universities.

The special value of the project was that US guests were accommodated in our students’ families, gaining first-hand experience of the everyday life of Niš students. At university, Alabama and Niš students participated in a number of academic activities: debates, presentations on important social issues, workshops (Serbian national dance workshop; peer review of the English translation of *The Space for the Wet Dog*), public lectures (of Prof. Mary Mears and Prof. Emily Wittman), as well as visits to Niš high schools (the First Grammar School “Stevan Sremac”), sports events (basketball match between the joint team of university students and the team of “Stevan Sremac”, then the high-school world vice-champion), guided sightseeing tours (Niš, Blace, Resavska pećina, Đavolja varoš, Pirost and monasteries Temska and Poganovo).

It was the coordinators' wish to develop the project further and turn it into 'S/AFE' – "The Serbia/Alabama Fellowship Experience", including a return visit of Niš University students to the University of Alabama and extending cooperation to student and staff exchange and research projects. However, primarily due to a lack of funding on the Niš partner's side, this idea was never realized.

5. TOWARD MORE JOB-MARKET-ORIENTED ECAS

The ECAs presented so far have been organized with the aim of enriching students' learning process by enabling the integration of the knowledge acquired in regular academic work with the students' personality (imagination, creativity) and experience. However, in recent years universities have become pressured by employers and funders to focus primarily on developing students' job-related and transferrable skills so that employers hire ready-made professionals. Universities are struggling to find a balance between these demands and their mission – to create well-educated, well-trained, well-rounded professionals and citizens. One of the ways in which the two can be reconciled may be through 'work-integrated learning' (WIL). This is a form of collaboration of universities and industry combining "on-campus and workplace learning activities and experiences which integrate theory with practice in academic learning programs" (Jackson 2013, 99), organized as work placements, internships, practicum, project-based learning, service learning.

One project of this kind is *Supporting the education of refugee and migrants children in Serbia - E-learning response to COVID 19 crisis*, conducted by UNICEF Serbia, "Indigo" Group for Children and Youth, Niš, and the Faculty of Philosophy in Niš in 2020-21. The project coordinators were Gordana Đigić, Ljiljana Marković, Biljana Mišić Ilić, Violeta Stojčić and Ljiljana Mihajlović, while the participants were MA and senior-year BA students.

The aim of the project was to provide immigrant children with online education while they are with their families in Serbia (in migrant camps in Vranje, Šid and Krnjača). Our student-volunteers taught tailor-made online English language courses at the A1 and A2 levels of the Common European Framework for Languages (CEFR) respectively, helping migrant children to upgrade their English language competences.

The value of the project for the participating students was that they went through all the stages of teaching an English course: from doing the placement test, through designing lesson plans and class materials, through teaching and reporting on the progress at staff meetings, to final assessment. In addition, this was an opportunity for the students to work on their communication and leadership skills as well as personal confidence and stamina. Finally, this was an opportunity for them to explore online teaching first-hand.

For their engagement, the students received compliments from the project partners and supervising institutions. Students themselves say that the project significantly contributed to developing their professional selves. Being a success, the project will continue in 2021-22 with a new group of student-volunteers.

As it can be seen, this project succeeded in providing students with a real-life teaching experience through an ECA. It might serve as a model for future WIL activities: by making room in the curriculum for practicum or volunteer work with partner organizations and companies, university can meet the demands of companies for more job-market-oriented competences, yet stay true to the ideal of "producing creative and imaginative mainstay of our future" (Freeman 2006, 101).

6. CONCLUSION

Extracurricular activities (ECAs), here defined as systematic, planned and for students voluntary ‘co-curricular activities’ (Thompson et al. 2013, 136) have been a constant in the engagement of Niš English Department instructors and students during the last fifty years. They have ranged from theater performances through creative writing and translation to student newspapers, compiling publications and competitions, and have varied in form: from non-traditional regular class activities through student projects to volunteering. In recent years, the focus of the ECAs has slightly shifted to developing job-specific and transferrable skills more closely. However, what all these activities have in common is that, though they frequently require additional engagement of both instructors and students, they are organized because it has been felt that the knowledge acquired in the classroom is just a springboard for students’ development of talents, interests and professional skills. The instructors organizing these ECAs seem to believe that only when our students’ knowledge is connected with their personality, emotions, behavior, critical reflection can it be complete, deeper and more productive. The list of ECAs presented in this paper offers evidence to that. Our hope is that future generations of instructors and students will follow the lead of their predecessors.

