

*Celebrating 75 Years of
Anglophone Studies:*

*Department of English Language
and Literature*

*University of Sarajevo –
Faculty of Philosophy*

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*Celebrating 75 Years of English Studies:
Legacy of the Department of English Language and Literature
University of Sarajevo – Faculty of Philosophy*

Sarajevo, 2026

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Celebrating 75 Years of Anglophone Studies: Legacy of the Department of English Language and Literature

Our story began on November 11, 1950, when the Faculty of Philosophy was established as a cornerstone of higher education in Sarajevo. The Faculty has been a home for the humanities from its earliest days in the iconic building designed by Juraj Neidhardt, a space that has grown to over 7,700 square meters.

Over the decades, we have welcomed more than 56,000 students, each contributing to a legacy of critical thinking and cultural exchange. At the heart of our Faculty lies the Library, the largest of its kind in the region, housing nearly 240,000 titles that have served to generations of scholars.



Photo 1. University of Sarajevo — Faculty of Philosophy (photo credit: Damir Kobilic; public domain)

The Department of English Language and Literature was established soon after the Faculty's founding in 1951. A Chair within Germanic studies evolved into a Department in 1961 to meet the needs of a changing world. Today, we do not just teach a language/languages; we explore the Anglophone cultures through literature, history, applied linguistics as well as translation and interpreting studies.

From the traditional four-year programmes of the past to the modern 3+2+3 Bologna system introduced in 2005, our mission has remained to nurture educators, thinkers, and global citizens.

Striving for Excellence in Research and Collaboration

An anniversary is as much about the future as it is about the past. We take pride in our student-centred approach, where learning extends beyond the classroom. Whether through the *Shakespeare Drama Club* (active since 1999) or the *Peace Education Hub*, our students are learning to connect theory with the practice of building a better world. As we look toward the 2026/2027 academic year with a modernised curriculum, we remain committed to the values that have defined us for 75 years: intercultural sensitivity, empathy, and the pursuit of excellence.

Our Faculty and staff are active participants in the global academic dialogue, collaborating on international projects from Japan to the United Kingdom.

Our signature conference, CELLTTS, has become a gathering point for researchers from over twenty countries, tackling themes ranging from the “culture of war” to “the art of humour”.

Through these gatherings and our peer-reviewed publications, we ensure that the insights born in Sarajevo resonate across the globe.

Recent CELLTTS Conferences

As part of its more recent activities, the Department of English Language and Literature organised the Third International Conference on English Language, Literature, Teaching and Translation Studies (3rd CELLTTS), held on 28–29 September 2018 (President of the Organising Committee: prof. dr. Sanja Šoštarić).

The conference brought together eighty university lecturers and associates, researchers, translators, presenters, and authors from twenty countries. The theme of the conference was “Living, Reading, Teaching and Translating in a World Dominated by the Culture of War and War of Cultures”.

The plenary speakers were Dr. David Michael Pesetsky, (Massachusetts Institute of Technology, USA), Dr. Timothy Petete, (College of Liberal Arts, University of Central Oklahoma, USA), and Dr. Paul Lowe (London College of Communication, University of the Arts, Great Britain).



Photo 2. CELLTTS 3 Opening ceremony and plenary lectures
(photo credit: CELLTTS Organising Committee; public domain)

In the pandemic year of 2021, the Fourth International Conference on English Language, Literature, Teaching and Translation Studies (CELLTTS 4) was held on 1–2 October 2021.

Over 50 participants from Europe and around the world took part in this online conference. The theme of the conference was “Re-Examining Gender Concepts and Identities in Discourse(s) and Practice(s) Across Periods and Disciplines”.

The Organising Committee Chairs were prof. dr. Ifeta Čirić-Fazlija and prof. dr. Selma Đuliman. Plenary speakers, Dr. Greta Olson, Dr. Roelien Bastiaanse, and Dr. Daniel Xerri, delivered lectures on the following topics: “Resilience, Resistance, and Healing in Anti-Gender and Pandemic Times,” “Time Reference in Aphasia,” and “Embracing Diversity in the Multicultural Classroom.”

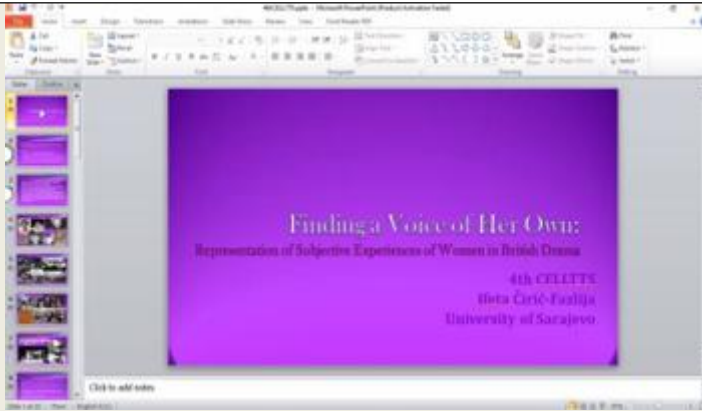


Photo 3. CELLTTS 4 sessions during COVID-19
(photo credit: CELLTTS Organising Committee)

The most recent conference in the series, the Fifth International Conference on English Language, Literature, Teaching and Translation Studies, was held on 29–30 September 2023 and organised by the Department of English at the University of Sarajevo, Faculty of Philosophy, in cooperation with the Society for the Study of English in Bosnia and Herzegovina (DauBiH).

The conference was attended by 43 presenters from Bosnia and Herzegovina, Croatia, Hungary, Germany, the Czech Republic, North Macedonia, the United States, Slovenia, Serbia, and Taiwan. The overarching theme of the conference was “The Art and Craft of Humour in Anglophone Studies”.

The plenary speakers were the distinguished guests prof. dr. Jadranka Kolenović-Đapo (University of Sarajevo-Faculty of Philosophy), Dr. Salvatore Attardo (Texas A&M University-Commerce), and Dr. Anette J. Saddik (City University of New York – CUNY).

It is important to note that all of the aforementioned conferences yielded significant results and contributed to the advancement of science, as the proceedings from all the four conferences were peer-reviewed and all papers underwent a blind review process.