Acknowledgement: *The author wishes to thank the teaching staff of the English Department, Faculty of Philosophy in Niš, and former students for their help in compiling a more accurate list of extracurricular activities. Unfortunately, due to the limited space, these activities could not get a more detailed account, for which the author apologizes. Hopefully, there will be other opportunities to talk about these and many other ECAs.*

We are also grateful to the Niš English Department alumni who have submitted reports on other forms of students’ engagement: Nevenka Hosonaka, née Nikolić, for the newspaper article about first-generation students’ internship in the early 1970s; Sanja Tasić for the student conference at the Faculty of Philosophy in Novi Sad in 2002; Natalija Nenadović for doing interpreting for the OEBS election observers in the historic elections in 2000 and many others.

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IZRAŽAVANJE I RAZVOJ STUDENATA DEPARTMANA ZA ANGLISTIKU U NIŠU KROZ VANNASTAVNE AKTIVNOSTI

Za pedeset godina koliko postoji Departman za anglistiku Filozofskog fakulteta u Nišu (1971-2021) organizovan je veliki broj vannastavnih aktivnosti. To su dobro planirane i organizovane aktivnosti koje se nadovezuju na rad na redovnim časovima. Studentima koji se dobrovoljno javljaju da učestvuju u njima obično se pruža mogućnost da obave autentične zadatke i da tom prilikom povežu znanje stečeno u toku redovnog studiranja sa drugim aspektima svoje ličnosti kako bi dostigli 'dublje nivoe učenja'. Iako često zahteva dodatno vreme i energiju, ovaj angažman pruža studentima priliku da izraze svoju kreativnost i maštu i da razviju razne veštine (rešavanje problema, komunikacija, profesionalne i opšte veštine). Ovaj rad daje prikaz vannastavnih aktivnosti organizovanih na Departmanu za anglistiku Filozofskog fakulteta u Nišu u toku ovih pedeset godina, njihov opseg, oblike i uticaj na razvoj studenata koji su učestvovali u njima.

Ključne reči: vannastavne aktivnosti, Departman za anglistiku u Nišu, angažovanje studenata

TEFL METHODOLOGY AND PRE-SERVICE TEACHER EDUCATION AT THE ENGLISH DEPARTMENT, UNIVERSITY OF NIŠ

UDC 811.111'243:378.14(497.11Niš)

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Abstract. *The paper outlines the development of the TEFL Methodology courses in the English Department curriculum over the past fifty years, from the foundation of the Department at the Faculty of Philosophy in Niš in 1971 to date, as well as the many curricular and extracurricular aspects of work related to the pre-service education of prospective EFL teachers.*

Key words: *TEFL Methodology, Niš English Department, pre-service teacher education*

1. INTRODUCTION

Each academic year, one of the first things new students learn when they enroll the English Department at the Faculty of Philosophy in Niš is that there are four main ‘pillars’ of their curriculum: English language, English linguistics, Anglophone literature and English-speaking cultures. These four ‘lines’ or ‘paths’ of development, which constitute the core knowledge-base of ‘Anglistics’, are traced out in the curriculum by the obligatory courses in each semester, such as *Contemporary English*, *Phonetics*, *American Drama* or *Australian Studies*, as well as by the many elective courses at both the BA and the MA levels of study.

However, ever since the foundation of the English Language and Literature Department in 1971, the curriculum has had an important fifth component, the one which focuses on providing pre-service education for prospective teachers of English as a foreign language (TEFL) as one of the principal outcomes of the English language and literature study programs. Reflecting the understanding that foreign language teaching is an essentially skills-based profession (Tsui 2011), and that, as pointed out by Grant and Gillette (2006, 296), “[t]he science of teaching may lie in the content, but the art of teaching is in the

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delivery of the content”, pre-service teacher education at the English Department has, in addition to the ‘content’ courses in English, linguistics, literature, and culture, always included both a theoretical teaching-methodology component and a practical skill-developing component. They have been realized through TEFL Methodology courses which have varied in form over time, but have invariably been dedicated to keeping pace with the new developments in applied linguistics, education, and teaching methodology, so as to provide prospective EFL teachers with up-to-date knowledge and skills, and “dispositions that will allow them to succeed” (Darling-Hammond *et al.* 2005).

This paper outlines the development of the TEFL Methodology component in the English Department curriculum over the past fifty years, from the foundation of the Department in 1971 to date, as well as other curricular and extracurricular aspects of work related to the pre-service education of prospective EFL teachers. After a brief chronological overview of the course forms, their position in the curriculum, and the teaching staff in the courses, the paper discusses the course content, aims and objectives. Lastly, it presents the broader outcomes of these courses – the networks, projects and extracurricular activities which have developed as extensions closely related to TEFL Methodology and pre-service teacher education at the English Department of the Faculty of Philosophy in Niš.

2. TEFL METHODOLOGY IN THE CURRICULUM

Even in the earliest versions of the curriculum, where TEFL Methodology was a two-semester obligatory course, it had a clear modular structure, comprising the theoretical and practical components, i.e. the knowledge and the skills. Up to the late 1980s, the first part of the course covered only the theoretical component through two contact hours (lectures) in the spring semester of the third year of studies, and the second part, in the fourth year of study, covered both theory and practice, through two lecture classes and four practice classes. The exam, too, consisted in the practical teaching part, and the final written exam. In the 1988 curriculum, the practical component of the course was expanded to include practicals in the spring semester, while in the 1990 curricular changes the course was re-positioned to be realized in the autumn and spring semesters of the third year of study, with two lecture and two practical exercise classes in either semester.

In the early 2000s, the curriculum of the English Department was gradually reformed to incorporate the Bologna convention principles and the European Credit Transfer System, so the two-semester TEFL Methodology course was re-designed into three components: two one-semester courses and a stand-alone teaching practicum component, carrying 6 ECTS credits each. This design was first introduced by the 2006 curriculum, and remained the same through three accreditation cycles, in 2008, 2014, and 2021, with some adaptations of the credits carried by the three components, which currently amount to 6 ECTS for the first course, 4 ECTS for the second one, and 3 ECTS for the teaching practicum. In the latest curriculum reform, however, in 2021, the position of the TEFL Methodology courses was changed once again, actually turning back to the original design – starting with the Methodology 1 course in the spring semester of the third year and continuing with Methodology 2 and the teaching practicum in the fourth year of study. This change was (re-)introduced to provide an even better match between the organization of the academic work at the Faculty and the organization of school-years in the primary and secondary schools where students realize their teaching practice. This full cycle of re-designing the organization of the TEFL Methodology courses indicates that from

the earliest period the pre-service teacher education component was firmly grounded in the close cooperation with schools and teaching practice.

Of the English Department teaching staff, professors Ratimir Ristić and then Đorđe Vidanović were in charge of the TEFL Methodology courses up to the late 1990s, while the teaching assistant was Slobodanka Kitić, from 1989 to 1998. For the next decade, from 1998 to 2008, it was professor Slobodanka Kitić who taught and developed the obligatory TEFL Methodology courses, and introduced the changes leading to the Bologna reform and today's structure and design of these courses. In this period, the teaching assistants in the courses were Marija Stojković Grujić, and later on Milica Savić and Nina Lazarević, as well as, from 2013 onwards, Ljiljana Marković, senior lector at the Department. From 2008 to 2014, professor Tatjana Paunović was in charge of the TEFL Methodology courses, which were taken over by professor Nina Lazarević in 2014. In 2018, Ema Živković joined the TEFL Methodology team, first as a Junior Researcher and then as an English Department lector. Currently, the obligatory TEFL Methodology courses and the teaching practicum are realized by Tatjana Paunović, Ljiljana Marković and Ema Živković.

From the first Bologna-based curriculum of 2006 onwards, the obligatory TEFL Methodology component of the curriculum has been supported and strengthened by introducing several elective courses expanding on specific areas related to TEFL Methodology. The first electives of this kind, introduced in the 2008 curriculum, were *Phonology in TEFL*, renamed *Pronunciation in TEFL* in the 2014 curriculum, focusing on the theoretical understanding and practical application of the approaches and techniques used for teaching the micro-skill of pronunciation, as well as the course titled *English Language in the British Culture*, renamed *Intercultural Communicative Competence (ICC)* in the 2014 curriculum, aimed at raising prospective teachers' awareness about developing ICC as an important component of EFL students' communicative competence. Namely, beside grammatical, sociolinguistic, discourse, and strategic competencies (Canale 1983, 5; Richards 2006), the notion of communicative competence (Hymes 1971) has grown to encompass the intercultural component as well (Byram 1997), including a critical understanding of global communication and its impact on L2 teaching (Cameron 2002). Both these electives were taught by professor Tatjana Paunović in this period, with the assistance of Milica Savić and later Ema Živković in the *Pronunciation* course, and, from the introduction of the *ICC* course to date, of Ljiljana Marković, senior lector. From 2014 onwards, the *ICC* course was taken over and further developed by professor Nina Lazarević.