The proceedings were distributed to colleagues who participated in the conferences, as well as to libraries, both in Bosnia and Herzegovina and internationally. The decision to publish the proceedings of the Fourth Conference both in print and as an electronic edition greatly facilitated the dissemination of the scientific and professional papers, and helped increase the visibility of the research activities of faculty members of the Department, the Faculty of Philosophy, and the University of Sarajevo (see: E-books of the Faculty of Philosophy).

The promotion of the Proceedings of the Fourth International Conference on English Language, Literature, Teaching and Translation Studies was held in November 2022, along with an exhibition of the Department's publications marking the Anniversary of the English Department and the Day of the Faculty of Philosophy.

The proceedings of the Fifth International Conference on English Language, Literature, Teaching and Translation Studies were published in 2024 (see: https://ebooks.ff.unsa.ba/index.php/ebooks_ffunsa/catalog/view/114/114/461).



Photo 4. CELLTTS 5 sessions
(photo credit: CELLTTS Organising Committee; public domain)



Photo 5. CELLTTS 5 sessions
(photo credit: CELLTTS Organising Committee, public domain)



Filozofski fakultet u Sarajevu
Faculty of Philosophy in Sarajevo



Odsjek za anglistiku i Filozofski fakultet Univerziteta u Sarajevu Vas pozivaju na promociju Zbornika radova s Četvrtе međunarodne konferencije iz engleskog jezika, književnosti, metodike nastave i prevodilačkih studija (4. CELLTTS):

Fourth International Conference on English Language, Literature, Teaching and Translation Studies (4th CELLTTS): Re-Examining Gender Concepts and Identities in Discourse(s) and Practice(s) Across Periods and Disciplines (Proceedings)

Glavne urednice:

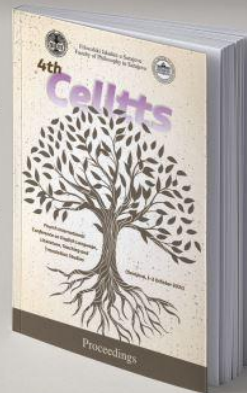
Ijeta Ćirić-Fazlija i Selma Duliman

Promotorice:

dr. Minka Džanko, Prodekanesa za naučno-istraživački rad, međunarodnu akademsku saradnju i izdavaštvo Filozofskog fakulteta Univerziteta u Sarajevu

dr. Merima Osmankadić, vanredna profesorica Odsjeka za anglistiku

dr. Ajla Demiragić, vanredna profesorica Odsjeka za komparativnu književnost i informacijske nauke



11. novembra 2022., s početkom u 13,30
Svečana sala (80) Filozofskog fakulteta, Franje Račkog 1

Illustration 1. CELLTTS 4 Proceedings

The Heart of the Department and the Globalised World

Our curriculum is a living reflection of our commitment to excellence. Since implementing the Bologna “3+2+3” model in 2005, we have continuously refined our programmes to ensure they remain relevant in a globalised world. From our roots as a specialised chair in 1951 to our current single and double-major programmes, we have carefully balanced tradition with innovation. As we look toward the 2026/2027 academic year, our modernised curriculum stands ready to meet the demands of the future, eliminating the old gaps and opening new doors for our scholars.

Our Department is a member of a team of 191 full-time Faculty members, adjuncts, and international foreign language specialists who bring the world into our classrooms. Despite working under demanding conditions, our academic staff remain exceptionally motivated, often maintaining a student-to-professor ratio that allows for true mentorship. This dedication is reflected in our students’ feedback, which consistently highlights the quality of organisation and communication.

For us, teaching is not just a profession; it is an ongoing dialogue sparked by research, professional development, and a shared passion for the English language.

The first cycle of studies at the English Department is conceived as an academic specialisation that deepens and theoretically builds upon the knowledge acquired in preparation for the second cycle of studies. The programme is primarily oriented towards the development of advanced analytical, interpretative, and research competencies in the field of Anglophone literatures and cultures, while fostering high standards of academic writing and critical thinking.

One of the Faculty's strategic goals is the establishment of an Alumni association to strengthen ties with former students of the Faculty. We hope that this association will be established in the near future, and that students will thus receive additional support for their future career development.

Master's Degree Programmes

Literature Studies Programme

Unlike the first cycle of studies, which provides students with foundational knowledge of the history and theory of literature, cultural studies, and basic methods of literary analysis, the second cycle of studies—Literature Studies Programme—places emphasis on independent research, theoretically grounded interpretation, and the ability to apply contemporary literary-theoretical, literary-critical, cultural, and methodological approaches. Within this framework, students acquire systematic knowledge of a broad range of Anglophone literatures and cultures, with a particular focus on the twentieth and twenty-first centuries, as well as on key literary and cultural theories, movements, and phenomena.

Special attention is given to interdisciplinary perspectives, including cultural studies, drama studies, gender studies, postcolonial criticism, ethnic studies, and other contemporary theoretical paradigms. In addition to the development of an academic writing style and register, as well as presentation skills and public speaking competencies, students' creative expression is encouraged through various forms of creative and reflective assignments.

Given the pronounced academic orientation of the programme, the Literature Studies Programme in the second cycle, among other objectives, prepares students for the continuation of their education at the doctoral level.

In this regard, it is worth highlighting that a significant number of students who have completed the second cycle of studies in English Language and Literature—Literature Studies Programme in recent years have continued their education in the Doctoral Programme in Literature at the University of Sarajevo—Faculty of Philosophy, as well as in the Doctoral Programme in Literature and Culture at the same institution, thereby pursuing the development of academic careers in the fields of literary and cultural studies.

The competencies and skills acquired also enable employment in fields that require a high level of analytical, interpretative, and communication skills, such as education, publishing, cultural and research institutions, advertising and marketing as well as other professions related to the analysis and production of (cultural) content.

Conceived as a four-semester programme (120 ECTS credits), this programme offers students a comprehensive and theoretically grounded approach to Anglophone literatures and cultures, with a particular emphasis on the twentieth and twenty-first centuries.

Canonical literature and the historical context of the early modern period, as well as their contemporary reinterpretations, are addressed through the courses Shakespeare and His Age and Contemporary Shakespeare, while twentieth-century British literature is studied in detail through the courses Prose Literature in the British Isles in the Twentieth Century, Poetry in the British Isles in the Twentieth Century, and Modern British Drama.