Another TEFL-related elective course introduced by the 2008 curriculum and still active is *Computer Assisted Language Learning*, focusing on the use of information and communication technology in teaching foreign languages. This course is taught by professor Biljana Mišić Ilić and Ljiljana Mihajlović, senior lector in the English Department. In this elective, students get an opportunity to learn about and practice using platforms, applications, and tools for distance learning and online teaching, which have all proved particularly valuable for contemporary EFL teachers, not only due to the recent pandemic, but also to the changes in the global circumstances of EFL learning and teaching.

Two more Methodology-related electives were introduced by professor Lazarević in the 2014 curriculum: *Elements of culture in TEFL*, focusing on designing and implementing activities and materials for integrating teaching culture in the EFL classes, as well as *Testing in TEFL*, offering students broader theoretical foundations and the practical application of techniques used for creating tests, as well as alternative assessment techniques. Moreover, an elective was introduced in the 2014 MA-level curriculum – *Material design in TEFL*, taught by

professor Lazarević, Ljiljana Marković and later Ema Živković, aiming to offer students practical experience in creating teaching materials and activities based on the national curriculum for English as a foreign language in state-funded schools. The course focuses on adapting authentic materials for students of different levels of proficiency and different age, on connecting the content of EFL materials horizontally with the content of other school subjects, on adapting materials for the purpose of individualization and differentiation in TEFL classes, as well as on materials for integrated-skill teaching.

This short overview shows that although TEFL methodology has been an important part of the English language and literature curriculum from the very beginning, it has also grown and developed over the past fifty years. The common thread connecting all the TEFL Methodology work realized through the different course forms and designs over the past decades is its orientation towards teaching practice firmly grounded in up-to-date theoretical understanding of language learning and teaching.

3. TEFL METHODOLOGY – THE FRAMEWORK AND THE CONTENT

The analysis of the TEFL Methodology course syllabuses over the past decades reveals that the content of the course was occasionally updated and upgraded, rather than changed: new developments in the field were added to the course topics and outdated elements left out, but, essentially, these courses have always had one and the same objective – for students to develop *their own* effective and modern teaching methodology. Rather than handing down ready-made solutions, i.e. a number of teaching methods as a ‘book of recipes’, TEFL Methodology courses have always aimed to place the focus on the student as a pre-service teacher, and to raise the student’s awareness of the teacher’s responsibility for making well-informed, well-grounded and well thought-out choices in their teaching practice, and to motivate students to commit to life-long professional development. It can, therefore, be said that from the earliest versions of the TEFL Methodology syllabus, it has always aimed to enable students to practise *principled or ‘informed’ eclecticism* in their future teaching (Richards and Rodgers 1986, 158).

In order to adopt such an approach, a teacher must have a good grounding in various approaches, an understanding of the history and evolution of teaching, a good grasp of the principles and techniques of a variety of teaching methods, and a good understanding of the influential factors in the teaching and learning contexts (Kumaravadivelu 2001). That is why the TEFL Methodology courses have always had a sort of modular structure, focusing not only on teaching, the teacher’s role and the teaching methods and techniques, but also on learning, the nature of the learning process and learner characteristics, as well as on the learning context and the factors that influence the teaching/ learning process.

The central module in the course has always presented the current methods of EFL teaching, and their principles and techniques (Brown 2000, 2001; Celce-Murcia *et al.* 2014; Larsen-Freeman, 1986/2000; Larsen-Freeman and Anderson 2011; Rivers 1987; Rivers and Temperley 1978). This module has closely followed the developments in the discipline, for instance, to include Task-Based Learning and teaching (Willis 1996, Nunan 2005), Cooperative Learning (Johnson and Johnson 1987, 1991; Zhang 2010), or integrated-skills teaching (Oxford 2001) as these gained ground in TEFL worldwide.

Another module has focused on planning and organizing lessons, introducing, in addition to a principled theoretical framework for defining lesson aims, objectives and outcomes, and

for designing appropriate lesson activities, an array of practical techniques for lesson design and classroom management (Harmer 2005; Scrivener 1998/ 2005; Scrivener 2012; Shrumand Glisan 2010; Ur and Wright 1992; Ur 1996). In this module, too, over the years new elements were added, such as strategies for designing group work in heterogeneous classrooms (Cohen and Lotan 2014), useful scaffolding and differentiation techniques (Vygotsky 1978; Johnson 2009; Kitić 2007), the use of language games (Lee 1979; Wright *et al.* 2006), or student projects, portfolios and other alternative techniques (Richards 2002).

The third module in the TEFL Methodology courses has covered other related topics relevant for teacher's choices in lesson planning and classroom work, pertaining to the learning process and the learning contexts, such as Krashen's hypotheses, particularly the language acquisition vs. language learning hypothesis (Krashen 1981), as well as learner differences (Ellis 2004; Dornyei and Skehan 2003), teaching young learners (Cameron 2001), learning styles and learning strategies (Oxford 1990, 2014), motivation (Harmer 2007; Cohen 2010), or multiple intelligences (Gardener 1993/2006; Armstrong 2009).

The developments in the TEFL Methodology course content over the decades indeed reflect Hinkel's (2006, 110) observation that contemporary views on teaching L2 skills are characterized by the decline of methods – towards the eclectic approach, the significance of the bottom-up as well as top-down skills practice, and the teaching of integrated and multiple skills in context. Most importantly, although it has not always been formulated explicitly in the syllabus, the tradition of the pre-service EFL teacher education at the English Department has always aimed at enabling prospective teachers to become *reflective practitioners* (Richards and Lockhart 1996/2007).

4. TEFL METHODOLOGY-RELATED PROJECTS AND ACTIVITIES

Since the teaching practicum has always been such an important component of the TEFL Methodology courses, the most essential broader outcome of this aspect of work is the creation of and fruitful cooperation with networks of English teachers in the Niš region and beyond. One such network is that of teacher-mentors who guide and advise students' teaching practice in the state-funded primary and secondary schools during their obligatory practicum. An equally important teacher network, largely overlapping with the mentor network, is *NELTA - Niš Association of English Language Teachers*, which has been active for almost a quarter of a century now. The NELTA association was founded in 1997 as a result of a close cooperation between EFL teachers in schools and the TEFL Methodology teachers at the English Department. Since August 1997, the association has held regular monthly meetings at the Faculty of Philosophy, which also houses many of NELTA's projects and activities, such as seminars, conferences and professional gatherings in the field of English language teaching and pre-service and in-service teacher training.

For instance, in July 1997, thirty EFL teachers and NELTA members attended a two-week ELT methodology seminar on Task-Based Learning (TBL) at the Faculty of Philosophy, facilitated by John Rogers and Philip Glover in cooperation with the Open Society Fund. Similarly, in July 1998, NELTA and Faculty of Philosophy organized two one-week ELT methodology seminars in cooperation with the Open Society Fund, Belgrade, and about forty NELTA members attended the seminar "Integrated Skills" facilitated by Kathy Koop, Fulbright Scholar. The following year, 1999, the Faculty supported NELTA's project *Methodology for the XXI Century*. As part of the project, the seminar "Basic Computing

Course” was realized by Trevor Shanklin at the Faculty of Philosophy, attended by over thirty NELTA members. Within this project, English Department professors delivered a series of lectures and workshops for EFL teachers, on TEFL methodology, translation and literature studies. Another cycle of NELTA’s project for EFL teachers’ self-development was realized in 2001, supported by the Open Society Fund. Workshops for English teachers were organized in several towns in the Nišava district, where NELTA members Radmila Miltenović, Gordana Ignjatović, Sanja Kolarević, Makedonka Konstantinova, and Marija Kostić-Trivunac, NELTA president at the time, held a series of one-day seminars titled “Teaching Grammar, Pronunciation and Integrated Skills” in Niš, Leskovac, Pirot, Aleksinac, Zaječar and Prokuplje. In 2001 and 2002, NELTA members Marija Stojković-Grujić, Radmila Miltenović, and Gordana Ignjatović attended teacher-training programs (TOT, TESOL/CELTA, Mentor Course) abroad, and then organized a series of mini-seminars for fellow EFL teachers to share and disseminate their experiences.

More recently, in December 2015, the TEFL Methodology team from the English Department, and NELTA organized the EFL teacher-training seminar titled “Developing the skills of oral and written presentations of individual and group projects” accredited with the Ministry of Education (ZUOV project No 712, K2), and realized by Nina Lazarević, Ljiljana Marković, Tatjana Paunović, and Milica Savić. Another self-development activity for EFL teachers was the *Round table* jointly organized by NELTA and the TEFL team of the English Department in May 2014, titled “Accredited English language course-books in state schools: towards a continuous development of students’ competencies”. The teachers exchanged their experiences and views regarding the course-books currently in use, and the criteria for the evaluation, selection and use of EFL course-books. The *Round table* was followed by a brochure published by the Faculty of Philosophy.