American literature is covered through a range of courses dealing with diverse topics and genres, such as Experiences of American Women, American Postmodernist Prose, The Contemporary American Novel, Introduction to Contemporary American Drama, Contemporary American Drama, Selected Topics in American Literature and Culture, and The Experience of the Other in American Literature and Culture. Within these courses, key theoretical approaches, generic and narrative practices, as well as the cultural, identity-related, and social contexts of American literature and culture are examined.

A contemporary theoretical and methodological framework is ensured through the courses Overview of Literary and Cultural Theories and Methodology and Techniques of Scholarly Research, which develop the analytical, critical-theoretical, and research competencies necessary for independent academic work and the preparation of the final thesis.

Particular emphasis is placed on contemporary and transnational literary trends through the courses Literatures in a Postcolonial (Con)text, The Postcolonial Novel in English, Postcolonial Short Fiction, and The Historical Novel in Anglophone Literatures, which enable critical reflection on issues of identity, power, history, and cultural difference.

An interdisciplinary approach is further developed through the integration of literature with film, drama, and popular culture in the courses such as Adaptations of Anglophone Prose, British Drama on Film,

Postcolonial Prose on Film, Anglophone Gothic Literature and Culture, and British Subcultures, while regional and cultural specificities of the British context are addressed through Selected Topics in Scottish Literature and Culture.

The continuous development of linguistic competencies is ensured through the shared course, Contemporary English Language, which is delivered across all the semesters. This course is designed to enable students from all the programmes to further develop their language proficiency through the acquisition of communication, transferable, and the so-called *soft skills*. Students work on oral production primarily through the simulation of real-life situations, including public speaking—both spontaneous and structured (incorporating elements such as body language, etc.)—presentation skills, time management in public speaking, types of preparation and supporting materials, audience interaction, discussion facilitation skills, and the provision of feedback.

Instruction oriented towards contemporary professional and social contexts also includes the preparation of project-based texts, the development of a professional *curriculum vitae* in accordance with European Union standards (Europass), participation in interviews, and similar activities.

To the extent that future graduates of English studies may engage with translation, students from all the programmes work on written translation of both literary and non-literary texts of various types, while students in the Translation and Interpreting Studies programme receive additional content tailored to their

specific needs. All students also develop writing skills through shorter forms such as thematic responses (replies, comments, etc.), blogs, short speeches, reports, summaries, and synthesised information.

The programme is completed with the preparation of a final thesis, which represents the final output of the knowledge and skills acquired during the second cycle of studies. Through independent research conducted under the supervision of academic supervisors, students demonstrate the ability to apply literary-theoretical and cultural approaches, to critically analyse literary texts and cultural phenomena, and to engage in academic argumentation and writing in accordance with the academic standards of the second cycle of studies.

In this way, students are prepared either for the continuation of their academic education at the third cycle or for professional employment in the fields of education, culture, and research.

As examples of interdisciplinarity, we highlight elective courses within the Literature Studies Programme such as: Modern British Drama, Introduction to Contemporary American Drama, British Drama on Film, and Contemporary American Drama. These courses place a strong emphasis on the development of intercultural, linguistic, and communication competencies and skills, and enable engagement with literary and cultural texts that address struggles against inequality, violence, and marginalisation, including gender-based, minority, and migrant perspectives.

Students may adapt mid-semester and end-of-semester assignments (guided discussions, presentations, and academic essays) to their specific study track. Accordingly, students in the Teacher Education Programme are encouraged to analyse and apply dramatic and literary-cultural texts and their generic features within a hypothetical classroom or educational context, including the planning of teaching activities, with the use of film and theatre adaptations and information and communication technologies.

Students in the Linguistics Programme (in courses such as Introduction to Contemporary American Drama or British Drama on Film) frequently focus on issues such as models of linguistic communication, prescriptivism, positioning theory, language communities, and other closely related specialised topics, concepts, and theories, applying them to literary and cultural texts included in the course content and primary reading lists.

Linguistics Programme

The Linguistics Programme offers students a comprehensive exploration of language as a complex human system, approached from a range of theoretical and applied perspectives. Students engage with linguistic structure, language in use, and the social dimensions of communication, fostering critical insight into how language functions in both local and global contexts. The programme places strong emphasis on patterns, variation, and change in language, as well as on the cognitive and cultural factors that shape linguistic behaviour.

Through this integrated and multifaceted approach, graduates develop advanced analytical skills and a nuanced understanding of language processes, preparing them for further academic study and a wide range of language-related professions. Graduates of the programme have successfully continued their academic development at the doctoral level, both at the home faculty and at universities in the United States, the Netherlands, Germany, and other international institutions.

The work of a linguist can involve a range of specialised research activities and analyses. These include the functioning of language in the human brain, language typology (that is, how different languages achieve similar functions through different linguistic forms), and language acquisition, together with the factors that influence it.

Linguists also study language in relation to conditions such as aphasia, Alzheimer's disease, and other neurological disorders that may affect the ability to use language. In addition, they examine the processes involved in the exchange of linguistic content at the interface between humans and computers, as well as the role of language in adult classroom acquisition.

Further areas of research include the ways in which languages change over time, the role of language in shaping social identities, and its application in professions such as diplomacy, politics, law, and law enforcement. Finally, linguists may also be involved in the creation of new, functional artificial languages.

With the growth of companies and the rise of globalisation, it is becoming increasingly important to adapt products to a specific market, language, and culture. Many companies, such as Google (e.g., Google Localisation Specialist Jobs), hire linguists to ensure their presence in new markets and digital spaces.

As we are increasingly using various software solutions and computers in the contemporary world, it would be extremely useful to be able to interact with such tools more through speech as well. Examples of complex systems technologies that merge computer science and linguistics, including machine translation, will become an increasingly prevalent phenomenon in the future with the processing of large amounts of data.

Computer science, statistics, and linguistics thus enable the analysis of vast amounts of information expressed in natural language, which are certainly both advantages and challenges for the future careers of linguistics students, who often require adequate equipment for large data processing.

Translation/Interpreting Studies Programme

Our Translation/Interpreting Programme is unique in Bosnia and Herzegovina, as it is the only one to offer a combination of translation and interpreting tailored to the criteria of the contemporary European labour market, without neglecting the research aspect.