To enhance and support the cooperation between the university and teaching practitioners in schools, in 2013 the Faculty of Philosophy founded the *Centre for teacher education and professional development*, currently re-designed as the *Centre for professional development*. The English Department TEFL Methodology teaching staff actively participates in the activities organized by the Centre, too. For instance, professor Nina Lazarević delivered a lecture on *Cooperative learning* in January 2018, for all primary- and secondary-school teachers, while in December 2020, Ljiljana Marković, senior lector, delivered an online public lecture for teachers titled *Mass open online courses (MOOC) as a form of teachers’ professional development*. Also, Nina Lazarević, Ljiljana Marković, and Ema Živković have participated as evaluators in the Centre’s Competition for the best methodological preparation (lesson plan) in foreign languages.

The English Department has also supported NELTA in organizing seminars and lectures by the world-renowned experts, thus bringing the latest developments in TEFL methodology research and practice to local EFL teachers. For instance, in June 2001, in cooperation with Longman ELT and YELTA (The Yugoslav English Language Teachers’ Association, founded in Belgrade in 2001), a seminar for NELTA teachers was realized at the Faculty of Philosophy, titled “Self Observation and Task-Based Teaching and Learning”, facilitated by Douglas Allan. In November 2001, the English Department and NELTA hosted the famous TEFL Methodology expert, Diane Larsen-Freeman (School for International Training, Battleboro, Vermont, USA), whose lecture “Chaos/Complexity Theory and Language Acquisition” expounded on her latest theoretical contributions. In February 2002, a seminar on English for Specific Purposes was organized at the Faculty of Philosophy, in cooperation with the US Embassy in Belgrade, facilitated by Kathy Koop (Fulbright Fellow). In April

2003, in cooperation with the national YELTA association, Thomas Santos (SIT, Battleboro, Vermont) held a three-day workshop at the Faculty of Philosophy, titled “The Theater Techniques in language Classroom”, “Communicative Grammar Activities”, and “Academic Writing and Communicative Classroom”. From September 2002 to July 2003, nine workshops were organized at the English Department for NELTA members, led by David Read, then a lecturer in English language and TEFL Methodology in the English Department. The workshops covered a range of important topics, such as: Warm-up activities, Communicative grammar activities; The Lexical Approach to Grammar; Teaching Vocabulary: word combinations and collocations; Pronunciation; Revision and Recycling activities; Teaching Listening; Dictation; Teaching mixed ability classes; and Writing: The Survival Kit. In cooperation with Lisa Brown of the English Book in Belgrade, Jim Scrivener visited the Faculty of Philosophy in Niš in 2006 and delivered a public lecture, titled “Learning Teaching”.

As NELTA has always been the cornerstone of the TEFL Methodology teacher-mentor network, the English Department and NELTA jointly organized a series of mentor-training seminars and courses at the Faculty. These seminars aimed to prepare primary- and secondary-school teachers for the process of mentoring students during the practicum, but also to contribute to the teachers’ own professional development. In 2002, twenty NELTA members attended the *Mentor Development Workshops* facilitated by professor Slobodanka Kitić, TEFL Methodology teacher, Marija Stojković-Grujić, TEFL Methodology teaching assistant, and Mollie Heckel, SPELT Teacher trainer, OSI, then a lecturer in the English Department, followed by a series of mini-workshops for in-service teacher training (*NELTA Teacher Training Workshops*) led by Mollie Heckel in 2002. These mini-workshops covered a range of topics important for mentor training, such as: EFL teaching without resources, Communicative activities, and Adapting textbooks. The latest cycle of mentor-training seminars was organized at the Faculty of Philosophy in 2017, in cooperation with NELTA and the Faculty Centre for teacher education and professional development. The seminar covered four topics: Teaching Grammar, Task-Based Learning, Developing Intercultural competence, and Pronunciation Teaching, and was realized by the TEFL Methodology teachers of the English Department, Nina Lazarević, Ljiljana Marković, and Tatjana Paunović.

The fruitful cooperation of the TEFL Methodology teaching teams and the EFL teacher networks contributes to the popularization of EFL teaching as a professional opportunity for prospective students, as well as of learning English as a foreign language. Of the most recent joint activities of this kind, the ones that proved to be the most popular among primary and secondary school pupils and teachers were the regional Competitions in English for the pupils of the 7th grade of primary school and the 3rd grade of secondary school, as such competitions are not organized by the Ministry of Education. Starting from 2016, NELTA members from the Niš region, together with the TEFL teachers from the English Department, have volunteered to prepare the tests and realize the yearly competitions hosted by the Faculty of Philosophy. Another regular event aimed at popularizing EFL learning and teaching is the *NELTA Theatre Fest*, organized yearly from 2016 onwards, except, unfortunately, during the COVID-19 pandemic. It is a showcase performance event in which drama activities or plays prepared by various groups of pupils and EFL teachers as extracurricular school activities are presented to peer groups from other schools. In 2016 and 2017, English Department students took part in the events, as well, supported and prepared by the Department teachers Milena Kaličanin, Danijela Petković and Sanja Ignjatović. The NELTA theatre fest in 2016 was also conceived as a fund-raiser to help a student of the Faculty of Philosophy get medical treatment, and the Kupina Cinema

supported the event by providing the venue. In 2019, the NELTA mini-fest was hosted by the Sveti Sava primary school in Niš.

Last but not least, yet another important outcome of the activities related to TEFL Methodology at the English Department is the new series of international scientific conferences organized at the Department, titled *Teaching Languages and Cultures in the Post-Method Era*. These conferences focus on applied linguistics and TEFL methodology, and aim to bring together researchers in applied linguistics and teaching methodology, language-teacher educators, as well as teaching practitioners from a variety of teaching contexts, thus building a bridge between scientific research, theory, and classroom practices in foreign language teaching. That is why the conference is open for all NELTA members to attend, while non-member foreign language teachers and students are invited to attend at a reduced fee, as the conference is accredited with the Ministry of Science, Education and Technological Development (ZUOV) as an in-service teacher-development event. That is also why, in addition to panels, plenary lectures and round tables, the conference includes practice-oriented workshops for teachers, as well.

The first conference, sub-titled *Issues and Developments*, was held in 2014, with the intention to be organised bi-annually. The plenary speaker was professor Kenneth Cushner, from the School of Teaching, Learning and Curriculum Studies, Kent State University, USA, and the Proceedings were published by the Faculty of Philosophy (Lazarević *et al.* 2015). The Second International TLC conference, sub-titled *Developing Competencies, Rethinking Practices*, was held in 2016, with the plenary speakers professor Freiderikos Valetopoulos, of the Linguistics Department of the University of Poitiers, France, and professor Christian Voß, of the Institute for the South Slavic Studies at the Faculty of Philosophy, Humboldt University, Berlin, Germany. The proceedings were published as an international edited volume by Cambridge Scholars Publishing (Lazarević *et al.* 2018). The Third International Conference *Teaching Languages and Cultures in the Post-Method Era: Challenges and Perspectives* was organized in 2018, with two plenary speakers: professor Marshall Toman, of the English Department, University of Wisconsin-River Falls, and professor Slobodanka Dimova, of the Department of English, Germanic and Romance Studies, University of Copenhagen, Denmark. Unfortunately, due to the outbreak of the COVID-19 pandemic, the proceedings of the third conference did not come out, and the Fourth TLC conference, sub-titled *New Insights and Innovations*, with plenary speakers Thor Sawin, of the Middlebury Institute of International Studies at Monterey (MIIS), USA and professor Milica Savić, of the Faculty of Arts and Education, University of Stavanger, Norway, had to be postponed.

In addition to conference presenters from all over the world, and to EFL teachers and NELTA members attending the conference panels and workshops, a valuable contribution to the outcomes of the TLC conferences were round-table sessions in which teachers, teacher educators and administrators raised and discussed important current questions. In the 2016 TLC conference, the Round table session was titled *The Missing Link: From research findings to classroom practices*, and was chaired by professors Mira Bećar, Deborah Larssen, Radmila Bodrić, and Freiderikos Valetopoulos, as well as Mirjana Kostadinov, EFL teacher and NELTA president. In the 2018 TLC conference, the Round table, chaired by professors Mira Bekar and Deborah Larssen, NELTA president Mirjana Kostadinov, and Dušica Mladenović, Pedagogical counsellor for EFL teachers, focused on three topics: The status of foreign languages (L2, L3) in the curriculum; Legislative vs. the classroom: Challenges and perspectives; and Building L2 professional identities: What is