The breadth of the education is ensured through a wide range of compulsory and elective courses that provide the interdisciplinarity necessary for future

translators and interpreters, guiding students through contemporary translation studies and conference interpreting. The programme provides a broad education that, while primarily focused on translation and interpreting, also allows students to pursue further studies and to work in other language-related fields.

The skills and competencies acquired during the programme enable employment in fields that require interpretive, research, analytical, and especially communication skills, such as education, publishing, cultural institutions, advertising, digital content localisation, and others as well as in jobs that are partially related to translation, such as work in public administration.

Aware of the need to prepare for the future of Bosnia and Herzegovina in the European Union, the Department of English decided to adapt the curriculum specifically to this aspect of translator training. All translation courses are fully focused on the modern translation market, and their content addresses contemporary publishing policies as well as the needs of the labour market in both Bosnia and Herzegovina and the European Union.

Students are introduced to status-related issues, working conditions, criteria, and standards of the “free” market (public and private institutions, all types of users of translation services, private companies, etc.), as well as the so-called “regulated” market (European and international institutions with accreditation standards).

The specificity of our programme is its training for conference interpreting. The conference interpreting course requires a specific profile for both instructors and students. The Department has qualified instructors in this field (EU-accredited interpreters), as well as technical requirements (fully equipped conference room) and work with students is based entirely on real-world labour market conditions. Students are introduced to professional standards and criteria, and they build skills and acquire tools for further quality development. Conference interpreting training includes specific skills such as note-taking for consecutive interpreting, proper use of equipment and resources for simultaneous interpreting, etc.

The balance between translation and interpreting allows them to truly understand the specifics of both, and based on their own preferences, creativity, desires, and ambitions, to choose after graduation whether to pursue translation, interpreting, or both.

Working on all types of translations and becoming familiar with all aspects and specifics of the translation profession, the interdisciplinarity, and the combination of various skills and knowledge that make translation *an art*—a blend of art and craft—are elements present throughout the entire programme of study.

Students in the Translation/Interpreting Studies Programme are additionally enabled to conduct comparative analyses of translation techniques applied to original Anglophone texts, or of semantic and stylistic choices and their impact on differences in meaning and ideological and conceptual positions.

This approach facilitates the integration of their specialised professional knowledge, competencies, and skills with those from the broader field of Anglophone literary and cultural studies. Such an approach simultaneously fosters critical thinking, creativity, teamwork, and inclusivity, and enables the integration of knowledge, skills, and competencies across the curriculum through the application of a holistic and experiential learning approach.

Teacher Education Studies Programme

The Master's programme in Teacher Education provides students with the pedagogical, cultural-linguistic, and ethical competencies required for teaching employment in both formal and informal educational sectors. Graduates are certified to teach at the primary, secondary, and tertiary levels. The learning outcomes of the Teacher Education Programme can be summarised in several key areas:

Theoretical foundations of language education and curriculum: Students engage with major learning theories and motivational frameworks, examine the structure and logic of curricula, and explore various approaches to planning and organizing language teaching. They also consider methods of assessment and reflection, along with fundamental principles of language acquisition and teaching English as a foreign language to different age groups and different levels of language proficiency.

Inclusive education: Students learn to recognise both individual and group differences among learners and demonstrate a commitment to promoting self-regulated learning, inclusivity, equality, and solidarity.

Intercultural and peace competences: Students become familiar with the essential features of intercultural communication and peace-building competences in language education, and understand how these principles can be applied in English language teaching. They also explore intercultural and peace-building approaches that foster intercultural understanding, peace values, appreciation of diversity, and awareness in language education.

Pedagogy of language, culture, literature, and history: Students develop and deliver lesson plans for both primary and secondary education. In doing so, they critically compare the effectiveness of different teaching methods, strategies, and procedures for learners of various ages in areas and topics related to language, culture, history and literature.

Reflective pedagogies in teacher development: Students reflect on the complexities of the overall teaching process, challenges in classroom teaching and school setting, opportunities for professional development, and responsibilities associated with the teaching profession in the local and global community.

The Teacher Education programme integrates English language pedagogy with contemporary literary and social studies. Within the Teacher Education track, students may also select literature courses that are required in the second-cycle literature specialisation, such as Modern British Drama, Introduction to Contemporary American Drama, British Drama on Film and Contemporary American Drama, and Selected Topics from Scottish Literature and Culture.

These courses engage students with literary and cultural texts that address issues such as inequality, violence, systemic dehumanisation, and the marginalisation of minority communities. They also explore themes including mental health, life on the margins of the society, and the complexities of gender, national, religious, and other identities, while encouraging reflection on the challenges of teaching such topics through literature and film. Themes related to these areas are frequently developed into Master's thesis projects within the teacher-education track, particularly in courses such as Interculturality in English Language Teaching and English Language Teaching Methodology. Through these subjects, students analyse contemporary social issues and current cultural, educational, and political debates from an interdisciplinary perspective. The courses emphasise socially responsible teaching and encourage students to critically reflect on the social and ethical roles of teachers of English language, culture, and literature in primary and secondary schools.

The linguistic development of future English language teachers is supported through the core courses such as Contemporary English Language. These courses, as previously mentioned, enable students from all study tracks to further improve their language proficiency while developing communicative, transferable, and *soft skills*. A strong emphasis is placed on oral communication through simulations of real-life situations. Students practice public speaking—both spontaneous and structured. They also develop presentation skills, learn how to manage time during public speaking, use different types of preparation and visual aids, communicate effectively with audiences, lead discussions, and provide constructive feedback.

Preparation for professional life is also integrated into these courses. Students learn to draft project proposals, prepare a professional *curriculum vitae* according to the European Union Europass format, and practice participating in job interviews and similar professional situations. As graduates of English language and literature programmes often encounter translation tasks in their careers, students from all tracks work on translating both literary and non-literary texts in written form.

Since the establishment of the Teacher Education Programme, the Department of English has maintained cooperation with the Ministry of Education of Sarajevo Canton in activities relevant to the teaching profession. Since 2009, faculty members and associates from the applied linguistics and teacher education group of subjects have participated in the implementation of professional certification exams for English language teachers in primary and secondary schools, as university representatives and examiners. A particularly significant aspect of the programme is the long-standing collaboration with educational institutions throughout Sarajevo Canton through the language teaching practice required in the second cycle of study. As part of this practice, students observe lessons and teach exam lessons in primary and secondary schools, following the current curriculum guidelines.