‘initial’ in L2 professionals’ university education? In the 2018 TLC conference, Mirjana Kostadinov, NELTA president, presented in one of the panels, too, on the topic: *Why do we need teachers’ associations?*

Lastly, an important element of all the TLC conferences, contributing to the promotion of teacher education among the youngest members of the TEFL community, were the sessions in which selected English Department students were invited to present the results of their curricular projects, such as MA theses in TEFL Methodology or other topics related to EFL learning and teaching, or their extracurricular projects, such as student translations or inter-university cooperation. Students participating in these sessions over the years included: MA graduates Jovana Trajković, Tatjana Timić, Emilija Živković, Katarina Milenković, and Marko Živković, as well as MA and BA students Nikola Vučević, Marija Žižić, Bogdan Stanković Milan Stanojić, and Dimitrije Ristić.

This overview presents but a selection of a broad spectrum of activities that resulted from the development of the TEFL Methodology component in the English Department curriculum, but they offer ample illustration of the remarkable role this component has played in the education of English Department graduates.

5. CONCLUSION

Language teachers have always been faced with great expectations, and pre-service L2 teacher education has always been a complex and difficult undertaking. However, today more than ever, the “new and varied leadership roles teachers are expected to fill” (Hinkel 2011, ii) pose new challenges for pre-service teacher educators. As pointed out by Canagarajah (2006, 30) reflecting on the 40th anniversary of TESOL fifteen years ago, the “shifting sands” have brought about “the metaphorical shift behind the notions that it is not the comfort of *solutions* that matters but the vigilance of the *search*, not the neat *product* but the messy *practice* of crossing boundaries, mixing identities, and negotiating epistemologies”. Indeed, in “How teacher education matters”, Darling-Hammond (2000, 171) also concludes that “[a] commitment to open inquiry, the enlargement of perspectives, and the crossing of boundaries are critical features of the ideal of university education”, and that in the education of teachers “they need to pursue these ideals of knowledge building and truth finding by creating a genuine praxis between ideas and experiences, by honoring practice in conjunction with reflection and research, and by helping teachers reach beyond their personal boundaries to appreciate the perspectives of those whom they would teach.” Moreover, discussing the principles of teacher education, Korthagen and colleagues (2006, 1025) state that learning to teach “involves continuously conflicting and competing demands [...] and cannot fully prepare teachers for their entire careers”. That is why it is crucial that pre-service teacher education should focus on enabling prospective teachers to learn “how to learn from experience” and “how to build professional knowledge”, which also requires building “meaningful relationships between schools, universities and student teachers”. The overview of the development of the TEFL Methodology component in the English Department curriculum in Niš shows that the courses and the many methodology-related curricular and extracurricular activities have always been grounded precisely in this kind of philosophy, teaching prospective teachers not *how to teach*, but *how to be* mindful and fruitful teachers.

The weakness of the university education pointed out as the main motivation for the Bologna reform fifteen years ago was the lack of practical skills in graduated students, and

their lack of readiness to meet the professional demands in the workplace. However, when it comes to EFL teacher education at the English Department in Niš, we can say without undue modesty that over the past fifty years this has never been true of our graduated students. From the earliest periods of the 1970s and 1980s, through the many challenges of the 1990s and the winding, demanding and often confused government reforms of the Serbian educational system throughout the first two decades of the 2000s, we can proudly say that the graduated students leaving the English Department after their four-year BA studies have always been excellently equipped with both the theoretical and practical tools that enabled them to take on and successfully overcome the challenges of various teaching contexts. This they have proved over and over again, gladly keeping in touch with their *alma mater* for many years after graduation, not only from the EFL classrooms in Zrenjanin, Kruševac or Zaječar, but also from Zurich, Thailand, China, New York and many other places around the world.

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METODIKA NASTAVE ENGLESKOG (KAO STRANOG) JEZIKA I OBRAZOVANJE BUDUĆIH NASTAVNIKA NA DEPARTMANU ZA ANGLISTIKU

U ovom radu predstavljen je razvoj Metodike nastave engleskog jezika u studijskom programu Anglistike u proteklih pedeset godina, od osnivanja Departmana na Filozofskom fakultetu u Nišu 1971. godine do danas, a isto tako i mnogih aktivnosti od značaja za obrazovanje budućih nastavnika engleskog kao stranog jezika, od koji su neke bile deo studijskog programa a neke vannastavne.

Ključne reči: Metodika nastave engleskog jezika, Departman za Anglistiku u Nišu, obrazovanje nastavnika engleskog jezika

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