Between 2018 and 2025, partnerships were established with 25 schools and 48 English language teachers across Sarajevo Canton. Beyond school visits and course practicum, the students also have an

opportunity to gain practical teaching and learning experience through various initiatives and activities.

In December 2023, a Memorandum of Cooperation was signed between the University of Sarajevo—Faculty of Philosophy and two branches of Helen Doron School (Novo Sarajevo and Alipašino Polje). This agreement enables students enrolled in courses such as Language Acquisition and Early English Language Learning to attend model classes, collect data and teaching materials for their final theses, and potentially pursue employment opportunities in the future. In addition to this opportunity, professionals from the language education field are regularly invited to courses on language education and pedagogy, where they present current developments, reforms, and practical needs within educational institutions in the Sarajevo Canton and across Bosnia and Herzegovina.

Overall, the Teacher Education Programme at the Department of English Language and Literature continues to evolve by linking academic research with practical classroom application. Through its emphasis on language and culture education for different age groups and various levels of language proficiency, international cooperation and socially responsible pedagogy, the Teacher Education Programme plays an important role in shaping the development of language education in Bosnia and Herzegovina.

Student Life: More Than Just a Degree

Education at the Faculty of Philosophy extends far beyond textbooks. Our students are active researchers and creators, participating in international conferences like CELLTTS and engaging with the community.

We take immense pride in seeing our students thrive, with pass rates showing steady growth as they mature into confident scholars and researchers. Through interactive workshops at the International Book Fair, for instance, and student-led initiatives, our halls are filled with the energy of new generations.



Photo 6. CELLTTS registration
(photo credit: CELLTTS Organising Committee; public domain)

Our students' voices on life-long learning

For me, studying languages was not just about mastering grammatical intricacies but also about familiarizing myself with the broad spectrum of cultures, histories, and literatures that coexist with a given language. I remember that, before one of our exams, we discussed how learning a new language requires immersion in its socio-cultural background, allowing us to create a new identity—to rebuild ourselves with fresh knowledge, skills, perspectives, and viewpoints. In short, studying at the English Department, working with colleagues and professors, opened many doors for me, whether toward exploring other European languages, finding employment in and outside Bosnia and Herzegovina, or forging friendships that I still nurture to this day. I truly believe that this program will be an incredible experience for all lovers of the English language, enabling them to learn from renowned

professors who acquired their knowledge and expertise abroad.

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When I realized that classes in English for advanced students were becoming less engaging—generations change, and with them, the boundaries of teaching shift—I launched a serious drama section in English, which even got us into renowned Sarajevo theaters. My life changed completely at that point. I discovered a new passion that led me to further training in America and opened the path to new studies in applied theater in Novi Sad... This program meant the world to me and introduced me to people who still guide and support my work today, with boundless energy, encouragement, and unwavering optimism. In every opportunity, I do my job with equal joy and pass on knowledge, and over time, I've come to realize that this is an international craft which you can work with and be recognized anywhere in the world. I proudly carry the ambitions this faculty gave me, as it also encouraged me to see that changing the world is not Don Quixotism but a struggle worth the effort. In the meantime, I founded my own association where I do drama in English with all age groups, and recently, I've started teaching English in a refugee camp for the World Vision organization. Now I understand that my life's work is based on research and lifelong learning as a means of change.

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I studied under the old pre-Bologna system, and during my studies, a multitude of fields of knowledge opened up to me that I didn't even know existed. Together, with the wholehearted support of professors and colleagues, we forged a path into the core of the language. I perfected the best possible ways to express my views and thoughts, which I use in my daily work and communication.

The English studies completely changed the way I perceive the world I live in. Moreover, through the history of language and literature, I came to understand how much language evolves and how crucial the concept of lifelong learning is. That's why I recently enrolled in a master's program right at the English Department.

Skills for Life: The True Value of the Humanities

Our graduates leave with more than just linguistic fluency; they carry with them critical thinking, intercultural sensitivity, and the empathy required to navigate complex global landscapes. Whether they are mastering the art of translation and interpreting, the complexities of the British culture, or the nuances of Japanese as an elective course, our students develop a versatile spectrum of transferable skills.



Photo 7. University Open Days, high school visits

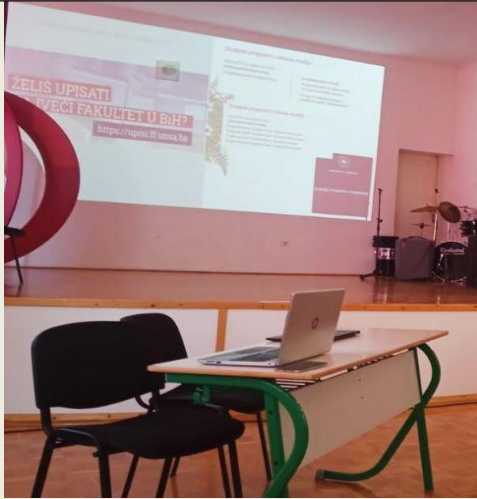


Photo 8. University Open Days, high school visits

Bridging Worlds through Mobility— Staff and Student Academic Exchanges and Projects

Our Department has always believed that the best way to understand a language is to live it. In recent years, our students and staff have traveled to prestigious partner universities in Slovenia, Greece, Germany, Poland, Spain, Turkey, and beyond.

These exchanges are more than just academic trips; they are transformative journeys where our students act as ambassadors for our culture while bringing back fresh, global perspectives to our hallways.

Through longstanding partnerships with ECML, the Fulbright Program and the British Council, we have hosted workshops and lecturers ensuring our students hear diverse accents and viewpoints.



Photo 9. Erasmus, Teaching, Spain



Photo 10. Erasmus, Teaching, Portugal (NOVA IMS)



Photo 11. Erasmus, Teaching, Portugal (NOVA IMS)

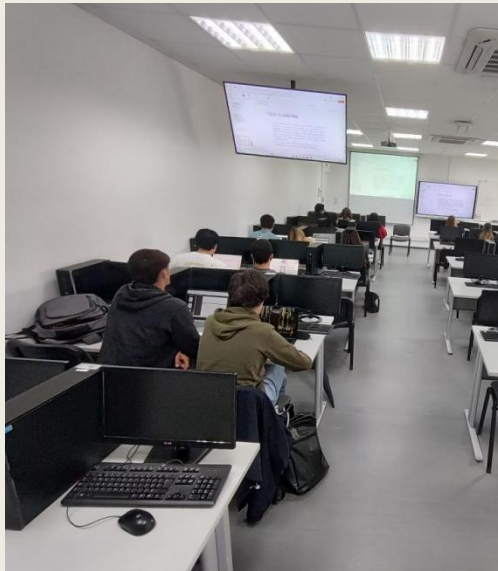


Photo 12. Erasmus, Teaching, Portugal

The Department of English Language and Literature has a strong and long-standing tradition of international cooperation. At the Faculty level, international mobility is supported through the Erasmus+ programme, which enables exchanges of faculty, staff, and students, while the CEEPUS mobility network is also active. Faculty members regularly participate in both domestic and international academic initiatives. Through these efforts, the Faculty continuously works to expand global academic partnerships and encourage the exchange of knowledge and experience, helping position the institution as a modern research centre recognised within the international academic community.

As the Faculty of Philosophy operates within the fields of social sciences and humanities and conducts both educational and research activities across a range of disciplines, its collaboration with universities in Bosnia and Herzegovina and abroad is rich and diverse. The Faculty of Philosophy maintains cooperation agreements both through the University of Sarajevo and directly with many institutions across Europe, the United States, Japan, and other parts of the world.

The Department of English maintains a long-term partnership with the American Embassy in Sarajevo. Several faculty members have participated in study programmes and academic visits at universities in the United States. Some members of the Department have also taken part in the Fulbright Program, one of the world's most prominent academic exchange initiatives, contributing to stronger mutual understanding and cooperation between the United States and Bosnia and Herzegovina while also representing the Faculty of

Philosophy and the Department in the global community. During the 2022/2023 academic year, one of our professors from the Department spent two semesters at Cornell University as a visiting professor and researcher through the Fulbright Visiting Scholar Program. Such exchanges also create opportunities for collaboration with visiting Fulbright scholars from the United States who join the Department and contribute to teaching and research. A notable example is the collaboration with Professor Judy Pace from the University of San Francisco, who spent six weeks at the Department in the fall of 2023 delivering lectures to undergraduate and graduate students. Initiatives of this kind strengthen the Department's academic activities and stem from Faculty's participation in international exchange programmes.

The 2023 inter-university project and student symposium titled "Let's Read at Tertiary Level" is another example of successful international collaboration. This initiative formed part of a long-standing collaboration with the University of Texas, Austin and the U.S. Embassy in Bosnia and Herzegovina. Two members of the Department also participated in an international team developing a regional professional development programme for teachers and students based on arts- and drama-based pedagogical approaches. The project brought together six universities in Bosnia and Herzegovina—Banja Luka, Bihać, East Sarajevo, Sarajevo, Tuzla, and Zenica—and involved university staff as well as undergraduate and graduate students.



Photo 13. Cornell University- Fulbright Programme
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The partnership with Princeton University in the United States is the collaboration project implemented through two courses—Interculturality in English Language Teaching and Cross-cultural (Mis)communication—using the COIL (*Collaborative Online International Learning*) model for the initial stage of the partnership.

In 2024, Princeton students visited our Department, taking part in a series of workshops, academic activities, and cultural events. Such experiences enhance the university learning environment and help teacher-education students from our Department develop intercultural communication skills, teamwork, collaboration, and critical thinking through direct interaction with international peers and faculty within the framework of intercultural and peace pedagogies.



Photo 14. Cooperation with Princeton University
(ff.unsa; public domain)

International cooperation involving mobility is another illustration of the partnership with Leiden University in the Netherlands. This collaboration was initiated through the Faculty of Philosophy's Peace Education Hub, the English Department participating indirectly through two faculty members who are members of the Peace Education Hub. The collaboration aimed to increase awareness among students and teaching staff about the importance of peace-building in post-conflict societies, particularly in Bosnia and Herzegovina, using a multidisciplinary approach. Through the interdisciplinary perspective promoted by the Peace Education Hub, different activities were initiated to develop frameworks for peace education within formal educational systems. This initiative connects the Department of English with the Department of History at the University of Sarajevo- Faculty of Philosophy as well as with Leiden Law School at Leiden University.

A key outcome of this collaboration is its interdisciplinary approach to educational challenges in Bosnia and Herzegovina and the Netherlands, bringing together expertise from language studies, pedagogy, education, literature, culture, history, and law while simultaneously strengthening the intercultural competencies of students and teachers.

Another important initiative is the project *Education for Peace in Bosnia and Herzegovina: Creating a Culture of Peace and Intercultural Understanding*, which is currently implemented within the Peace Education Hub. Several members of the Department participate as project leaders or working-group members within a large interdisciplinary team of around thirty participants. In addition to university and faculty members, the team includes representatives from primary and secondary schools across Bosnia and Herzegovina, strengthening the Department's connection with the broader community. The project is supported by UNESCO and forms part of the broader program "A More Equitable Society: Promoting Social Cohesion and Diversity in Bosnia and Herzegovina (Dialogue for the Future 3 – DFF3)," funded by the UN Peacebuilding Fund. One of the project's central goals is to create a competency framework for teachers and students in peace and intercultural education, as well as to develop a repository of best practices for teachers in primary and secondary schools. These outcomes are particularly relevant for teacher education within the Department of English because similar topics are addressed in methodology courses, allowing the initiative to further enhance teaching practices by linking practitioners, researchers, and university educators both locally and internationally.

The English Department has also established strong ties with the British Council in Bosnia and Herzegovina and beyond. Students enrolled in the Teacher Education track at the Department of English took part in the activities of Project SPARK, implemented in collaboration with the British Council in 2025 and 2026. The project brought together students and professors from the teaching programmes of the Departments of English at the University of Belgrade, the University of Mostar, the University of Sarajevo, and the University of Zenica.

Through joint projects and professional workshops, students gain practical experience in teamwork, research, and the application of contemporary teaching approaches. For the Department of English and the Teacher Education Programme, such cooperation strengthens regional academic networks, promotes the development of modern pedagogical practices, and supports the professional growth of future English language teachers. At the same time, it enhances intercultural understanding and prepares students to work in diverse and collaborative educational environments.



Photo 15. Cooperation with the British Council (2026)
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Within the scope of international cooperation and institutional agreements, the Department also maintains a long-standing partnership with Sophia University in Tokyo, Japan. Faculty members collaborate with colleagues from Japan through projects, student exchanges, and COIL sessions, which connect students and professors from both institutions through joint classes and initiatives. These activities focus on areas such as applied linguistics, English language education, culture and literature pedagogy, and adult education. Through such collaborations, the Department continues to strengthen international ties and foster intercultural competencies among both students and faculty.

The Department also established collaboration with professor Jennifer Miškec from Longwood University in the United States, who visited the Department in 2024, together with a group of sixteen students and delivered a guest lecture as part of a workshop on children's and young adult literature. During the session, English language student-teachers discussed ways of integrating selected works of children's and youth literature into project-based English language teaching.

This visit continued an earlier collaboration with Professor Miškec, which included several COIL sessions in 2023. Those sessions involved joint academic activities focused on children's and young adult literature through courses such as Early English Language Learning and ELT Methodology in Sarajevo, and Multicultural Literature for Children and Young Adults at Longwood University.

The Department of English Language and Literature has developed a wide network of international collaborations that significantly enhance both its academic profile and the quality of all our programmes.

Partnerships with universities, international exchange programs, and numerous joint projects enable the exchange of knowledge, teaching practices, and research experience, while also strengthening the Department's presence within the global academic community.

Innovation through Collaboration

We are constantly seeking ways to apply our linguistic and literary expertise to solve real-world problems. By working with partners in the local community—like the International Book Fair, the Faculty Library and local schools—we also ensure that the academia remains connected to the heartbeat of the country. We are not just teaching English: we are building bridges of communication and peace.



Photo 16. Erasmus, Teaching, Germany



Photo 17. Erasmus, Teaching, Germany

Future Prospects and Self-Reflection

By conducting rigorous self-evaluations, we have identified the paths that will lead us to even greater success. We recognise that excellence requires constant nurturing; therefore, our commitment for the coming years is to further modernise our infrastructure and deepen our integration into the European Higher Education Area.

The future of English Studies at the Faculty of Philosophy will be defined by further digitising our vast archives and enhancing our “smart classroom” capabilities, ensuring that our historical building remains a cutting-edge hub for 21st-century learning.

By investing in our physical spaces—from the library shelves to the student lounges and access to teaching outdoors as well—we hope that we will be creating an environment where inspiration and technology meet.

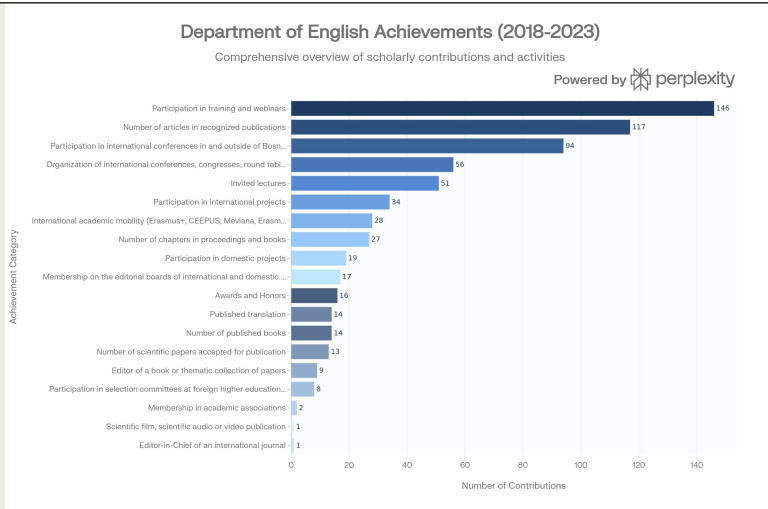


Illustration 2. Department of English Achievements (2018-2023)

We also aim to increase the number of outgoing students and staff, while simultaneously making Sarajevo a primary destination for international scholars who would like to visit Bosnia and Herzegovina.

In addition to the exhaustive data provided in the aforementioned sections, members of the Department of English actively participate in various forms of professional development within the Faculty of Philosophy at the University of Sarajevo and beyond during, thus highlighting the commitment of the academic staff at the Department of English to continuous professional development (see Illustration 2 and Illustration 3).

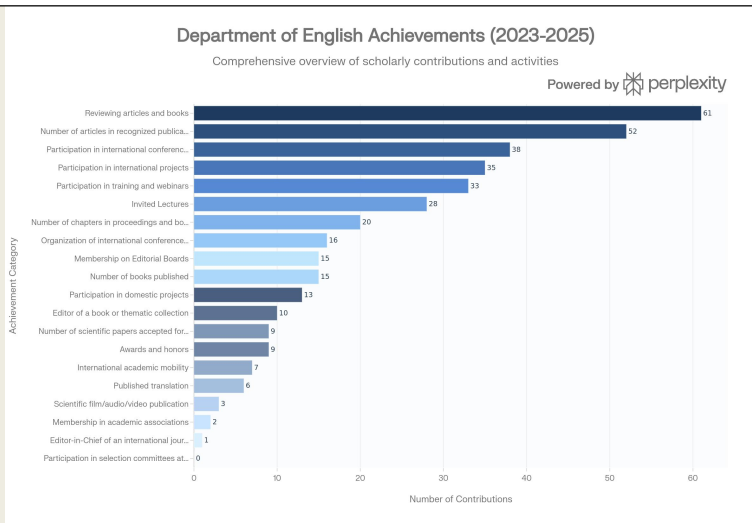


Illustration 3. Department of English Achievements (2023-2025)

Commitment to Our Students

We are dedicated to further reducing the “administrative burden” and enhancing the student experience through modernised curricula that prioritise practical skills, creative thinking, and well-being. As we look back on the names, the books, and the breakthroughs that have defined us since 1951, we are filled with gratitude — this Anniversary belongs to all of us.

In addition, both national and international initiatives encompass active involvement of students in supplementary extracurricular endeavors, alongside efforts to elevate the Department’s profile—not merely via regional conferences and scholarly outputs, but also through global partnerships, community-oriented projects, and specialised training programmes that enrich student learning and foster holistic educational growth.

Faculty members at the Department of English demonstrate a steadfast commitment to the ongoing renewal and enhancement of the course syllabi, even when facing persistent obstacles such as insufficient access to contemporary teaching technologies and equipment.

However, to sustain exemplary teaching standards and refine pedagogical methodologies, it is imperative to implement systematic observation of student feedback from surveys on instructional efficacy. This process should incorporate proactive responses to recommendations for novel course introductions—tailored to emergent digital paradigms—or substitutions for existing electives, thereby bolstering areas such as corpus-based linguistic analysis and experiential fieldwork.

Department of English faculty members participated in 90+ professional development events from 2018–2025, spanning webinars, workshops, conferences, and academic mobilities worldwide.

In addition, it is important to add that the 11th AILA-Europe Junior Researcher Meeting in Applied Linguistics was held from 26–28 September 2019 at the Faculty of Philosophy, University of Sarajevo. It brought together young linguists worldwide to present research and exchange ideas on diverse topics in applied linguistics, promoting international collaboration and scholarly dialogue.

Students and academic staff from the Department of English Language and Literature actively participated in the event, highlighting strong student engagement and academic dedication.



Illustration 4. Eleventh AILA-Europe Junior Researcher Meeting in Applied Linguistics

The Library: New Generations and Future Discoveries

The Faculty Library holds nearly 240,000 titles, making it the largest humanities collection in the region. The E-Library and the COBISS system, ensure that the access is cutting-edge. It is a place where history is preserved, but where the next generation of researchers finds inspiration for their future discoveries.



Illustration 5. Research-oriented for academic and career benefits

Our Message to Our Future Students

We always highlight how valuable the humanities are, especially the English Language and Literature programme. We also build skills that are not easy to *measure* such as: critical thinking, making sense of texts and ideas, being sensitive to other cultures, communicating with empathy, and seeing things from different angles. It is these skills that drive social progress, build stronger democracy, and help communities grow.

Through projects and shared research, universities widen their views, improve teaching, and get noticed globally. Skills like being open-minded, flexible, empathetic, adaptable, and good at talking across cultures—core to language and culture studies—make our partnerships lively, lasting, and based on mutual respect.

Therefore, student and teacher academic mobility is also an important part of what makes the English Language and Literature programme great. Our past partnerships with numerous universities have indeed resulted in academic and career benefits. Academic mobility thus keeps being key to building intercultural skills and making the programme more global.

For more information about the Department:

<https://www.ff.unsa.ba/index.php/en/about-department-of-english-language-and-literature>

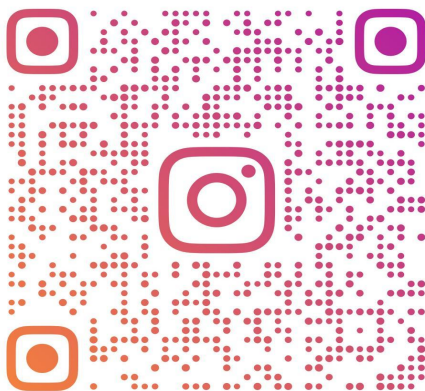
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ADDITIONAL REFERENCES TO EXPLORE

1. *On the founding of the Faculty of Philosophy in Sarajevo, published by the Government of the People's Republic of Bosnia and Herzegovina on February 14, 1950, No. 120*
2. *Decision of the Faculty Council, No.: 02-01/25 of 11 January 2021, on aligning the list of scientific fields, scientific disciplines within scientific fields, scientific branches within disciplines, and core subjects within scientific branches for the University of Sarajevo – Faculty of Philosophy; Consent of the Senate of the University of Sarajevo, No. 01-1-25/21 of 27 January 2021*
3. *List of academic titles, scientific and professional ranks that can be obtained at the University of Sarajevo - Faculty of Philosophy – latest version submitted to the University of Sarajevo*
4. *Funds spent on works and equipment procurement in the period 2018–2025*
5. *Decisions of the Faculty Council regarding the self-evaluation of study programmes*
6. *Sixth (6th) Internal Institutional Evaluation of the University of Sarajevo, Adopted Report on the Internal Evaluation of the Curricula of the Faculty of Philosophy, University of Sarajevo (Faculty Council Decision No. 02-01/212 of June 28, 2019); Amendments and supplements to the curricula of the Faculty's departments/chairs for 2019/2020*
7. *Decision of Dean of the Faculty, No. 01-04/45 of May 28, 2019; No. 03-02/348 of May 21, 2021 and Decision of Dean of the Faculty on Amendments and Supplements, No. 03-02/522 of May 23, 2022; Decision of the Faculty Council, No. 02-01/216 of June 1, 2023; Decision of Dean of the Faculty, No. 01-04/145 of September 4, 2025*
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9. *Deans and Vice Deans 2018 – 2025; Faculty Council Members 2018 – 2025; Chairpersons/Heads of Departments/Chairs of the Faculty 2018 – 2025; Administrative and Professional Services 2018 – 2023*
10. *Decision of the Ministry of Justice and Administration of Sarajevo Canton, No. 03-05-05-13785/13, dated January 13, 2014; Student Representatives Elected as Members of the Faculty Academic Council 2018–2023*
11. *On digitalisation of the Faculty of Philosophy in Sarajevo (analysis of current status and needs)*
12. *Statistical Report on Teaching and Non-Teaching Staff*
13. *Charts with Data from the 2025 Student Survey on the Labour Market*

14. *Data on the Academic Mobility of Incoming and Outgoing Students and Academic Staff of the Department of English at the University of Sarajevo - Faculty of Philosophy from 2018 to 2025*

A word cloud of English language and literature terms on a black background. The words are arranged in a roughly triangular shape, with the largest word, 'English', in the center. Other prominent words include 'language', 'poetry', 'history', and 'literature'. The words are in various colors and fonts, including cursive and sans-serif styles. The terms are: contrastive, Renaissance, interpreting, CECCCTS, Great, translation, American, United, 20th, studies, cultural, 3+2, Britain, teaching, Shakespeare, British, linguistics, Literature, Sociolinguistics, contemporary, Morphology, Morphosyntax, States, methodology, linguistic, Romantic, Phonetics, Language, Social, century, Syntax, Pragmatics, and the word 'Literature' written vertically on the right side.

